

# STUDENT HANDBOOK



## **Southside Community School** 2024–2025 School Year

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# Introduction to SCS, Admission, Visitors, General Policies

## MISSION STATEMENT

Southside Community School is a free, non-profit public charter school serving grades K-9. We work with the community and parents to foster academic excellence, community responsibility, cultural awareness and a safe campus with a school-wide policy of non-violence.

## PHILOSOPHY

Southside Community School (SCS) is committed to providing a positive, caring environment that ensures a quality education for each child. We will teach the important academic subjects, while nurturing the development and growth of the child. To ensure that each child is given access to a quality education at Southside Community School, the staff will:

- Provide interesting classes, while maintaining high scholastic standards in alignment with state standards.
- Help students develop their physical, emotional, intellectual, social, moral, and creative potential.
- Provide appropriate resources for students with special needs.
- Provide positive reinforcement for good choices.
- Encourage all students to strive for the best, by maintaining high standards of excellence and accountability.
- Encourage a sense of community, remembering that learning is a shared experience among the students, school staff, family, and the community.

## VISION STATEMENT

Southside Community School's goal is to ensure the success of every child. We make children our top priority and provide a positive atmosphere for every child to grow and learn.

We believe:

- Every student can learn and achieve.
- Children learn best in an atmosphere of trust and caring.
- Every child must have opportunities to feel successful daily.
- If children are "caught doing good" and praised, they model good behavior.
- Children can be taught to take responsibility for the choices they make, accept the consequences, and be redeemed if they make mistakes or misbehave.

**Pledge of Allegiance and Peace Pledge** - Each morning will begin with the Pledge of Allegiance to the flag of the United States of America. All students are asked to stand for the Pledge of Allegiance. Additionally, students will recite the Southside Community School Peace Pledge:

*Peace starts with me. Members of Southside Community School commit to peace and non-violence. We will respect ourselves and others, treat our place with care, work hard toward equality, be excellent scholars and strong leaders, and work together toward a peaceful world.*

## ADMISSION REQUIREMENTS

Students enrolling at Southside Community School must adhere to the following admission requirements:

1. All eligible pupils who submit a timely application will be enrolled, unless the number of applications exceeds the capacity of a program, class, grade level or building.
2. Students who were expelled, or are being expelled from another school, may not be admitted to Southside Community School
3. After enrollment, the parent or guardian must submit the following prior to the first day of attendance:
  - a. Proof of age and identity such as a copy of a birth certificate, a baptismal certificate, or other official documentation of age (must be provided within 30 days of enrollment)
  - b. Home Language Survey
  - c. Proof of immunization or an exemption form (ask office about possible exemptions)
  - d. Withdrawal Form from sending school (if applicable)
4. After enrollment, Southside Community School will procure academic records from the sending school, and a conference with the parent/guardian, student, administration, or staff may be held to determine student grade placement.

## LEAVING CAMPUS

Southside Community School is a closed campus for the safety of our students. Students may not leave campus during the school day unless they are signed out by a parent/guardian.

**MEDICATION**

School personnel may be asked to administer prescribed medications during school hours. We will cooperate with such requests under the following conditions:

- A physician must prescribe medication.
- A written order from the physician stating the name of the medication, dosage, and time to be administered is given to the office.
- Written permission is given to the office from the parent.
- Medication must come to the school in the prescription container.

**BOOKS**

Students are responsible for their textbooks and library books. If a textbook or library book is lost or vandalized, the student will be charged with the replacement cost of the book.

**ILLNESS**

Students must tell a teacher or aide if they do not feel well. Staff will contact the office. The teacher and office staff will determine the best course of action based on the situation. If it is necessary for the student to go home, the school office will contact the student's parent/guardian. 911 Emergency Services will be called if deemed necessary by the staff or if requested by the parent/guardian.

**VISITORS Please Check in at the Office**

Parents and other visitors are welcome to visit Southside Community School. All visitors must report to the front office to register for a visitor's pass before entering the campus. Visits to individual classrooms during instructional time shall be permitted upon teacher approval. Such visits must not interfere with the delivery of instruction or disrupt the normal school environment. In the sole discretion of the administration, a visitor may be asked to leave campus. Students from other schools are not allowed to visit campus while school is in session without express permission.

## Student Behavior and Consequence Rules

Positive reinforcement is always best, and SCS strives to start from that philosophy in everything we do. When poor choices are made and unacceptable behavior results, we will rely on the following "Behavior and Consequence Rules" which are designed to promote a safe and wholesome environment in which to learn. Your approach to these Rules and your choices about compliance will significantly impact your success in both the classroom and extracurricular activities. The purpose of discipline in school is an educational one. The approach is preventive and positive. Disciplinary measures are designed to help students develop personal control and responsibility for the consequences of their behavior. In being responsible for your actions, you also accept the consequences for violating these Rules. We have tried to be clear in presenting the problem areas and the consequences involved. Teachers, the principal, and other school staff members may, whenever appropriate, counsel you about your behavior. Please accept this advice as valuable and understand the intent is to help you. We are proud of **Southside Community School** and the accomplishments of our students. We hope you take advantage of the many opportunities that are available in becoming the best you can be.

