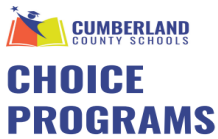


Parent-Student Handbook 2024-2025

Glendale Acres Elementary School
2915 Skycrest Drive
Fayetteville, NC 28304
Phone: 910-484-9031 Fax: 910-486-8750

The Parent-Student Handbook may be updated, revised or amended at any time to meet the needs of all students and staff while continuing to provide a safe and positive environment for all.



Dear Parents and Students,

Welcome to the 2024-2025 school year at Glendale Acres Elementary School! To help ensure good communication between home and school, the Parent-Student Handbook is being provided to help answer many of the questions you may have regarding policies and procedures pertinent to our school.

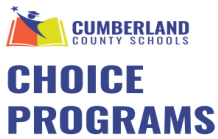
The purpose of this handbook is to inform parents and students of the philosophy and mission of our school and, in essence, what it means to be a member of the Glendale Acres family. The Parent-Student Handbook contains valuable information to help familiarize you with the operation of our school, as well as, opportunities and responsibilities that are yours as we work together to educate our children. Parents, please take time to thoroughly read this handbook and discuss the important points with your child.

Glendale Acres Elementary School is committed to working with parents as partners in helping children to grow and develop. We would like to extend to you an open invitation to visit school regularly and share in your child's education. Please take time to volunteer, as we know that parents are one of the keys to a successful school. We look forward to a strong, supportive relationship.

This new school year means new beginnings and new futures. As we strive for academic excellence, our students will be provided with rich and fulfilling learning experiences. We are excited about the opportunities promised for the upcoming school year and hope you share our enthusiasm!

Sincerely,

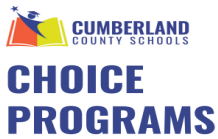
Dr. Julie A. Dees
Principal



PHILOSOPHY, OBJECTIVES AND COMMITMENTS:

Glendale Acres Elementary School faculty and staff believe that the children entrusted to our care are unique individuals who progress at their own rate and have differing academic needs and abilities. Students have the challenging task of acquiring the skills and processing the information necessary to be independent and successful in our global society. We must provide a solid foundation for our students' educational experiences to be built upon. As we guide them through their daily activities, we will strive to present an environment that will encourage the students to reach their highest academic potential while fostering emotional, social and physical development, as well as, facilitate the development of independence. Through effective teaching techniques, the faculty and staff motivate students to think clearly, critically and to make sound judgments with respect to themselves and others.

Developmentally appropriate practices are incorporated into our school curriculum to provide for all areas of a child's development: physical, emotional, social and cognitive. This is done through an age span and an appropriate integrated approach. We utilize parents and other resource persons within the community to help our students. Our school motto, "Learning with Love and Laughter", epitomizes the nurturing environment provided by the school, home and community at Glendale Acres.



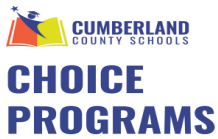
WORLD LANGUAGE (Spanish)

Glendale Acres Elementary School offers a quality, child-centered instructional plan with a focus on the enhancement of communication skills including reading, writing, listening, speaking, viewing and critical thinking in all academic areas. Effective visual, written and oral communication is encouraged through the use of developing basic skills in the use of a foreign language by:

- Developing basic skills in the use of a foreign language by including second language instruction as a weekly resource class
- Providing essential communication skills, foreign language knowledge, and cultural appreciation that will enable students to compete in a global society
- Focusing on enhancing communication skills (reading, writing, listening, speaking and viewing) through class instruction and through a student-led morning news program (creating, production, and broadcasting) in Spanish and English using current video technology

KEY COMPONENTS

- A strong integration of communication skills throughout the curriculum
- Spanish instruction beginning in kindergarten
- An emphasis on effective expression of ideas and information in all academic areas
- Cross-curricular units emphasizing meaningful content, problem solving and high level thinking
- Program supported by active community partnerships
- Literacy is 120 minutes in Second Grade and 150 minutes in K-1 each day for every child



PARENTS RIGHT TO KNOW STATEMENT

In accordance with ESEA Section 1111(h)(6) *PARENTS RIGHT-TO-KNOW*, CCS is notifying every family of a student in a Title I school that you have the right and may request information regarding the professional qualifications of your child's classroom teachers and/or teacher assistants.

This information regarding the professional qualifications of your child's classroom teachers and teacher assistants includes, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by teacher assistants and, if so, their qualifications.

If you would like to request the qualifications of your child's teacher and/or teacher assistant please contact the CCS Title I Office at 910-678-2637.

In addition, your child's school will notify you at any time your child has been taught for 4 or more consecutive weeks by a teacher not meeting state professional qualifications.

DECLARACIÓN DEL DERECHO A SABER DE LOS PADRES

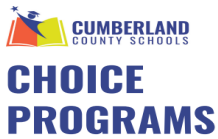
De acuerdo con la Sección 1111 (h) (6) de ESEA, DERECHO A SABER DE LOS PADRES, WS / FCS está notificando a cada familia de un estudiante en una escuela de Título I que usted tiene el derecho y puede solicitar información sobre las calificaciones profesionales de su hijo. maestros de aula y / o asistentes de maestros.

Esta información con respecto a las calificaciones profesionales de los maestros y asistentes de maestros de su hijo incluye, como mínimo, lo siguiente:

1. Si el maestro ha cumplido con los criterios estatales de calificación y licencia para los niveles de grado y las materias en las que el maestro brinda instrucción.
2. Si el maestro está enseñando bajo un estado de emergencia u otro estado provisional a través del cual se ha renunciado a los criterios estatales de calificación o licencia.
3. El título de licenciatura del maestro y cualquier otra certificación de posgrado o título que posea el maestro, y el campo de disciplina de la certificación o título.
4. Si el niño recibe servicios de asistentes de maestros y, de ser así, sus calificaciones.

Si desea solicitar las calificaciones del maestro de su hijo y / o asistente de maestro, comuníquese con la Oficina de Título I de CCS al 910-678-2637.

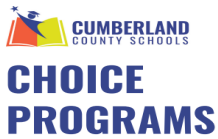
Además, la escuela de su hijo le notificará en cualquier momento en que un maestro que no cumpla con las calificaciones profesionales estatales le haya enseñado a su hijo durante 4 o más semanas consecutivas.



SCHOOL CLIMATE

We are committed to the goal of guiding children in the development of knowledge, skills and attitudes while maximizing their potential. We are proud of our past achievements, but continue to strive for excellence in education. At Glendale Acres, we believe that a safe, orderly environment is necessary for high academic achievement. Our school ensures a positive learning environment through the communication of high expectations, consistent consideration for the rights of others and a school wide policy of appropriate consequences for disruptions of the learning process. All disciplinary actions taken to ensure maintenance of a positive school climate will be in full accordance with the Cumberland County Code of Conduct. Consequences of discipline infractions will be identified and implemented fairly.

Our goal is to direct students toward self-discipline. The teacher will handle misbehavior. If, after due process and the implementation of our PBIS discipline plan, proper conduct is not established, students will be sent to an administrator with supporting documentation. The principal has the authority to suspend a student from any class.

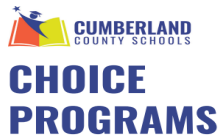


PRESENTATION OF COUNTY AND SCHOOL RULES

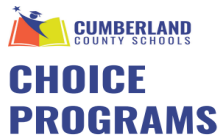
- 1) Each teacher is to read, explain and give every student in his/her room a copy of the Cumberland County Code of Conduct and school rules.
- 2) Students who transfer into Glendale Acres must also receive and have the rules read and explained to them.
- 3) The Cumberland County Code of Conduct, the school rules and the classroom rules should be reviewed throughout the year.

