Challenge Charter School

5801 W. Greenbriar Dr.
Glendale, AZ 85308
602-938-5411

FAMILY HANDBOOK

Policies are subject to change.

Please discard previous policies and refer to this Handbook for current policies.

Please review the Handbook frequently to stay current with school policy and changes that occur.

Revised July 2026



Founded in 1996, the school's Mission:

"Challenge Charter School is a unique, supportive, and safe learning community where kids come first in all decision making. Then, accountability is embedded in all processes, and academic rigor and citizenship are pillar expectations & motivators for all staff and students."

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THE PHILOSOPHY AND ACCOMPLISHMENTS OF CHALLENGE CHARTER SCHOOL:

Challenge Charter School (CCS) is a public elementary school serving over 600 students in grades Kindergarten thru 6th. Founded in 1996, CCS was the first official Core Knowledge® School in Arizona. Core Knowledge® is "engaging, challenging, and content-rich" at the appropriate developmental level, and integrated across disciplines for a foundation that "promotes academic excellence for all learners, while remaining flexible enough" to meet individual needs.

The CCS Team is passionate about kids' first decision making in education and also in fostering and embracing a love for the life-long learning process for everyone. CCS Leadership sets high expectations for themselves, as well as for our faculty and students. Leadership then ensures that all barriers are removed to reach these expectations. There is frequent and transparent communication throughout the tolerant, strengths-based CCS culture. People feel safe to take risks and challenge themselves within that culture.

At the heart of the CCS mission is academic accountability. A school must be a family, a true community of parents, educators, community members, and stakeholders, all working together. Such a community cannot be built without trust. Trust in a school community is built through consistency, commitment, communication, and accountability/results.

CCS students consistently score between 20 – 40% above state averages with both high performance and high growth for all demographics and subgroups. By defining areas of direct instruction to meet direct needs, CCS's sustained academic accomplishment has resulted in the highest academic label available in our state as "Excelling" &/or "A" each year since 2005.

Other recognitions of CCS student achievement have included:

- 2025 & 2022 NAEST Exceptional Charter School in Special Education Award
- 2025 US NEWS Best Charter Schools
- Challenge Charter School named an "A" school by the AZ Department of Education
- 2023-2024 Top 1% of Arizona Elementary Schools
- National Blue Ribbon School 2007 - US Department of Education
- Charter School of the Year - Center for Education Reform
- IMPACT Small Business of the Year, Response to Adversity - Phoenix Chamber of Commerce
- Higher Performing School achieving College & Career Readiness - Arizona Business & Education Coalition 2011 & 2012
- Title I Rewards School
- Civic Engagement School of Distinction – Arizona Department of Education

The success & growth of ALL of our students confirms that a well-rounded, content-rich, & rigorous approach does reach all types of learners from all backgrounds and provides children the knowledge base and the higher critical thinking and reasoning skills they need to be successful in the lifelong learning process as they sustain the continued greatness of America.

The CCS "Family" is most proud of our student achievement because the school was founded with a commitment and passion for providing children with the rigorous academic challenge they deserve and need within a culture of citizenship and teamwork. We have embraced data informed decisions, but we have rejected "teach to the test" pressure or skill & drill approaches. Rather, our dedicated team of educators has collaborated

to ensure cross-curricular concepts, including the arts, unify into a larger, extended learning experience that has real world relevance at each child's developmental level. Learning is fun at CCS, the type of fun that comes from being engaged in the classroom through inquiry based adventures, and making connections across disciplines that are relevant to the learner.

At the heart of this consistent achievement is the solid, sequenced, specific, and shared rigorous curriculum, Core Knowledge®. Core Knowledge® is a rigorous curriculum that enables learners to go above limited content, dig deeper to make connections across subjects, and therefore fosters higher critical thinking skills. CCS has combined this high quality curriculum with a science and technology overlay that brings all content to life for teachers and learners. Frequent hands-on activities foster the life-long love of learning making school fun and relevant to a child's life. While it is tangible and relatable for students, it also prepares each child for success in their continuing, secondary education with a rich, broad, and meaningful foundation.

In addition to each and every child, regardless of race, ethnicity, origin, or ability, having access to the components of this engaging curriculum/classroom and developing a love for the learning process, they are also actively engaged in the larger world, their community and the importance of their own citizenship in that community, at the school level, the community level, the state level, the national level, as well as the inner moral code that is needed for a truly fulfilling education and life.

CCS Staff Core Values include: teamwork, loyalty, empathy, courage. For our students, we have aligned Core Virtues® into our daily lessons at appropriate developmental levels, as well as making campus wide connections. The Virtues include responsibility, integrity, perseverance, and many other traits of character that society has reached a consensus, regardless of background, are fundamental to moral development. The school has a myriad of classroom and school wide positive recognition programs for both academic successes and acts of citizenship. Together, we celebrate successes.

See the Core Virtues section of this Handbook for even more detailed information about the extensive and integrated character education program at CCS.

We communicate frequently with parents, all stakeholders, and the community about what is happening on our campus in order to build and maintain these strong partnerships and a shared responsibility for the success of our students. CCS hosts many Family Events throughout the year to bring the campus community together and to showcase student achievements. Principal Wendy Miller also hosts frequent SAC – School Advisory Council meetings. All families are invited and encouraged to attend these very informative and fun meetings.

Challenge Charter School and Challenge School, Inc. do not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to all groups and programs. The following persons have been designated to handle inquiries regarding the non-discrimination policies.

Michele Wilcox: 504 Compliance Officer, 5801 W Greenbriar Dr. Glendale, AZ 85308 602-938-5411

Brianna Blinzler: Title IX Coordinator/ADA Coordinator, 5801 W Greenbriar Dr. Glendale, AZ 85308 602-938-5411

For further information on notice of non-discrimination, contact the following agency: US Department of Education Office for Civil Rights, 1244 Speer Blvd., Ste 310 Denver, CO 80204 800-421-3481

CHALLENGE CHARTER SCHOOL'S CURRICULUM:

Challenge Charter School is proud to have been the first official Core Knowledge® school in the State of Arizona. Core Knowledge® is "engaging, challenging, and content-rich" at the appropriate developmental level, and integrated across disciplines for a foundation that "promotes academic excellence for all learners, while remaining flexible enough" to meet individual needs.

The Core Knowledge® sequence has been aligned to ensure mastery of all state and common core standards and reaches far beyond them to create an even larger base of knowledge for your child than is mandated by any local or national standards. At CCS, content is aligned across subjects creating thematic units that allow children at all developmental levels to make connections that make the learning relevant and fun. The arts are integrated, as is the Core Virtues® character education program.

A Core Knowledge® classroom is inherently advanced due to the content and cross-curricular connections. It also provides many opportunities to go a "mile deep" and make deeper connections for children who benefit from an additional challenge. Differentiation is frequent at CCS for all levels of learners and small groups and intervention are incorporated for students needing additional time on task to master a subject, as well as those needing an extension to stay challenged. The name *"Challenge"* comes from the philosophy that each child should be challenged at their level daily at school.

Some of the other many benefits of choosing a Core Knowledge® school include:

For Students

- Provides a broad base of knowledge and a rich vocabulary
- Motivates students to learn and creates a strong desire to learn more
- Provides the knowledge necessary for higher levels of learning and helps build confidence
- Provides a strong foundation of knowledge for success in high school and beyond

For Parents

- Provides a clear outline of what children are expected to learn in school
- Encourages parents to participate in their children's education both at home and in school
- Provides opportunities for community members to help obtain and provide instructional resources.

The Four S's Of Core Knowledge Are:

- **Solid**
  Many people say that knowledge is changing so fast that what students learn today will soon be outdated. While current events and technology are constantly changing, there is nevertheless a body of lasting knowledge that should form the core of a Kindergarten-Grade 8 curriculum. Such solid knowledge includes, for example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation.

- **Sequenced**
  Knowledge builds on knowledge. Children learn new knowledge by building on what they already know. Only a school system that clearly defines the knowledge and skills required to participate in each successive grade can be excellent and fair for all students. For this reason, the Core Knowledge Sequence provides a clear outline of content to be learned grade by grade. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps that characterize much current schooling (repeated units, for example, on pioneer days or the rain forest, but little or no attention to the Bill of Rights, or to adding fractions with unlike denominators).

- **Specific**
  A typical state or district curriculum says, "Students will demonstrate knowledge of people, events, ideas, and movements that contributed to the development of the United States." But which people and events? What ideas and movements? In contrast, the Core Knowledge Sequence is distinguished by its specificity. By clearly specifying important knowledge in language arts, history and geography, math, science, and the fine arts, the Core Knowledge Sequence presents a practical answer to the question, "What do our children need to know?"

- **Shared**
  Literacy depends on shared knowledge. To be literate means, in part, to be familiar with a broad range of knowledge taken for granted by speakers and writers. For example, when sportscasters refer to an upset victory as "David knocking off Goliath," or when reporters refer to a "threatened presidential veto," they are assuming that their audience shares certain knowledge. One goal of the Core Knowledge Foundation is to provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

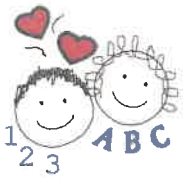
We encourage you to visit www.coreknowledge.org to review detailed information about the Core Knowledge® sequence as well as to find other helpful resources to use at home to partner you're your child's classroom curriculum.

Due to the very hands-on nature of CCS and the constant differentiation in the classroom, not all classroom activities can be "made up" when school is missed.

CCS classrooms are fluid environments constantly responding to the needs of the students as they arise and grabbing each "teachable" moment to ensure our mission of keeping each child "challenged" at their level daily.

Challenge Charter School teachers utilize the following subject area programs to teach the core content included in the rich Core Knowledge curriculum: CKLA: Core Knowledge Language Arts, I-Ready Math; Pearson Learning & Core Knowledge History and Geography. Within their Core Knowledge studies, CCS students enjoy many special area curriculum and instruction including additional computer sciences, STEM, Gardening, Music, Visual Arts, and more to provide a well-rounded and unique learning experience that fosters higher critical thinking skills and a love for the learning process.

Core Virtues



Challenge employs the *Core Virtues* curriculum within the larger Core Knowledge curriculum of the school. *Core Virtues* is a literature-based program in character education. Each virtue in the *Core Virtues* program is incorporated into lessons in each grade. Challenge Charter School also recognizes and encourages acts of citizenship with our *Student of the Month, Caught Being Good, Bus Citizenship,* and *Virtue Buck* awards programs. The virtues incorporated into lessons at each grade level include: COMPASSION, COURAGE, COURTESY and GRACIOUSNESS, DILIGENCE, FAITHFULNESS, FORGIVENESS, FRIENDSHIP, GENEROSITY and CHARITY, GRATITUDE, HONESTY, HOPE and JOY, HUMILITY, IMAGINATION, JUSTICE, LIVES to LEARN FROM, LOVE of COUNTRY, LOYALTY, MERCY, PERSEVERANCE, RESPECT, RESPONSIBILITY, SELF-CONTROL and PATIENCE, SERVICE, STEWARDSHIP, WISDOM, WONDER. (*)

The vast majority of the citizenry of the United States share a respect for certain fundamental traits of character or virtues, the areas in which we, as a society have reached a consensus. These common and time-honored understandings of these virtues are for everybody, all children of all political and religious backgrounds, and they speak on a more fundamental level than race, sex, or gender. They address them as human beings, as moral agents.

Children are not born with this knowledge and if we want them to possess these traits of character that we most admire, we need to teach them what those traits are and why they deserve both admiration and allegiance. Children must learn to identify the forms and content of those traits. They must achieve at least to live well. The teaching of these virtues could be called the children's moral education. Instilling virtues involves many things. It involves rules and precepts, the dos and don'ts of life with other human beings, as well as explicit instruction, exhortation, and training. Moral education must be initiated with the young and provide training in good habits. We know that the younger the child the better the long-term application.

The task of teaching moral literacy and forming character is not political in the usual meaning of the term. People of good character are not all going to come down on the same side of difficult political and social issues. We must not permit our disputes over thorny political questions to obscure the obligation we have to offer instruction to all young people in the areas in which we, as a society, reached a consensus, the time-honored understandings for children of all political and religious backgrounds regardless of race, sex, or gender, for human beings as moral agents, for every American child, the common ground. To teach ethics we must show children what the virtues look like, what they are in practice, how to recognize them, and how they work. (**)

* For more information, look to "Core Virtues," a literature-based program in character education K-6, Mary Beth Klee. Published by the Link Institute. Also, visit www.coreknowledge.org

** The majority of the body of this text is a compilation taken from "The Book of Virtues", Introduction by Wm. J. Bennett, Simon & Schuster, NY, and NY 1993.

