CUMBERLAND COUNTY SCHOOLS

CHOICE PROGRAMS

Parent-Student Handbook 2026-2027

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

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(910) 484-9031

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The Parent-Student Handbook may be updated, revised or amended at any time to meet the needs of students and staff while continuing to provide a safe and positive environment for all. Glendale Acres Elementary School follows all CCS mandates, procedures and expectations.

Dear Parents and Students,

The Glendale Acres Elementary School Parent-Student Handbook for the 2026-2027 academic year serves as a comprehensive guide to the institution's policies, educational philosophy, and safety protocols. It outlines the school's mission to foster academic excellence through specialized programs like Spanish language instruction and Social-Emotional Learning via the Wayfinder platform. Significant emphasis is placed on Positive Behavior Intervention and Support (PBIS), which utilizes a point-based incentive system to encourage respectful and responsible conduct. The document also details essential operational procedures, including attendance mandates, traffic patterns for arrival and dismissal, and strict security measures such as weapons detection systems and visitor background checks. Furthermore, it provides parents with critical information regarding grading scales, medical guidelines, and dress code requirements to ensure a collaborative and orderly learning environment. Ultimately, the handbook functions as a foundational roadmap for maintaining a safe, nurturing, and communicative partnership between the school and the families it serves.

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PHILOSOPHY, OBJECTIVES, AND COMMITMENTS

At Glendale Acres Elementary, we believe every child entrusted to us is a unique individual who grows and learns at their own pace. Our students bring diverse strengths, needs, and abilities, and it is our responsibility to support them as they acquire the skills necessary to thrive in an ever-changing global society.

We are committed to providing a strong educational foundation that students can build upon throughout their academic journey. As we guide them through daily learning experiences, we strive to create an environment that encourages each child to reach their highest academic potential while also nurturing their emotional, social, and physical development. Promoting independence is an essential part of this process.

Through effective, research-based teaching practices, our faculty and staff motivate students to think clearly, reason critically, and make sound decisions about themselves and the world around them.

Our curriculum incorporates developmentally appropriate practices that support all areas of a child's growth—physical, emotional, social, and cognitive. Instruction is designed with an age-appropriate, integrated approach that meets students where they are and moves them forward.

We value the partnership between school, home, and community, and we actively engage parents and community members as resources in supporting student success. Our school motto, ***"Learning with Love and Laughter,"*** reflects the nurturing, collaborative environment that defines Glendale Acres.

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World Language (Spanish)

Glendale Acres Elementary provides a **child-centered, high-quality instructional program** that strengthens communication skills across all academic areas. Students develop their abilities in **reading, writing, listening, speaking, viewing, and critical thinking** while also building foundational skills in a second language.

Our Spanish program supports students by:

- **Introducing second-language instruction** as a weekly resource class beginning in kindergarten
- Providing essential communication skills, cultural understanding, and global awareness that prepare students to succeed in a diverse world
- Enhancing communication skills through classroom instruction and a **student-led morning news program** that includes creating, producing, and broadcasting in both Spanish and English using current video technology

Key Components

- **Integrated communication skills** embedded throughout the curriculum
- **Spanish instruction beginning in kindergarten**
- A focus on **clear and effective expression** of ideas across all academic areas
- **Cross-curricular units** that emphasize meaningful content, problem-solving, and higher-level thinking
- A program strengthened by **active community partnerships**
- **Literacy and Math instruction for 80 minutes daily** for all students in Kindergarten through Second Grade

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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.

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School Climate

At Glendale Acres, we are committed to helping students develop the **knowledge, skills, and attitudes** they need to reach their full potential. While we are proud of our accomplishments, we continue to strive for excellence in all areas of education.

We believe that a **safe, orderly, and respectful environment** is essential for high academic achievement. To maintain this environment, we communicate **high expectations**, emphasize respect for the rights of others, and follow a **school-wide system of appropriate consequences** for behaviors that disrupt learning. All disciplinary actions follow the **Cumberland County Code of Conduct** and are applied fairly and consistently.

Our goal is to guide students toward **self-discipline**. Teachers address most misbehavior within the classroom. If, after due process and implementation of our **PBIS discipline plan**, a student's behavior does not improve, the student will be referred to an administrator with supporting documentation. The principal has the authority to **suspend a student from any class** when necessary.

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Presentation of County and School Rules

- Each teacher will read, explain, and provide every student with a copy of the **Cumberland County Code of Conduct** and school rules.
- Students who transfer into Glendale Acres will also receive the rules, which must be reviewed with them by their parent or guardian.
- The **Code of Conduct**, school rules, and classroom rules should be reviewed **throughout the school year** to reinforce expectations.

Fire Alarm Notice

If a child **intentionally pulls a fire alarm without cause**, the parent or legal guardian accepts responsibility for **all fines, fees, or penalties**

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Glendale Acres Elementary School Rules

(We adhere to the CCS Student Code of Conduct)

1. **Student Conduct Expectations** — Students must follow all classroom rules and comply with the instructions of the principal, teachers, instructional assistants, student teachers, substitute teachers, and all other school staff while on school grounds.
2. **Fighting Prohibition** — Fighting at school, on the school bus, at the bus stop, or while traveling to and from school is strictly prohibited. Students who violate this rule will face disciplinary action.
3. **Aiding or Encouraging Misconduct** — Any student who assists, encourages, conspires with, or supports another student in violating school rules—particularly involving fighting—will also be disciplined.

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4. **Weapons and Dangerous Items** — Bringing weapons or dangerous instruments onto school grounds will result in suspension and may lead to a police investigation.
5. **Profanity and Verbal Abuse** — Profanity or verbal abuse directed at any faculty member or student will not be tolerated.
6. **Respect for Persons and Property** — Students may not engage in behavior that demeans, degrades, or harms another person or their property.
7. **Personal Property Rules** — Students may not take, handle, or tamper with items belonging to another student, staff member, or the school without proper permission.
8. **School Property Care** — Writing on, marking, defacing, or damaging school property in any way is prohibited.
9. **Safe Movement on Campus** — Running in the building or on the breezeways is not allowed. Students must walk at all times in these areas.
10. **Medication Policy** — Students may not bring medication to school.
11. **Prohibited Items** — Possession of cigarettes, matches, lighters, drug paraphernalia, or pyrotechnics may result in suspension.
12. **Electronic Devices** — Students may not bring electronic devices to school. Confiscated items will be turned in to the office and must be picked up by a parent. The school is not responsible for lost or damaged devices.
13. **Restricted Areas** — Students are not permitted in the teacher's lounge unless approved by the principal.
14. **Arrival, Checkout, and Transportation** — Once a student arrives on campus, they may not leave unless checked out by a parent or guardian through the front office. All transportation requests must be submitted in advance and in writing. For safety reasons, transportation changes cannot be made by phone and must be communicated in writing to the teacher through an approved platform.
15. **Morning Arrival Time** — Walking students and car riders may not arrive on campus before 7:25 AM.

16. **Bus Student Arrival** — The school building opens to bus students at 7:25 AM. There is no supervision before this time; therefore, students should not be dropped off earlier.
17. **Morning Procedures** — Upon arrival, students must go directly to their classrooms or to the cafeteria for breakfast. Loitering in hallways is not permitted.
18. **Tardy Procedures** — Students must be in their classrooms before the second bell at 7:55 AM. Grab-and-Go breakfast begins at the warning bell.
19. **Attendance Requirements** — Students arriving after 11:00 AM or checked out before 11:00 AM will be marked absent. ID is required for checkout.
20. **Checkout Cutoff Time** — Students may not be checked out after 2:15 PM.
21. **After-School Supervision** — Students may not remain on school grounds after 2:35 PM without permission from a school official.
22. **Food and Beverage Restrictions** — Students may not use microwaves or bring glass bottles to school.
23. **Microwave Use** — Microwave ovens are for staff use only.