**You are encouraged to read and develop a thorough understanding of the details of these Rules. If you violate a Behavior Rule that can't be addressed in the classroom, at the teacher's discretion, you will be sent to the Office. In the office you will fill out a Student Behavior-Self Reporting Form. This is your chance to tell your side of the story. Do not waste the chance, but remember to tell the truth, or further consequences may apply.**

**Your consequences will be determined in accordance with the Rules. If you refuse to fill out the form, after a cooling off period, you will be sent home. These are the Student Behavior and Consequence Rules:**

- A. **MINOR BEHAVIOR PROBLEMS**  
Minor Disrespect of Students or Staff, Disobedience, Disruption of Class  
Any Other Minor Misbehavior
- B. **MODERATE BEHAVIOR PROBLEMS (Includes "repeat offenses" of Minor Behavior Problems)**  
Lying, Cheating, Refusing to do Class work  
Not Keeping Hands to Self: Pushing, Pulling, Wrestling, Pinching, etc.  
Being Mean, Gossiping, Spreading False Rumors  
Serious Disrespect, Disobedience, Disruption of Class  
Minor Tagging, Vandalism or Minor Property Damage  
Hitting, Fighting or Play Fighting with No Injuries  
Intimidating Other Students  
Leaving Campus without Permission, Chronic Tardiness and Unexcused Absences  
Any Other Moderate Misbehavior
- C. **SERIOUS BEHAVIOR PROBLEMS (*May be Reported to Police*)**  
Serious Tagging, Vandalism, or Property Damage  
Threatening Other Students  
Major Classroom or Schoolyard Disruptions  
Hitting, Fighting or Play Fighting, with Minor Injuries  
Stealing  
Any Other Serious Misbehavior
- D. **MOST SERIOUS BEHAVIOR PROBLEMS (*Must be Reported to Police*)**  
Hitting, Fighting or Play Fighting with Serious Injuries  
Intimidating, Threatening or Harming Staff  
Weapon on Campus  
Illegal or Un-Prescribed Drugs, Alcohol, Tobacco on Campus  
Starting a Fire on Campus  
Gang Activity  
Any Other Very Serious Misbehavior, Injury, or Property Damage

**CONSEQUENCES BY CATEGORY\*** (Administrator may be more lenient or severe, fitting the facts)

A - 1st – 3rd –Classroom Consequences - Warning, Relocation, Loss of Privileges, Reflection, at Teacher's discretion

A - 4th or more - Same as "B - 1st" or any other deemed appropriate by administrators

B - 1st – Referral, Office, Behavior Report, Call Home, Detention, Parent Conference

B - 2nd – Referral, Office, Behavior Report, Call Home, Parent Conference, 1 Day In-School Suspension

B - 3rd – Referral, Office, Behavior Report, Call Home, Out of School Suspension 1 Day

B - 4th or more - Same as "C - 1st" or any other deemed appropriate by administrators, including expulsion

C - 1st – Referral, Office, Behavior Report, Call Home, Out of School Suspension 3 Days,

C - 2nd – Referral, Office, Behavior Report, Out of School Suspension 5 Days

C - 3rd - D -1st or more -Office/Report, Apologize to Class/Teacher, Out of School Suspension 7-9 Days

**OR - EXPULSION/EXCLUSION proceedings may be initiated at Administrator discretion.**

**\* Other Consequences include phone calls home, Referrals, Counselor and/or Parent Conferences, Community Service, Essays, Lunch or After School detention, Behavior Plan, etc.**

As students progress through our school, it is reasonable to assume that an increase in age and maturity carries with it a greater responsibility for their actions. Differences in age and maturity are recognized in determining the type of consequence. However, the Behavior and Consequence Rules apply to all students in Grades K through 9. **Student discipline is subject to the decisions of the SCS School Board, and state and federal laws.** Students may also be subject to applicable civil and/or criminal penalties.

Behavior and Consequence Rules are in force:

- During regular school hours;
- While being transported for a school activity;
- At times and places where school staff has jurisdiction over students;
- During school-sponsored events;
- During field trips;
- During athletic functions;
- When going to and from school;
- During other activities associated with the school in any way.

**Additionally, the administration is authorized to begin disciplinary action when a student's misconduct away from school has a detrimental effect on the school's reputation, other students, or on the orderly educational process.**

**If students are not doing their work in class, disciplinary action may be taken.**

**If students do not complete homework or exhibit unacceptable behavior, they may be excluded from special events and rewards.**

**Prohibited Items**

The following items are prohibited on campus: toy guns, water guns, lighters and matches, laser pointers, ring cuffs, bandanas, any gang related items, all weapons and knives (including pocket knives), smoke bombs, or any other item that poses a risk to other students, or disrupts the learning environment. Skateboards are prohibited on campus, unless prior approval from staff is granted. If approval is granted, items must not interfere with the learning process. Skateboards must be checked in and left at the office. Cellular phones must be turned off during classroom hours, and out of sight of staff.

**Texting is expressly prohibited during class time. Items that disrupt the learning environment may be confiscated, and may be claimed by an adult guardian or parent.**

In addition to the Behavior and Consequence Rules, the following measures may apply in order to provide students the best possible school environment and experience:

**Parent Contact** – Communication, in the timeliest manner, between the parent and staff. The communication may be personal, face-to-face meeting, telephone conversation, or written communication.

**Conferences** – Meeting or contacts between parents, teachers, counselors, students and/or other school staff members. Students may be involved if it is appropriate.

**In-Class/School Disciplinary Action** – Logical consequences that do not require suspension from school include loss of privileges, detention, work assignments, temporary removal from class, and/or other school-based consequences.

**Community Service** – SCS may elect to provide the student with an opportunity to perform supervised activities related to the upkeep and maintenance of school facilities. The student and parent(s) may request this alternative; however, the final decision rests with the administration.

**Detention** – SCS may elect to offer a detention as a consequence for certain conduct.

**Disciplinary Probation** – Any student involved in a violation of the Behavior and Consequences Rules may be placed on disciplinary probation. The student on disciplinary probation may be denied participation in extracurricular activities. The student will report, at times specified by the school, to a specified staff member who will assist in monitoring the student during this probationary period.