GLENDALE ACRES ELEMENTARY SCHOOL RULES

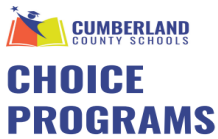
- 1) Students must obey all class rules and follow the instructions of the principal, teacher, instructional assistant, student teacher, substitute teacher or other faculty members when on school premises.
- 2) Fighting at school, on the school bus, at the bus stop, or on the way to and from school is prohibited. Any student who violates this rule will be disciplined accordingly.
- 3) Any student assisting, aiding, abetting, conspiring with or encouraging in any manner with another student to violate the school rules by fighting will be disciplined accordingly.



- 4) Any type of weapons or dangerous instruments brought on school grounds will result in suspension from school and a possible police investigation.
- 5) Profanity and/or verbal abuse of any faculty member or student will not be tolerated.
- 6) No student may violate or abuse the person or property of another student or school personnel by engaging in an activity that demeans or degrades that person or property.
- 7) Students may not tamper with or take into their possession any object or items belonging to another student, school personnel or to the school without first obtaining permission from the appropriate person.
- 8) Writing on, marking, defacing, smearing, staining, soiling or injuring the walls or property of the school will not be permitted.
- 9) Running in the building and on the breezeway is prohibited. Students are expected to walk at all times when in the building and on the breezeways.
- 10) No medicine is to be brought to school by a student.

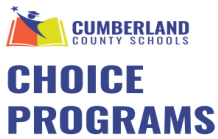


- 11) The possession of cigarettes, matches, cigarette lighters or any other drug paraphernalia or pyrotechnics could be subject to suspension from school.
- 12) Electronic devices will not be brought to school. These items will be collected and turned into the office to be picked up by the parents. (The school will not be responsible for electronic devices)
- 13) No student is allowed in the teacher's lounge unless approved by the principal.
- 14) Once a student arrives on the school grounds, he/she may not leave without being checked out through the office by parent/guardian. All transportation requests must be made in advance and in writing. Any changes need to be sent to the teacher and a communication between the guardian or parent must also occur. Open communication is the key!
- 15) Walking students and car riders cannot come on campus prior to 7:25 AM.
- 16) The school building will be opened to bus students at 7:25 AM. There will be no supervision for students before this time. Therefore, no students should be dropped off earlier than this by parents.



- 17) Upon arriving on the school campus, students are expected to go directly to their classrooms or the cafeteria for breakfast. Students may not loiter in the hallways.
- 18) All students are expected to be in the classroom before the second bell rings at 7:55 AM.
- 19) Students arriving to school after 11:03 AM or checked out of school before 11:03 AM will be marked absent.
- 20) Students may not be checked out of school after 2:10 PM.
- 21) Students may not remain on the school grounds after 2:35 PM without permission of a school official.
- 22) Students may not use microwaves or bring bottle containers to school.
- 23) Microwave ovens are for staff use only.

Any student who violates the rules of Glendale Acres Elementary School or the established system wide rules as adopted by the Cumberland County Board of Education shall be subject to disciplinary action, which may include, but not be limited to, suspension from school.



GLENDALE ACRES SCHOOL CODE OF CONDUCT

Students will...

...Be Respectful:

Follow directions and speak politely to all adults.

Use appropriate language.

Prevent and avoid fights.

Allow other students the right to learn.

Follow the Glendale Acres School Rules.

Follow the Cumberland County School Rules.

...Be Responsible:

Come to school on time and go directly home after school.

Arrive at school between 7:25 AM and 7:55 AM.

Take care of school property and the property of others.

...Be Safe:

Walk at all times (except on the playground).







Staff will review the Glendale Acres Discipline Policy on being a Character Cub

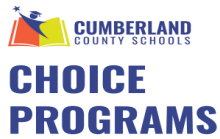
CHOICE PROGRAMS

PBIS SCHOOLWIDE DISCIPLINE POLICY

Students are expected to comply with all Glendale Acres School Rules/PBIS Matrix

Glendale Acres Elementary School "Bear" Essentials

	Rectangular Snip					
"I am a Character Cub!"	Classrooms/Resource	Travel Areas	Cafeteria	Restrooms	Playground	Bus
						
I am Respectful	<ul style="list-style-type: none"> Actively listen Treat others like you want to be treated Use appropriate voice levels Maintain personal space Use manners 	<ul style="list-style-type: none"> Walk quietly (Level 1 voice) Maintain personal space Keep hands and feet to self 	<ul style="list-style-type: none"> Stay in line while waiting for food Raise hand for help Use good manners Maintain personal space Eat your own food Use a Level 2 or 3 voice 	<ul style="list-style-type: none"> Respect the privacy of others Keep hands and feet to self Use Level 1 or 2 voice 	<ul style="list-style-type: none"> Share equipment Include others Use kind words Treat others like you want to be treated Maintain personal space 	<ul style="list-style-type: none"> Keep hands and feet to self Maintain personal space
I am Responsible	<ul style="list-style-type: none"> Follow directions the first time Make good choices Accept consequence Be a problem solver Come prepared Be on time Do your job Always do your best Follow CCS Code of Conduct 	<ul style="list-style-type: none"> Keep hallway clean Follow directions the first time Accept your position in line Walk with a purpose Face forward in line Be a problem solver Arrive at destination with a positive attitude 	<ul style="list-style-type: none"> Stay in seat Follow directions the first time Keep tables and floor clean Only take what you need Come prepared 	<ul style="list-style-type: none"> Put used paper towel in trash can Complete tasks in a timely manner Wash hands Clean up after yourself 	<ul style="list-style-type: none"> Follow directions the first time Clean-up equipment when done Be a problem solver Take care of equipment 	<ul style="list-style-type: none"> Promptly enter and exit the bus Take all belongings with you Sit in assigned seat Be a problem solver
I am Safe	<ul style="list-style-type: none"> Use supplies appropriately Keep hands, feet, and objects to yourself Report problems to a teacher 	<ul style="list-style-type: none"> Use travel position Walk on the right side Stay in line 	<ul style="list-style-type: none"> Use walking feet for all movement Report problems to a teacher 	<ul style="list-style-type: none"> 1 person in a stall Use equipment properly Use one paper towel Report problems to a teacher 	<ul style="list-style-type: none"> Use equipment for intended purpose Respect outdoor surroundings Be alert Stay in play area Report problems to a teacher 	<ul style="list-style-type: none"> Sit facing forward Stay seated on your bottom Report problems to the bus driver Use Level 1 or 2 voice



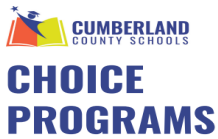
Each teacher will add to above as needed for individual classrooms. Rules are to be approved by school administration, posted in the classroom and sent to parents at the beginning of enrollment in class.

PBIS SCHOOL-WIDE DISCIPLINE PLAN

The discipline procedures we have implemented at Glendale Acres were developed so that every child has the opportunity to be successful in a safe and caring climate. In order for the plan to be productive, we must have full support from home in our endeavors of maintaining an environment conducive to learning. Our students follow a school-wide discipline plan described in our School Handbook, as well as, a classroom plan that is posted in every classroom with behavior goals, a consequence system, and rewards.

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PBIS is an evidence-based, data-driven framework that focuses on acknowledging positive student behavior, increasing student achievement and school safety while teaching behavioral expectations. By ensuring that all students have a clear understanding of school-wide behavioral and social expectations, we are confident that student learning will increase and we will see a decline in classroom disruptions. The Glendale Staff will continuously work with our students to make sure that they understand and learn the school's expectations. We will explicitly teach, model and practice the behavioral expectations while consistently working with students to apply behavioral expectations in all settings.