Disciplinary Action

Any student who violates Glendale Acres Elementary School rules or the system-wide policies adopted by the Cumberland County Board of Education may face disciplinary action, including but not limited to suspension.

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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 classmates the right to learn without disruption.***
- ***Follow the Glendale Acres School Rules.***
- ***Follow the Cumberland County Schools Code of Conduct.***

Be Responsible

- ***Arrive at school on time and go directly home after dismissal.***
- ***Enter school between 7:25 AM and 7:55 AM.***
- ***Take care of school property and the belongings of others.***

Be Safe

- ***Walk at all times inside the building (running is for the playground only).***

Staff Commitment

Staff will review the Glendale Acres Discipline Policy and expectations for being a Character Cub with all students.

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PBIS SCHOOLWIDE DISCIPLINE POLICY

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

Glendale Acres Elementary School "Bear" Essentials

"I am a Character Cub!"	Classrooms/Resource 	Travel Areas 	Cafeteria 	Restrooms 	Playground 	Bus 
I am Respectful	• Actively listen • Treat others like you want to be treated • Use appropriate voice levels • Maintain personal space • Use manners	• Walk quietly (Level 1 voice) • Maintain personal space • Keep hands and feet to self	• 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	• Respect the privacy of others • Keep hands and feet to self • Use Level 1 or 2 voice	• Share equipment • Include others • Use kind words • Treat others like you want to be treated • Maintain personal space	• Keep hands and feet to self • Maintain personal space
I am Responsible	• 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	• 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	• Stay in seat • Follow directions the first time • Keep tables and floor clean • Only take what you need • Come prepared	• Put used paper towel in trash can • Complete tasks in a timely manner • Wash hands • Clean up after yourself	• Follow directions the first time • Clean-up equipment when done • Be a problem solver • Take care of equipment	• Promptly enter and exit the bus • Take all belongings with you • Sit in assigned seat • Be a problem solver
I am Safe	• Use supplies appropriately • Keep hands, feet, and objects to yourself • Report problems to a teacher	• Use travel position • Walk on the right side • Stay in line	• Use walking feet for all movement • Report problems to a teacher	• 1 person in a stall • Use equipment properly • Use one paper towel • Report problems to a teacher	• Use equipment for intended purpose • Respect outdoor surroundings • Be alert • Stay in play area • Report problems to a teacher	• Sit facing forward • Stay seated on your bottom • Report problems to the bus driver • Use Level 1 or 2 voice

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Classroom Rules

Each teacher may add additional expectations to the school rules as needed for their individual classroom. All classroom rules must be **approved by school administration**, **posted in the classroom**, and **sent home to parents** at the time of a student's enrollment in the class.

PBIS School-Wide Discipline Plan

The discipline procedures at Glendale Acres are designed to ensure that **every child can learn and grow in a safe, caring, and supportive environment**. For this plan to be effective, we rely on strong **home–school partnership** and consistent support from families.

Students follow:

- A **school-wide discipline plan** outlined in the School Handbook
- A **classroom discipline plan**, posted in every classroom, which includes behavior goals and rewards.

What PBIS Means at Glendale Acres

PBIS (Positive Behavioral Interventions and Supports) is an **evidence-based, data-driven framework** that promotes:

- Acknowledging and reinforcing **positive student behavior**
- Increasing **student achievement**
- Improving **school safety**
- Teaching clear **behavioral expectations**

By ensuring that all students understand school-wide behavioral and social expectations, we expect to see increased learning and fewer classroom disruptions.

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Our Commitment to Students

The Glendale Acres staff will:

- **Teach**, **model**, and **practice** school expectations
- Provide consistent support as students learn appropriate behaviors
- Reinforce positive choices and address misbehavior fairly
- Help students apply expectations in **all school settings**

We are dedicated to helping every student develop the skills needed to be successful, responsible, and respectful members of our school community.

Class Dojo Point Incentives for Positive Behavior

Individual School-Wide Incentives

As students earn Class Dojo points, their names will be added to the **PBIS Bear Level Board** in the main hallway. Students will also be recognized during our nine-weeks **Success Assemblies**.

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

First Semester Celebration for students who redeem 500 Dojo points
Second Semester Celebration for students who receive 1000 Dojo points

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Classroom Incentives

Teachers may offer additional individual and class incentives within their classrooms.

Class Incentives are earned when *every student* in the class reaches the point totals listed below:

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

Learn more about **classwide PBIS rewards**.

Prize Cart & Point Guidelines

Students may visit the **Prize Cart weekly** and choose a prize when they have earned **at least 25 points**.

- Teachers will redeem points at the cart.
- Students may **spend** their points or **save** them for a larger prize.
- Prize cart items will be available at **25-point** and **50-point** levels.

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Class Dojo Point System (Aligned with PBIS)

All teachers will use the following point values in Class Dojo:

- **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 per day**, with opportunities to earn more.

Important:

Points **cannot be taken away**. Negative behavior should be documented in Class Dojo for parent awareness, but point totals remain intact.

Review the **positive-only point policy**.

Class Dojo Point Count Guidelines

To support consistent point distribution, the PBIS team has established a **reasonable point range** for each student by the end of each nine-weeks period.

- Some students may exceed the range.
- Students **should not** fall below the lower end of the range.

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Time Frame	Range of Dojo Points
End of 1st Nine Weeks (October 123, 2026)	175 - 300
End of 2nd Nine Weeks (January 15, 2027)	275- 520
End of 3rd Nine Weeks (March 24, 2027)	475- 780
End of 4th Nine Weeks (May 28, 2027	675- 1,000

GLENDALE ACRES

Character Focus of the Month

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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

What is Social-Emotional Learning?

Social-Emotional Learning (SEL) helps children, youth, and adults develop the knowledge, skills, and attitudes needed to thrive both personally and academically. Research shows that strong SEL programs improve **academic performance, attendance, behavior, and long-term success**.

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SEL skills include:

- Developing **healthy identities**
- Managing **emotions**
- Setting and achieving **goals**
- Showing **empathy** for others
- Building and maintaining **positive relationships**
- Collaborating effectively
- Making **responsible and caring decisions**

Learn more about **SEL core skills**.

SEL Platform: Wayfinder

All CCS K–5 schools use **Wayfinder**, a research-based SEL program that:

- Builds future-ready skills
- Connects classroom learning to real-world experiences
- Supports self-determination, quality of life, and lifelong learning

Explore the **Wayfinder SEL approach**.

Purpose of Wayfinder Lessons

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Wayfinder lessons are designed to:

- Set a **positive, respectful tone** for learning each day
- Build a **climate of trust** that extends beyond the morning meeting
- Support students' needs for **belonging, significance, and joy**
- Turn everyday moments of respectful interaction into meaningful growth
- Integrate **social, emotional, and intellectual learning**

Learn how **Wayfinder supports daily routines**.

Glendale Acres: A Safe and Caring Environment

At Glendale Acres, we strive to maintain a **safe, caring, and welcoming environment** for every student at all times.

Keys to Remember

- If your child will be eating breakfast at school, they should arrive **by 7:30 AM** to allow enough time to eat.
- All students leave the cafeteria by **7:55 AM**.
- **Grab-n-Go breakfast** begins at **7:50 AM** when the warning bell rings; students will eat in their classrooms.

Review our **morning procedures** for more details.

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

Traffic Procedures for Drop-Off and Pick-Up

- *(Cars, Daycares, and Walkers)*

Procedures may be revised as needed to maintain safety throughout the school year.