CCS Parents – Partners in Education

Parents' engagement is the primary indicator of student success. Parent partnerships at CCS are of the highest priority! CCS fosters transparency between school and home, and a common, accepted language of students' growth and goals that parents can trust.

In order for a child to truly understand the value of their opportunity at a first class education, their parent must embrace the opportunity as well and model their commitment to its value. One of the ways for this is to participate and be active in the multiple and varied opportunities provided at all times of the day to be a part of school events and activities.

All parents are *strongly encouraged* to volunteer four hours a month in support of their student and the school. Opportunities are provided at varying times before, during, and after school to accommodate all schedules.

Another way a parent models the value of their child's education is by checking their folder EACH DAY to review what occurred that day, what must be done that night, and what is coming up.

Another important way is by providing their child a separate area, such as a desk, that is dedicated just to the child and their schoolwork/studies at home. This will help your child feel in control of their tasks and allow them to take ownership of their organization and accountability. It will also separate the completion of this work from other activities by allowing them to separate from the dedicated area, leaving school work behind, to fully enjoy other activities. When homework is done at the dinner table or in front of the TV, a child starts to feel that they can "never get away" or "finish" and it can blur their balance and confidence.

Modeling respect for others, courtesy, and patience at all times on campus, in the parking lots, and at campus events, also empowers your child to be more successful at school and have personal pride for their school, goals, and accomplishments in their educational journey.

The most effective way to ensure that you "know what is going on" is to check your child's folder daily and to watch the webpage at www.challengecharterschool.net and the dates to remember. Also, by visiting the front office kiosk for any/all flyers you may have missed in your child's folder. **Other important and frequent methods of communication include but are not limited to the following:**

- Staff email addresses follow the format of first initial with last name@challengecharterschool.net
- Daily/weekly logs with notes from teacher are sent home in several grades and must be initialed each night by a parent.
- Grades below a certain average may need to be initialed nightly by parents.
- Weekly classroom newsletters are distributed and available at www.challengecharterschool.net.
- Annual newsletters are distributed to CCS families, stakeholders, and community supporters.

- Teacher make calls and send notes and emails to to parents on a regular basis as needed. As well as respond to correspondence made by the parent to discuss matters.

- Parents can reach their teacher's voicemail box at any hour by calling the school.

- Bi-annual mandated Parent-Teacher conferences are held. Also, conferences are scheduled throughout the year at any time based on parent request or student need (requested by teacher).

- Principal Wendy Miller has an Open-Door Policy. A meeting can be scheduled with Principal Miller at any time by contacting Aubrey Taylor, Executive Assistant at 602-938-5411 x122.

- *Infinite Campus Messenger*, a resource purchased by the school, calls the home of every student with important recorded messages, sends emails, and texts depending on the message to be delivered. **Be sure to keep your phone numbers and email addresses current with the school at all times** using the change of information form available in the front office.

- SAC – School Advisory Council Meetings are held in the cafeteria with Principal Wendy Miller. All parents are invited and strongly encouraged to attend these informative meetings.
    - Many parent activities are coordinated through our School Advisory Council (SAC). During SAC meetings, you have the opportunity to meet with Principal Miller and be involved with an agenda of important issues for Challenge. SAC meeting dates are noted on the school website and a sign is posted on SAC days.

- CCS Report Card and Mid-Term reports are very comprehensive. The CCS faculty dedicates significantly more time to the content of these reports than the industry standard. The report templates have been internally designed, rather than using templates that are provided with our Student Database Management system. Therefore, CCS families receive specific and relevant feedback, reflective of current progress, performance, and goals.
    - Mid-terms are provided with time to raise a grade before that tri-mester's final report card and are intended as a communication tool.

Volunteer and Participation opportunities include but are not limited to:

Challenge encourages parents to become personally involved in their children's education at every level possible. Parents are asked to commit a minimum of four hours a month to volunteering for our school and its community. This time can be contributed in a variety of ways and allows your own strengths and creativity to be an intricate part of your children's educational and school experience. Volunteer time is always appreciated, valuable, and can be donated at home or at school. Working with your student at home on homework and modeling holding their education and school authorities in high regard is the most important way to participate in the process. Some of the many participation opportunities include but are not limited to:

- SAC – School Advisory Council Meetings are held in the cafeteria with Principal Wendy Miller. All parents are invited and strongly encouraged to attend these informative meetings.
- Several annual Family-Event activities including many fun evening events.

- Volunteering in the classroom for projects or assisting the teacher. Volunteer time in the classroom must always be scheduled with the classroom teacher. CCS is very lucky to have a high interest in parent volunteerism, so it may be necessary at times to limit volunteer time for an individual to accommodate all parents so that the academic priority in the classroom can always be preserved without distraction.
- Field Trip chaperones – it may not be possible to attend all desired field trips due to limits imposed by sites we visit.
- Attending the multiple classroom opportunities and displays of work. When you visit the classroom or the campus for any reason, please remember:

    - Class parties almost always exclude siblings. Sometimes those held in the cafeteria include siblings.
    - Student birthday parties are scheduled for one day a month, but will not include family members. Each student celebrating a birthday during the month will be recognized on the day designated by the teacher for that month. Please do not send treats on your student or teacher's birthday if it is not the day which has been scheduled by the teacher to celebrate.

- School Assemblies: The school hosts a Student of the Month (SOM) Assembly each month and several special assemblies & presentations throughout the year. Each classroom teacher honors one student of the month at each assembly. Special recognitions are also made during these assemblies such as Perfect Attendance, Honor Roll, Bus Citizenship, Caught Being Good, etc. SOM assemblies are not only an opportunity to recognize student successes and accomplishments, they are also an opportunity to teach our children about event etiquette: how to show respect for others' accomplishments and develop the patience needed for important events later in life such as long meetings for work or plays/concerts. Also, each class has the opportunity to perform at one of these assemblies, giving them experience in front of a group (and providing lots of fun parent picture opportunities!). Parent/Family attendance is highly encouraged for these events!

Student Accounts/Payments & Check Writing Policy

- Checks for student accounts, including meals, before and after school clubs/classes, etc. can be sent with your student to school if you cannot make it in during office hours. Please make sure your student is aware they have the payment and that they remember to give it to their teacher or the office.
- Please put all checks/cash inside an envelope with student's full name and what the payment is for! If your payment is for after-school programs make sure the dates for which the payment is meant are included also on the envelope or check. On checks, MAKE SURE to include your student's FULL NAME in the subject line along with what the payment is for. The school takes no responsibility for money sent to the school until a receipt has been issued.
- RETURNED CHECKS: There is a $20.00 NSF fee per returned check in addition to the amount of the check and loss of check writing privileges for the remainder of the school year. NSF's not picked up in a reasonable amount of time will be deducted from money available in other student accounts, such as meals, etc...
- The school will ONLY accept cash, money order & credit card payments for field trips and payments made in the final month of school.

SPECIAL CONSIDERATIONS TO REMEMBER WHEN INTERACTING IN THE CHALLENGE CHARTER SCHOOL COMMUNITY ON AND OFF CAMPUS:

- Please refrain from wearing scented items, ESPECIALLY PERFUME, when you come to campus for any reason. According to our Environmental Health Policy, we are a scent-free campus, and we have many students and staff members that have intolerance and can become ill from the oils used in these products.
- Siblings or students who do not attend CCS may only visit the site for school-wide activities which are a part of our school calendar such as SOM assemblies and Family Nights, not class parties or other in-classroom events (this is due to our insurance policy). If there is ever a question about whether siblings may attend a school activity, please do not hesitate to call the front office and ask.
- It is inappropriate to engage your teacher in a progress discussion while you are volunteering, observing, or visiting in the room, after the morning bell has rung, when they are on "duty" supervising children's safety, or when you drop by campus for any reason during the school day without an appointment. These discussions, at those times, distract from the safety and benefit of the whole class. Your teacher is happy to discuss these matters with you by appointment, over the phone, or when they may be available right before/after school for quick meetings.
- Challenge is a drug, alcohol, and tobacco free zone! Please refrain from bringing any of these products onto our campus at any time including after school hours or during evening events. Please refrain from smoking in our parking lots or near our building as they are still part of CCS property and therefore, by law, smoking is prohibited.
- Please be courteous and prudent: DO NOT PARK OR STOP in front of the fire lane, fire hydrant, nor in reserved staff parking spaces or block driveways. Never leave your car in the bus loading/unloading zone. Keep our kids safe in the parking lots by making smart choices!
- NEVER open a gate from the inside to let someone else onto the campus during the school day for any reason (even if you know them & you think you know why they are visiting). It is a matter of state law that each visitor be signed in through the front desk during the school day. Never ask a staff member of student to open a gate for you. Always sign in through the front office.
- Make sure any closed gate by which you exit is then pulled closed behind you & that the lock has engaged (regardless of the time of day).
- CCS staff is responsible for the supervision, discipline, student-to-student interactions, etc. on campus. Therefore, when you visit campus, please inform a CCS staff member immediately if a concern arises and allow THEM to handle it according to school policy. Please follow all CCS staff advisements regarding policy or procedure while visiting.
- The most important role model for your child...is you! Your reactions to school policy and rules will be modeled by your student. Please help us provide for their safety by ensuring they understand it is your expectation that they follow the direction of and show respect to all school personnel and school policies.
- CCS parents can, on occasion, request to speak in the office with their child or have lunch in the cafeteria with their child. This request cannot always be granted. The teacher can decline it at any time if it would in any way distract from behavior goals in the lunchroom or if seating is limited.

Parents who do visit in the office or for lunch with their child are only allowed to do so once a trimester. It is important for children to learn and grow in their social interactions. Having independence during the school day is an important part of that.

- Parents are not invited to visit their child's class during recess. It is too important for staff to be supervising children at this time rather than interacting with or watching out for visitors. This is also another critical time for children to be independent in developing their social skills. CCS teachers are diligent in watching these interactions and supervising student safety. If you have a concern about your child's interactions at these times, please direct that to your teacher and allow the professional to handle it. NEVER approach another child on the campus at any time to discuss an issue or matter. You must direct all concerns to a CCS staff member and allow them to discern how it should be handled. An adult confronting a child on the CCS campus can immediately result in that adult's trespass from the campus.
- Please understand when you attend special events and field trips you will still have to pick up your child from their normal end of day dismissal location. Students need to participate in the end of day wrap up discussions in their classrooms and it is too disruptive to the learning environment to call up/dismiss students to leave with their visiting parent(s).
- Please save flowers, balloons, etc. as a special treat at home, rather than bringing or delivering them to the school. They can be distracting and unsafe in the classroom and many students have allergies. NO BALLOONS on campus for any event!
- NEVER send treats, gifts, or handouts with your student to distribute to his/her class without receiving permission from your classroom teacher.
- Invitations to private, off-campus parties are never distributed by the teacher or by your student on campus.
- According to State regulation, all food products brought to the school to be shared (for class parties, etc.) must be prepared in a state regulated, inspected, and approved kitchen. Goodies from the store bakery qualify as well as store purchased pre-packaged snacks that are individually wrapped. CCS policy requires they be free from red food dye and its derivatives. They must also be free from harmful food dyes per Arizona's Healthy Schools Act.
- CCS strongly encourages the involvement of every adult in a child's life in their education. It is another way that models the importance and value of a first class education. To protect the privacy of our students, only those individuals who are legal guardians of a child may volunteer in or visit the classroom during school hours. However, there are many other times and ways that other important adults in their lives can be part of the school community. To this end, it is the guardian's responsibility to ensure that any/all adults that visit the school for any reason, at any time, have reviewed and understand the procedures, practices, and policies detailed in this Handbook or/and that have been provided in other correspondences to the guardian.
- Volunteers will often inadvertently and directly have access to sensitive information. Any and all information that a volunteer/visitor has access to regarding faculty, students, grades, etc. must remain confidential. Also items developed for and by Challenge Charter School are the Intellectual Property of Challenge Charter School and must also remain confidential and not be duplicated or disclosed for any other purposes outside of CCS. If a volunteer witnesses, observes, or overhears something of concern, they have an obligation to bring it to the attention of a Challenge Charter

School staff member immediately. This information should only be shared with a staff member and remains confidential beyond that.