Class Dojo Point Incentives for Positive Behavior

Individual School Wide Incentives -

Students will have their names on the PBIS Board in the Main Hall as they reach each "Bear" level. These will also be recognized at our nine weeks award programs (Success Assemblies).

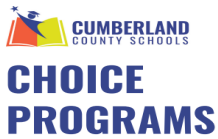
- 125 Dojo Points = **Teddy Bear**/Pencil
- 275 Dojo Points = **Grizzly Bear**/PBIS Treasure Box
- 375 Dojo Points = **Polar Bear**/Frozen Treat
- 500 Dojo Points = **Panda Bear**/Lunch with Teacher
- 750 Dojo Points = **Kodiak Bear**/PBIS Prize Bag
- 1,000 Dojo Points = **Character Cub Award**/ Principal Star Projector & Music Celebration (May)

Classroom Incentives

Teachers will offer additional **individual** and **class** incentives within their classrooms for students.

Class Incentives will be rewarded when **ALL** students in a class have achieved the following number of Class Dojo Points! Once the following number of points are achieved by each class as a whole, the class will earn the incentives listed below:

- 2,000 Dojo Points = **5 minutes Bonus Recess**
- 4,000 Dojo Points = **10 minutes Bonus Recess**
- 6,000 Dojo Points = **15 minutes Bonus Recess**
- 8,000 Dojo Points = **20 minutes Bonus Recess**
- 10,000 Dojo Points = **25 minutes Bonus Recess**
- 14,000 Dojo Points = **30 minutes Bonus Recess**



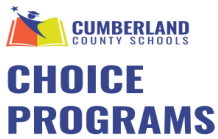
Prize Cart & Class Dojo Point Guidelines

Students will visit the prize cart weekly and select a prize when they have earned at least 25 points. Teachers will redeem each student's points when they visit the prize cart and select a prize. Students may choose to redeem the points on a prize or bank them to redeem later. The cart will have items for 25 and 50 points.

In addition, all teachers will use the following class dojo point system for their class that is in alignment with our PBIS school-wide matrix. Each teacher will need to set these in their Class Dojo platform.

I am respectful- 2 points
I am responsible - 2 points
I am safe. - 2 points
I had a great day! - 1 point

Students are expected to earn at least 7 points a day, but can earn more. As always, no points can be taken from a student. Teachers should document the negative behavior choice in dojo so that parents will be aware, however, the point value cannot be taken away from the student.



Class Dojo Points- Count Guidelines

In order to facilitate Class Dojo Point distribution, the PBIS team has come up with a reasonable range for each student to have at the end of each nine weeks.

There will be students who have more than the range, but there should not be students with less than the low end of the range.

Time Frame	Range of Dojo Points
End of 1 st Nine Weeks (October 18, 2024)	175 - 300
End of 2 nd Nine Weeks (December 20, 2024)	275- 520
End of 3 rd Nine Weeks (March 12, 2025)	475- 780
End of 4 th Nine Weeks (May 23, 2025)	675- 1,000

**At GLENDALE ACRES...
We ensure success and nothing less!**

CHOICE PROGRAMS

GAES Behavior Management Flowchart

Discipline Admins

Dr. Dees

Beth Lee

Observe Problem Behavior & Problem Solve with Student/s

Follow MINOR Behavior Response- Use Teacher Consequence ALWAYS document in ABE

No

Is Behavior Office/ Admin Managed?

Yes

Follow MAJOR Behavior Response- Office Discipline Referral Admin Contact Parent

STEP 1
Use clear and precise language

- Redirect
- Reteach Expectation
- Model behavior
- Proximity
- Reflection
- Warning
- Calm Corner

Behavior Stops | Behavior continues

Give student Dojo Points/Dojo Coupon

STEP 2
Teacher completes Class Action in ABE (State Action in Step 1)
No Admin action required
Apply Behavior Consequence Options in Classroom (logical, individual)

- Modified Seating
- Student Conference
- Bounce (purple folder)
- Structured Recess
- Notification to parent (dojo message/email)

STEP 3
Teacher completes Class Action in ABE (State Action in Step 1 & 2)
No Admin action required
Apply Behavior Consequence
Teacher must contact parent by phone

Does student have? 3-5 of same violation per student (any teacher) in one week?
10-15 Class Actions in one quarter?
If NO, proceed to Step 1
If YES, proceed to Step 4

STEP 4 (Complete both before Step 5)
Teacher completes Class Action in ABE
No Admin action required
Apply Behavior Consequence

- PLC Team Conference

MINOR Teacher Managed (Class Action)	MAJOR Office or Admin Managed (Office Referral)
<ul style="list-style-type: none"> -Verbal Outbursts -Foul Language -Minor verbal conflicts -Off-task -Dishonesty -Unprepared for class -Work refusal -Sleeping -Tone/Attitude -Disrespect -Excessive talking -Dresscode 	<ul style="list-style-type: none"> -Chronic/Repetitive Minor -Bullying -Verbal aggression -Physical aggression -Weapons/Drugs -Inappropriate touching

Incident Report-Info Needed

- **What is the Problem? (offense description)**
Ex: Emma was hitting Jamal on the back of the neck.
- **What happened right before the behavior (antecedent)? (offense description)**
Ex: When the class was on the way to lunch, Jamal reached into Emma's personal space and took Emma's lunch box and tried to claim it as his.
- **What did the behavior look like? (offense description)** Ex: Emma physically took her right hand and hit Jamal in the back of the neck leaving a red mark.
- **Who is engaged in the behavior? (drop-down)**
Ex: Emma and Jamal; the incident should be linked for each student. Add complete details of the incident.
- **Where and when is it happening? (drop-down)**
Ex: In the hallway on the way to lunch at 11:00am
- **What is the consequence? (drop-down, Action Taken)**
Ex: Emma and Jamal were both spoken to by Mrs. Teacher. Mrs. Teacher told Emma and Jamal the behavior expectations, each student reflected on what could have done differently. The incident was documented in the discipline system as a class action.

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STEP 5
Teacher completes Office Referral in ABE and sends it to Administration

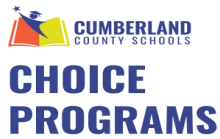
*Administration follows through on consequence
*Administration provides teacher feedback

PBIS



Character Focus of the Month

Month	Character Trait
August	Introduction
September	Respect
October	Responsibility/Perseverance
November	Integrity/Honesty
December	Caring/Kindness
January	Self-Discipline/Self-Control
February	Trustworthiness/Courage-Loyalty
March	Fairness/Sportsmanship
April	Citizenship/Cooperation
May	Celebration



Why Morning Meetings

The information here is based off the book “The Morning Meeting Book” by Roxann Kriete

Purposes of Morning Meetings:

1. Morning Meetings set the tone for respectful learning and establish a climate of trust.
2. Tone and climate of Morning Meetings extend beyond the meeting
3. Morning Meeting motivates children by addressing two human needs: the need to feel a sense of significance and belonging and the need to have fun.
4. The repetition of many ordinary moments of respectful interaction in Morning Meetings enables some extraordinary moments.
5. Morning Meetings merges social, emotional, and intellectual learning.

Morning Meetings can take place in any classroom and in any grade level!
Morning Meetings do not have to take a lot of time!