Car Drop-Off and Pick-Up

- **Right-Lane Drop-Off** — When dropping off or picking up your child, remain in your vehicle in the right-hand lane (to the right of the solid yellow line). Move forward with traffic until you reach the wide solid white line in front of the B-Building doors. Students may exit or enter the vehicle **only** on the passenger side next to the fire lane (marked in red) and proceed safely to the sidewalk.
- **Students must be dropped off in the circle drive at the designated loading line. They may not cross the street or walk between cars at any time.**
- **No Parking in Right Lane** — The right lane is for stopping and loading only. Drivers must remain in their vehicles.
- **Left Lane Use** — The left lane is reserved for slow-moving through traffic. Proceed cautiously.
- **Volunteer Parking Restrictions** — Cars may not park in the volunteer parking area during arrival or dismissal.
- **Driveway Access** — Cars may not drive past the curve of the driveway during arrival or dismissal.
- **Entering the Car Line** — Once the car line forms in front of B-Building, do not turn left from Skycrest Road to enter the line. Instead, continue down Skycrest Drive, turn around safely, and join the line from the right side. This prevents cars from blocking the driveway or stopping in front of the school.
- **Student Entry** — Students will walk directly into B-Building and proceed immediately to class or breakfast.
- **Neighborhood Courtesy** — Do not block neighborhood driveways or park along the street in front of the school.

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- **School Entrance Access** — Do not block the school entrance driveway. School buses and emergency vehicles must always have access.
- **Bus Loading Zone** — No cars are permitted in front of the school where buses load.
- **Safe Driving Expectations** — Please be patient in the car line. Staff members will assist with student movement and traffic flow. Drive slowly and cautiously at all times while entering and exiting the parking lot.
- **Pedestrian Safety** — If needed, parents may escort students using the designated pedestrian walkway. Ensure drivers see you and have fully stopped before crossing.

Information for Parents Walking Their Child Into the Building

- **Follow Entry Procedures** — Follow the same traffic flow for lining up and entering the driveway. Do **not** turn left into the circle drive.
- **Parking Area** — Park on the right side of the driveway in the dirt area, pulling in far enough to allow space for additional cars.
- **Crossing Safely** — Exit your vehicle with your child. Because this area is congested, it is recommended that you hold your child's hand. Cross only at designated pedestrian crosswalks.
- **Entering the Building** — After crossing, walk along the sidewalk to the main entrance (office entrance under the covered area). Proceed to your child's classroom. Students eating breakfast should go to the cafeteria before reporting to class.
- **Exiting the Campus** — After walking your child to class, exit through the office doors or the metal gate near B-Building. Ensure the gate is securely closed behind you.

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Afternoon Dismissal Procedures

2:35 PM – Buses, Walkers, and Daycare Students Dismissed

Safety remains the top priority at Glendale Acres. Students leave campus in four ways:

1. **Bus Students**
2. **Daycare Students**
3. **Car Riders** — Students who load into a car and leave campus. Parents/guardians must remain in the car line for pick-up. Students must be assisted by an adult when crossing the road using designated crosswalks.
4. **Walkers** — Students who live within the “do not transport” area and are met by an adult at the designated school location to walk home. Walking students do **not** enter a car at dismissal.

Please follow the procedures below to ensure all students are dismissed safely.

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 exiting the gates, students will wait in a supervised area until their daycare van arrives.
- Glendale staff will organize students by daycare provider and escort each group to their van for safe loading.

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Walkers (Neighborhood Walkers)

- Students who live in the Glendale Acres neighborhood will meet their parent/guardian in front of Building B.
- These students will walk with car riders to the front of the school, where a Glendale Acres employee will supervise their release to an adult.
- If a walker's parent chooses to drive to school for pick-up—**even during inclement weather**—the parent must enter the car line and follow all car rider procedures.

Village Gate Walkers

- Students who live in the apartment community behind the school will be escorted by a designated Glendale Acres employee through the courtyard to the waiting area near the Media Center.
- Students will wait behind the gate with the supervising employee.
- Parents must wait near the gate, away from parked cars.
- The employee will open the gate and release students to parents in an orderly and safe manner.

Bus Riders

- Bus students from **Building A** and **Building C** will be escorted to the sidewalk near the Media Center. They will exit through the gate and walk down the sidewalk to board their buses.
- Bus students from **Building B** will exit through the iron gate by Building B and walk down the sidewalk to their assigned buses.
- Staff members assigned to each building will lead their students directly to the buses and assist with safe loading.
- The duty schedule may not be changed without the principal's approval.

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Morning & Afternoon Dismissal

Village Gate Walkers

Safety is always the top priority at Glendale Acres. Walking students are those who live within the designated “do not transport” area and are met by an adult at the approved school location to walk home. Walking students **do not** enter a car at dismissal. To ensure safety, students must be assisted by a parent or guardian when crossing the road using designated pedestrian crosswalks.

Morning Procedures

- **Morning Arrival Route** — Students who live in the Village Gate Apartments will enter campus through the pedestrian walk-through gate each morning.
- **Sidewalk Path** — Students should follow the sidewalk along the side of the school near the flagpole.
- **Building Entry** — Students will enter the school through the main office doors to begin their day.

Afternoon Procedures

- **Escort to Waiting Area** — At dismissal, a designated Glendale Acres employee will escort Village Gate walkers through the courtyard to the waiting area near the Media Center.
- **Supervised Waiting** — Students will wait behind the gate with the supervising employee until released.
- **Parent Waiting Area** — Parents must wait near the gate, away from parked cars in the lot, to ensure visibility and safety.
- **Student Placards** — Parents will receive a student placard to write their name on and display each afternoon during pick-up.
- **Orderly Release** — The Glendale Acres employee will open the gate and release students to parents in a safe, orderly manner.

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Inclement Weather Procedures for Bus Riders

- **Bus Loading in Severe Weather** — During inclement weather, bus students will be escorted through the administration building directly to their buses. A designated school employee will lead each line and ensure students are safely loaded.

Daycare Riders – Afternoon Dismissal

- **Escort to Daycare Area** — Daycare students will be escorted through the courtyard to the back of the cafeteria for pick-up.
- **Supervised Waiting** — After exiting the gates near the Media Center, students will wait in a designated supervised area.
- **Organized Loading** — Glendale Acres staff will organize students by daycare provider. One adult will escort each group to its van to ensure safe boarding.

Walkers – Afternoon Dismissal

- **Neighborhood Walkers** — Students who live in the Glendale Acres neighborhood will meet their parent or guardian in front of Building B.
- **Supervised Release** — These students will walk with car riders to the front of the school, where a Glendale Acres employee will supervise their release to an adult.

Bus Riders – Afternoon Dismissal

- **Building A & C Bus Students** — Students will be escorted to the sidewalk near the Media Center. They will exit through the gate and walk down the sidewalk to board their buses.
- **Building B Bus Students** — Students will exit through the iron gate by Building B and proceed down the sidewalk to their assigned buses.

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- **Staff Responsibilities** — Staff members assigned to each building will lead their students directly to the buses and assist with safe loading.
- **Note:** The duty schedule may not be changed without the principal's approval.

Inclement Weather Procedures for Bus Riders

Weather-Adjusted Bus Escort — In the event of inclement weather, bus students will be escorted through the administration building directly to their buses by the staff member leading their line under the awning by the buses to load..

Daily School Schedule- Regular School Day

Bus Riders

- **Arrival:** 7:25 AM

Breakfast

- **Serving Time:** 7:25–7:50 AM
- All students must leave the cafeteria **no later than 7:50 AM**.