- If a conflict of interest exists for an individual's ability to abide by all noted visitor/volunteer procedures and policies as noted here and provided by any/all school representatives, the volunteer/visitor has an obligation to report such a conflict and possibly remove themselves from their activity on campus.
- The name and logo of Challenge Charter School are trademarked and are for official school business only. They may only be used or represented by individuals that have received prior written approval by the Board of Directors. At no time, may an individual or group of individuals use the Challenge School, Inc./Challenge Charter School name to host an outside event or activity without the expressed permission of the Challenge School, Inc. Board of Directors.
- Challenge Charter School hosts official social media sites with an intent and focus towards the mission of the school and spreading the word about the wonderful things happening on campus. The use of children's individual information is limited and CCS encourages families to be very careful in their use of the internet and social networking sites in regards to their children's privacy and safety.
- The Challenge Charter School media sites are hosted by CCS staff only. CCS does not authorize any individual to use our name or affiliation in/ for any other social networking sites. Any disregard of our request to avoid an affiliation with CCS on these sites may be considered interference in our ability to do business and certainly would be considered as such if it has any negative impact on the school, school staff, students, or other CCS families.
- CCS has a live broadcast channel. Video announcements and also day-to-day activities on campus at all times of day could be available on You Tube or other platforms.
- CCS highly prioritizes positive relationships with appropriate boundaries between CCS staff and their students and families. CCS employee policy prohibits a staff member from transporting students in their personal vehicles. Also CCS policy prohibits staff from accepting connection invitations on social networking sites/the internet or attending social events with student's families/accepting personal invitations such as dinner or student's off-site parties. Please be advised that once a CCS employee has separated from CCS, that individual no longer represents CCS in any manner or relationships. It is no longer our responsibility, nor do we, continue to monitor background checks and fingerprint clearance for separated former employees. This terminates immediately upon their separation.
- All personal photography and video filming is prohibited on campus. No personal media obtained on campus at any time, may be posted on the internet or any public forum without written consent from the CCS Board of Directors if it displays children for whom you do not have written consent. No photos of minors can be publicly displayed or distributed without the knowledge and consent of the child's parent/guardian(s).
- Lost & Found: Be sure to mark your student's personal belongings (i.e.: sweaters, lunch boxes, books from home, etc.) with their first and last name. Many valuable items are found each year and never claimed from the lost and found. Parents please check lost and found weekly or as soon as an item is lost. The lost and found is located between the Health Tech office and the cafeteria. Smaller lost and found items are also stored at the front desk. The lost and found stacks up quickly and every two weeks items that have not been picked up will be donated to charity.

- Students' friends are never permitted to visit campus during the school day or "spend a day" on site with them, or come to school with them before, during, or after school. CCS Alumni may visit during evening events or before or after school. All visitors to the CCS campus must sign in through the front office during the school day.

- In order to allow our professional teachers, the time needed beyond the school day to prepare engaging lessons, respond to critical communications, and care to their own families, meetings will not be held by teachers/administration for small classroom management redirections only. These internal classroom management methods are needed to ensure that each child is free from distraction and has fair and equal access to the curriculum. Minor redirections of behavior that do not warrant additional time in discussion unless they become frequent or lead to larger discipline issues.

- Frequent communication is important, however an expectation from one family for daily or even weekly communication on a regular basis, debilitates the teacher's ability to meet the needs of all of her students while maintaining the work-personal life balance that is needed for any professional to be rested and balanced in a way that allows them to be at the "top of their game" for your child every day.

- Students are not allowed to carry a cell phone, personal tablet, or "smart watch" on campus, use school phone land lines, and must ask for adult assistance if they need to reach a family member during school hours. These calls will be allowed for emergencies only not for a student forgetting school work etc.

- The Challenge Charter School campus does not open until 8:00 AM. CCS students are not allowed on campus prior to 8 am, unless they are enrolled with all needed paperwork and are current on payments to attend a morning club, class, or before care. A parent/guardian should stay with their child until they can ensure they have entered campus.

- CCS students must be picked up at their dismissal time. Occasionally, we understand a delay within 15 minutes of their dismissal time. However, if a delay is frequent, then the child must be enrolled with all needed paperwork and are current on payments to attend a club, class, or before/after care. Children who are not picked up on time are subject to fees.

- Students must come to school prepared with all materials needed such as proper uniform, homework, and snacks/meals. Keeping resources in the classroom, our front office team is very small and no one is available to "run down" or: call up" students for late delivered. They are also very disruptive the learning environut, once a tri-mester a family may drop off a late lunch by 9 am only After 9 am or for multiple/frequent request, we cannot guarantee late deliveries will ae it to your child that same day. Thank you for your understanding.

- CCS has a local wellness policy that can be downloaded from www.challengecharterschool.net &/or picked up in the front office by inquiring at the front desk.

- After providing the 1st copy of a student's cumulative file, CCS reserves the right to charge for subsequent copies and for any and all other documentation or data reproduction requests.

- These special considerations and day-to-day school policy enforcement and safety is at the discretion of the CCS Administration at all times.

CHALLENGE CHARTER School



Visitor's Open Door Policy

Welcome to Challenge Charter School. We are able to maintain our "open door" policy for visitors by requesting your cooperation with the following rules. Thank you.

- All visitors to the school must report to the school office upon arrival.
- All visitors must sign in when they arrive and sign out when they leave.
- Visitors must wear our visitor's tag at all times while they are on campus.
- All observations must be approved by the Administration prior to the observation and are usually only an hour long. You must have a student enrolled in that class in order to observe.
- All volunteer/visitor time must be scheduled in advance with your classroom teacher.
- Unscheduled visitors will not be let into the classroom/campus.
- No person will be allowed to conduct or attempt to conduct an activity on school premises that has not had prior approval by the Administration.
- No materials are to be dispersed on campus that have not been approved by Administration.
- Once you have checked in with the office, you may enter your student(s) classroom without knocking, but please enter and leave without saying "hello" or "goodbye". A wink to your children will quietly let them know you've noticed them without disturbing others. In order to avoid interrupting classes and distracting from the students' learning time, students and teachers have been instructed to ignore visitors unless it is convenient for the teacher to stop and include you in that particular lesson. If a conference is desired, arrangements will be made by the teacher for an appointment with the parent either before or after school hours.
- Do not attempt to carry on a conversation with a teacher or student unless the teacher makes that part of her plan.
- You may stand on the side or back of the room, or take any available chair as long as moving furniture does not cause a distraction.
- Younger siblings should be left at home or in daycare when visitors plan to visit the classroom.
- If you come with other people, do not talk among yourselves while you're in the classroom. If you must talk, do it outside the room.
- Visitors who are not family of students must be accompanied by a member of our administrative staff.
- Anyone who is in violation of any school policy or procedure may be asked to leave the school. Failure to comply with the lawful directions of the CEO/Principal or his/her designee, security officers, or any other law enforcement officers acting in performance of their duties, or failure to identify oneself to such officials or officers when requested to do so, may subject the person to criminal proceedings applicable under law.

CHALLENGE CHARTER School



PUBLIC CONDUCT ON SCHOOL PROPERTY POLICY

Conduct Expected of all Persons
On or Using School Property

No person on or using school property for any purpose shall engage in:

- Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative, or disciplinary functions or any activity sponsored or approved by the Board.
- Physical or verbal abuse or threat of harm to any person on property owned or leased or controlled by the School or at supervised functions sponsored by the School.
- Damage or threat of damage to property of the School, regardless of the location, or property of a member of the community or a visitor to the School, when such property is located on premises controlled by the School.
- Forceful or unauthorized entry to or occupation of School facilities, including both buildings and grounds.
- Unlawful use, possession, distribution, or sale of tobacco, alcohol, or drugs or other illegal contraband on School property or at School sponsored functions.
- Conduct or speech that violates commonly accepted standards of the School and, under the circumstances, has no redeeming social value.
- Failure to comply with the lawful directions of School officials or of security officers or other law enforcement officers acting in performance of their duties, or failure to identify oneself to such officials or officers when lawfully requested to do so.
- Knowingly violate School rules, policies, procedures, and regulations. Proof that an alleged violator has a reasonable opportunity to become aware of such rules and regulations shall be sufficient proof that the violation was done knowingly.
- Any conduct constituting an infraction of any federal, state, or city law or policy or regulation of the Board.
- Carrying or possessing a weapon on school grounds unless they are peace officers or have obtained specific authorization from the appropriate school officials.



Additional Rules Required
of the General Public

The definition of general public is anyone who does not come under the definition of either student, faculty, staff member, or employee.

- During the school day, no person shall visit or audit a classroom or other school activity, without signing in, nor shall any person come upon or remain upon school premises, without approval by the CEO/Principal or the designee of the school. Nor shall any person conduct or attempt to conduct any activity on school premises without prior approval by the CEO/Principal or authorized designee.
- Any member of the general public considered by the CEO/Principal or his designee to be in violation of these rules shall be instructed to leave the property of the School. Failure to obey said instruction may subject the person to criminal proceedings pursuant to A.R.S. 13-2911 and to any other applicable civil or criminal proceedings.
- Drinking of alcoholic beverages or gambling anywhere in or on School premises is prohibited.
- Persons attending special functions shall confine themselves to the specific part of the facility assigned in the permit.
- Persons who engage in disorderly conduct of any kind may be subject to removal and exclusion from the facility.
- The use of facilities shall be granted only for legitimate purposes. Therefore, the permit holder shall assume full responsibility for any unlawful act committed during the exercise of the permit.

Adopted: January 2, 1997

Legal ref.: A.R.S. 13-2905
13-2911
13-3102
15-341
15-507



Challenge Charter School Enrollment Policy and Procedures

Challenge Charter School is an open enrollment school that follows all State & Federal open enrollment laws and guidelines.

Challenge Charter School is an equal opportunity school.

Challenge Charter School and Challenge School, Inc. prohibits discrimination against any potential student, and provides equal opportunity in the open enrollment process without regard to race, color, religion, national origin, sex, age, disability, veteran status, gender identity, sexual orientation, or genetic information. This policy applies to all phases of the enrollment process.

Enrollment priority is extended to returning CCS students and their siblings up until a stated date.

Next, 50% of the remaining open seats in any grade are offered to students on a first-come, first-serve opportunity based on the date of their pre-registration. The remaining 50% of open seats for students are determined by a random lottery. This procedure is dependent on a waiting list that exceeds the seats available.

Once a seat is offered, the needed items for enrollment must be returned by a stated date to confirm the seat.

Challenge Charter School may not accept children that are currently pending expulsion, or have been expelled from another school. (A.R.S. 15-184)

Once a seat is confirmed and your child is enrolled at Challenge Charter School based on these procedures, all incoming students participate in a new student assessment to ensure grade readiness. This assessment is not related to their enrollment, only to their grade placement.

Several days and times are available. If available, other records can be provided and it is at the discretion of CCS Administration if these documents and materials are comparable and can determine grade placement in the absence of assessment. If a student does not attend one of these grade placement sessions or provide, other, approved materials, they will be assessed during the first week of their attendance and a grade placement move may be made at that time if needed.

Challenge Charter School
Kindergarten Readiness Policy

Challenge Charter School's Kindergarten Day is offered from 8:30 am – 12:20 pm (state funded) with an extended day option from 12:20 – 3:20 pm (school funded).

Kindergarten students in both the regular and extended day program are provided instruction in all grade-level academic standards needed to master Kindergarten skills with extended day students spending more time with hands-on application of learning and enriching classroom center rotations.

We do not currently charge a tuition for the afternoon enrichment as a courtesy to our families to increase our student's access to this opportunity. This service is intended for students remaining at Challenge after Kindergarten to use this foundation to further grow in the school's Core Knowledge curriculum. It is not a free daycare and not the right fit for your family if you are seeking a one-year solution versus a partner for your child's elementary educational experience.

Participation in Kindergarten and also in the extended day is dependent on readiness/maturity per faculty and Administration discretion and student placement changes can be implemented at any time.

Placement changes may be recommended temporarily or permanentaly at any time based on many readiness factors to include, but not limited to:

- Student/staff/campus safety
- Social/emotional readiness
- Bathroom readiness and independence
- Behavior challenges or norms
- Overall maturity
- Readiness for the structure of school setting
- Prior exposure/experience following directions and playing interactively with other children
- Sibling priority placement considerations

Families who prefer, and have outside enrichment opportunities available, are always welcome to select the regular day 12:20 dismissal. While fluid changes can be made between the dismissal times without changing teachers, a student is only allowed to be enrolled in one program and there are no day-by-day options for dismissal times variance.