Morning Meetings can: (but are not limited to)

- Ask students to answer a question (ex: what is your favorite ice cream flavor?) to be used in a lesson
- Review material (math facts, vocabulary, or spelling words) previously taught
- Have students identify themselves as “present” or select lunch choices
- Give students directions about morning work or morning procedures that they might need help remembering (regardless of grade level)
- Have students vote on an incentive, assignment, project, or recess activity
- Have students participate in a team building, class builder, or brain break.
- Discuss an issue the class is experiencing

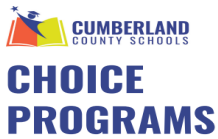
CHOICE PROGRAMS

Morning Meetings consists of four components. Here they are broken down and briefly explained. All of these need to be modeled, practiced, modeled, and practiced more. Older students can progress into running their own Morning Meetings as the year continues.

Component	Purposes	Examples/Points to Remember
Greeting >3 minutes	<ol style="list-style-type: none"> 1. Sets a positive tone 2. Provides a sense of recognition and belonging 3. Helps children learn names 4. Gives practice in offering hospitality 	<ul style="list-style-type: none"> ● Adjective greeting: “Hello my name is Jazzy Julie!” response: “Hello Jazzy Julie, my name is Lovely Lauren!” ● Good Morning in different languages ● Speed Greeting: Students have 30 seconds to 1 minute to say Good Morning (don’t forget eye contact and names!) to as many of their classmates as they can. <p style="text-align: center;">Appendix E in Morning Meeting Book for more ideas!</p>
Sharing	<ol style="list-style-type: none"> 1. Helps develop the skills of caring, communication and involvement with each other 2. Extends the knowing and being known that is essential for development of community 3. Encourages the habit of inquiry 4. Provides practice of speaking to a group 5. Strengthens vocabulary development 	<ul style="list-style-type: none"> ● Teachers can set up a rotation to share (2-4 students per day, so they will have time to prepare/practice) ● Popsicle share (2-4 students per day, put all of the sticks back once everyone has had a turn) ● Teach students to distinguish between appropriate news and news just for the teacher ● Allow students to share their information, and then say “I’m ready for questions and comments...” ● Teach students how to listen respectfully, as well as formulate relevant, caring questions to ask classmates

CHOICE PROGRAMS

<p>Group Activity</p>	<ol style="list-style-type: none"> 1. Contributes to a sense of community culture by building a repertoire of common material – songs, games, chants, and poems 2. Fosters active and engaged participation 3. Heightens the class’s sense of group identity 4. Encourages cooperation and inclusion 	<ul style="list-style-type: none"> ● Alphabet Story: First person begins to tell a story with the letter A – ex... “Aunt Helen came to my house the other day.” The next student will add a sentence with the letter B – ex “Buddy, her terrier, came with her.” Continue around the circle. ● This looks like a _____ but it’s really a _____. Students take an everyday item, like a pencil, and imagine what else it could be – ex. “This looks like a pencil, but it could be a pogo stick!” Student will act out the pogo stick. <p>Appendix F in Morning Meeting Book for more ideas!</p>
<p>News and Announcements</p>	<ol style="list-style-type: none"> 1. Eases the transition into the classroom day and makes students feel excited about what they’ll be learning 2. Develops and reinforces language, math, and other skills in a meaningful and interactive way 3. Builds community through shared written information 	<ul style="list-style-type: none"> ● A student, students, or teachers read the message followed by a discussion of the activity, question, or topic. The teacher can then give students information about the day ahead; any schedule changes, so that students will be aware of the day’s events.



At Glendale Acres we strive to provide a safe and caring environment for everyone at all times.

Keys to remember...

*If your child is going to be eating breakfast at Glendale Acres, your child needs to arrive for breakfast by 7:30 am so that they have ample time to eat breakfast; all students leave the cafeteria from breakfast no later than 7:50 pm.

All parents and students must walk through the designated pedestrian crosswalks when crossing the street at all times while on campus

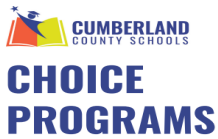
During the first 2 weeks of school, parents/guardians are invited to sit with their child only for breakfast. However, to build independence and self-esteem we strongly encourage parents to allow their child to eat breakfast with the other students during breakfast time.

Traffic Procedures for Drop-Off/Pick-up (Cars, Daycares and Walkers)

Procedures may be revised as needed to ensure safety expectations throughout the school year

- **When dropping off or picking up your child by car:**

Stay in your car in the right-hand lane (to the right of the solid yellow line) and move along with the traffic until you arrive at the wide solid white line painted across the lane directly in front of the B-Building doors. Once you have reached that point, your child may exit or load your vehicle on the passenger side next to the fire lane (indicated with red lines) and safely move to the sidewalk.

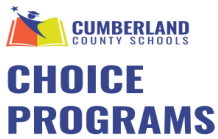


****Students being dropped off must be dropped off in the circle drive at the designated loading line. They may not cross the street or go between cars at any time.**

- There is **no parking** in the right lane (only stopping and loading). You must remain in your vehicle.
- The left lane is for slow moving thru traffic only. Move safely and slowly.
- Cars are not to be parking in the volunteer parking in front of the school during arrival and dismissal of students.
- Cars are not allowed past the curve of the driveway during these times.
- Once the car line begins to form in front of B building, do not turn left to enter the line from Skycrest Road. You must drive down Skycrest Drive to turn around and get in the car line that is forming on the right side of the road. This is a safety issue to avoid any car blocking the driveway or sitting in the driveway in front of the school building to enter the car line in front of B building.

- **Students will walk directly into B building and will go immediately to class or to breakfast.**
- **Do not block driveways of neighborhood houses during pickup and drop off times. Do not park along the side of the street in front of the school.**
- **Do not block the school entrance driveway during pickup and drop off times. School Buses and/or Emergency vehicles MUST always be able to enter school grounds.**
- **No cars are allowed in front of the school where the buses load.**
- **Please be patient in our car pick up line to ensure the safety of all of the students. Staff members are available to help the movement of students as well as traffic. Move slowly, at all times, through our parking lot as you enter and exit our school.**

- ***If necessary, parents escort students in the pedestrian walkway to safely cross the parking lot. Ensure drivers in cars see you and are stopped.***



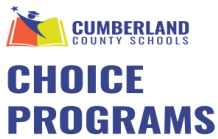
INFORMATION FOR PARENTS DESIRING TO WALK THEIR CHILD INTO THE SCHOOL BUILDING IN THE MORNING

- Read and Follow the same procedures as above for lining up and turning into the school driveway. When in the driveway, continue straight - DO NOT turn left into the circle traffic in front of the school
- Park your car on the right side of the driveway on the dirt area by pulling into the space so there is room for other cars to park
- Exit the car with your child. It is recommended that you hold your child's hand since this is a very congested area at this time of day. Cross the driveway using the pedestrian crosswalks only.
- Once across the driveway, walk on the sidewalk to the main entrance door (Office Entrance - covered area) and enter. Proceed to your child's classroom; please remember that normally students who are going to eat breakfast at school go to the cafeteria before going to the classroom.
- After walking your child to class, you may exit the school using the office exit or the metal gate by B-Building; please make sure the gate is closed behind you for safety.

AFTERNOON DISMISSAL

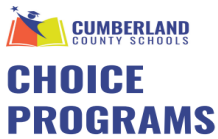
2:35 Buses, Walkers and Daycare will be Dismissed

As you know, Safety is always #1 at Glendale Acres. Below is information that will help us improve the safety of our students at dismissal. There are four ways that students depart the school campus of Glendale Acres: 1) Bus student; 2) Daycare student; 3) Car rider student - if a student loads into a car and is driven away from campus then that student is a car rider and the parent/guardian waits in the car line for student - pick-up; 4) Walking student. - a student who lives within the do not transport area of the neighborhood and is met (at the designated school area) by an adult to walk home with the student. A walking student does not enter a car to go home or leave campus. Please follow this information to keep our students safe.