Walkers / Car Riders

- **Arrival Window:** 7:25–7:55 AM

Warning Bell

- **7:50 AM**

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Tardy Bell

- **7:55 AM**
- Students arriving after 7:55 AM are marked **tardy**.

Dismissal Bell

- **2:35 PM**

Review our **morning arrival expectations** for more details.

Arrival & Dismissal Reminders

- If your child will be eating breakfast at school, please plan for an arrival time of **7:30 AM** so they have enough time to eat and be ready for instruction at **7:55 AM**.
- Students **may not be dropped off before 7:25 AM**.
- Afternoon pick-up: Parents and daycare vans should arrive between **2:25–2:35 PM**.
- Parents should ensure that daycare providers:
    - Drop students off by **7:30 AM** so they have time for breakfast
    - Arrive for pick-up by **2:35 PM**

Attendance

School attendance and class participation are an integral part of academic achievement and the teaching-learning process. Regular attendance develops patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory. The State of North Carolina requires that every child in the State between the ages of 7 (or younger if enrolled) and 16 attend school.

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Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily. State law also prohibits any person from encouraging, enticing or counseling a child to be unlawfully absent from school.

A. Attendance Records

School officials shall keep an accurate record of attendance, including accurate attendance records in each class. A student must be present at least one-half of the instructional day to be recorded as in attendance for that day. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.

To be in attendance during remote instruction days (with the exception of the initial enrollment day), students must: (1) complete their daily assignments, either online or offline; or (2) have a daily check-in through two-way communication with (a) the homeroom teacher for grades K-5 or (b) for all other grade levels, each course teacher as scheduled. School officials shall communicate the attendance procedures to students and their families before the first day remote instruction begins.

B. Excused Absences

The superintendent, principal or the superintendent or principal's designee is authorized to excuse a student temporarily from attendance due to sickness or other unavoidable cause. When a student must miss school, a written excuse signed by a parent or guardian must be turned in to the student's teacher or front office on the day the student returns after an absence. The number of parent or guardian written excuses for attendance due to sickness or other unavoidable causes is limited to 10 per school year for grades K-8, and limited to 10 per semester for grades 9-12. After the 10th parent or guardian written excused note has been submitted, any other parent or guardian written notice will result in the absence being marked as unexcused. Additionally, parents and guardians will have within five school days of the student's return to school to turn in written excused notes and/or physicians notes. Notes that are turned in after the fifth

school day of the student returning to school will not change the absence from unexcused to excused. The student is also required to provide other satisfactory evidence of the excuse upon request by the teacher, principal or principal's designee. An absence may be excused for the following reasons:

1. personal illness or injury that makes the student physically unable to attend school;

2. isolation ordered by the local health officer or the State Board of Health;

3. death in the immediate family, including, but not limited to, grandparents, parents, brothers and sisters;

4. medical or dental appointment;

5. participation as a party to an action or under subpoena as a witness in a court proceeding or administrative tribunal;

6. a minimum of two days each academic year for observance of an event required or suggested by the religion of the student or the student's parent or legal guardian with written approval from the principal. The superintendent or designee may approve additional absences, provided they do not interfere with the education of the student. The student shall have the opportunity to make up any tests or other work missed due to the excused absence for a religious observance;

7. participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from the principal or designee and in accordance with any requirements established by the principal or superintendent;

8. absence due to pregnancy and related conditions or parenting, when medically necessary; or

9. a minimum of two days each academic year for visitation with the student's parent or legal guardian if the student is not identified as at risk of academic failure because of unexcused absences and the student's parent or legal guardian (a) is an active duty or inactive member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

In addition, a student whose parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting will be granted up to five additional excused absences upon approval by the superintendent or designee to visit with his or her parent or legal guardian.

Absences due to extended illnesses generally require a statement from a physician.

In the case of excused absences, short-term out-of-school suspensions, and absences under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school) the student will be permitted to make up his or her work in accordance with section D of this policy. (See also policies 4110, Immunization and Health Requirements for School Admission, and 4351, Short-Term Suspension.) The student is responsible for finding out what assignments are due and arranging a time with the teacher to make up assignments missed during class time.

C. School-Related Activities

All classroom activities are important and difficult, if not impossible, to replace if missed. Principals shall ensure that classes missed by students due to school-related activities are kept to an absolute minimum. The superintendent is responsible for designating which school-related activities are permissible and consistent with State Board policy. Specifically, the following school-related activities with prior approval from the principal or designee will not be counted as absences from either class or school:

1. field trips sponsored by the school;

2. job-shadowing and other work-based learning opportunities, as described in G.S. 115C-47(34a);

3. school-initiated and -scheduled activities, such as student conventions and music festivals;

4. athletic events that require early dismissal from school;

5. Career and Technical Education student organization activities approved in advance by the principal; and

6. in-school suspensions.

Assignments missed for these reasons are eligible for makeup by the student in accordance with section D of this policy. The student is responsible for finding out what assignments are due and arranging a time with the teacher to make up assignments missed during class time.

D. Opportunities to Make Up Assignments

Makeup of any missed assignments by an elementary, middle or high school student attending school on a regular schedule must be completed within five school days of the student's return to school. Makeup of missed assignments by a high school student on a 4 x 4 schedule must be completed within three school days of the student's return to school.

If the teacher is unable to give a student the original assignment as makeup work, then the teacher shall provide an alternative but comparable assignment to be completed by the student. A teacher may allow for an extension of makeup assignment deadlines in the case of valid, extenuating circumstances.

E. Excessive Absences

Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement. Students are expected to be at school on time and to be present at the scheduled starting time for each class. Students who are excessively tardy to school or class may be subject to suspension for up to two days for such offense. The Superintendent will develop guidelines for implementation.

The principal shall notify parents and take all other steps required by G.S. 115C-378 for excessive absences. Students may be subject to suspension for up to two days for truancy.

A. Three Unexcused Days, First Notice, Compulsory Attendance Law. If a student accumulates three (3) unexcused absences in a school year, the

Principal or a designee shall notify the student's parent, guardian, or custodian in writing, of the student's excessive number of unexcused absences.

B. Six Unexcused Days, Second Notice, Compulsory Attendance Law. If a student in grades K through 12 who is subject to the Compulsory Attendance Law has been absent without an acceptable excuse for six (6) cumulative school days during the school year, the Principal or a designee shall notify the student's parent, guardian, or custodian, in writing, of the student's excessive number of unexcused absences and (unless the student is over sixteen (16) years of age) the student and the parent/guardian may be prosecuted under the Compulsory Attendance Law (NCGS 115-378) if the absences cannot be justified.

C. Ten Day Notice and Action, Compulsory Attendance Law. If a student between the ages of seven (7) and sixteen (16) accumulates ten (10) unexcused absences in a school year the Principal shall:

1. Notify the parent, guardian, or custodian in writing of the student's excessive number of absences and (unless the student is over sixteen (16) years of age) the student and the parent/guardian may be prosecuted under the Compulsory Attendance Law (NCGS 115-378) if the absences cannot be justified.

2. Truancy Mediation Council (TMC) - Schools are expected to utilize the Truancy Mediation Council as an intervention to mitigate barriers and offer services to promote regular school attendance. If the referral to the TMC does not result in improved attendance, then school personnel will coordinate with the Social Work Coordinator to bring the matter to the district court.