Student assessments and observations may take place prior to the first day, will take place during the first few weeks of school, and are on-going throughout the year to establish your child's learning needs, accomplishments, and best placement.

Student enrollment is evaluated in the following way for all students:

- The child's 5th birthday must fall before August 31st of the enrolling year*
- Date of enrollment/pre-registration (lottery impact).
- Classroom availability is subject to the approved school and class cap numbers.
- All students must be toilet trained and able to independently use the restroom
- See also Enrollment Policies & Procedures

Challenge Charter School
Kindergarten Readiness Policy



Early Entry Kindergarten Program:

CCS believes there are children who turn five between September 1st and December 31st of the enrolling year that may be ready to enter our Kindergarten Program. To qualify for consideration in our Early Entry Kindergarten Program the following items have to be accomplished and the student's placement is based on them:

1. Early Entry Kindergartens are only placed *after all 5-year-olds* seeking enrollment prior to the fourth Friday in July are processed.
2. A pre-registration form must have been filled out in the front office, placing your Early Entry student on our waiting list.
3. In qualifying for Early Entry, a child must take and pass our Kindergarten Readiness Assessment with all of the "Assessment Teachers" recommending their placement in our kindergarten program.
4. There is a $35.00 non-refundable administrative fee for the Kindergarten Readiness Assessment that must be paid in advance of the assessment
5. Early Entry Kindergartners are on a probation basis to determine the impact of a structured academic program and their maturity level to participate.
6. Early Entry Kindergartners are only eligible for participation in our extended half day Kindergarten (8:30am-12:20pm) unless recommended by their teacher or Administration for extended day.

CHALLENGE CHARTER SCHOOL RULES



>>> Please see also Student Discipline Procedures and Penalties

Please discuss these rules with your student…

- **Students are not allowed any kind of soda or caffeinated beverage on campus/school bus.**
- **Drink/food items containing red dye are not allowed on campus/school bus.**
- **No gum is allowed on campus or on the school bus.**
- PLEASE only healthy snacks/lunches with little sugar and preservatives, not "ultra-processed."
- **According to State regulation, all food products brought to the school to be shared (for class parties, etc.) must be prepared in a state regulated, inspected, and approved kitchen.** Goodies from the store bakery qualify, as well as store purchased pre-packaged snacks that are individually wrapped. Food brought to be shared food cannot contain any harmful dyes per the Arizona Healthy Schools Act.
- Drinks are not allowed in the classroom including bottled water. (There are drinking fountains provided in each room). Bottles of water may be kept in the student cubby to be used at lunch, recess, P.E., or on the bus. Water bottles/ all beverage containers must close and seal completely to be kept in the classroom. Bottles with "straws" are not allowed. Any water bottle used inappropriately such as excessive swinging that can harm others will be disallowed at teacher and administrative discretion.
- Students & visitors may only eat in assigned areas and at assigned times (snack, lunch). No eating in on sidewalks, parking lot, office area, school bus, etc. **Students must pick up their own area when done with their lunch or snack.**
- Uneaten food (from school served lunches) may not be taken out of the cafeteria.
- We expect our students to leave an area better than they found it. Littering is not acceptable. Students should pick up trash when they see it. After finishing their lunch, *before* students leave the lunchroom, they need to clean their eating area.
- **Students cannot go into the kitchen area of the lunchroom at ANY TIME for ANY REASON due to state law!**
- **It is the responsibility of the student(s), NOT the teacher, to get things out of their backpack or know that they are there** including payments, homework, lunch/snack food, etc. A teacher is NEVER expected or responsible for "finding" things that have been sent to school. That is your student's responsibility.
- It is the student's responsibility to keep sweaters, jackets, eyeglasses, and all personal items with them. The school accepts no responsibility, financial or otherwise, for any personal items lost on campus by a student.
- **Students may not leave a room or assigned area without a pass and the permission of a CCS staff member.** It is the students' responsibility to make sure they have a pass whenever they are moving around on campus without their class/teacher.
- **Walk; don't run while on campus!**
- Restroom trips are often made in pairs when a student is in the 1st or Kindergarten grades. All other students are to be sent one at a time with a pass. "Playing" in the restrooms is strictly prohibited. Climbing on toilets, urinals, sinks, etc. while in the restroom is a suspendable offense.
- Spitting is against the law and disrespects our campus; it is prohibited on campus.
- The school phones are not to be used by students except for emergencies. Students are not allowed to call home for forgotten homework, lunches, to get permission to go on a field trip, or to make arrangements to go to a friend's house after school. Please complete these arrangements before the school day begins.
- Unless specifically stated otherwise, the use of Artificial Intelligence to complete any school assigned item will be considered cheating.
- Note passing and talking in class disrupts learning and is not allowed.
- CCS is a chemical free environment: please do not wear any sort of scent such as perfume, scented deodorant, etc. or use scented materials such as markers, stickers, etc. (This includes parents who will be on campus, volunteering, etc.) Students that are in violation of the Environmental Health Policy may need to be sent home.
- **Electronic games/devices, cell phones, "smart" watches, video games, personal tablets, skateboards, roller shoes, scooters, and other similar devices and items are not allowed on campus.** Students who may need to bring these items for use after they leave campus may be approved on an individual basis to leave these items in their classroom or the office during the day for safekeeping. This written approval must be received in advance before the item is brought to school.
- No toys, balls, etc. are permitted on campus during play before school starts or in the afternoons after school. Each grade's playground rules must be followed during school day recesses.
- CCS discourages students from bringing personal items such as toys, balls, electronics, games, trading cards, jewelry, etc…These items are distracting in the classroom and cause problems on the playground. ***CCS does not accept any responsibility, financial or otherwise, for ANY personal item brought to school*** and these items may be confiscated if they become a distraction for the class or the student. Anything special to the student or of financial value should be left at home!
- If it's not yours, don't touch it. This includes other students. Keep hands, feet, and body to yourself.
- Write on paper, not on buildings, furniture, clothing or body parts. Writing on tables, walls, etc. is considered destruction of property and is a serious offense.

CHALLENGE CHARTER SCHOOL UNIFORM POLICY

The CCS community is a true family where every member must feel safe and relevant to reach their full potential. Also, each member must be accountable to pursuit of the larger mission and membership. The school Uniform Policy serves as a unifying factor within this school family and is a visible representation of our pride and unity to the larger community. Uniforms identify those wearing them as a part of a distinctive group with a purpose, representing their individual pride for that group and its' purpose reminding the wearer of their own responsibility and accountability within that group.

Another benefit of the school uniform is that it helps ensure that a first-class education remains the focus and priority in the classroom. It removes social barriers, and distractions from faddish trends in the classroom environment. Uniforms help to unite all learners in a classroom and engage them in the intended purpose...the joy of learning!

Shortly after CCS was founded, parents requested that a Uniform Policy be established to further unify this learning community. A group of parents then worked together to select the large variety of available and permitted styles and colors representing the patriotism of this school and school community displaying our red, white, and blue.

Students must be in proper school uniform at all times to be on campus during the school day. All uniform clothing should be clean, neat, not too worn, and in proper fitting condition. Please carefully review all of the enclosed uniform information and policy.

Please see the Policy Addendum for the steps that are followed if a student is not in proper uniform. A student who arrives at school completely out of uniform will not be allowed to attend class. Any violation deemed inappropriate for school by the school officials will also require immediate removal from school and a parent will have to bring appropriate clothes or remove their child from campus.

It is vital for students and their families to embrace and commit to the Uniform Policy in a positive and supportive manner. If there is ever question of an item's acceptability, please do not hesitate to check with the office staff prior to purchase or prior to wearing it at school. Parents must demonstrate their own commitment to the value of this policy for their children to get the full intended benefit.

CCS believes that a student's individuality is a very important part of their confidence and happiness. While school uniforms are unifying, individuality should still be held in high regard and is at CCS and sharing interests and differences serves to further unite our students. Therefore, CCS allows for personal expression of favorites, colors, hobbies, etc. on several items that are often limited at other uniform schools. These include backpacks, shoes, lunch boxes, and small accessories. These designs must be school appropriate as defined by Administration.

The enforcement of this policy in its entirety is at the discretion of the CCS Administration. Students can be removed from the classroom at any time if found to be out of uniform.

UNIFORMS
CCS Dress Code Policy

Please refer to this policy when making all Uniform purchases and decisions.

The school's official School Uniform Vendor is: French Toast Unforms and our school store can be found at: https://www.frenchtoast.com/schoolbox/schools/challenge-charter-school-QS46JYU

Just because an item is purchased at the school's online uniform store does not make it compliant. It must meet these policy requirements:

IMPORTANT UNIFORM GUIDELINES FOR ALL STUDENTS:

- All items purchased in the Challenge Charter School French Toast store are acceptable. Check back often for sale prices and also seasonal items.
- The Challenge Charter School spirit Eagle Pride t-shirts (sold by the school) may also be worn each day with any approved uniform bottom.
- All prior Dennis Uniform policy clothing is allowed until it has worn out or no longer meets the other policy requirements of length and fit.
- **Jeans are also a part of the CCS Uniform Policy.** They are not sold at French Toast and can be purchased anywhere. Jeans must meet these requirements:
    - Plain, blue denim. Jeans with fading, designs, holes, embellishments, frayed edges, or rips are not allowed.
- No logos or emblems, except the CCS logo, are allowed on any uniform clothing.
- All uniform clothing must be no more than one size larger or smaller than the student.
- FIELD TRIP DAYS: All students going on a field trip **must** wear a red top with an approved bottom.
- Trendy and non-uniform styles are not allowed, including but not limited to: cargo and other outer pockets, baggy clothing, overalls, bell or fringe bottoms, capri pants.
- No Undergarments may show. 4th-6th graders must have their shirt tucked in at all times.
- Elastic top uniform pants and uniform pleated belt loop pants/shorts only. Side & back standard (inner, slit opening) pockets only. Uniform pants/shorts do not have any outer stitched pockets or logos.
- Pants must be hemmed not rolled for safety reasons.
- Please NO holes, patches need to be the color of the pants.
- No uniform bottom can be longer than the knee or more than 3 inches above the knee.

SOCKS & FOOTWEAR:

- Socks or tights must be worn at all times visible above any uniform shoe and be plain with no designs or logos.
- The color of socks and/or tights must be white or they may match the shirt being worn. For example: red socks and/or tights with a red shirt, navy socks and/or tights with a navy shirt, etc.
- If there is lace on a sock, it must be the same color as the socks themselves or school colors.
- Safety is the first consideration for appropriate footwear.
- Closed toed and heel shoes only (appropriate for P.E. and play time). All shoes worn must completely secure the child's foot within them safely. They must have a thick enough sole to protect the bottom of the foot.
- All logos/designs on shoes must be school appropriate as defined by CCS Administration.
- NO heels, wheels nor platforms, sandals, CROCS, TOMs, or jelly shoes of any kind and no dress shoes.

- Boots are allowed only if they lace up (six holes or less/no high-tops), and are appropriate for P.E. or playground, such as hiking & indoor/outdoor boots. NO fashion boots with zippers, heels, etc.
- Shoelaces must always be tied tightly to secure the foot, not tucked.
- Any shoe with a slick bottom or that does not secure the child's foot is unsafe for the playground and is not accepted.
- Students in inappropriate shoes will be excluded from P.E., recess, & other physical activities for their own safety.

WINTER WEAR:

Inside the classroom:

- Sweaters and PLAIN sweatshirts may be worn over a uniform shirt with collar out. They must be solid in color and be White, Red or Navy Blue. As with all uniform clothing, they may NOT be more than one size larger than the student. Solid, uniform colored (white, red, or navy blue) Cardigan style sweaters are okay over a uniform shirt.

Outside the classroom:

- As the weather dictates ANY style of coat or jacket may be worn for recess, P.E., and while outside, not in assemblies or the classroom. As with all uniform clothing, they may NOT be more than one size larger than the student and all logos/designs must be school appropriate as defined by CCS Administration.