**Temporary Removal from Class** – The teacher is responsible for the learning environment in the classroom. A teacher may temporarily exclude a student from class for seriously disrupting the educational process within the classroom or exhibiting persistent disobedient behavior. A parent conference or an administrative conference may be requested. During this removal from class the student shall report to a pre-designated area as determined by the school staff.

**Alternative to Suspension** – SCS may elect to provide students and parents with an alternative to suspension, which may include Saturday School, Community Service, or other consequences.

**Suspension** – SCS administration may suspend a student from school for up to ten school days due to misconduct. Teachers of a suspended student will make homework and class assignments available at a designated location. It shall be the parent's and student's responsibility to make arrangements to obtain such assignments and homework and to have completed assignments returned to the school for grading and credit. Upon returning to school, suspended students may have an equivalent number of days to make up their work. Students on suspension who successfully complete such assignments shall be allowed a reasonable time to take makeup tests upon returning to school. During the term of the suspension, the student is to remain away from Southside Community School and all school sponsored activities. If it is necessary to come to school, the student must make prior arrangements with the administration.

**Expulsion/Exclusion** –Expulsion is defined as the permanent withdrawal of the privilege of attending SCS unless and until the Governing Board reinstates the privilege. The administration may make a recommendation to the School Board regarding expulsion of a student. This is the most serious disciplinary step available. In its sole discretion, the School Board may provide conditions for the re-admission of the student. The student must strictly comply with the conditions in order to obtain re-admission. During the term of the expulsion, the student is to remain away from Southside Community School and school sponsored activities.

## **Behavior That Must Be Reported to Law Enforcement**

It is important for all staff, students, and parents to understand that, in addition to taking disciplinary action at the school level, certain criminal and/or disruptive behavior must be reported to appropriate law enforcement agencies. **School officials will report all criminal activity, including the following:**

- Arson;
- Assault;
- Bomb threats;
- Burglary, Robbery, Theft, or Possession of stolen property;
- Explosives;
- False alarm;
- Homicide;
- Illegally removing a student from the school or school activities;
- Kidnapping;
- Possession of a weapon;
- Possession, sale, or distribution of illegal and dangerous substances, including illegal drugs, prescription drugs without a prescription, and alcohol; and possession of paraphernalia;
- Sexual misconduct or Rape;
- Threats and Intimidation;
- Trespassing;
- Vandalism or Property damage.

Additionally, the principal or the principal's designee **MAY** report to the law enforcement agencies other potentially disruptive incidents occurring at or near school or during school activities away from school.

If a student is subject to arrest or apprehension by a law enforcement officer, the administration will deliver the student into the officer's custody. A reasonable attempt will be made to notify the parent/guardian.



# Attendance Policy

## Philosophy

Southside Community School sets a high standard of excellence in Education. This high standard includes the expectation that all students will attend classes on time and on a regular basis to achieve the full educational benefit. Absences should only occur when unavoidable. While it is recognized that participation in certain events away from school contribute to an individual's total development and that students with serious or contagious illnesses should not be in attendance, it is anticipated that absences will be minimal.

## General Standards

State law requires that students attend school from age six through the completion of Grade 10 or until the age sixteen. Schools require documented absence reports from parents as soon as possible and not later than 48 hours from return to school. Students absent without notice and approval for 10 consecutive days will be withdrawn.

Student absences will be excused for the following reasons:

- A. Personal illness
- B. Doctor appointment
- C. Mental or behavioral health
- D. Bereavement
- E. Family emergencies
- F. Time necessary to process for the armed forces
- G. Out-of-school suspensions

All other absences are unexcused. Teachers will allow students who have excused absences to have access to class assignments, make up work, and information concerning class assignments. Students must make up missed work, whether the absence is excused or not excused. Grades will reflect the student absences if a student does not make up missed assignments, up to and including failing for the year. Even excused absences can lead to failure of the grade if work is not completed and done at appropriate grade level. Students may also be detained during non-school hours or be assigned reasonable consequences for unexcused absences or when attendance procedures are not followed.

Southside Community School may work in cooperation with local Law Enforcement for Truancy Enforcement. Failure to ensure your child attends school may subject you and your child to criminal prosecution. We are interested in having your child in the classroom, and not on the streets. We are willing to work with you and assist you in correcting your child's truancy problem. Your failure to ensure that your child regularly attends school may subject you to criminal prosecution for the offense of failure to comply with compulsory school attendance laws, which is classified as a Class 3 misdemeanor under Arizona law. This offence carries a possible penalty of up to 30 days in jail and a fine of up to \$500.

## School Schedule

Southside Community School's class schedule is as follows:

- Monday – Friday from 8:30 a.m. to 2:45 p.m.
- Students are considered tardy if they arrive after 8:30 a.m.

Students may be dropped off for free school breakfast at 8:00am. After school tutoring, clubs, sports, and other activities: Monday – Friday 3:30 p.m. – 4:30 p.m. Extended Afterschool Program is available every school day: Monday – Friday, until 5:00p.m.

## Extended Afterschool Program

SCS offers an extended afterschool program. All students are welcome to attend if they have parental permission slips on file. The program runs each school day from 2:45 p.m.-5:00 p.m. Monday-Friday. The program offers daily snacks and tutoring services. In addition to structured homework time, we also offer various indoor and outdoor activities and watch school sporting events. To place your children in the program, please return a permission slip to the office during school hours.

Please call (520) 954-2292 or the front office if you have any questions.

# Dress Code

## Purpose

The School Board strives to provide a school in which the health, safety, and welfare of the students who attend the school are given paramount consideration, and where a positive learning environment is maintained. We will make every effort to minimize the opportunities for student distraction and disruption. Therefore, we have determined standards of dress and grooming. The Dress Code provides students, parents, school administrators, and teachers clear expectations regarding acceptable and appropriate apparel and appearance so that they can be enforced consistently.