D. K-5 – Denial <u>of Student Promotion.</u> A K-5 student is expected to attend 180 days unless absent for lawful reasons. Any student who accumulates and exceeds ten (10) unexcused absences during a semester is in immediate jeopardy of being retained.

a. After more than twenty (20) unexcused cumulative absences for the year, the teacher shall notify the social worker and the principal or designee. The parent/guardian shall be notified that the student will not receive credit for the year and be retained unless a waiver is obtained.

b. If a student is absent (unexcused) twenty (20) or more days in a given year, his/her parent/guardian may apply for a waiver of the attendance requirements in order to demonstrate extenuating circumstances or legitimate illness. The parent/guardian must present written verification acceptable to the principal or his designee within five (5) days of receipt of the retention notification. It shall be the responsibility of the parent/guardian to apply for the waiver. The Student Services Team (SST) will consider whether this policy should be waived. The SST will review other measures of academic achievement, the circumstances of the absences, the number of absences, and the extent to which the student completed missed work. The SST will recommend a decision to the principal, but the principal shall have the final decision whether or not to grant such a waiver. In the absence of a request by the parent/guardian to apply for a waiver, the principal shall decide on this matter and notify the parent/guardian by letter.

i. If the waiver is denied by the principal, a student will have the option of making up work, attending RTA summer camp, or a combination of curriculum resources as available and as prescribed by the individual schools.

E. 6-12 – Denial of Course Credit. A secondary student is expected to attend school for 180 days unless absent for lawful reasons. Secondary students should be in attendance a minimum of seventy (70) days per semester or 140 days per school year to receive credit for a course. Any student who accumulates and exceeds ten (10) absences during a grading period for any course during a semester is in immediate jeopardy of receiving a failing grade and receiving no credit for the course.

a. After more than twenty (20) cumulative unexcused absences for the year for grades 6-8 and more than twenty (20) cumulative unexcused absences for the semester for grades 9-12, the teacher shall notify the social worker, and the principal or designee. The parent/guardian will be notified that the student will not receive credit for the course and may be retained.

b. The student or parent/guardian may apply for a waiver to overturn denial of course credit. The Student Services Team (SST) will consider whether this policy should be waived or whether the student's grades should be reduced because of the absences. The student or parent must submit a waiver request form to the SST and other documentation that supports the student's request. The SST will review other measures of academic achievement, the circumstances of the absences, the number of absences, and the extent to which the student completed missed work. The SST may recommend to the principal and the principal may make any of the following determinations:

i. The student will not receive a passing grade for the semester (an FF will be awarded), which may also lead to retention;

ii. The student's grade will be reduced;

iii. The student will receive the grade otherwise earned, or the student will be given additional time to complete the missed work before deciding the appropriate grade.

Students with excused absences due to documented chronic health problems will be exempted from this policy. In addition, for students experiencing homelessness (see board policy 4125, Homeless Students), school officials must consider issues related to the student's homelessness, such as a change of caregivers or nighttime residence, before taking disciplinary action or imposing other barriers to school attendance based on excessive absences or tardies.

Tardies

A student is considered **tardy** if they are not inside their classroom by the **7:55 AM tardy bell**. Please help your child build strong lifelong habits by stressing the importance of arriving on time and ready to learn.

If your child arrives after 7:55 AM, a **parent or legal guardian must accompany them to the office** to receive a tardy slip before entering the classroom.

Attendance & Perfect Attendance Guidelines

- **3 unexcused tardies** in a nine-week period will prevent a student from receiving a **Perfect Attendance Certificate**.
- A **doctor's note** is required for a tardy to be excused.
- Under Cumberland County Schools' **Every Minute Counts** initiative, **3 unexcused early check-outs** in a nine-week period will also prevent a student from receiving a Perfect Attendance Certificate.
- A doctor's note is required for an early check-out to be excused, unless the child is checked out due to **illness or injury**.

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Students Attending Out of District

If your child attends Glendale Acres through **School of Choice, Special Assignment, Voluntary Transfer**, or any other out-of-district arrangement, a letter may be issued for **excessive absences, tardies, late arrivals, or late pick-ups**. Continued concerns may result in a return to the child's home school.

Telephone Use

To protect instructional time, **phone calls will not be transferred to classrooms** during the school day. Messages may be left for teachers, and they will return calls when they are not supervising students.

Student Phone Use

- Students may use the phone **only in emergencies**, as determined by the teacher or administration.
- Parents may call the office to have messages delivered to their child. Messages will be shared, however we cannot guarantee that the teacher will respond by the end of the school day.
- Please do not request that staff call students to the office for items such as keys, books, or clothing, as this disrupts instruction.

Scheduling Conferences

If you need to meet with a teacher, please **schedule an appointment** through the office or send a written request with your child.

Morning conferences are generally **not recommended**, as staff are supervising students and preparing for the day.

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Parent/Teacher Conferences

Formal Parent/Teacher Conferences are scheduled for:

- **November 9–15, 2026**
- **February 22–26, 2027**

However, families are encouraged to request a conference **anytime** during the school year if concerns arise. Conferences must be **scheduled in advance** between the parent and the teacher to ensure adequate time and privacy.

Community Eligibility Provision (CEP) – Meal Information

Cumberland County Schools (CCS) Child Nutrition Services is pleased to share that Glendale Acres Elementary is participating in the Community Eligibility Provision (CEP). This means all students will receive breakfast and lunch at no cost throughout the school year.

Schools participating in CEP do not distribute free and reduced-price meal applications. However, students may still purchase approved a la carte items such as Rice Krispies treats, chips, graham crackers, fruit roll-ups, Goldfish crackers, and animal crackers.

Breakfast & Lunch Procedures

- Student Seating — All students will sit at the designated breakfast and lunch tables, supervised by a staff member.
- Parent & Family Seating — The tables in the center of the cafeteria are reserved for parents, guardians, and family members eating with their child.
- Building Independence — After the first two weeks of school, we ask that parents no longer remain with their child during breakfast. This helps students build independence and form connections with peers.

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Parent-Delivered Lunches

- Lunch Drop-Off — If a parent brings lunch for their child, it will be held in the front office until the student's scheduled lunchtime.
- No Classroom Deliveries — To avoid interrupting instruction, parents may not deliver lunches directly to classrooms.
- Eating With Your Child — Parents may choose to eat lunch with their child in the cafeteria at the designated family tables. Your child will meet you in the cafeteria during their lunch period

Cafeteria Prices

Meal Prices for Breakfast and Lunch

- Grades K–5 (paid status): $0.00 — CEP
- All Grades (reduced status): $0.00 — CEP

Because Glendale Acres participates in the Community Eligibility Provision, all students receive breakfast and lunch at no cost.

A La Carte Items

- Adult Meals — Adults may purchase items at a la carte pricing.
- Child Nutrition Webpage — Additional pricing information is available through the Child Nutrition webpage.

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Dress Code

(This policy may be updated at any time for safety reasons.)

Students are expected to take pride in their personal appearance and dress appropriately for school each day. Parents are encouraged to reinforce good grooming habits at home, and staff will support these expectations at school.

Appropriate Footwear — Shoes must be properly secured. Thong sandals, shoes with wheels, slides without a heel strap, and flip-flops are not permitted. Tennis shoes or closed-toe shoes are strongly recommended for safety.

- **Closed-toe shoes are required on days when your child has physical education.**
- **Shorts Guidelines** — Bermuda-length shorts may be worn in warm weather. Shorts must extend beyond the child's fingertips when arms are at their sides.
- **Shirt and Top Requirements** — Tank tops are not allowed. Students may not show bare shoulders or midriffs. Tops must have straps that are at least three fingers wide on each shoulder.
- **Prohibited Clothing** — Clothing with images or wording related to drugs, alcohol, obscene language, or anything considered offensive may not be worn.
- **Hats and Accessories** — Hats and sunglasses may not be worn inside the building.

If a student violates the dress code, parents will be contacted to bring appropriate clothing or your child may be provided something from our clothes closet that is appropriate.