Hairstyles & Accessories:

- Belts are NOT mandatory for any grade. If they are worn, they must be plain and should be black or brown. Also, a plain blue belt may be worn with blue bottoms and a plain khaki belt may be worn with khaki bottoms. Belts cannot have studs, holes, ornate buckles, logos, initials, etc. No chains on belts or wallets.
- No HATS, CAPS, and/or SUNGLASSES may be worn in the classroom at any time. Hats, caps, and/or sunglasses may be worn when students are outside of the classroom at recess or on an outdoor field trip, not during assemblies.
- Bandanas (including hair bandanas) are not allowed on campus.
- No tattoos or body artwork of any kind. (even temporary ones must be covered) Exception for religious expression.
- No body piercings. The only exception is the lower ear lobe for use of earrings. All earrings must be studs or very small hoops that hug the earlobe. This eliminates the potential of physical injury while at school.
- Makeup is not an allowable accessory. Fake/gel/extra-long or altered fingernails are dangerous on the playground and not allowed at school.
- Large or distracting girls' hair accessories are not appropriate for school. Only those that are designed and serve the purpose of securing the hair in place should be worn and they should not be larger than the palm of the hand of the student wearing them. Also, those that match the colors of the school uniform are preferred.
- Expensive and/or excessive jewelry and accessories are not acceptable at school. (No large chains, bangles, etc.) Necklaces must be tucked under shirts. The school does not accept any responsibility for jewelry (or other personal items brought to school) and may confiscate it if it becomes a distraction.
- All hairstyles should be moderate, clean, combed, and away from the student's eyes for both boys and girls. Only natural hair and color will be permitted. Hair must be well kept for all students. Extreme styles that distract from learning are prohibited.

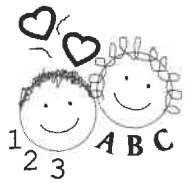
Non-Uniform Days: "Theme" and Picture Days:

- Clothing worn on non-uniform days, such as Fall & Spring Picture Day, "non-uniform" days, or theme days must still be *school appropriate*: No bare midriffs, no tank tops, no bottoms more than 3 inches above the knee, no profanity or inappropriate designs on clothing, and not more than one size larger or smaller than the student.
    - Theme days will be periodically announced. Theme days provide students with an opportunity to dress up for a selected "Theme."
    - Non-uniform days will be periodically allowed for various reasons.
    - Fall & Spring Picture Day is a dress up day not a "free day."
    - Students not participating in theme days or not having their picture taken must wear their uniforms.

- Shoes are not visible in either spring or fall photos. Please ensure that students wear a uniform approved safe shoe.
- Group class pictures WILL be in uniforms. (These are taken on a separate day from the individual portraits.)
- Challenge does not celebrate Halloween. No costumes, colored hair, socks, etc.

IMPORTANT ADDITIONAL UNFORM POLICY GUIDELINES/REMINDERS/CONSIDERATIONS:

- Teachers may make adjustments in uniform appearance (remove jackets, accessories, etc.) to assist students with compliance and for special school events.
  - Students not in proper uniform will not be able to participate or perform in the SOM assemblies/special school events. Students not in appropriate footwear will not be allowed to participate in PE, recess, or any activity that endangers them.
- A staff member will confiscate &/or remove any accessory or personal item that becomes a distraction in the classroom.
- ANY/ALL designs on accessories/materials/clothes must be school appropriate ***as defined by CCS Administration***.
- Clothing cannot be excessively faded nor have holes. Patches need to be the color of the pants.
- No matter the grade level, in case of any type of accident it is recommended that parents send one complete set of clothing (marked with student's name) to be kept in the classroom or their child's backpack.
  - If your child has a need to change his/her clothes due to accident (including but not limited to: bloody nose, falling/slipping in mud/wet playground, urination or defecation, menstrual, vomiting) and does not have an extra set of clothes on campus you will be called to pick up your child or to bring a new change of clothing to school.
  - A student who has any type of accident that requires a change of clothing will not be permitted to return to class until their clothing has been changed.



Challenge Charter School

POLICY ADDENDUM
UNIFORM POLICY

ENFORCEMENT*:

1. Teachers will inspect uniforms daily during the time they take attendance and throughout the day.
2. On the first offense a warning will be sent home for parental signature, after it has been sent to the office for charting. A copy of the policy is provided if needed.
3. The second offense is written up as a violation and a copy is sent to the office for charting. Depending on the violation, parents may be called and asked to bring a corrected uniform to school.
4. When a third offense occurs, the student may be considered in Defiance of Authority and a Conduct Referral may be processed through the Principal's Office depending on the nature of the violation.
5. On the fourth offense, parents will be contacted for a needed resolution and the student will not be permitted to remain out of uniform on campus. A parent may be contacted to pick up the student.

**Please contact the front office for assistance if financial hardship is preventing your family from purchasing needed school uniform items.*

Addendum revised February 2022

CHALLENGE CHARTER School

Student Discipline Procedures & Penalties

PURPOSE OF REGULATION

The overall approach to discipline at Challenge Charter School is focused on positive behaviors, good choices, and individual student responsibility. The purpose of this regulation is to: (1) define conduct which may result in discipline of a student and (2) set forth due process procedures for various types of discipline.

APPLICATION OF REGULATIONS

A student who engages in conduct prohibited by this policy will be disciplined. Discipline may include, but is not limited to, any one or any combination of the following: oral reprimand, parent conferences, detention, temporary exclusion from the classroom, loss of privileges, withdrawal from class, off-campus suspension or expulsion*, or referral to appropriate law enforcement agency.

> *See the Included *Suspension or Expulsion of K-4 Students Guidelines* (page 6) for detailed information about the enforcement of this policy for students in Kindergarten – 4th grade (HB 2123 (A.R.S. § 15-843(K)).

These regulations are intended to regulate conduct of a student when the student is: (1) attending school, (2) on school grounds or at a school sponsored event, (3) traveling to or from school for a school sponsored event, or (4) engaged in misconduct that is in any other manner school related or affects the operation of the school. ARS 15-341(14)(15)

Please note: a student may be disciplined for violations that occur in the neighborhood or off campus while interacting with fellow CCS staff and students. This includes phone, email, and the internet. Any public display or posting on the internet or any public forum, of derogatory, offensive, or harassing speech directed against another student, teacher, member of the school community, or the school itself, is subject to school disciplinary action.

Challenge Charter School does not allow any harassment or bullying of students including discriminatory harassment or bullying of students based on the basis of race/color/national origin, religion (creed), gender, gender expression, age, or disability.

The first, second, and third violation statements are guidelines for consequences and do not limit the judgment of the administrator or the School Advisory Council, who must assess the situation, the aggravating circumstances, the health and safety of students/staff, and the student behavior history.

It is anticipated that any two or more violations of the same rule or any combination of the rules will result in more severe penalties than the guidelines for a single offense.

Long-term suspensions and other penalties that affect the completion of a trimester may result in the student not being promoted to the next grade.

A student on active suspension from regular classes is also considered suspended from participation in the after-school program, or any school function scheduled during their suspension.

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A student's discipline record is cumulative. Unless otherwise stipulated, it is the intent of this policy that violations are cumulative for the entire school year. Good behavior is also rewarded and students can back down our discipline process with personal efforts and good behavior.

Detention is defined as work programs when offered, which may require the student to do simple cleaning tasks, loss of recess, or special placement other than their classroom during the school day.

RECOMMENDED GUIDELINES FOR DISCIPLINE VIOLATIONS

This lists the most common violations, but is not all-inclusive. Each major incident of student discipline will be evaluated and responded to as quickly as possible.

Nature of Violation and the Offense Recommended Discipline*:

*1 = First Offense, 2 = Second Offense, 3 = Third Offense, 4 – Fourth Offense

Alcohol, drugs, and paraphernalia, possession and using; and/or selling and dealing

1. Exclusion from classes pending School Advisory Council Hearing. Possible long-term suspension; expulsion; Police Referral; Counseling Program to be completed before re-admission.

Arson

1. Exclusion from classes pending School Advisory Council Hearing. Possible long-term suspension; Expulsion; Police Referral; Counseling Program to be completed before re-admission.

Assault

1. Depending on the severity a student who has committed assault can be suspended from 1 to 9 days, or to the end of the trimester, the year, or expulsion with a Police Referral, Counseling Program to be completed before re-admission.
2. Required parent conference. Possible 1 to 9 day suspension &/or Referral to School Advisory Council.
3. Long term suspension (Police Referral)
4. Expulsion (Police Referral)

Bullying, Harassment and/or Threats

1. Possible detention or suspension: 1 – 3 days.
2. Possible detention or suspension 1 – 5 days.
3. Required parent conference, possible outside counseling program recommended, possible 5-9 days detention or suspension.
4. Referral to School Advisory Council. Possible suspension for balance of the trimester. (long-term Suspension)

Defiance of authority: disobeying staff directives

1. Possible detention or suspension: 1 - 3 days.
2. Possible detention or suspension 1 – 5 days.
3. Required parent conference, possible outside counseling program recommended, possible 5-9 days suspension.
4. Referral to School Advisory Council. Possible suspension for balance of the trimester. (long-term Suspension)

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Disruptive conduct

1. Possible detention or suspension: 1-3 days.
2. Possible detention or suspension 1 – 5 days.
3. Required parent conference. Possible 5 – 9 day suspension.
4. Referral to School Advisory Council. Possible suspension for balance of the trimester. (long-term Suspension)

Emergency alarms and fire control devices.

1. Exclusion from classes pending School Advisory Council Hearing. Possible long-term suspension; Expulsion; Police Referral.

Endangering the health and safety of others

1. A student is subject to suspension or expulsion, depending on the severity of the offense. (Police Referral)

Fighting

1. Possible detention or suspension: 1 – 3 days.
2. Possible detention or suspension 1 – 5 days. (Police Referral)
3. Required parent conference, possible outside counseling program/anger management recommended/required for readmission, possible 5-9 days detention or suspension. (Police Referral)
4. Referral to School Advisory Council. Possible suspension for balance of the trimester. (long-term Suspension)

Forgery and cheating

1. Possible detention or suspension: 1 – 5 days.
2. Required parent conference. Possible suspension: 5-9 days.
3. Referral to School Advisory Council. Possible suspension for balance of the trimester. (long-term Suspension)

Gambling

1. Required parent conference. Possible detention or suspension: 1-9 days.
2. Referral to School Advisory Council. Possible suspension for balance of the trimester. (long-term Suspension) Possible outside counseling required prior to re-admission (Gamblers Anonymous)

Inciting student unrest &/or Gang Membership

1. Required parent conference. Possible detention or suspension: 1-9 days.
2. Referral to School Advisory Council. Possible suspension for balance of the trimester. (long-term Suspension) or Expulsion (Police Referral)

Obscenity or defamation

1. Immediate class exclusion. Possible 1 – 5 days detention or suspension.
2. Required parent conference. Possible 5 – 9 days detention or suspension.
3. Referral to School Advisory Council. Possible suspension for balance of the trimester. (long-term Suspension)

Possession of weapons and dangerous items

1. Immediate exclusion from all classes.
2. The student can be suspended for a period of up to one school year or expelled with no re-admission. (Police Referral)

Sexual harassment

3. Required parent conference. Possible detention or suspension: 1-9 days.

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4. Referral to School Advisory Council. Possible suspension for balance of the trimester. (long-term Suspension) Possible outside counseling required prior to re-admission.

Smoking and/or tobacco usage

1. Immediate class exclusion. Possible 1 – 5 days detention or suspension.
2. Required parent conference. Possible 5 – 9 days detention or suspension. Written contract.
3. Referral to School Advisory Council. Possible suspension for balance of the trimester. (long-term Suspension)

Theft, extortion, or misrepresentation

1. Restitution or suitable arrangements for restitution prior to returning to school, warning, detention or suspension 1-9 days. (Police Referral)
2. Long term suspension.
3. Expulsion and police referral.

Unauthorized entry

1. Expulsion and police referral.

Vandalism, destruction of property.

1. Restitution or suitable arrangements for restitution prior to returning to school and suspension for the balance of the trimester. (Police Referral).
2. Long Term Suspension
3. Expulsion and police referral.

Violation of federal, state, or local laws or violation of school policies and rules

The nature and severity of the offense will determine the appropriate disciplinary action.

STUDENTS DUE PROCESS RIGHTS

As directed by the United States Constitution and interpreted by the courts, every student is entitled to due process before he/she may be suspended or expelled from school.