- After School dismissal procedures for **Daycare Riders:** Daycare students will be escorted through the courtyard to the back of the cafeteria for pick-up. A designated Glendale Acres employee will walk students through the courtyard and out the gates near the Media Center. After going through the gates Daycare students will wait in a specified area and will be supervised by a Glendale staff member.
- Glendale Acres employees will be responsible for organizing the manner in which the daycare students wait on the sidewalk by the cafeteria. Students will be grouped according to the daycare van they ride and one adult will walk students to the van to board the daycare safely.
- After School dismissal for **WALKERS:** Students who reside in the Glendale Acres neighborhood will meet parents who walk to school to greet them in the afternoon in front of Building B. These students will walk with car riders in the afternoon to the front of the school and a Glendale Acres employee will supervise the students to release neighborhood walkers to their parent or guardian.
- **Bus students** from Building A and bus students from Building C will be escorted through the courtyard and through the administration building directly to the school buses by the school employee leading each line and loaded on the buses. **Bus students** from Building B will be escorted out the iron gate by Building B, down the sidewalk and loaded on each bus by the school employee leading the line. Individual staff members assigned to a school building for bus dismissal will lead their students directly to all the buses to load the students on the bus.

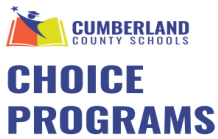
(The duty schedule cannot be adjusted without the principal's approval).



SCHEDULES

Regular Daily School Schedule	
Bus Riders	7:25 AM (arrival)
Breakfast	7:25 – 7:50 AM All students leave breakfast no later than 7:50
Walkers	7:25 – 7:55 AM
First Bell-Warning Bell	7:50 AM
Tardy Bell	7:55 AM All students are marked tardy after 7:55
Dismissal Bell	2:35 PM

If your child is eating breakfast at school, we suggest an arrival time of 7:30 AM in order for your child to be prepared and ready to start the instructional day at 7:55 AM. **Children cannot be dropped off at school before 7:25 AM.** In the afternoon, we recommend that parents picking up their children and Daycare Vans arrive on campus between 2:25-2:35 PM. Parents should make arrangements with daycares to ensure that daycares drop-off students by 7:30 am in the morning so students will have time to eat breakfast and that daycares are on campus each day by 2:35 PM.



TARDIES

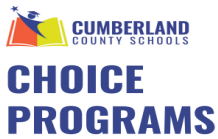
Your child is tardy if he/she is not in the classroom by the 7:55 AM tardy bell. Please be aware of the time school starts and stress the importance of being on time and ready to begin the day. Work habits for later years are being established. Let's work together to eliminate tardiness. **If your child is tardy, a parent or legal guardian must come by the office for a tardy slip before the child can go to his/her classroom. If your child has 3 unexcused tardies in a 9-week period, he/she will not receive a perfect attendance certificate. A doctor's note must be provided for a tardy to be excused.**

With Cumberland County's Schools "Every Minute Counts", if your child has 3 unexcused check-outs in a 9-week period he/she will not receive a perfect attendance certificate. A doctor note must be provided for a check-out to be excused, unless your child is checked-out due to illness or injury.

Furthermore, if your child is attending Glendale Acres and is out of district for School of Choice, Special Assignment, Voluntary Transfer or any other arrangement, a letter will be sent for excessive absences, tardies, not arriving on time or being picked up on time to return to your child's home school.

TELEPHONE

Telephone calls will not be sent to the classrooms during instructional times. Messages can be left for teachers to return calls when they are free from student supervision. Students will not be allowed to use the telephone unless it is judged to be an emergency by the teacher or secretary. Parents may call and have messages sent to their child (children). Messages will be given prior to dismissal or as needed. Also, please do not ask the staff to call a student to the office for such items as keys, books, clothing, etc. This is to refrain from disturbing the classroom during the instructional day. We appreciate your cooperation with this matter. If a conference is needed, call the office to schedule an appointment or send a written request by your child. Conferences before school are not usually as effective as conferences scheduled at other times. Staff members are busy and time is short in the morning.



PARENT/TEACHER CONFERENCES

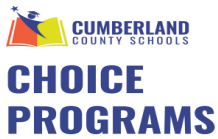
Parent/Teacher Conferences are scheduled for the week of November 4-November 8, 2024 and the week of February 24- February 28, 2025. However, you are encouraged to seek a conference with your child (children's) teacher(s) at any time during the school year if the necessity arises. Conferences are to be scheduled and arranged in advance between the teacher and the parent.

SCHOOL BREAKFAST, LUNCH AND SNACK

Cumberland County Schools (CCS) Child Nutrition Services is excited to announce that The Community Eligibility Provision (CEP) is being offered to Glendale Acres Elementary for the 2024-2025 school year. All students attending Glendale Acres Elementary School will receive breakfast and lunch meals at no charge. Schools participating in the CEP Provision will not distribute free and reduced lunch applications to their students for the 2024-2025 school year. However, students may purchase additional food items approved for a la carte sales. The a la carte sales may include items such as rice crispy treats, chips, graham crackers, fruit roll-up, goldfish crackers and animal crackers. All students will sit at the breakfast tables/lunch tables provided in the morning and during lunch which is supervised by a staff member.

During the first 2 weeks of school, parents/guardians are invited to sit with their child only for breakfast. However, to build independence and self-esteem we strongly encourage parents to allow their child to eat breakfast with the other students during breakfast time.

The tables provided in the center of the cafeteria are for parents and/or other family members and **their child only for lunch**. Student lunches being delivered by parents will remain in the front office until your student's designated scheduled lunch time. Parents will not be permitted to deliver lunches to the classroom to avoid disruption of classroom instructional time. You can choose to eat lunch with your child in the cafeteria at the designated tables once you arrive on campus during a student's lunch time and your child will meet you in the cafeteria.



CAFETERIA PRICES

Meal Prices 2024-2025 Breakfast Lunch

Grades K-5 (paying) \$0.00 (CEP)	\$2.65 (Non-CEP)
All Grades (reduced) \$0.00 (CEP)	\$0.40 (Non-CEP)

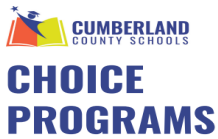
[Child Nutrition Webpage](#)

Adults a la carte a la cart is a la carte pricing

DRESS CODE (This may be changed at any time for safety reasons)

Children should be encouraged to have pride in good personal appearance at all times. We appeal to you, as parents, to stress the importance of good grooming and the use of proper dress. Faculty members will also use their influence on the students to foster proper dress. Students are required to dress appropriately for school.

- All students must wear shoes that are properly secured. Thong shoes, shoes with wheels, slides without a strap across the heel and flip-flops are not allowed. (Tennis shoes or closed toe shoes are preferable for student safety)
- Closed toe shoes must be worn on the day your child goes to physical education
- Bermuda shorts (shorts must be longer than the child's fingertips) can be worn in warm weather.
- Tank tops are not acceptable at any time. Girls may not have bare shoulders or show their midriffs.
- Tops must have at least 3 fingers width across each shoulder.
- Clothing with wording or pictures of drugs, alcohol, obscene words or which may be offensive to others may not be worn at school. Students will not be allowed to wear hats or sunglasses in the building. Parents will be called to either bring appropriate clothing or pick a child up when the dress code is violated.



DRESS CODE ADDENDUM

STUDENT DRESS CODE ADDENDUM *Effective September 24, 2020*

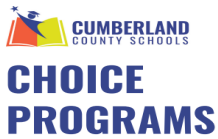
By the direction of Superintendent Dr. Marvin Connelly, Jr.: 1. All Cumberland County Schools will make any necessary religious accommodations for any type of headgear or head coverings otherwise restricted or prohibited under existing individual school dress codes. 2. No student shall receive Out of School Suspension based solely upon violation of an existing individual school dress code.

