

GLENDALE UNIFIED SCHOOL DISTRICT
CHILD DEVELOPMENT & CHILD CARE DEPARTMENT

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POLICY HANDBOOK
for
PARENTS/GUARDIANS
TEEN SCENE PROGRAM
ASES/ELOP

Board Approved: 11/4/2025

GLENDALE UNIFIED SCHOOL DISTRICT
Child Development and Child Care Department

TEEN SCENE
After-School Education and Safety Program
(ASES)
Expanded Learning Opportunities Program
(ELO-P)

The mission of the Child Development and Child Care Department (CDCC) is to provide quality child care to working families. CDCC's multi-funded middle school program, called Teen Scene, provides homework support, recreation, and enrichment after school. The program is available on all Middle school campuses and aims to serve any GUSD students who wish to participate.

The Expanded Learning Opportunities Program (ELO-P) is offered at Glendale and Hoover High Schools, and Roosevelt and Rosemont Middle Schools, before and after school.

The After-School Education and Safety (ASES) and ELO-P are based on legislated funding provided by the State of California which allows GUSD to offer access to the program free of a monthly charge for eligible families. This program is available at Roosevelt, Rosemont, Toll, and Wilson Middle Schools and at Glendale and Hoover High Schools as staffing and enrollment allows.

The following pages contain important information about policies and regulations of the Teen Scene program. Please note the section on Parents/Guardians Opportunities, which lists ways that parents/guardians can participate in their child's experiences.

Please retain this information for future reference. If you need additional information, please don't hesitate to ask questions on-site.

Program Details

GUSD Teen Scene seamlessly combines ASES, ELO-P, and the Fee-Based Afterschool Program (Rosemont only) in partnership with partners from the local community, county, and state to improve student performance in school and provide a safe environment after school for middle school students in grades 6 through 8. The program consists of three elements:

- An educational and literacy component (one hour per day of homework Monday - Thursday and homework labs in content areas).
- An educational enrichment component (such as language arts, mathematics, history and social science, visual and performing arts, technology, science and engineering, and career tech).
- A physical fitness component, which includes nutrition, fitness, and prevention activities.

The ELO-P program for grades 9-12 consists of the following elements:

- An educational and literacy component (homework labs in content areas).
- An educational enrichment component (such as career tech classes, life skills classes).
- A physical fitness component, which includes nutrition, fitness, and prevention activities.

- An afternoon snack is provided.
- The programs operate from school dismissal until 6:00 p.m.
- Morning ELO-P programs are available at Rosemont, Roosevelt, Glendale, and Hoover.

Eligibility

The Expanded Learning Opportunities Program (ELO-P) funding serves students who are identified in one or more of the following categories: foster youth, free or reduced-price meal eligible, or English Language Learners. Students who qualify are given priority access to the program and may attend free of any monthly fees. Student ELO-P eligibility is reviewed annually. ELO-P funding is specific to each student and does not automatically apply to students in the same family/household. Please note, ELO-P funding for students is contingent upon the State of California approving the continuation of ELO-P funding to school Districts in its annual budget process.

The Afterschool Education and Safety (ASES) funding provides a limited number of spaces in three middle schools (Roosevelt, Toll, and Wilson). This funding prioritizes full access to the program (5 days per week, until 6:00 p.m.). Students leaving prior to 6:00 p.m. are required to complete an Early Release form.

Fee-based enrollment is provided at Rosemont Middle School. Monthly fees are due on the first day of attendance. Fees are billed at a flat monthly rate and are not adjusted for absences. Fees are considered delinquent as of the 10th of the month. If payment is not received by the time the fees are identified as delinquent, the District reserves the right to refuse child care services until all outstanding fees have been paid. This is in accordance with the agreement signed by the parents/guardians upon enrolling the student in the program. Fees are calculated using the following formula: the daily rate multiplied by the number of school days, and divided by the number of months in the school year.

Student Expectations

1. Students are expected to demonstrate appropriate behavior and to follow reasonable rules of conduct.
2. A student will not be accepted or retained in the program if one of the following conditions exists:
 - a. The student exhibits harmful behavior to self and/or others.
 - b. The essential nature of the program would be fundamentally altered on a case-by-case basis, in compliance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA).
3. The CDCC Department is dedicated to fostering a safe and respectful learning environment that encourages responsibility as well as academic and social success in a group setting. The following student expectations will be reviewed with students at the beginning of the year when a student behavior contract will be signed:

- a. My child/ren will report to the program within five minutes of school dismissal.
 - b. My child/ren will use respectful and appropriate language.
 - c. My child/ren will follow school and program rules.
 - d. My child/ren will respect all adults, staff, and fellow students on campus.
 - e. My child/ren will respect their environment, including technology, school property, and program materials.
 - f. My child/ren will participate in activities.
 - g. My child/ren will not disrupt homework time or program activities.
 - h. My child/ren will stay with the group under the direct supervision of an adult at all times.
 - i. My child/ren will not use cellphones while attending the program.
4. Students in violation of these agreements may be redirected to another more suitable activity or may be denied a privilege or participation in an activity. In instances of repeated infractions, students may be suspended or terminated from the program.