PROVISIONS

Exclusion from Class/Conduct Referral Issued

If a student's conduct in class disrupts the educational process or if the student persists in willful misconduct, a teacher may exclude the student from class for the remainder of that day.

The teacher will explain to the student the reason he/she is being excluded from class (conduct referral) and issue a pass to the appropriate administrator. A Conduct Referral Form will be completed by the teacher and given to the appropriate administrator explaining the offense committed by the student.

A conference will be held with the student and an administrator to determine if further action shall be taken. Parents will be notified of the incident by the Conduct Referral form being brought home by the student. The student is responsible for taking the Conduct Referral form home and returning it to the administrator signed by a parent/guardian. Please understand that the administrator will not make a call home for each incident. Rather, it is important for the family to review the Conduct Referral form together and then reach out with additional questions if needed.

Short-Term Suspension

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A short-term suspension is for a period of nine school days or less.

During the conference with the student regarding any alleged violation, and prior to the imposition of the suspension, the administrator will advise the student of the allegations and evidence supporting the charges of misconduct. The student will be given and opportunity to explain his/her version of the events dealing with the alleged misconduct.

For all short-term suspension hearings which may result in a student being excluded from school for nine days or less, a record shall be made of action taken by the administrator on the Conduct Referral form. If, as a result of the informal short-term suspension hearing, the student is suspended, the following procedure will be followed:

1. Parent/guardian will be notified by telephone, if possible.
2. Students are responsible for taking the Conduct Referral form home for parental review and signature.
3. Notification will be made by mail &/or e-mail if required.
4. The student's teachers, and the registration office will be advised.
5. Homework, assignments, and tests can be made up after suspension. Work must be done in the same amount of days as student was out of class. (This may be subject to principal approval.)

Appeal Process
Parents have the right to appeal any short term suspension. This can be done only after the administration has made a determination. Appeals have to be made within 5 days of receipt of notification of suspension. The appeal can be heard by another appointed hearing officer (any member of the School Advisory Council) or by the entire School Advisory Council, depending on the nature of the infraction. The School Advisory Council is the final review authority in the due process system of Challenge Charter School.

Long-Term Suspension

If it is determined by the administration that the student's misconduct is serious enough, or accumulative, to recommend a long-term suspension (ten days or more), notification of a formal due process hearing will be made to the parent(s) at least three days prior to the hearing. All long-term suspension hearings are held by our School Advisory Council.

The parents will be advised of the time, date, place of the hearing, a description of the alleged misconduct, the school policy or administrative regulation violated and discipline prescribed herein.. Students and/or parents have a right to be represented by legal counsel. Written notice must be given to the school principal at least 48 hours before the hearing if the student or his/her parent(s) will have an attorney or other representatives present.

At the conclusion of the hearing, the School Advisory Council may render a decision immediately or notify the parents(s) and student within 48 hours. This notification will be done by phone or certified letter.

During the period of time between the alleged misconduct and the day of the hearing the student may be sent home: 1.) subject to an immediate short-term suspension, or 2.) if it has been determined by the administrator that he/she is a clear and present danger to him/herself or other persons.

Expulsion
Expulsion is the exclusion of a student from school permanently. The authority to expel a student rests exclusively with the School Advisory Council. The Administration of the school will make any

recommendation to expel a student based upon the result of a student's due process suspension hearings, and the seriousness of the violations committed by the student.

Please note: An enrolled CCS student is subject to this discipline policy and all other school policies, procedures, and guidelines, at all times. They can and will be seen by faculty, Administrators, and Administrators' designees for conduct referrals or questioning regarding behavior incidents. Parents are not contacted prior to these disciplinary actions/ conferences and cannot sit in on them due to the rights of other students that may be involved or discussed.

Challenge Charter School staff can and will pick up a child and use reasonable restraint when necessary if a child is endangering themselves, and/or is not responding to guidance to protect the order of the classroom/campus, a child's own safety, or the safety of others.

Challenge Charter School meets all requirements of section 504 of the Rehabilitation Act, the IDEA, and state Laws regarding disciplining students with disabilities.

Suspension or Expulsion of K-4 Students Guidelines

The following procedures are adopted to comply with House Bill 2123 (A.R.S. § 15-843(K)), and only apply to students in grades Kindergarten – 4th grade. HB 2123 imposed limits and requirements on the use of suspensions and expulsions in addressing misconduct by students in grades K-4.

In the event of a conflict between these guidelines and the School's normal discipline policies, these guidelines will take precedence in addressing suspension or expulsion of K-4 students.

I. ***Firearms Exception***: The limitations on suspension and expulsion under this policy are not applicable if the student brings a firearm to school, per A.R.S. § 15-841(G), (K). Accordingly, students who bring a firearm to school may be suspended or expelled under the School's normal discipline policies, regardless of age.

II. ***Qualification***: Absent a Firearms Exception, students under seven years old may not be suspended for more than two days up to a total of ten or expelled. Alternative disciplinary interventions will be applied in the event a student younger than seven engages in misconduct.

III. ***Grounds for Suspension/Expulsion***: Absent a Firearms Exception, students who are at least seven years of age but who have not yet reached fifth grade will only be subject to suspension or expulsion if the misconduct occurs on school grounds and involves:
   1. "Aggravating circumstances," as defined below; OR
   2. One of the following offenses, AND failing to remove the student from the school building would create a safety threat that cannot otherwise be reasonably addressed:
      a. Possession of dangerous weapon.
      b. Possession, use, sale of dangerous drug or narcotic drug, as defined in A.R.S. § 13-3401 or a violation of A.R.S. § 13-3411.
      c. Behavior that immediately endangers the health/safety of others.

IV. ***Pre-suspension/Expulsion Procedures***: Prior to imposing a suspension or expulsion under this policy, the school will do the following unless doing so is not feasible while maintaining health and safety of others:
   - Consider and, if feasible, employ and document alternative behavioral and disciplinary interventions.
   - Consult with parent regarding these behaviors and interventions, to the extent possible.

V. ***"Aggravating Circumstances"*:** By adoption of this policy, the school's governing body determines that aggravating circumstances exist when the misconduct meets all of the requirements set forth in a-d below—*i.e.*, the misconduct:

a. Is persistent;
b. Has been documented;
c. Prevents other students from learning OR prevents the teacher from maintaining control of the classroom; and
d. Is unresponsive to targeted interventions including consultation with the school's administration.

If the misconduct meets the definition of "aggravating circumstances" set forth above, the school will not suspend or expel the student unless the following additional prerequisites are also present:

e. Parent has been notified and consulted about the ongoing behavior, and
f. In the case of long-term suspension (more than 10 school days) or expulsion, the school has followed all appropriate and provided processes to consider if the behavior is the result of a disability.

VI. ***Application for Readmission*:** Following a long-term suspension or expulsion, a parent may apply for student's readmission: (a) after a student has served at least five school days of the long-term suspension, or (b) twenty school days after effective the date of an expulsion.

Applications for readmission must be submitted in writing to the School Advisory Council care of the School's Principal.

The Council may grant or deny the application at their discretion and based on majority vote. Applications will be considered on a case-by-case basis.

The School Advisory Council's decision on an application for readmission is final.

Policy revised by Board Vote 2/22/22

Challenge Charter School Attendance Policy



Regular school attendance is essential for student success. Challenge Charter School is committed to working with families to ensure that all students attend school regularly and on time. The school supports good attendance with engaging hands-on classroom curriculum, limited bus service, and celebrating good attendance in our awards program. This policy is written in accordance with Arizona Revised Statutes (A.R.S.) and is intended to outline attendance expectations and procedures.

Compulsory Attendance – A.R.S. §15-802 and §15-803

Parents/guardians are legally responsible for ensuring their child's regular attendance during all school sessions. A student who is habitually truant (defined as absent more than five (5) school days without excuse) or excessively absent may be referred for further action in compliance with A.R.S. §15-803.

Parent/Guardian Responsibilities

- Ensure students arrive at school on time each day prepared to learn.
- Notify the school of absences by phone or written note within 24 hours.
- Provide appropriate documentation for allowable appointments when applicable.
- Schedule non urgent appointments, events, and trips for school breaks.
- Be an example of responsibility and form habits with a commitment to daily attendance.
- Assist students to complete missed work and study missed content on teacher timelines.
- Work with school to resolve attendance issues as they arise.

Excused and Unexcused Absences

Excused absences include illness, medical appointments, religious holidays, family emergencies, and absences approved by school administration. Unexcused absences include family vacations not pre-approved, oversleeping, transportation issues, and absences without parent/guardian notification.

A student who is absent for 10 consecutive unexcused days must be withdrawn from school per Arizona law and would have to go through the formal process of re-enrolling the child, if there is space available, when they wish to return to school.

Under normal circumstances, a parent may only excuse 6 absences per school year without official written documentation such as a doctor's note. Special circumstances can be approved by CCS Administration such as but not limited to chronic illness, mental or behavioral health matters, homelessness, bereavement, family emergencies, limited special family events approved in advance.

Tardiness and Early Check-Outs

Students are expected to be in class on time each day. Frequent tardiness disrupts learning. Students who arrive after the start of class must check in at the office. Early check-outs are discouraged, must be limited, and will be recorded as partial-day absences.

Reporting Absences

Parents/guardians must notify the school office by calling 602-938-5411, email, or written note on the day of the absence. If the school office is not notified, the absence will be recorded as unexcused until verification is received. For convenience, this reporting link is available: https://www.challengecharterschool.net/families/report-absence

Excessive Absences and Truancy – A.R.S. §15-803

Students who accumulate more than 10% absences (excused or unexcused) may be considered excessively absent under A.R.S. §15-901. Habitual truancy (five or more unexcused absences) could result in parent notification and may be referred to a truancy officer or other appropriate authority at the discretion of the CCS Administration.

Make-Up Work

Students with excused absences will be allowed to make up missed assignments within a reasonable time frame, generally equal to the number of days absent. It is the student's responsibility to request and complete assignments. Due to the hands-on nature of the Challenge Charter School classrooms, makeup work is usually not available in advance and not all activities will be available to make up when missed.

School's Right to Intervene

Challenge Charter School defines absences, special attendance circumstances, and implements this policy in accordance with Arizona state law, A.R.S. § 15-901.

The school reserves the right to meet with parents/guardians to develop an attendance plan when absences become excessive. Chronic absenteeism may impact promotion, participation in extracurricular activities, and enrollment status.

END OF THE SCHOOL DAY DISMISSAL PROCEDURES:

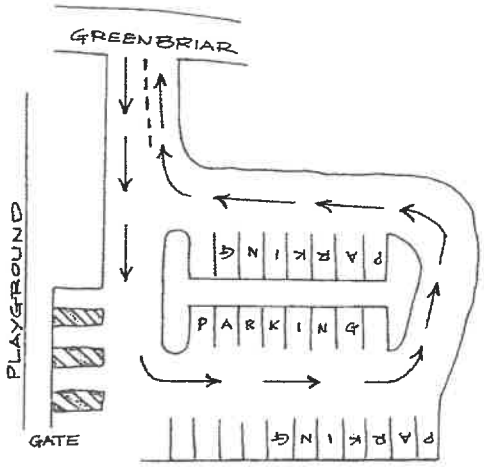
1. All 3rd thru 6th grade students will be released through the East Gate/Parking Lot, by the basketball court.
2. Any Kindergarten, 1st or 2nd grade student who has a sibling or uses a car pool with 3rd thru 6th grade students will also be released through the East Gate/Parking Lot with the sibling/car pool ride.
3. All 1st & 2nd grade students and any siblings or car pool riders in Kindergarten will be released through the West Gate/Parking lot.
4. Kindergarteners that have no siblings will be dismissed through the North Gate, facing Greenbriar and located between Classroom Buildings F & G.
5. If the older sibling is absent from school, the younger student will still be released through the normal designated gate for pick-up.

PLEASE REVIEW THE FOLLOWING DETAILS FOR EACH LOT'S PROCEDURE:

EAST LOT

Please enter the East Parking Lot with care.