Regulation Code: 4316-R4 Systemwide Guidelines for Application and Content of Student Dress Codes

Pursuant to the Superintendent's implementation authority granted in *Policy 4316: Student Dress Codes*, the following guidelines will govern application and content of individual school dress codes throughout the Cumberland County Schools, and will also govern the application of student uniform dress codes for those schools which have adopted them.

I. Administrative Guidelines for Application of Individual School Dress Codes or Student Uniform Dress Codes

(1) Any school dress code enforcement actions should minimize the potential loss of educational time. When a school staff member or school administrator discusses a dress or grooming violation with a student, the adult should be the same gender as the student if practicable. Staff concerns about student attire should be discussed discretely and out of earshot of other students to the extent practicable. Teachers or staff discussing a dress or grooming violation with a student should present options for obtaining appropriate clothing (e.g., school clothing closet) or otherwise complying with this dress code (e.g., removing a problematic item). School-directed changes to a student's attire or grooming should be the least restrictive and disruptive to the student's school day.



(2) The student dress code is to be applied fairly and consistently without regard to race, gender, or other inherent traits or characteristics. Principals or their designees shall make reasonable accommodations for religious, educational, medical, or disability-related reasons and for cultural celebrations.

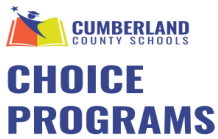
The policy does not apply to school-sanctioned uniforms and costumes approved for athletes, choral, band, dance, or dramatic performances. Except as specifically noted in the policy based on an exception or accommodation, the policy applies at all times when students are present on school property or in attendance at official, school-sponsored events.

(3) School hosted celebrations, such as spirit weeks, may allow for limited exceptions to these guidelines.

II. District-Wide Content Guidelines for Individual School (Non-Student Uniform) Dress Codes

Schools which have not adopted school uniform dress codes but which publish their own individual student dress codes shall adhere to the following guidelines with respect to the content of their dress codes, and in the event of any conflict between these guidelines and any individual school dress code, these guidelines shall control.

- a) No undergarments should be visible at any time.
- b) Clothing should not cause a disruption of the educational environment.
- c) Students may not wear or carry clothing, jewelry, book bags, or other personal articles that depict or display profanity, vulgarity, obscenity, nudity of any degree, violence, alcoholic beverages, tobacco, controlled substances, firearms, or any illegal activity, or which advertise products or services illegal to minors.



d) Any symbols, styles or attire frequently associated with gangs, intimidation or violence which are disruptive of the educational environment are prohibited.

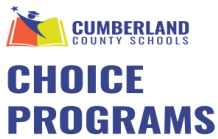
e) Adornments or accessories, such as chains or spikes that could reasonably be perceived to be a weapon or could be utilized as a weapon are prohibited.

f) Head coverings (including hats, hoods, sweat bands, and bandanas) are generally prohibited in school buildings. However, students may wear head coverings in the school building as an expression of sincerely held religious belief (e.g., hijabs or yarmulkes) or cultural expression (e.g., geles) or to reasonably accommodate medical or disability-related issues (e.g., protective helmets).

Approved by Superintendent: June 15, 2021

APPROVED SCHOOL VOLUNTEERS

Again, this year we will be calling on you to help us plan and implement our Volunteer Program. Volunteering has become a necessary part of our educational team as we struggle with such urgent concerns as: the soaring cost of education, growing demands of parent and community involvement in the school, increased attention to individualized instruction, and enrollment trends.



YOU Can Be a Volunteer!

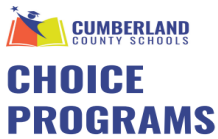
1. Complete the [CCS Mentor/Volunteer Registration](#) (criminal background check)
2. Contact the school principal or his/her designee to inquire about volunteer opportunities at the school. Visit the links below to see volunteer and mentor opportunities in our schools.
3. Get Started! Work with the school staff to determine a date and time when you can get involved.

[Frequently Asked Questions](#)

Frequently Asked Questions

1. What roles do volunteers perform in our schools?

Volunteers fill various roles from shelving library books, to assisting in the classroom, or tutoring children. However, according to the Family Educational Rights and Privacy Act (FERPA), volunteers are not permitted to assist with grading papers or inputting grades into the teacher's grade book. 34 C.F.R. § 99.12(a).



2. How often do I have to come?

It depends on the role you fill and your availability. Some roles such as tutoring require a larger time investment, and others may be a one-time event, such as speaking about a specific topic.

3. When do I come?

That depends on your schedule and the teacher or classroom schedule. The principal or his designee will match you with a teacher's request that suits your interests and availability.

4. What if I take a trip or get sick?

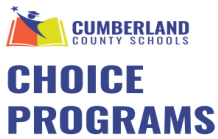
Teachers are generally flexible and accommodate accordingly. It is important to let teachers know as far in advance as possible if you will not be volunteering on a previously agreed-upon day.

5. Do I have to be screened?

Any volunteer positions that require direct access to students (e.g., tutor, mentor, field trip Chaperones) require a criminal background check. Check with the Human Resources Background Specialist at 678-2333 if you have a question regarding screening.

6. How do I complete a criminal background check?

You must complete the CCS Volunteer Registration process. Registration may only be submitted online and in its entirety. The form can be accessed at [CCS Volunteer Registration](#).



7. Is training required?

Yes, the district offers online volunteer training that can be accessed from any CCS computer with Internet access. Depending upon your role, teachers and school staff may provide additional on-the-job training (tutoring, media assistant, etc).

8. What should I do when I enter the school building?

You should always go to the office or visitor's desk and sign in before going to any classroom. This helps the school staff know who is in the building.

Because each classroom varies, ask your teacher about...

- directions to the classroom upon entering the building
- the protocol for entering a classroom while he or she is teaching
- where to place your belongings
- which restrooms to use

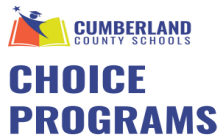
9. How should students address me?

Please have the students call you by Mr., Mrs. or Ms. and your last name.

10. How should I dress when volunteering in the schools?

Comfortable clothes are recommended. The elementary schools have many "hands-on" activities that take place on the floor with lots of creative (and usually messy) materials. T-shirts and jeans are acceptable, but should not have holes or display logos for alcohol, tobacco, or illegal substances.

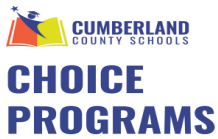
Students will be looking at you as role models, so please dress within generally accepted guidelines. Always wear your nametag when in school.



Family Ambassador Program

Goals for a Family Ambassador for Glendale Acres Elementary:

- ★ To provide families with relevant resources they need to help their children achieve success in the classroom and beyond.
- ★ To increase families' awareness of CCS' academic programs available to fit their child's education to their interests and the way they learn best.
- ★ To create opportunities for families to become engaged partners in their children's education.
- ★ To strengthen communication links between CCS departments that provide resources to families.
- ★ To promote a positive and welcoming learning environment.
- ★ To provide schools with support for family engagement using a research-based framework
- ★ Must have a strong desire to support other families.
- ★ Must be a non-CCS employee.
- ★ Must be endorsed by the school principal.
- ★ Must be committed to partnership building with the school, families and the community.
- ★ Must have the ability to maintain confidentiality
- ★ Must be a registered CCS Volunteer and pass a background check
- ★ Must be able to attend a mandatory training session and monthly Family Ambassador meetings (the first Thursday of the month, beginning with a Summit in August) with two meetings offered: 11 a.m. - 1 p.m. or 6-8 p.m.) with Cumberland Family Academy
 - The Summit and End-of-Year Celebration will only have one meeting time
- ★ Must have strong interpersonal communication skills; strong written communication skills preferred



VISITORS

Parents and community members are encouraged to visit our school as often as they wish. For security reasons, all visitors must report to the main office for visitor identification. This includes parents with teacher appointments. Please do not visit your child's room or teacher during the school day without signing in through the front office. If you need to talk with your child's teacher, please call for an appointment. Please keep in mind that visitors may briefly visit the school during the school day and classroom instructional day for no longer than 30-45 minutes. This will ensure all students successfully stay on task and the teacher is attentive to the classroom's daily instruction. Individuals requesting to stay longer must submit a volunteer request form and complete a background check required by CCS.