## Dress Code

**Students are required to wear either the Southside school shirt OR a plain black shirt Monday-Thursday. Students may wear whatever bottoms they prefer, as long as they comply with the rules stated below. On Fridays, students are permitted to choose their clothing, provided it complies with the overall dress code rules.**

Students and parents, please make sure students come to school dressed appropriately and modestly. The general guide to acceptable school dress is neatness, cleanliness, and appropriateness by grade level. There is a connection between the way a student is dressed and his/her behavior in school. It is expected that students will abide by the following rules demonstrating appropriateness in dress as though this were their daily place of business. Southside Community School students dress in a neat and attractive fashion reflecting pride in themselves and their school. To ensure that these standards are met, PARENTS AND STAFF have established the following dress code requirements:

### ELEMENTARY DRESS CODE

Please send your child in clean, modest, clothing. Pants may not "sag" and shorts, skirts, jumpers or skorts may be no shorter than the child's hand-width above the knee. Clothing must modestly cover the torso. No tank tops, low cut blouses, or midriff shirts are permitted. Shoes must have a closed heel or a heel strap See also the Junior High Dress Code for clothing that is not permitted.

### JUNIOR HIGH DRESS CODE:

Modesty and appropriateness for a school environment are the main goals

Jeans may be worn

Clothing must modestly cover the torso

Undershirts, if worn, may not be red, medium blue, or brown

Pants may not "sag"

Shorts, skirts, jumpers or skorts may be no shorter than the child's hand-width above the knee

Shoes must have a closed heel or a heel strap during PE

### UNACCEPTABLE ATTIRE ELEMENTARY AND JUNIOR HIGH:

Cutoffs, spandex worn as outer clothing

Hats, hoods, or sunglasses worn indoors

Bandanas

Excessive makeup, jewelry, perfume or cologne

Clothing or jewelry with writing or pictures that communicate pornographic ideas, gang affiliation, obscene gestures or language, or advertise drugs, tobacco or alcoholic beverages

Gang-related clothing—this includes shoes, shoe laces, hats, shirts, pants, and belts in solid colors of red, medium blue, or brown.

## Compliance

The administration has discretion to waive the Dress Code where students have hardships, as well as to determine that a student's attire is inappropriate or distracting. Students who violate the dress code will be asked to change their clothes. Persistent dress code violations will be treated as discipline violations, and students may be sent home for proper clothing, or other consequences as stated in the **Student Behavior and Consequence Rules**. Students who violate the Dress Code may also be asked to do any of the following depending upon the specific circumstances:

- Turn inappropriate clothing inside out.
- Change into clothing that may be provided by the school.
- Change into other clothing that has been brought to school.
- Return home to change clothing.
- Remove the jewelry or other inappropriate accessory.

## Homework Policy

Homework assignments and practices are designed to help students develop habits of responsibility and hard work to last a lifetime. Students need to practice concepts and skills already learned and mastered so they will be remembered over the long term. Our commitment is to help students develop and practice effective study skills. Homework should be completed by students with coaching and encouragement from parents. **Parents can help by asking their child if they have homework, and providing a quiet place to do the homework.**

Homework will be relevant to the curriculum and Arizona state standards, and may cover all subject areas. Homework may include:

1. Practice assignments that reinforce skills and concepts taught and already mastered in class.
2. Preparation assignments that are designed to provide background information before topics appear in class.
3. Long-term projects completed in school and/or home.
4. Cooperative family projects that encourage working together to achieve a goal.
5. Cumulative review of skills and concepts mastered long ago to assure continued mastery.
6. Daily reading, writing, math facts, or other skills designed to build motivation, understanding, vocabulary or fluency.
7. Maintaining a Reading Log.

Homework is due the following day unless a specific due date is given for a project. If a student is absent, it is the student's responsibility to get his/her make-up work. Students shall be given 2 calendar days to complete make-up work for each excused absence.

## GRADING SCALE

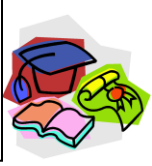
The following grading system will be used:

A	90% - 100%	NG	No Grade
B	80% - 89%	O	Outstanding
C	70% - 79%	S	Satisfactory
D	60% - 69%	U	Unsatisfactory
F	0% - 59%		

All students participating in extracurricular activities, including sports programs, must maintain a "C" average. Student athletes must be in attendance on the day of a game in order to participate.



**Southside Community School**  
**DAILY SCHEDULE**  
 2024 - 2025



**Monday-Friday 8:30-2:45**

Junior High	Time
Advisory	8:30-8:46
Period 1	8:46-9:46
Period 2	9:49-10:49
Period 3	10:52-11:52
Tutoring	11:52-12:00
Lunch	12:00-12:40
Period 4	12:43-1:43
Period 5	1:46-2:45
After School P.	3:00-5:00

Elementary	Time
Class	8:30-11:00
Lunch/Recess	11:00-12:00
Class	12:00-2:45
After School P.	3:00-5:00

**Junior High School Course Schedule**

Class	Science	Language Arts	Physical Education	Social Studies	Mathematics
Period 1	<i>Planning</i>	Group 1	Group 3	Group 4	Group 2
Period 2	Group 4	Group 2	<i>Planning</i>	Group 3	Group 1
Period 3	Group 2	Group 3	Group 1	<i>Planning</i>	Group 4
Period 4	Group 3	Group 4	Group 2	Group 1	<i>Planning</i>
Period 5	Group 1	<i>Planning</i>	Group 4	Group 2	Group 3

GRADE 7	GRADE 7		GRADE 8
Group 1	Group 2 (7A)	Group 3 (7B)	Group 4

# Southside Community School Calendar 2024-2025

Kinder-JH: Monday-Friday 8:30 A.M.-2:45 P.M. \*\* Tutoring & Clubs 2:45-4:00 P.M. \*\* Breakfast 8:00-8:30 A.M. & Extended Afterschool 2:45-5:00 P.M.