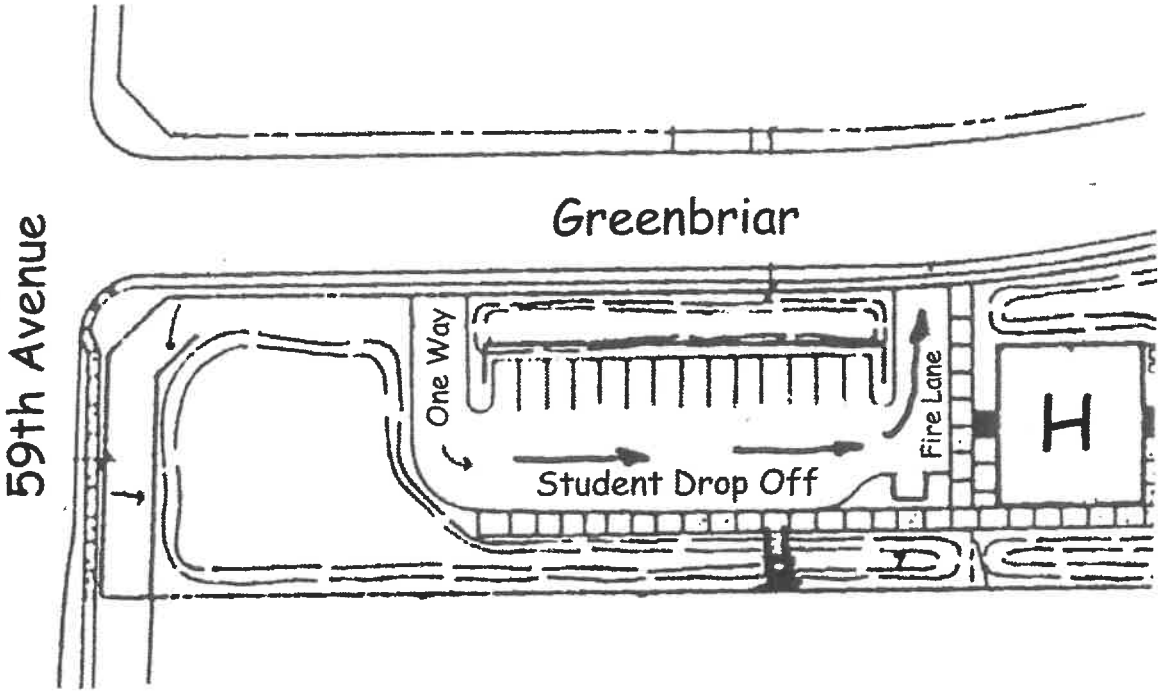
- The far right lane (next to the playground) may be used for temporary pick up.
- You may stop in the far right lane to pick up your child; however, ***please do not leave your car.***
- Make sure you are not blocking the handicap parking spaces.
- Be very careful when opening any driver's side car doors; traffic is still moving past you on the left.
- Be very careful when pulling back into traffic.
- You must continue around the parking lot to exit.
- Do not attempt to exit the parking lot without circling through the lot.
- You may enter the parking lot and park only in one of the available spaces. This is the only way you can leave your car to pick up your child.
- Always remember to watch for children.
- There is absolutely **no** East Gate pick-up on Greenbriar Drive. All cars must proceed through the East Gate parking lot as defined above.



WEST LOT

Please enter the West Parking lot with care.

- The far right lane (next to the sidewalk) is for pick up. A staff member will walk your child to the car. You must remain in your vehicle.
- The only way you may leave your car to pick up your child is if you have parked in the lot behind the West parking lot. If you choose to do this, please keep sidewalks clear and do not crowd the gate while retrieving your child.
- Be very careful when pulling back into traffic.
- You must continue around the parking lot to exit.
- Please do not attempt to exit the parking lot without continuing through the lot.
- Traffic turning into the West Lot cannot block 59th Avenue or sit in the turn lane.
- Always remember to watch for children.



KINDERGARTEN GATE

- The Kindergarten gate is located on Greenbriar Drive, west of the Administration building.
- Please remain in your vehicle when you are picking up your child. When you reach the front of the line in your vehicle, we will escort your child to the car.
- Never park/stop/wait in the turn lane on 59th Ave.
- The area on Greenbriar directly ahead of the gate and before the office parking lot has been designated as the seat belt "buckle-up" area. Please pull forward and buckle up your child, thus keeping the line moving quickly.
- Students will not be released to those who pull ahead of other cars or to the front of the line.
- The only way you may leave your car to pick up your child is to park in the office parking lot or park behind the school.
- Be very careful when pulling back into traffic.

OUR CHILDREN'S SAFETY MUST BE PRIORITY #1:
STRIVE FOR PATIENCE and set an example for your student: stay cool under pressure & **DRIVE RESPONSIBLY!**

MEDICAL GUIDELINES

- Do not send your student to school with a fever or an elevated temperature! If your student is found to have a fever, they will be removed from class and you will be called to pick them up. **A student must be fever-free for at least 24 hours before they return to school. At student must also remain out of school for 24 hours if they have vomited at school.**

- If a student is causing disruption in class due to illness symptoms, such as excessive trips to the restroom, coughing, constant complaints to teacher, that student may be sent home.

- Students will not be sent to the Health Tech upon each complaint to their teacher. A student with temporary symptoms who is not ill could be exposed to genuine illness, such as flu, etc…if sent to the Health Tech's office. The CCS Health Tech is meant to assist those in true medical need. If your child is complaining of illness symptoms prior to the start of the school day, PLEASE do not expect the school to care for your student. Keep them at home or take them to your family physician or clinic. **ONLY SEND HEALTHY KIDS TO SCHOOL!**

- If your student(s) visits the CCS Health Tech during the day, a notice will be sent home with them to make the parent/guardian aware of the visit and what action, if any, was taken by the CCS Health Tech.

- No matter the grade level, in case of accidents it is recommended that parents send one complete set of clothing (marked with student's name) to school to be kept in the classroom or their child's backpack. To get full wear/use out of uniform purchases, remember to rotate the clothing you have sent in for this purpose. Don't forget to change it out every few weeks so it won't go unworn during the year.

- If your child has a need to change his/her clothes due to accident (including but not limited to: bloody nose, falling/slipping in mud/wet playground, urination or defecation, menstrual, vomiting) and does not have an extra set of clothes on campus you will be called to pick up your child or to bring a new change of clothing to school. **A student who has any type of accident that requires a change of clothing will not be permitted to return to class until their clothing has been changed.**

- **Students who are not bathroom ready are not ready for school.**

- Due to the CCS Environmental Policy: Students with lice or nits will not be permitted on campus. Please do not send your student to school with lice or nits. You will be notified to pick up your child if they are found to be infested and they will not be readmitted until they have been checked by the CCS Health Tech and found to be free of infestation.

- All medication to be dispensed at school must be given to the CCS Health Tech in the original container and labeled with the child's name. Medication brought in that is not in the original container will not be accepted. Medication in plastic baggies is NEVER accepted.

  >>>**You MUST read the Medication Distribution Policy of the school prior to requesting the assistance of the school with any medicine distribution.** No medication will be distributed by any CCS personnel unless the legal and required procedures are followed by the parent/guardian. Some of the requirements need your doctor and pharmacy's involvement so read them **PRIOR** to receiving the prescription to ensure you have all that is needed in order for the school to assist you! *Prescription Medication* forms are available in the school office.

- **If you are called to pick up your child at school, please do so in a timely manner**. This is helpful to your child and also protects the other children from exposure to illness.

- All student medications must be picked up before the end of the last day of school or they will be disposed of during the summer and a new medication will need to be provided the following year. New, current medication forms are always required each year.

CHALLENGE CHARTER School



Medication Distribution Policy

Non-Prescription Medication Guidelines:

Occasionally your child may need Non-Prescription/Over-the-Counter medication during school hours. For these occasions the school nurse (or person designated by the principal) may be willing to administer Non-Prescription/Over-the-Counter medications, when the following legal requirements have been met:

- The parent/guardian has completed and signed the Non-Prescription Medication form (included in each year's enrollment packet.) This form must be current and renewed for each school year.
- **All Non-Prescription/Over-the-Counter medications MUST be provided to the school by the parent. The medication must be in its original container, bottle, box, etc. and must be labeled with the student's name.**
- The medication must have a current date and not be expired.
- Parent/Guardian must drop off and pick up medication. Medication will **NEVER** be sent with a student.
- At times, when unexpected symptoms occur, the school may be willing to accept verbal permission to administer Non-Prescription/Over-the-Counter medications in special cases. Verbal permission will only be acceptable for one day.

Because circumstances can change, even with a signed consent form, when symptoms arise at school that a parent may not be aware of, verbal/phone verification may still be needed before the school will administer Non-Prescription/Over-the-Counter medications.

**** All medications must be picked up by the end of the school year. Medications not picked up will be disposed of.****

Prescription Medication Guidelines:

When your student(s) needs to take Prescription Medicine during school hours, the following requirements must be met in order for the school nurse or person designated by the principal to administer any Prescription Medication:

- Parent/Guardian must drop off and pick up medication. Medication will NEVER be sent with a student.
- The Prescription Medication must have been prescribed by a physician.
- Medication samples from a doctor's office are not acceptable.
- The medication must have a current date and not be expired.
- The parent/guardian must complete and sign the Prescription Medication form. A new form must be completed with the expiration of each prescription and for each change in routine, such as time of day or dosage increase or decrease. The authorizing doctor or clinic must submit a note stating the change to the school.
- A form must be filled out for each child.
- Siblings and relatives are NEVER allowed to share medication(s).
- **The medication must be brought to school by the parent/guardian in the original prescription container with the dispensing pharmacy's label.**
    - This label must include the following:
        - Student's name
        - Name of medication
        - Authorizing doctor's name
        - Pharmacy name, address, and phone number

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    - Prescription number
    - Instructions per use (including time of day medicine is to be dispersed.)
- The original prescription container will serve as the doctor's order since the prescription is on file at the pharmacy.
- The school must be notified immediately of any change in Prescription medication.
- Changes in Prescription labels must be updated by the pharmacy. No handwritten changes will be accepted.
- Any student requiring the use of the SVN machine at school will need to bring in his/her own mask/mouthpiece, medicine cup and tubing.

Because circumstances can change, even with a signed consent form, when symptoms arise at school that a parent may not be aware of, verbal/phone verification may still be required before the school will administer any Prescription Medication.

Trained personnel, including the CCS Health Tech can administer the following in an emergency situation without the need for parental consent: Epinephrine auto-injectors, Inhalers and Naloxone hydrochloride, or any other opioid antagonist drugs that are approved by the FDA (ARS 15-344).

ARIZONA GUIDE TO IMMUNIZATIONS REQUIRED FOR ENTRY

Grades K-12 (School Year 2025-2026)

- Requirements are shown below as stated in Arizona Administrative Code, R9-6-702, Table 7.1 and Table 7.2
- Please review the Arizona Immunization Handbook for Schools and Child Care Programs along with the Vaccine Catch-Up Flowcharts & FAQs for further information and details about immunization requirements and exemptions.
- Vaccines must follow ACIP minimum intervals and ages to be valid. See pages 3-4 of this document for minimum interval and catch-up schedule information.
- The 4-day grace period only applies to vaccine-administration minimum age and intervals. Refer to the Handbook for questions.

Vaccine	4-6 Years Old and attendance in Kindergarten or 1st grade	7-10 Years Old	11 Years and Older
HepB Hepatitis B	**3 doses** The final dose of HepB must be given at 24 weeks of age or older.		
Polio Poliomyelitis (IPV) For OPV see page 2	**4 doses** The final dose of polio must be received at/after 4 years of age and at least six months after the previous dose. Only 3 doses are required if the 3rd dose was received on/after the child's 4th birthday and at least six months after the 2nd dose. Additional doses may be needed to meet requirements. See pg. 2 for retrospective history guidance.		
MMR Measles, Mumps and Rubella	**2 doses** Minimum recommended age for dose 1 is 12 months.		
VAR Varicella (chickenpox)	**1 dose** Minimum recommended age for dose 1 is 12 months.		
DTaP, Tdap, Td Diphtheria, Tetanus, and Pertussis	**5 doses of DTaP** The final dose of tetanus-diphtheria-containing vaccine must be received at/after 4 years of age and at least six months after the previous dose. Only 4 doses are required if the 4th dose was received on/after 4 years of age.	**4 doses of tetanus-diphtheria-containing vaccine (or combination of DTaP, Td, or Tdap doses). At least one dose at/after 4 years of age and at least 6 months from the previous dose.** 3 doses (with one at/after 4 years) are acceptable if the first dose was given on/after 1st birthday; otherwise, refer for an additional dose.	**3 or more doses of tetanus-diphtheria containing vaccine (DTaP, Td, Tdap) including 1 of dose of Tdap** Students must have a minimum series of 4 doses of tetanus-diphtheria-containing vaccine; 3 doses are acceptable if the 1st dose was given on/after 1st birthday. If the student does not have a Tdap but received a dose of tetanus-diphtheria-containing vaccine within the past 5 years, refer for the adolescent Tdap dose when 5 years have passed since that dose.
MenACWY, MenABCWY or MCV4 Quad or Pentavalent Meningococcal	Retrospectively: Menactra (Meningococcal Quadrivalent Polysaccharide Conjugate) vaccine was discontinued in 2022 and was replaced by MenQuadfi. Menomune (Meningococcal Polysaccharide) vaccine was discontinued in February 2017. Because both Menactra and Menomune are quadrivalent vaccines, both are considered acceptable for school requirements. See pg. 3 for more details.		**1 dose of MenACWY or MenABCWY is required** A dose administered at 10 years of age will meet the requirement.