PARENT ENGAGEMENT 2024-2025

Parent engagement in schools refers to the active and meaningful involvement of parents in their children's education and school activities. This engagement is crucial for fostering a supportive learning environment and promoting student success

(Dates are Subject to change)

September 12, 2024 (Title One Overview/Open House/Parent Engagement Updates)

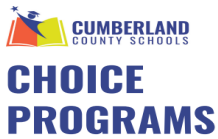
December 12, 2024 (Kindergarten Performance)

March 13, 2025 (First Grade Performance)

May 15, 2025 (Second Grade Performance)

All Parent Engagement meetings are at 6:00 PM in the school cafeteria

(Mandatory for All Staff)

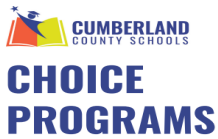


ATTENDANCE

Children between the ages of seven and seventeen years are required to attend school continuously during the school session. Children under the age of seven who are enrolled in the public school must attend school continuously during the school session unless they are withdrawn. A child absent from school must bring a note giving the reason(s) for the absence upon returning to school. Such excuses should be dated and signed by the parent, legal guardian, or custodian. Absences are coded as “lawful” or “unlawful”. Lawful absences include illness or injury, quarantine, death in the immediate family, medical or dental appointments, court or administrative proceedings, religious observances and educational opportunities. Unlawful absences include the student’s willful absence with or without the knowledge of the parent, vacations, and any other absence not listed as “Lawful Absence”. Please call the school and advise when it is necessary for your child to be out of school for more than one day. The school will attempt to contact parents/guardians when a student is absent, but this contact by the school does not eliminate the need for a written note.

VALID EDUCATIONAL OPPORTUNITIES

The Cumberland County Board of Education has adopted a student policy that permits with approved temporary absence of a student from school for a valid educational opportunity to be coded as lawful. The principal shall require that all conditions listed below be satisfied before a student’s absence can be coded lawful related to a valid educational opportunity. When planning a vacation, the school would like to encourage our parents to schedule the days for when the students have a holiday. We need your support in improving the attendance at Glendale Acres.

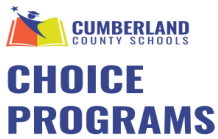


- The student or parent(s) shall seek prior approval from the principal or designee for a temporary absence to take advantage of a valid educational opportunity.
- The student or parent(s) shall provide appropriate school official(s) with written educational objective(s) regarding the proposed educational opportunity.
- The principal shall provide the student with written approval to be temporarily absent from school to take advantage of a valid educational opportunity.
- The student shall provide the appropriate school officials with a written report covering the objective(s) of the approved educational opportunity within five (5) days upon the student's return to school. (Report may be an oral presentation show-and-tell style.)

Educational Opportunity Forms are available through the office.

WITHDRAWAL AND TRANSFER PROCEDURES

When a student is leaving the Glendale Acres School attendance area, notification should be given to the teacher in advance. This will allow time needed for securing necessary forms to be completed in full without interruption of the instructional day.



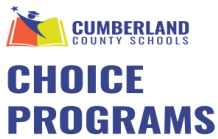
SECTION 504: REHABILITATION ACT of 1973

No otherwise qualified individual with disabilities shall solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subject to, discrimination under any program or activity of the school. Qualified disabled students are entitled to a free appropriate public education. Disabled persons who believe they have been subjected to discrimination on the basis of disability may appeal to the person in the school designated to hear said grievances.

Notice of Rights

Following evaluations and placement or refusal to evaluate or place a student for Section 504 accommodations, parents of students shall be provided a copy of the Section 504 Grievance Procedures and Notice of Rights (FORM 504-10). Specific requirements for procedural safeguards include:

- Notice of Rights. A notice of rights will be provided to parents or guardians upon evaluation, prior to a significant change in placement, and as often, thereafter, as the student is reevaluated.
- Review of Relevant Records. Parents shall be afforded the opportunity to review relevant educational records. The school district shall follow procedures established in its Family Educational Rights and Privacy Act (FERPA) policy to which parents are provided annual notice. See the Cumberland County Board of Education Policy Manual, File JR.
- Impartial Hearing. Parents or guardians will have an opportunity for an impartial hearing regarding the identification, evaluation, or educational placement of their child. Neither Section 504 nor other regulations identify a specific procedure for this purpose. The school district will contract with a professional with an educational background for the purpose of conducting impartial hearings (34 CFR 104.36).



If still unresolved, grievances may then be appealed to the school district Section 504 Coordinator:

Student Services

2465 Gillespie Street
Fayetteville, NC 28306
Phone: 910-678-2433
Fax: 910-678-2617

Dr. Natasha Scott, MSW

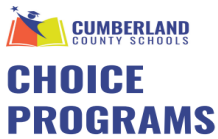
Executive Director- Email: NatashaScott@ccs.k12.nc.us

CARE OF TEXT/LIBRARY BOOKS

Textbooks and Library Books are available and provided to all students at no cost. When books are damaged or lost, it will be necessary for the issuing teacher and/or media specialist to assess damage/lost fees. Any lost book or books with markings, torn pages or missing pages should be reported to the teacher immediately.

GRIEVANCE PROCEDURES TITLE IX

Students who believe that they have been mistreated because of sex discrimination in the public school may appeal to the person designated in each school as the one responsible for hearing said complaints. If after appealing to this designated official the student is dissatisfied; he/she may submit a request in writing to the Superintendent for a review of the case. The Superintendent or his designated representative will arrange a conference with the student and make a decision regarding the grievance: If the decision rendered by the Superintendent is unsatisfactory to the student, the student shall within ten days, give written notice to the Superintendent and request a review by the Cumberland County Board of Education. The Board of Education shall render its decision within thirty days of receipt of the grievance.



CLASS CELEBRATIONS

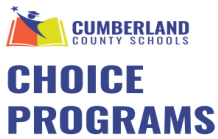
Each teacher may schedule no more than **two (2) class celebrations per school year**. Traditionally, these have been held around the Winter Break and at the end of the school year. Each teacher has the option of setting alternate dates.

Birthday celebrations for individuals are permitted. Parents may provide light refreshments on special days under the following conditions:

- 1) The parent has acquired teacher approval
- 2) Refreshments are served after the class has been to lunch
- 3) Refreshments are store bought
- 4) It does not interfere with the students' instructional day
- 5) The celebrations are not parties at the school.

SCHOOL SPIRIT DAY

Every Friday is very special at Glendale Acres. Fridays are always School Spirit Days! We encourage each member of our educational family to participate. Our "educational family" includes students, faculty, staff, parents, grandparents, friends, neighbors and EVERYONE who shares our love for this wonderful school. We wear a Glendale Acres School Pride shirt on Fridays. We look forward to having you enjoy these School Spirit Days!