July 2024						
Sun	Mo	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
Sun	Mo	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
Sun	Mo	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Staff Planning/Orientation	July	25-31
<b>First Day for Students</b>	<b>August</b>	<b>1</b>
Prof. Learning Day <b>(no school)</b>	August	21
Labor Day Holiday	September	2
Parent Conferences	September	24-26
Grading Day	October	4
Fall Break Holiday	October	7-11
Prof. Learning Day <b>(no school)</b>	October	23
Veterans Day Holiday	November	11
Thanksgiving Holiday	November	28-29
Grading Day	December	20
Winter Break Holiday	Dec-Jan	23-3
Martin Luther King, Jr. Day	January	20
Prof. Learning Day <b>(no school)</b>	January	29
Rodeo Holiday	February	20-21
Grading Day	March	7
Spring Break Holiday	March	10-14
Prof. Learning Day <b>(no school)</b>	March	26
Cesar Chavez Day	March	31
Spring Holiday	April	18
<b>Last Day</b>	<b>May</b>	<b>22</b>
Last Day for Teachers	May	23
<b>40th Day of School</b>	<b>September</b>	<b>27</b>
<b>100th Day of School</b>	<b>January</b>	<b>21</b>

October 2024						
Sun	Mo	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Sun	Mo	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
Sun	Mo	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
Sun	Mo	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Sun	Mo	Tue	Wed	Thu	Fri	Sat
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Sun	Mo	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
Sun	Mo	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Sun	Mo	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

<b>COLOR KEY</b>	
	Professional Learning Day
	Teacher Planning & Grading Day
	First & Last Day for Students
	Vacation Days
	Parent conferences
	State Testing Days

Quarters	Teaching Days	Total Teaching Days
1st	08/01/2024 - 10/03/2024	44
2nd	10/14/2024 - 12/19/2024	45
3rd	01/06/2025 - 03/06/2025	40
4th	03/17/2025 - 5/22/2025	46
		<b>175</b>

State Testing AzMerit, AIMS, etc.: TBD (Feb - April)

# **NOTIFICATION REGARDING ABSENCE OF ASBESTOS-CONTAINING MATERIALS AT SOUTHSIDE COMMUNITY SCHOOL**

August 4, 2022

To all Students, Parents, and Staff of Southside Community School:

Southside Community School does not have any asbestos-containing building materials in its school buildings.

However, even though we have no asbestos-containing materials in our buildings, Southside Community School is required to comply with the federal Asbestos Hazard Emergency Response Act (AHERA). AHERA rules regulate activities involving asbestos-containing materials in school buildings.

An asbestos management plan detailing AHERA required information is available for review in the Southside Community School office located at 2701 South Campbell Avenue. If you have any questions regarding asbestos containing building materials at Southside Community School, you are encouraged to review the management plan or contact the school's Designated Person, as listed below.

Designated Person: Melissa Costa, Assistant Superintendent

Address: 2701 S. Campbell Ave.  
Tucson AZ 85713

Phone: (520) 623-7102

Aprender Tucson/Southside Community School “Homeless” Policy  
To Implement the McKinney-Vento Act for Children and Youth in Transition

Homelessness exists in our community. A combination of high housing costs and poverty causes many families to lose their housing. Many young people leave their homes due to abuse, neglect and family conflict. Children and youth who have lost their housing live in a variety of places, including motels, shelters, shared residences, transitional housing programs, cars, campgrounds and others. Their lack of permanent housing can lead to potentially serious physical, emotional and mental consequences. Southside Community School will ensure that all children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our school. Southside Community School will also follow the requirements of the McKinney-Vento Act.

It is the policy of Southside Community School to view children as individuals. Therefore, this policy will not refer to children as homeless; it will instead use the term “children and youth in transition.” Under federal law, children and youth in transition must have access to appropriate public education, including preschool, and be given a full opportunity to meet state and local academic achievement standards. They must be included in state- and district- wide assessments and accountability systems. Our school will ensure that children and youth in transition are free from discrimination, segregation and harassment.

Information regarding this policy will be: distributed to all students upon enrollment and once during the school year; provided to students who seek to withdraw from school; and posted in the school.

**Section I**

**Definitions**

- **Children and youth in transition** means children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and lack a fixed, regular, and adequate nighttime residence, including:
  - children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, camping grounds or trailer parks due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
  - children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
  - children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; and
  - migratory children and youth who are living in a situation described above.

A child or youth shall be considered to be in transition for as long as he or she is in a living situation described above.

**Unaccompanied youth** means a youth not in the physical custody of a parent or guardian, who is in transition as defined above. The more general term *youth* also includes unaccompanied youth.

**Enroll and enrollment** mean attending school and participating fully in school activities.

**Immediate** means without delay.

**Parent** means a person having legal or physical custody of a child or youth.

**School of origin** means the school the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled.

**Liaison** is the staff person designated by our LEA and each LEA in the state as the person responsible for carrying out the duties assigned to the liaison by the McKinney-Vento Act.

**Identification**

In collaboration with school personnel and community organizations, the liaison will identify children and youth in transition in the school, both in and out of school. The liaison will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth as in transition, and procedures for forwarding information indicating homelessness to the liaison. The liaison will also instruct school registrars and secretaries to inquire about possible homelessness upon the enrollment and withdrawal of every student, and to forward information indicating homelessness to the liaison. Community partners in identification may include: family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, welfare departments and other social service agencies, street outreach teams, faith-based organizations, truancy and attendance officers, local homeless coalitions and legal services.

The liaison will keep data on the number of children and youth in transition enrolled in the school, where they are living, their academic achievement (including performance on state- and district-wide assessments), and the reasons for any enrollment delays, interruptions in their education or school transfers.