Discipline Policy

1. CDCC is dedicated to fostering a safe and respectful learning environment that encourages responsibility as well as academic and social success. Positive Behavior Interventions and Supports (PBIS) drives program decisions, along with the Glendale Unified School District and state discipline policies.
2. California State Board of Education Rule, Administrative Code, Title 5, Section 300 states that, "Every pupil shall conform to the regulations of the school; obey promptly all the directions of his teacher and others in authority; be respectful to his teacher and others in authority; and refrain entirely from the use of profane and vulgar language."
3. The Glendale Unified School District Administrative Regulations AR5144, Section B Corporal Punishment states that, "Corporal Punishment means the willful infliction of, or willfully causing the infliction of, physical pain on a student. No person employed by Glendale Unified School District shall inflict, or cause to inflict, corporal punishment upon a student."
4. It is important to establish behavior limits for the student's benefit as well as for a safe and pleasant environment for all students. Students appreciate and need firm limits.
5. Program rules are established at each site to ensure that each student's personal rights are upheld at all times. This is done by incorporating school rules and policies on physical aggression, verbal abuse, and inappropriate language.
6. Most instances of "breaking the rules" are handled at the time in the program and in a manner appropriate to the age of the student and the situation. Some methods used are:
 - Providing positive reinforcement of acceptable behavior.
 - Implementing a discussion between the teacher and/or the students involved.
 - Redirecting the student to another more suitable activity.

- Denying the student a privilege or participation in an activity.
- Changing the assigned group temporarily or permanently.

7. The goal is that students learn the skills needed to solve their own problems in an acceptable manner. The program will not be used to discipline for events that occurred in the school classroom or at home. These will be handled by the classroom teacher, principal, or parent/guardian.
8. The judgment of staff, and Program Supervisor will be used to determine steps to be taken in the case of repeated infractions of **unsafe behaviors** that cause excessive attention to one student by the site leader and others in authority. After a series of steps and interventions have been attempted, suspension or termination may be considered. In the case of a very serious single event, immediate suspension or termination may be necessary. If it becomes necessary to suspend or terminate a student from the program, the parent/guardian, teacher, and student (as appropriate) will meet with the Program Supervisor to discuss the decision. A Positive Behavior Intervention Plan will be implemented and reviewed after two (2) weeks for final determination of the student's status in the program.

Attendance

In order to be counted in attendance students must sign in and receive a snack. The program uses a digital attendance platform that requires the students to be signed out with a numeric code and signature. If a student is leaving prior to 6:00 p.m. Parents must indicate the reason using the following reasons: ***For ASES sites (Roosevelt, Toll & Wilson) all families are expected to sign an Early Release form indicating why they will pick up their child prior to 6:00 p.m.*** (This is in alignment with the Early Release and Late Arrival Policy required by the state.).

1. Family emergency/child accident/injury/Transportation
2. Medical appointment
3. Court Ordered Visitation
4. Other conditions (reason must be stated)/Best Interest of the Family
5. Off-site enrichment programs
6. In the Best Interest of the Family

The student will not be released from the program to anyone who is not authorized on the Student Information Card unless permission is given by the parents/guardians in writing and in advance. Adults should be prepared to present photo identification to the staff upon request. Parents must notify the staff when their child is to be picked up by a person not authorized on the Student Information Card. **At no time will staff bring students to a car to be signed in or out.** Some attendance for ELO-P activities will be done via a sign in sheet or Google Form in the classroom. Students whose parents have signed the registration form allowing their student to sign themselves out may do so.

A student may be released for a portion of time from the program to attend activities at the school, such as tutoring, sports, enrichment classes, chorus, etc. The student must check in with staff prior to being released to the parallel program. The parents/guardians must complete the permission

form, which can be obtained from the staff, and the completed form will be placed in the student's file.

Minimum attendance requirements must be met in order for middle school students to remain in the program. The minimum attendance is three (3) days per week until 6 p.m.

In order to accommodate special circumstances, parents/guardians of students in the middle school Teen Scene program could request special permission to enable their student to sign himself/herself out and walk home. If the student walks home, he/she will be dismissed at 5:15 p.m. When Daylight Saving Time goes into effect, students will be dismissed at 4:40 p.m. To grant this permission, the parents/guardians should complete the appropriate Early Release form, which will be kept on file.

Nondiscrimination

The CDCC program abides by the Glendale Unified School District nondiscrimination policy found on www.gusd.net and below:

“The Board of Education prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

The District will take steps to assure that the lack of English will not be a barrier to admission and participation in district programs.”

Reference: Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 Section 504 of the Rehabilitation Act of 1973

The program refrains from religious instruction or worship.