INCLEMENT WEATHER MAKE-UP DAYS

Make up days for inclement weather will be scheduled as needed by the Cumberland County Board of Education.

Evaluation of Student Progress

It is necessary to evaluate students' academic performance to ensure they are succeeding within the framework of the educational goals and objectives. Evaluating students on a regular basis promotes continuous assessment provides information about a student's performance and progress and allows intervention strategies to be implemented if necessary to improve performance.

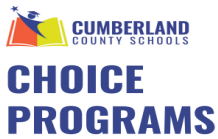
All activities that have occurred during an evaluation period should be considered in order for the evaluation to be meaningful. Such activities may include homework, class work, projects, special assignments, class participation and tests.

Grading System (Standards-Based Report Card)

Grades K-2: Letter/Numerical symbols shall be used in the evaluation of achievement as follows:

- IV** = 4 - Mastering Proficiency
- III** = 3 - Progressing Towards Proficiency
- II** = 2 - Beginning Stages of Development
- I** = 1 - Not Yet Experiencing Success with Support

*** Shaded blocks indicate not assessed at this time**



Special Subject Performance Indicators:

- S- Satisfactory**
- N- Needs Improvement**
- U- Unsatisfactory**

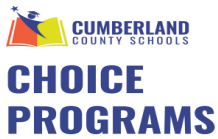
Standards Based Report Card Grading System:

In order for a student to be a 4, the student must have mastered all standards in the content area AND has a deep level of understanding of all standards beyond what is taught in class AND can explain it and teach it to others.

REPORT CARD SCHEDULE FOR 2024-2025

Progress Reports Go Home	End of the Reporting Period	Report Cards Go Home
September 23, 2024	1 st - October 18, 2024	October 25, 2024
November 20, 2024	2 nd - December 20, 2024	January 10, 2025
February 6, 2025	3 rd - March 12, 2025	March 19, 2025
April 23, 2025	4 th - May 23, 2025	May 23, 2025

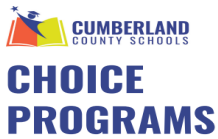
1 st REPORT CARD	October 25, 2024
2 nd REPORT CARD	January 10, 2025
3 rd REPORT CARD	March 19, 2025
4 th REPORT CARD	May 23, 2025



MEDICINE AT SCHOOL

In order for **prescription** and **non-prescription** (over-the-counter) medicine to be given at school, the medicine must be in the pharmacy labeled container and a "Physician's School Medication Form" must be completed and signed by a physician and the parent. The pharmacy label and the physician's directions on the form must match. This form must be on file in the office at Glendale Acres before school personnel can administer the medication. When having a prescription filled, it is helpful to ask the pharmacist to package the prescription in separate containers, one for home and one for school. Also, make sure the medication will not expire before the end of the school year. If the medication is required less than four (4) times a day, please schedule the doses to be given at home.

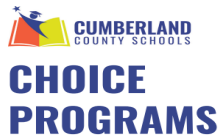
Medication can only be brought to school by an adult and must be signed-in in the office. Students may not have possession of medication (to include chapstick) while on school grounds. Any medicine brought to school by a student cannot be dispensed and will be taken by a staff member and locked in the school office for a parent to pick up.



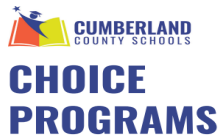
PARENT INFORMATION FROM THE NURSE’S DESK

- 1) There is **not** a nurse at our school daily. The nurse is assigned to Glendale one day a week (this schedule is subject to change). A nurse can be reached by calling the Health Department at 433-3600.
- 2) Do not send your child to school with a fever. A temperature is normal at 98.6 orally, 99.6 rectally and 97.6 axillary (armpit). Child should be free of fever 24 hours prior to sending him/her to school. A child will be sent home from school with a fever of 100.4.
- 3) Please give us telephone numbers that are current and make sure your work number is listed as well. Include an emergency contact that is reliable and someone who is usually there and can pick up your child when necessary. Remember that Emergency rooms and doctors require a parent prior to treating a minor, and if you cannot be reached, your child will be waiting despite injuries or illness.
- 4) Your child needs certain things done prior to coming to school:

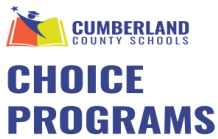
Bath	Teeth brushed and dental care	Clean Clothes
Combed, clean hair, washed at least once a week	A good attitude about school. (They learn from example)	Nutritious Diet
Exercise. Outdoor play is important	Plenty of Sleep	Limited amounts of sugar and caffeine



- 5) If you have concerns, write your teacher/nurse a note. When keeping a child home for illness, contact your school so we can keep you advised on what we have to assist you.
- 6) If your child needs medicine dispensed at school, please follow the guidelines listed under "Medicines at School".
- 7) **Common problems in school:**
 - a. Infected sores & insect bites - Wash with Dial soap, use antibiotic ointment, and cover for school. May need an oral antibiotic also. See doctor.
 - b. Ringworm - (fungus) Tinactin is recommended for ringworm on the body. If located on the scalp, a prescription from the doctor is needed for medication by mouth.
 - c. Lice - (spread by direct contact - head to head) or (indirect contact using infested combs, hats, bedding, etc.); Itching of the scalp is the most common symptom of head lice. Call the school if lice infestation is suspected or noted - the school nurse can assist. Nix lice shampoo is now available for treatment from the drugstore without a prescription. Any other product will require a 2nd treatment in seven days. All bedding, clothes, comb, brush, etc. must be washed.



- d. Conjunctivitis - (Pink Eye) Contact a physician for an appointment to receive medication. Must have a note from physician to return to school.
 - e. Chickenpox - Call a physician for an appointment. Child may return to school when all blisters have scabbed over and dried. *Caution: avoid giving children any product containing aspirin after flu or chickenpox.
-
- 8) When you get a form from your school nurse, please return it with the requested information.
 - 9) Remember, if your child has been sick and he/she is seen by a physician: please ask if your child's physical education program needs to be altered in any way.
 - 10) Please notify the school immediately of any major, chronic disease (such as heart problems, seizures, diabetes, etc.). The school needs to know any health problems so that a plan can be prepared to meet your child's needs at school.



PHONE CALLS / CELL PHONE USE

STUDENTS USING THE TELEPHONE: Limit student phone use in the classroom.

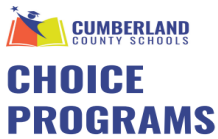
Students are not to use cellphones during the school day or on the bus

Cell phones are to remain in a student's backpack at all times

The school or teacher is not responsible for a student's cell phone. We support no electronic devices at school.

PUPIL ASSIGNMENTS

Parents should be aware that current pupil assignments are tentative. Changes are likely to occur in the original organizational plans for the purpose of balancing classes based on actual enrollment. Parents will be notified of changes (if any) as soon as possible. Special consideration will be given to each new placement; parents may share pertinent information regarding their child's placement without making a parent request for a specific teacher. Students may not be placed in classrooms based on a parent request.



The Glendale Song

**When I hear Glendale, Glendale Acres School!
My hands start clapping,
My toes start tapping,
This school is cool!**

**When I hear Glendale, Glendale Acres School
I'm ready to work, ready to learn
And be the best that I can be!**

**CHORUS:
Glendale School,
Glendale School,
Glendale School
This school is cool!**

**(Interlude - clapping - 8 measures)
Repeat from top.**

ENDING: (Speak letters in Glendale)

G L E N D A L E! Glendale (YEAH !!!!!!!)

Our Mission

At Glendale Acres we will provide a safe and caring environment that ensures success and nothing less!

Our Vision

We will learn today to become leaders tomorrow!

Our Motto

Learning with Love and Laughter!