## Section II

### School Selection

Each child and youth in transition has the right to remain at his or her school of origin, or to attend any school that housed students who live in the attendance area in which the child or youth is actually living are eligible to attend. Maintaining a student in his or her school of origin is important for both the student and our school. Students who change schools have been found to have lower test scores and overall academic performance than peers who do not change schools. High mobility rates have also been shown to lower test scores for stable students. Keeping students in their schools of origin enhances their academic and social growth, while permitting our school to benefit from the increased test scores and achievement shown to result from student continuity.

Therefore, in selecting a school, children and youth in transition shall remain at their schools of origin to the extent feasible, unless that is against the parent's or youth's wishes. Students may remain at their schools of origin the entire time they are in transition, and until the end of any academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing between academic years.

Feasibility shall be a child-centered determination, based on the needs and interests of the particular student and the parent's or youth's wishes. Potential feasibility considerations include:

- Safety of the student;
- Continuity of instruction;
- Likely area of family's or youth's future housing;
- Time remaining in the academic year;
- Anticipated length of stay in temporary living situation;
- School placement of siblings; and
- Whether the student has special needs that would render the commute harmful.

### Enrollment

Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, students in transition may not have school enrollment documents readily available. Nonetheless, the school must immediately enroll any child or youth in transition. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency;
- Transcripts/school records (The enrolling school must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent and previous schools or teachers.);
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the liaison to assist with obtaining immunizations and/or immunization and other medical records. Health records may often be obtained from previous schools or state registries, and school- or community-based clinics can initiate immunizations when needed.);
- Proof of guardianship;
- Birth certificate;
- Any other document requirements;
- Unpaid school fees;
- Lack of uniforms or clothing that conforms to dress codes; and
- Any factor related to the student's living situation.

Unaccompanied youth must also be immediately enrolled in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling or liaison.

### Transportation

Without appropriate transportation, a student may not be able to continue attending his or her school of origin. To avoid such forced school transfers, at a parent's request, school staff will attempt to provide discounted bus passes or other transportation assistance to children or youth in transition wherever possible, although the school does not offer transportation services to its students. Parents and unaccompanied youth must be informed of this right to request transportation assistance before they select the school for attendance.



## Services

Children and youth in transition shall be provided services comparable to services offered to other students in the school selected, including:

- Transportation (as described above);
- Title I (as described below);
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners;
- Vocational and technical education programs;
- Gifted and talented programs;
- School nutrition programs; and
- Before and after school programs.

The school recognizes that children and youth in transition suffer from disabilities at a disproportionate rate, yet frequently are not evaluated or provided appropriate special education and related services. To address this problem, evaluations of children and youth in transition suspected of having a disability shall be given priority and coordinated with students' prior and subsequent schools as necessary, to ensure timely completion of a full evaluation. When necessary, the district shall expeditiously designate a surrogate parent for unaccompanied youth suspected of having a disability. If a student has an Individualized Education Program (IEP), the enrolling school shall immediately implement it. Any necessary IEP meetings or re-evaluations shall then be conducted expeditiously. If complete records are not available, IEP teams must use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services. In all cases, the goal will be to avoid any disruption in appropriate services.

When applying any school policy regarding tardiness or absences, any tardiness or absence related to a child's or youth's living situation shall be excused. Our school will follow state procedures to ensure that youth in transition and youth who are out of school are identified and accorded equal access to appropriate secondary education and support services. School personnel shall refer children and youth in transition to appropriate health care services, including dental and mental health services. The liaison will assist the school in making such referrals, as necessary.

School personnel must also inform parents of all educational and related opportunities available to their children and provide parents with meaningful opportunities to participate in their children's education. All parent information required by any provision of this policy must be provided in a form, manner and language understandable to each parent.

## Section III

### Disputes

If a dispute arises over any issue covered in this policy, the child or youth in transition shall be immediately admitted to the school in which enrollment is sought, pending final resolution of the dispute. The student shall also have the rights of a student in transition to all appropriate educational services, transportation, free meals and Title I services while the dispute is pending.

The school where the dispute arises shall provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and shall immediately refer the parent or youth to the liaison. The liaison shall ensure the student is enrolled in the school of his or her choice and receiving other services to which he or she is entitled and shall resolve the dispute as expeditiously as possible. The parent or unaccompanied youth shall be given every opportunity to participate meaningfully in the resolution of the dispute. The liaison shall keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth in transition.

The parent, unaccompanied youth or school may appeal the liaison's decision as provided in the state's dispute resolution process.

### Free meals

Hunger and poor nutrition are obvious barriers to learning. To help ensure that children and youth in transition are available for learning, the U.S. Department of Agriculture has determined that all children and youth in transition are automatically eligible for free meals. On the day a child or youth in transition enrolls in school, the enrolling school must submit the student's name to the NSLP coordinator/nutrition office for immediate processing.

### Title I

Children and youth in transition are automatically eligible for Title I services, regardless of what school they attend. The trauma and instability of homelessness puts students at sufficient risk of academic regression to warrant additional support. The school shall reserve such funds as are necessary to provide services comparable to those provided to Title I students to

children and youth in transition attending non-participating schools. The amount reserved shall be determined by a formula based upon the per-pupil Title I expenditure and developed jointly by the liaison and the Title I director. Reserved funds will be used to provide educationally related support services to children and youth in transition, both in school and outside of school, and to remove barriers that prevent regular attendance.

Our school's Title I plan will be coordinated with our McKinney-Vento services, through collaboration between the Title I director and the liaison. Children and youth in transition shall be assessed, reported on and included in accountability systems, as required by federal law and U.S. Department of Education regulations and guidance.