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District-Wide Dress Code Content Guidelines

Policy Code: 4316 Student Dress Code

The board believes that the dress and personal appearance of students greatly affect their academic performance and their interaction with other students. The board requests that parents outfit their children in clothing that will be conducive to learning. Generally, dress and grooming standards as determined by the student and his or her parents will be deemed acceptable. However, the board prohibits appearance or clothing that does the following:

1. violates a reasonable dress code adopted and publicized by an individual school, violates the dress code provisions of the Student Code of Conduct or any applicable administrative regulation, or violates a uniform dress code approved by the board;

2. is substantially disruptive;

3. is provocative or obscene;

4. endangers the health or safety of the student or others; or

5. promotes products or activities that are illegal for use by minors.

A student who is not in compliance will be given a reasonable opportunity to make adjustments so that he or she will be in compliance. No student will receive an out of school suspension solely on the basis of a dress code violation.

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Approved School Volunteers

Volunteers play a vital role in supporting our school community. As educational needs grow, volunteers help us meet the demands of individualized instruction, community involvement, and rising operational costs.

How to Become a Volunteer

- Complete the **CCS Mentor/Volunteer Registration**, which includes a criminal background check.
- Contact the school principal or designee to learn about available opportunities.
- Work with school staff to schedule a time to begin volunteering. A volunteer may not volunteer in a classroom setting with a family member.

Frequently Asked Questions

1. What roles do volunteers perform?

Volunteers assist with a variety of tasks—shelving library books, supporting classroom activities, or tutoring students.

Note: Under FERPA, volunteers **may not** grade student work or enter grades.

2. How often do I need to volunteer?

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Your schedule depends on the role and your availability. Some roles require ongoing commitment; others may be one-time events.

3. When do I come?

Your volunteer time will be arranged based on your schedule and the needs of the teacher or program.

4. What if I'm sick or traveling?

Notify the teacher as early as possible. Flexibility is expected and appreciated.

5. Do I need to be screened?

Yes. Any volunteer working directly with students (tutors, mentors, field-trip chaperones) must complete a **criminal background check**.

Questions? Contact the CCS Background Specialist at **678-2333**.

6. How do I complete the background check?

Submit the **online CCS Volunteer Registration** form in full.

7. Is training required?

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Yes. CCS provides online volunteer training. Additional on-the-job training may be provided by teachers or staff.

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

Always **sign in at the office** before going anywhere in the building. Ask your teacher about:

- Directions to the classroom
- How to enter during instruction
- Where to store belongings
- Which restrooms to use

9. How should students address me?

Students should call you **Mr., Mrs., or Ms. + your last name**.

10. What should I wear when volunteering?

Wear comfortable, school-appropriate clothing.

- T-shirts and jeans are fine, but should not have holes or display alcohol, tobacco, or inappropriate logos.
- Remember: students view volunteers as **role models**.
- Always wear your **volunteer nametag**.

Visitor (Background Check **NOT** Required): Policy Code 5020

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- Attending events such as Field Day as a spectator
- Observing an awards celebration
- Eating lunch with their child in the cafeteria

Volunteer (Background Check **REQUIRED**): Policy Code 5015

- Assisting with or running a station during Field Day
- Supporting or working directly with students in the classroom
- Chaperoning a field trip
-

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.

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- ★ 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 pm-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

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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.

Visitors Arriving on Campus

Visitor Entrance Policy

1. Check In at the Main Office
    - All visitors must enter through the Main Office.
    - All visitors must pass through the Weapons Detection System (it is best to leave bags/purses in your locked vehicle).
    - The main office staff may ask you to pass through the Weapons Detection System a second time if they did not see you pass through the first time or if the system alerted. (A detection wand may also be used if necessary.)

2. Identification Required

- Visitors will be required to present a valid government-issued photo ID.
- The school will scan a valid ID through Raptor Technology to verify identification before granting access beyond the main office.

3. Visitor Badge
   - Approved visitors will receive a visitor badge or pass.
   - The badge must be worn and visible at all times while on campus.

4. Purpose of Visit
   - Visitors must state the reason for their visit.
   - Access is limited to authorized areas and approved activities.

5. Escort Requirements
   - Visitors may be required to be accompanied by a staff member while on campus.
   - Classroom visits typically require prior approval from school administration.

6. Sign Out
   - Visitors must sign out at the office before leaving.

7. Prohibited Activities

- Disruptive behavior, unauthorized photography or recording, and access to restricted areas are generally prohibited.
- Asking a teacher to meet with you during their instructional/planning time without a previously scheduled conference.

8. Denial of Access
    - School administrators reserve the right to deny or revoke visitor access if a visitor poses a safety risk or violates school rules.

Failure to comply with school procedures may result in removal from campus and possible restriction of future visits.

At Cumberland County Schools (CCS), the safety and security of our students, staff and visitors are our top priorities. As we prepare for the school year, we continue to implement several key measures to enhance the safety of our school environments.

Weapons Detection Systems for Cumberland County Schools

Key Information for Families:

- Portable and non-intrusive OPENGATE screeners are being installed at designated entry points in each school.
- Morning Screening: During morning arrival times, OPENGATE systems will be stationed at key entry points to screen students as they enter the school.

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- Daytime Monitoring: OPENGATE screeners remain at the school's main entrance to monitor all visitors entry throughout the school day. They can also detect vapes and other contraband and will be used for spot checks, as needed. Hand wands may be used as needed to maintain security.
- Staffing: Each OPENGATE system will be managed by school personnel to ensure an efficient screening process.

Exceptions: Schools located on the campuses of Fayetteville State University and Fayetteville Technical Community College will not have OPENGATE weapons detection systems installed.

These measures are part of CCS' ongoing efforts to enhance school safety and create a secure environment for students, staff and visitors. Families can expect a smooth and efficient process as the new security systems are integrated into daily school routines.

Raptor VisitorSafe uses advanced ID scanning technology to verify visitor identities. All visitors must present a government or state-issued ID. When scanned, the visitor's information is instantly checked against the sex offender registry and custom databases, such as those with custody orders and banned visitor status. If a match is found, school officials are immediately alerted. The system logs all visitor data for efficient tracking and reporting, providing a secure and streamlined check-in process for parents, volunteers and contractors.

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PARENT ENGAGEMENT- GRADE LEVEL PERFORMANCES

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 and Times are Subject to change)

September 10, 2026 (Title One Overview/Open House/Parent Engagement Updates)

December 10, 2026 (Kindergarten Grade Performance)

March 11, 2027 (Second Performance)

May 6, 2027 (First Grade Performance)

All Parent Engagement meetings are at 5:30 PM in the school cafeteria

(Mandatory for All Staff)

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.

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- 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. (The 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.

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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).

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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 Textbooks and Library Books

Textbooks and library books are provided to all students at no cost. If a book is damaged or lost, the issuing teacher or media specialist will assess the appropriate fee. Any lost book—or any book with markings, torn pages, or missing pages should be reported to the teacher immediately.

Grievance Procedures – Title IX

Students who believe they have experienced mistreatment due to sex discrimination in the public schools may file a complaint with the **designated school official** responsible for hearing such concerns.

If the student is not satisfied with the decision of the designated official, they may submit a written request to the **Superintendent** for a review of the case. The Superintendent or a designated representative will meet with the student and issue a decision regarding the grievance.

If the student remains dissatisfied, they may submit written notice to the Superintendent within ten days requesting a review by the **Cumberland County Board of Education**. The Board will issue a decision within thirty days of receiving the grievance.