Homework

1. CDCC strives to provide a balanced after-school programming that includes time for homework, academic enrichment, nutrition, and physical activity.
2. CDCC is committed to providing an appropriate space, time, materials, and resources for students to work on homework during program hours. The program schedules 60 minutes for grades 6 through 8, Monday through Thursday.
3. CDCC Site Leaders and education assistants provide support, guidance, and clarification when necessary. CDCC staff does not provide one-on-one tutoring or homework correction. Students may access the homework lab for more targeted

support. Parents are responsible for reviewing their child's homework and ensuring that it is complete.

Afternoon Pick-Up

1. Staff will sign in students at the time of arrival from school, and parents/guardians will sign out students at the time of departure from the center with a full signature.
2. In case of an emergency delay, the parent/guardian must contact the center staff. If the center has not heard from the parent/guardian by 6:00 p.m. The staff will call the emergency numbers on the Student Information Card.
3. Students will not be released to a person(s) who does not appear to be in a condition to drive safely. The Site Leader will ask that another adult be called to pick up the student and to assist the person in the unsafe condition. If there is no one else to call, the police will be contacted for assistance. At no time will a student be released to go to a parked car.
4. **Parents/guardians are expected to pick-up their student by their program dismissal time.** Four (4) late pick-ups will be cause for termination of any services. The four (4) late pick-ups are the maximum a student may have in one year (July-June) in any of the Child Development and Child Care Department operated programs. Glendale police may be called if we are unable to locate a family.
5. Students with a waiver signed by parents/guardians may sign themselves out prior to 6:00 pm and walk home.

HEALTH AND SAFETY REGULATIONS

Illness During the Day

If a student becomes ill during the day, the parent/guardian will be contacted and must assume responsibility for picking up the student or sending an authorized person to do so as soon as possible.

Medication

If a student is on medication that has to be given at specific times during the day, the Request for Medication to be Taken During School Hours Form must be completed by the parent/guardian, with the physician's signature and instructions attached. This form is available at the school site and on the GUSD website.

Medication must be in the original container and will be secured by the staff.

Medication should be taken at home whenever possible.

Non-prescribed medication **cannot** be given to students.

An Individualized Plan for Health Services will be completed prior to the student receiving care in the event of the need for medical services, such as an EpiPen.

Injuries

Program staff will call 911 and request assistance if a student is seriously injured while in the program. The parent/guardian will be notified as soon as possible. Any fees for medical assistance shall be the responsibility of the parent/guardian. Parents/guardians may inquire in the school office about low-cost insurance offered at the beginning of each school year.

In cases where a student is taken to the hospital, a staff member will accompany them to provide needed emergency information and remain until a parent/guardian arrives

Custody

Program staff will comply with court-ordered custody and visitation agreements. The staff will contact authorities in cases of attempted restraining order violations.

Child Abuse and Neglect

Under the mandatory Child Abuse Reporting Law, California State Penal Code Section 11161.5, the center staff is obligated to report cases of suspected child abuse or neglect. If the staff fails to report, they could be subject to a fine and/or imprisonment. According to Child Abuse Reporting Law, any time a student reports or a staff member observes that a student has been injured as a result of discipline, a suspected child abuse report must be filed.

Parents/Guardians Opportunities

The Parent Advisory Council is made up of parent/guardian and staff representatives who meet regularly with the Director or his/her designee to discuss and advise upon issues of mutual concern affecting the Program. All parents/guardians are welcome to attend the meetings. In addition, parents/guardians are requested to attend special functions at their child's program throughout the year.

Parents/guardians are requested to complete a Program Evaluation Survey annually. Program modifications are based on the responses to the survey.

GUSD Civility Policy

Glendale Unified School District Administrative Regulations AR1312.5 and Board Policy BP1312.5 Civility Policy.

1. The Board of Education is committed to maintaining orderly educational and administrative processes in keeping schools and the District sites free from disruptions

and preventing unauthorized persons from entering school/district grounds. Members of the district staff will address colleagues, students, parents, and members of the public with respect and expect the same in return.

2. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free environment for our pupils and staff. In the interest of presenting positive role models to the pupils in this District, the Glendale Unified School District expects civil and positive communications. The District will not tolerate behavior that may appear rude, uncaring, abrupt, or insensitive, nor volatile, hostile, or aggressive actions or loud, obscene, and/or offensive language. The District seeks employee, student, parent, and public cooperation with this endeavor.

Appropriate measures will be taken in accordance with the District Board Policy and Administrative Regulations, such as termination of services and/or suspension from the Child Development and Child Care Department.

The CDCC Department reserves the right to terminate services at any time.

Re-enrollment may be considered after a six (6) month period or on a case-by-case basis when child care services are terminated for cause.

ADMISSION AGREEMENT

I have received, read, and agree to comply with all requirements in the Teen Scene Program Parent/Guardian Handbook.

Date

Parent/Guardian Signature

Name of School Site

Students Enrolled:

Student's Name (Please Print)

Grade

Student's Name (Please Print)

Grade

Student's Name (Please Print)

Grade