### **Training**

The liaison will conduct training and sensitivity/awareness activities for the following LEA and school staff at least once each year: the Assistant Superintendent, Principal, Assistant Principal, Federal Program Administrators, Registrars, School Secretaries, School Counselors, School Social Workers, Bus Drivers, Custodians, Cafeteria Workers, School Nurses and Teachers. The trainings and activities will be designed to increase staff awareness of homelessness, facilitate immediate enrollment, ensure compliance with this policy, and increase sensitivity to children and youth in transition.

### **Coordination**

The liaison shall coordinate with and seek support from the State Coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, the pupil transportation department, liaisons in neighboring districts and other organizations and agencies. Coordination will include conducting outreach and training to those agencies and participating in the local continuum of care, homeless coalition, homeless steering committee, and other relevant groups. Both public and private agencies will be encouraged to support the liaison and our schools in implementing this policy.

### **Preschool / Childcare**

Education is a very important element of later academic success. Children in transition have experienced many difficulties accessing preschool and/or childcare opportunities. To facilitate enrollment and attendance, the provisions of this policy will apply to preschool and childcare programs. Our school will ensure that children in transition receive priority enrollment in preschool and childcare programs operated by the school, including exempting children in transition from waiting lists.

Children in transition with disabilities will be referred for preschool services under the Individuals with Disabilities Education Act (IDEA). Children in transition under age three will be referred for at-risk services under Part C of IDEA and screened to determine if referrals for additional Part C services are appropriate. The liaison will collaborate with Head Start and Even Start programs and other preschool programs to ensure that children in transition can access those programs.

### **References:**

The McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§11431 – 11436.

Title I, Part A of the Elementary and Secondary Education Act, 20 U.S.C. §§6311 – 6315.

The Individuals with Disabilities Education Act, 20 U.S.C. §§1400 *et seq.*

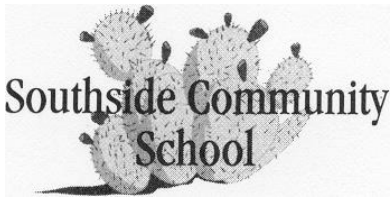
April 6, 2002 Policy of the Child Nutrition Division of the U.S. Department of Agriculture.

June 5, 1992 Policy of the Administration for Children and Families of the U.S. Department of Health and Human Services.

## Title I – Parent Involvement Policy

Southside Community School (SCS) was established as a community-based, non-profit school for the neighborhood. Our goal is to involve parents in every aspect of their child's education. As parents, administration, teachers and staff, we have jointly developed and agreed on this Parent Involvement Policy. All parents of Southside Community students will receive a copy of this Policy and be informed of the decisions made. Although we are a Targeted Assistance school, because we have nearly 100% Title I eligible students, we will provide Title I services to all students. Funding for the few additional students will be from general funds. For the purpose of strengthening the Title I program at Southside Community School, Title I administrators and staff must comply with the following provisions:

- A. All parents will be notified about the Policy upon enrolling their students in Southside Community School. The notice will be provided in the Student Handbook in English and Spanish. Parents and teachers will sign the School Parent Compact described below in order to assure uniform understanding of the Policy and Compact and their rights and expectations;
- B. We will seek parents' suggestions in the planning, development, and operation of the Title I program and an annual meeting will be held to provide parents additional information about the services provided and their right to be involved in the decision making and program and Policy development;
- C. We will offer a variety of meetings for parent and staff involvement that are flexible in time of day;
- D. Parents will receive materials and suggestions to help promote the education of their children;
- E. We will continue to involve parents in the on-going planning, review, and improvement of Title I programs;
- F. We will communicate regularly with parents about Title I programs available, curriculum used by SCS, academic assessments used to measure student progress, and the proficiency level students are expected to achieve;
- G. We will offer opportunities for equal access for parents who are ELL, migrant, homeless, or disabled, in a language they can understand;
- H. We will inform parents of policies regarding homework, discipline, attendance and other issues of importance to students, parents and the school
- I. We will involve parents in SCS activities, and build the capacity for strong parental involvement by following up with parents, responding to their concerns, providing information about the school and their children, and including parents in our decision making;
- J. We will coordinate and integrate parental involvement between Title I and other programs;
- K. We will annually work with parents to evaluate the effectiveness of this Policy in improving the academic quality of SCS;
- L. We have jointly developed the SCS School-Parent Compact which outlines how parents, staff, and students share responsibility for improved academic achievement, and indicates how parents and SCS build and develop a partnership to help children achieve State standards. Together, there is "*Hope for the Future/Esperanza para el Futuro*".



## Southside Community School Title I School-Parent Compact 2024-2025

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Student's Name

Date

The purpose of the Southside Community School Title I School-Parent Compact is to build and develop a community relationship between the school and parents that will help all children achieve Arizona's high standards. We will provide high quality curriculum and instruction in a supportive and effective learning environment. We understand the importance of communication between teachers and parents.

Our ongoing purpose is to meet our children's academic, social, emotional, and physical needs. Our children's needs drive our daily decisions and actions. Parents, staff, and children must work together as a team to secure the skills students need now and will need in the future. We are proud of our children. We show our love and commitment to each and every child with our daily thoughts, words, and actions. Southside Community School is a wonderful place to learn and live as a "community".

Our parents are our children's first teachers and we are committed to developing a community with our parents. By developing a partnership between the home and school, we hope to enhance student achievement and success. Our daily goal is to meet or exceed the Arizona state standards in the areas of reading, writing, language, and math. In order to accomplish this goal, it is essential that we have a strong community bond between our parents, teachers, students, administrators, and other school staff.