Class Celebrations & Birthday Guidelines

Each teacher may schedule no more than two (2) class celebrations during the school year. These are traditionally held around Winter Break and at the end of the school year, though teachers may choose alternate dates.

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

1. Teacher Approval — The parent has received permission from the teacher in advance.
2. Timing with Lunch — Refreshments are served after the class has eaten lunch in the cafeteria.
3. Store-Bought Items — All refreshments must be store-bought.
4. No Instructional Disruption — The celebration must not interfere with the students' work schedule and no helium filled balloons are permitted.

School Spirit Day

Every Friday is a special day at Glendale Acres. It's **School Spirit Day**! We encourage every member of our school community to join in the fun. Our "educational family" includes students, faculty, staff, parents, grandparents, friends, neighbors, and anyone who shares pride in our wonderful school.

On Fridays, we proudly wear our **Glendale Acres School Pride** colors to celebrate our school spirit. We look forward to enjoying these spirited Fridays with you!

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Inclement Weather Make-Up Days

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

For more details, see district weather policies.

Evaluation of Student Progress

Evaluating student performance is essential to ensuring academic success and monitoring progress toward educational goals. Regular assessment provides valuable information about a student's strengths, areas for improvement, and the need for any intervention strategies.

A meaningful evaluation includes all activities completed during the grading period, which may include:

- Homework
- Classwork
- Projects
- Special assignments
- Class participation
- Tests and assessments

Grading System – Traditional Report Card

K–12 Percentage Breakdown

- Assignments (standards practice: classwork, projects, etc.) — 50%
- Assessments (standards mastery: tests, quizzes, labs, projects, etc.) — 40%
- Homework/Participation — 10%

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Grades K–2 Achievement Indicators

Letter/numerical symbols are used to evaluate student achievement:

- IV — Above Grade Level
- III — On Grade Level
- II — Below Grade Level
- I — Well Below Grade Level

Shaded blocks indicate skills not assessed at this time.

Learn more about early-grade performance indicators.

Special Subject Performance Indicators

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

Special Notes to Remember

A student earns a 4 on a Standards-Based Report Card only when they have:

- Mastered all standards in the content area,
- Demonstrated a deep understanding beyond classroom instruction, and
- Shown the ability to explain their thinking and teach the concept to others.

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Standards-Based Report Card Grading System

To receive a 4, a student must meet all of the following criteria:

- Complete mastery of every standard in the content area.
- A level of understanding that goes beyond what was taught in class.
- The ability to clearly explain and teach the skill or concept to someone else.

REPORT CARD SCHEDULE

Progress Reports Go Home	End of the Reporting Period	Report Cards Go Home
September 24, 2026	1st - October 23, 2026	October 30, 2026
December 4, 2026	2nd - January 15, 2027	January 27, 2027
February 19, 2027	3rd - March 24, 2027	April 7, 2027
April 30, 2027	4th - May 28, 2027	May 28, 2027

1st REPORT CARD	October 30, 2026
2nd REPORT CARD	January 27, 2027
3rd REPORT CARD	April 7, 2027
4th REPORT CARD	May 28, 2027

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Medicine at School

For **any prescription or non-prescription (over-the-counter) medication** to be administered at school, the following requirements must be met:

- **Proper Container** — Medication must be in the **original pharmacy-labeled container**.
- **Required Form** — A completed **Physician's School Medication Form**, signed by both the physician and the parent, must be on file in the school office.
- **Matching Instructions** — The pharmacy label must match the physician's directions on the form.
- **Separate Containers** — When filling prescriptions, parents are encouraged to request **two containers**—one for home and one for school.
- **Expiration Dates** — Please ensure the medication will not expire before the end of the school year.
- **Home Scheduling** — If medication is required **fewer than four times per day**, doses should be scheduled to be given at home whenever possible.

Medication Drop-Off and Storage

- **Adult Delivery Only** — Medication must be brought to school **by an adult** and signed in at the office.

- **No Student Possession** — Students may not carry medication of any kind—including items such as chapstick—while on school grounds.

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- **Improperly Delivered Medication** — Any medication brought by a student cannot be dispensed. It will be secured in the school office, and a parent will be required to pick it up.

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Parent Information from the Nurse's Desk

1. **Nurse Availability** — A school nurse is not on campus daily. The nurse is assigned to Glendale Acres **one day per week** (schedule subject to change). A nurse can be reached through the Health Department at **433-3600**.

Fever Guidelines — Do not send your child to school with a fever.

2. Normal temperatures:
    - 98.6°F orally
    - 99.6°F rectally
    - 97.6°F under the arm
    - Children must be **fever-free for 24 hours** before returning to school. Students with a temperature of **100.4°F or higher** will be sent home.

3. **Emergency Contact Information** — Please provide current phone numbers, including your work number, and list a reliable emergency contact who can pick up your child if needed. Emergency rooms and physicians require parent consent before treating a minor; if we cannot reach you, your child may experience delays in receiving care.

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4. **Daily Health & Hygiene Expectations** — Before coming to school, children should have:
    - A bath
    - Teeth brushed
    - Clean clothes
    - Clean, combed hair (washed at least weekly)
    - A positive attitude about school
    - A nutritious diet
    - Regular exercise and outdoor play
    - Plenty of sleep
    - Limited sugar and caffeine

5. **Communicating Health Concerns** — If you have concerns, send a note to the teacher or nurse. If your child is home sick, notify the school so we can support you and track illnesses.

6. **Medication at School** — If your child needs medication at school, follow the procedures listed under “Medicine at School.”

7. **Common School Health Issues**

    - **Infected sores & insect bites:** Wash with antibacterial soap, apply antibiotic ointment, and cover. A doctor may prescribe oral antibiotics.
    - **Ringworm:** Use Tinactin for body ringworm. Scalp ringworm requires a prescription.
    - **Lice:** Spread through direct or indirect contact. Itching is the most common symptom. Notify the school if lice are suspected. Nix shampoo is available over the counter; other treatments require a second application in 7 days. Wash bedding, clothing, and hair items.

- **Conjunctivitis (Pink Eye):** Contact a physician for medication. A doctor's note is required to return to school.
- **Chickenpox:** See a physician. Students may return when all blisters are scabbed and dry. *Avoid giving aspirin after flu or chickenpox.*

8. **Returning Forms** — Please return any forms sent home by the school nurse with the requested information.

9. **Physical Education Modifications** — If your child is seen by a physician for illness or injury, ask whether their physical education activities need to be adjusted.

10. **Chronic Health Conditions** — Notify the school immediately if your child has a major or chronic condition (e.g., heart issues, seizures, diabetes). This allows us to create a plan to support your child's needs.

Cell Phones

Phone Calls / Cell Phone Use

- **No Cell Phones During the School Day** — Students may not use cell phones during the school day or on the bus.
- **Phones Must Stay in Backpacks** — Cell phones must remain in backpacks at all times.
- **School Not Responsible** — The school and teachers are not responsible for lost or damaged phones.

CUMBERLAND COUNTY SCHOOLS
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Student Use of Cell Phones and Other Personal Wireless Communication Devices

The Cumberland County Board of Education promotes digital literacy, citizenship, and agency as key factors in helping students make healthy choices about their learning and digital habits. The Board supports intentional, standards-based instruction that cultivates these student skills and fosters ethical digital behavior and effective learning as described in the North Carolina Digital Learning Standards for Students.

The Board also prioritizes the socio-emotional health and well-being of students, safe, orderly schools, and engaging classroom environments conducive to learning. Accordingly, the Board seeks to minimize distraction and disruption for learners and teachers, including those brought about by inappropriate use of personal communication devices and device accessories (hereafter "personal devices").

The Board also recognizes that bipartisan legislative concerns over these issues resulted in the North Carolina General Assembly adopting Section 115C-76.100 of the North Carolina General Statutes, which requires all North Carolina local boards of education to adopt policies, which, at a minimum, prohibit students from having a personal device turned on during instruction.

- **Definition of Personal Devices**

  For the purpose of this policy, "personal devices" are any portable electronic devices that have the capability to provide voice, messaging, or other data communication between two or more entities. Personal devices may include, but are not necessarily limited to: cellular telephones, paging devices, two-way radios and similar devices, smartphones, smartwatches, smart glasses, tablet computers, laptop computers, gaming devices, Bluetooth® headphones, earbuds, smart glasses, smartwatches that depend upon a connection to a smart phone or other communication device, and other such internet-accessing devices (whether by cellular, wired, or wireless connection). Smartwatches may be worn and used as watches throughout the school day,

but any features that require wireless connections to a smartphone must be disabled when use of the wireless communication device is prohibited.

This policy does not apply to district-issued and managed devices, which are governed by policy 3225/4312/7320, Technology Responsible Use.

- **Communication Expectations**

The school day is a time for students to learn and grow, and uninterrupted class time is beneficial for all students. Cumberland County Schools (CCS) asks that families reach out to the appropriate school staff member (e.g., front office staff, school counselor, school administrator, or classroom teacher) via phone, email, or otherwise to share an unexpected schedule change for their student. Staff will partner with families to help ensure students receive the information in a timely manner.

It is the hope of CCS that families will discuss this policy with their children and support a learning environment free of distractions.

- **Authorized Use**

The Board supports clear expectations for student behavior. To promote student classroom engagement, prevent disruptions to safe, orderly school environments, and assist students in making healthy choices about their learning and digital habits, the Board establishes these parameters for the authorized student use of personal devices during the school day.

1. **Elementary Schools**

Students are permitted to possess personal devices (and device accessories) at school. However, students must keep them turned off and put away between morning and afternoon bells. For the purpose of this policy, a device is “put away” when it is out of sight and not easily accessible (e.g., stored in a locker, backpack, or bag). Students may not display, use, turn on, or make devices visible during this time period unless one of these exceptions applies:

- Use of the personal device during school hours is specifically authorized or required by a student's individualized education program (IEP), Section 504 plan, or the individualized health plan (IHP) on file for that student, or has otherwise been approved in advance by the administration for translation purposes, assistive communication, or a safety plan.
- School staff, in their discretion, may authorize brief use of a personal device if there is a reasonable and legitimate need to communicate with someone outside the school during the instructional day due to an actual emergency. For example, and without limitation, "actual emergency" does not include a routine change in schedule, a rescheduled appointment, or changes in pick-up arrangements for reasons of convenience. Actual emergencies may include a death in the family, or serious illness or injury suffered by a close family member. Students must ask for permission in advance and must honor any specific directions from staff regarding any such authorized use.

NOTE: No permission is required to call 911 emergency services when appropriate.

Pupil Assignments

Parents should be aware that **student assignments are tentative** at the start of the year. Class placements may change to balance class sizes based on actual enrollment.

- **Notification of Changes** — Parents will be informed of any changes as soon as possible.
- **Placement Considerations** — Parents may share important information about their child to support placement decisions.
- **No Teacher Requests** — Students may not be placed in classrooms based on parent requests for specific teachers.

CUMBERLAND COUNTY SCHOOLS
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🌟🎵 THE GLENDALE SONG 🎵🌟

✨ Verse 1 ✨

When I hear Glendale — Glendale Acres School!

My hands start clapping,

My toes start tapping,

This school is cool!

✨ Verse 2 ✨

When I hear Glendale — Glendale Acres School,

I'm ready to work,

I'm ready to learn,

And be the best that I can be!

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🎶 **CHORUS** 🎶

Glendale School,

Glendale School,

Glendale School —

This school is cool!

👏 **INTERLUDE**

Clap 8 Counts — Nice and Loud!

🎤 **ENDING (Shout It!)**

G L E N D A L E!

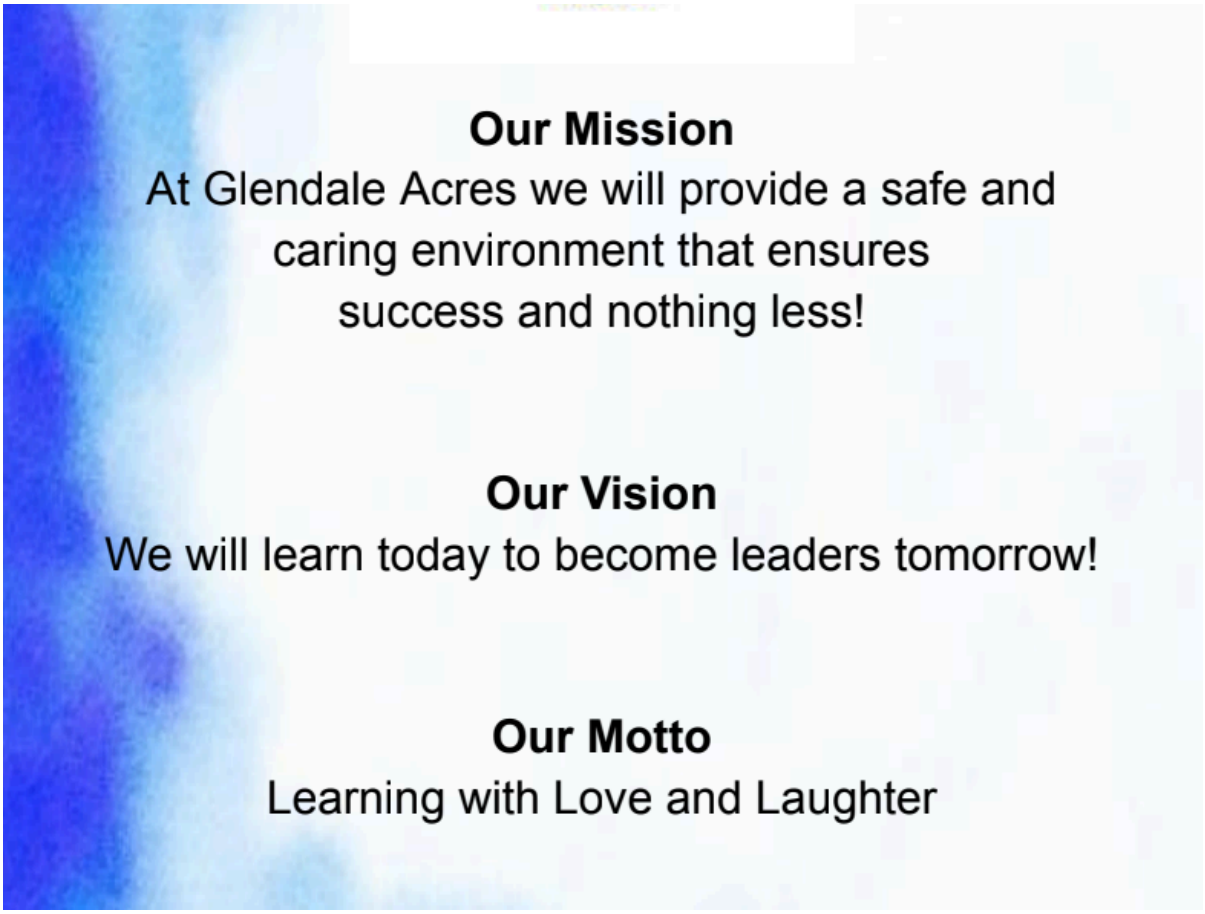
GLENDALE — YEAH!

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