It is the school's responsibility to provide the opportunity for a strong compact between the school and parents. It is also the school's responsibility to provide high quality curriculum and instruction in a supportive and effective environment that will allow children to meet the state's standards. It is the parent's responsibility to support their child's learning, through such activities as monitoring attendance and homework, and participating in parent-teacher conferences and, as appropriate, school-parent meetings.

### **Parent/Guardian Responsibilities**

I agree to do the following:

- Read and discuss progress reports and report cards,
- Participate in parent-teacher conferences and school-parent meetings,
- Be responsible for my child's punctuality and attendance,
- Verify that homework is done,
- Support the school in its efforts to maintain positive discipline,
- Assist my child in learning to resolve conflicts in positive ways,
- Stay involved in my child's daily education.

---

Parent/Guardian Signature

Date

### **Student's Responsibilities**

I agree to do the following:

- Attend school regularly and be punctual,
- Bring appropriate supplies to school,
- Listen and participate in class,
- Respect and cooperate with other students,
- Respect and cooperate with school staff,
- Support and abide by all school rules,
- Complete and return homework assignments.

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Student's Signature

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Date

### **Teacher and Instructional Assistant's Responsibilities**

I agree to do the following:

- Provide high-quality instruction that enables children to meet the Arizona State Standards,
- Notify parents of changes affecting attendance, academic performance, grades, or behavior,
- Integrate special activities to make learning enjoyable,
- Provide information by sending out progress reports, report cards every quarter, and meet with you during parent-teacher conferences, and other times as needed,
- Communicate with parents through the school planners or by phone, and encourage classroom observation and volunteerism by parents,
- Provide relevant homework assignments.

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Teacher's Signature

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Date

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Instructional Assistants Signature

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Date

### **Message from the Principal**

I support this Parent-School Compact. Therefore, I shall strive to do the following:

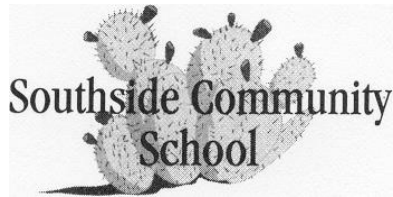
- Provide leadership that maintains high standards for curriculum, instruction, and conduct,
- Encourage positive communication within the community,
- Provide opportunities for parents to be involved in the school and their child's education,
- Encourage teachers to provide meaningful and relevant homework assignments,
- Ensure that students are working towards achieving Arizona's state standards that will be evaluated using the following assessments:
  - State Standardized Tests (3<sup>rd</sup> – 8<sup>th</sup> Grades)
  - School Administered Math, Reading and Science Assessments

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Principal's Signature

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Date



## Handbook Acknowledgment 2024-2025

I, \_\_\_\_\_, have received a

**PRINT FULL STUDENT NAME**

Southside Community School Student Handbook. I have read and understand the school rules, policies, and procedures detailed in the Student Handbook. I agree to follow all of the guidelines set forth in the Southside Community School Student Handbook.

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Date

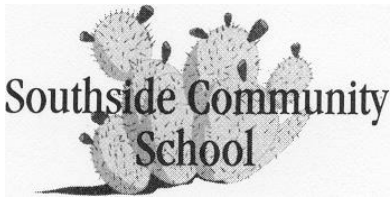
I, \_\_\_\_\_, have received a

**PRINT FULL PARENT NAME**

Southside Community School Student Handbook. I have read and understand the school rules, policies, and procedures detailed in the Student Handbook. I agree to assist my child in following all of the guidelines set forth in the Southside Community School Student Handbook.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



## Southside Community School Permission for Verbal Release 2024-2025

Southside Community School will always send out written permission forms whenever students are leaving campus. In the event that a student forgets to return their form, the school may call to request verbal permission for a student to leave campus.

By giving verbal permission, I/we the undersigned request that my/our child/ward be permitted to participate in an event off campus. The specific event will be specified when the request for verbal permission is made.

I understand that by giving verbal permission, I am agreeing to the following:

### Medical Release:

If emergency medical attention is necessary, I understand that every effort will be made to contact the parents or guardian of the participant. In the event that I cannot be reached, I hereby agree to have my son/daughter taken to the nearest medical facility and to have medical attention rendered as deemed necessary by the attending physician. I agree to accept full responsibility for any medical expense incurred.

### Release of Claims Against Southside Community School

As Parent/Guardian, I have voluntarily applied, on behalf of my child, to participate in the above-identified activity. I understand that there are risks in my child's/ward's presence, transportation and participation in this school-sponsored program.

I HEREBY AGREE ON BEHALF OF MY CHILD TO ASSUME ANY AND ALL RISK OF BODILY INJURY, DEATH OR PROPERTY DAMAGE, ARISING OUT OF OR CAUSED BY MY CHILD'S/WARD'S PRESENCE AND PARTICIPATION IN THIS ACTIVITY. I HEREBY RELEASE SOUTHSIDE COMMUNITY SCHOOL, AND ANY OF ITS AGENTS, EMPLOYEES, FROM ALL ACTIONS OR CLAIMS THAT MY CHILD, MY CHILD'S INJURY THAT MY CHILD, MY CHILD'S HEIRS AND/OR LEGAL REPRESENTATIVES NOW HAVE OR MAY HEREAFTER HAVE FOR BODILY INJURY, DEATH, AND PROPERTY DAMAGE RESULTING FROM MY CHILD'S PARTICIPATION IN THIS ACTIVITY.

I HAVE CAREFULLY READ THIS AGREEMENT AND AM AWARE THAT THIS IS A RELEASE OF LIABILITY AND A CONTRACT BETWEEN MYSELF ON BEHALF OF MY CHILD/WARD, AND SOUTHSIDE COMMUNITY SCHOOL AND I SIGN IT ON MY OWN FREE WILL.

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Print Full Student Name

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Parent/Guardian Signature

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Date

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Print Full Parent Name