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ARIZONA GUIDE TO IMMUNIZATIONS REQUIRED FOR ENTRY

Grades K-12 (School Year 2025-2026)

Vaccine	Dose #	Minimum Age	Minimum Interval Between Doses	Notes
HepB Hepatitis B	dose 1	Birth	At least 4 weeks between dose 1 & 2	• Some children may receive a birth dose and then a combination vaccine, resulting in a total of 4 (or more) doses. As long as the interval between doses is met, 4+ doses meet requirements. • 2 doses, at least 4 months apart, meet the requirement if the child received the adolescent series using the Merck Recombivax HB Adult Formulation when the child was 11-15 years of age.
	dose 2	4 weeks	At least 8 weeks between dose 2 & 3 (or final)	
	dose 3	24 weeks	At least 16 weeks between dose 1 & 3 (or final) AND at/after 24 weeks of age	
Polio IPV or OPV	dose 1	6 weeks	At least 4 weeks between dose 1 & 2	• Retrospectively: 1) A final dose given on or after August 7, 2009, must be given at or after 4 years of age **and** a minimum interval of 6 months from the previous dose. 2) Students who received 4 doses (with at least 4 weeks minimum intervals between doses and/or before the age of 4 years) PRIOR to August 7, 2009, have met the requirement. • OPV given prior to April 1, 2016, will be presumed to be trivalent and therefore acceptable, regardless of age, or country, of administration. Any OPV doses administered on or after April 1, 2016, are presumed to be bivalent and therefore unacceptable. • Poliomyelitis vaccine is not recommended in the U.S. for individuals 18 years of age or older; however, a complete series is still required for school attendance.
	dose 2	10 weeks	At least 4 weeks between dose 2 & 3	
	dose 3	14 weeks	At least 4 weeks between dose 3 & 4	
	dose 4	4 years	At least 6 months between final dose and previous dose (could be final dose 3 or final dose 4)	
MMR Measles, Mumps and Rubella	dose 1	12 months		• If MMR dose 1 was given between 6 months old and 4 days prior to the 1st birthday, another dose is required with a minimum of 28 days between doses.
	dose 2	13 months	At least 4 weeks (28 days) between dose 1 & 2	
VAR Varicella (chickenpox)	dose 1	12 months	At least 3 months between dose 1 & 2 4 weeks (28 days) between doses if administered at age 13 or older	• If varicella dose 1 was given more than 4 days before the 1st birthday, another dose is required with a minimum of 28 days between doses. • 2 doses, at least 4 weeks apart, are required if dose 1 was given at 13 years of age or older.

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Vaccine	Dose #	Minimum Age	Minimum Interval Between Doses	Notes
DTaP, Tdap, Td Tetanus, Diphtheria, and Pertussis	dose 1	6 weeks	At least 4 weeks between dose 1 & 2	• DTaP is approved for children through age 6. If catch-up doses are needed at age 7 or older, Tdap or Td should be used to start/complete the series. • One dose of Tdap is required if five years have passed since the date of the child's last dose of tetanus-diphtheria-containing vaccine and the child has not received Tdap. • Refer to DTap, Tdap, Td (Diphtheria, Tetanus, Pertussis) Grades K-12 Flowcharts
	dose 2	10 weeks	At least 4 weeks between dose 2 & 3	
	dose 3	14 weeks	At least 6 months between dose 3 & 4	
	dose 4	12 months	At least 6 months between dose 4 & 5	
	dose 5	4 years	In general, a child should not receive more than 4 doses prior to the 4th birthday or a total of 6 doses prior to the 7th birthday; however, the child should still receive a dose at/after 4 years of age and at least 6 months from the previous dose	
MenACWY, MenABCWY, MCV4 Meningococcal	dose 1	10 years	Acceptable meningococcal vaccines include MenACWY or MenABCWY.	• U.S. manufactured quadrivalent meningococcal (MenACWY: Menveo or MenQuadfi) or pentavalent meningococcal (MenABCWY, Penbraya) vaccine doses will be accepted. Contact ADHS Bureau of Immunization Services with questions about vaccines manufactured outside the U.S. • No monovalent or bivalent meningococcal vaccinations will be accepted (MenA, MenB, MenC, or MenC/Y). • Refer to Vaccines for Meningococcal | CDC • Refer to Use of the Pfizer Pentavalent Meningococcal Vaccine Among Persons Aged ≥10 Years: Recommendations of the Advisory Committee on Immunization Practices — United States, 2023 | MMWR

FERPA NOTIFICATION TO PARENTS REGARDING STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) (20 USC § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Challenge Charter School complies with FERPHA.

FERPA gives parents certain rights with respect to their children's education records such as:

1. The right to inspect and review the student's education records maintained by the school.

Parents should submit to the school principal a written request that identifies the records they wish to inspect. The Principal will make arrangements for access and notify the parent of the time and place where the records may be inspected within a reasonable amount of time not to exceed 45 days from the time the request is received.

2. The right to request that a school correct records which they believe to be inaccurate or misleading or otherwise in violation of the student's privacy rights under FERPA. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Challenge Charter School to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Identification of Services for Students with Disabilities

Challenge Charter School is a public charter school that provides Free and Appropriate Public Education (FAPE) to all students with disabilities, who are currently eligible or found eligible to receive special education services and/or aids through the Individuals with Disabilities Education Act (IDEA) / Title II and Section 504 of the Rehabilitation Act of 1973.

La escuela de la carta del desafío es una escuela pública de la carta que proporciona la educación pública libre y apropiada (FAPE) a todos los estudiantes de las inhabilidades, que son actualmente elegibles o encontraron elegible recibir servicios y/o ayudas de la educación especial a través de IDEA/del título II y de la sección 504 del acto de la rehabilitación de 1973.

IDEA is a federal law that protects the rights of students with disabilities. In addition to standard school records, for children with disabilities education records could include evaluation and testing materials, medical and health information, Individual Education Programs and related notices and consents, progress reports, materials related to disciplinary actions, and mediation agreements. Such information is gathered from a number of sources, including the student's parents and staff of the school of attendance. Also, with parental permission, information may be gathered from additional pertinent sources, such as doctors and other health care providers. The information collected is used to properly evaluate the student and determine whether or not the student meets the criteria of eligibility in accordance with state and federal special education laws in order to provide the student a Free and Appropriate Public Education (FAPE.)

Each agency participating under Part B of IDEA must assure that all stages of gathering, storing, retaining, and disclosing education records to third parties that it complies with the federal confidentiality laws. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements.

As a public charter school, CCS will provide identification, evaluation and instructional services to any enrolled student as required by state and federal law. As required by law, all new students will also be screened by teachers within the first 45 days of their attendance at CCS for possible special education eligibility; results of these screenings will be confidentially referred to the CCS Special Services Director and Principal. If requested by the parent, a student may be evaluated for possible Special Education placement. Please put requests for evaluation in writing and submit to the Special Services director and Principal. Parental approval is required prior to evaluation.

Como escuela pública de la carta, CCS proporcionará la identificación, la evaluación y servicios educacionales a cualquier estudiante alistado según los requisitos de estado y de ley federal. Según los requisitos de ley, a los profesores en el plazo de los primeros 45 días de su atención en CCS para la elegibilidad posible de la educación especial defenderán a todos los nuevos estudiantes también; los resultados de estas investigaciones confidencial serán referidos los servicios especiales director de CCS y principal. Si pedido por el padre, un estudiante puede ser evaluado para la colocación posible de la educación especial. Ponga por favor los pedidos la evaluación en la escritura y someta a los servicios especiales director y al principal. La aprobación parental se requiere antes de la evaluación.

For more information about the special education services & Section 504 services, at Challenge Charter School, please contact the Special Services Director at: 602-938-5411 x118

Para más información sobre los servicios de la educación especial y los servicios de la sección 504, en Challenge Charter School, entre en contacto con por favor a director especial de los servicios en: 602-938-5411 x118

CCS meets all requirements of Section 504 of the Rehabilitation Act, the IDEA, and State Laws regarding disciplining students with disabilities.

For additional information on discrimination, or to file a complaint, you may:

Call the Office for Civil Rights, U.S. Department of Education at 1-800-872-5327, or the Arizona Department of Education (ADE/ESS) at (602) 542-4013.

Or you may contact:

Family Policy Compliance Office
U.S. Department of Education 400
Maryland Avenue, SW Washington, D.C. 202-5901

Arizona Department of Education
Exceptional Student Services
1535 W Jefferson, BIN 24
Phoenix, AZ 85007

This notice is available in English and Spanish on the ADE website at www.ade.az.gov/ess/resources under forms.

Este aviso está disponible en inglés y español en el Web site de ADE en www.ade.az.gov/ess/resources bajo formas.

For assistance in obtaining this notice in other languages, contact ADE/ESS at the above phone/address.

CHALLENGE CHARTER School



Field Trip Policy

- A student must be present at school and enrolled in CCS to participate in a school field trip.
- A parent must be a registered chaperone approved by CCS to participate in a school field trip.
- Any student attending a field trip must ride the CCS school bus to and back from the destination.
- A student can never be signed out from the site of a field trip by anyone, including a parent/guardian.
- A student can never ride with a parent in separate transportation and join a field trip.
- If you are able to attend a field trip as one of our counted chaperones, please plan on riding the school bus unless other accommodations have been made with your teacher. On some occasions the school bus will be at capacity and chaperones will be asked to ride separately.
- Younger siblings/children cannot ride the bus and cannot participate in field trips. A parent chaperone cannot bring younger siblings/children.
- A CCS staff member must be with all groups at field trip locations. A parent chaperone cannot be left alone with a student or group of students.
- All CCS students attending a CCS field trip must wear a red top (The current year Eagle Pride T-Shirt qualifies if red) preferably with blue or plaid bottoms (see CCS Uniform Policy for types of shirts/bottoms that may be worn.)
- All CCS school and bus procedures, rules, laws, and policies apply during all field trips.
- Parent chaperones do not help prepare the class for the field trip inside the classroom. Instead, they meet the class by the busses prior to departure.
- Fees paid to Challenge Charter School for field trips must be paid in cash or credit card and are non-refundable if the payment has already been made to the venue.
- Please understand when you attend field trips that you will have to wait and pick up your child from their normal end of day dismissal location. Students need to participate in the end of day wrap up discussions that follow these off-campus learning experiences. It is too disruptive to the learning environment to call up/dismiss students to leave with their visiting parent(s).

Challenge Charter School participates in the Free and Reduced Meals Program

The household size and income criteria will be used to determine eligibility for free and reduced-price benefits. Children from households whose income is at or below the guidelines are eligible for free or reduced-price meals. Children who are members of Supplemental Nutrition Assistance Program (SNAP) households, Cash Assistance (CA) units or Food Distribution Program on the Indian Reservation (FDPIR) households are automatically eligible for free meals.

SNAP/CA families will be certified by the determining official via Direct Certification.

Foster children that are the legal responsibility of a welfare agency or court may also be eligible for benefits regardless of the income of the household with whom they reside. Eligibility for the foster child is based on the child's income.

Application forms are distributed to all households with a letter informing households of the availability of free and reduced-price meals for their children. Applications also are available at the main office of the school.

To apply for free or reduced-price meals, households must fill out the application and return it to the school. The information households provide on the application will be used for the purpose of determining eligibility and verification of data. Applications may be verified at any time during the school year by school or other program officials.

For school officials to determine eligibility for free and reduced-price benefits, households receiving FDPIR only have to list their child's name, FDPIR case number; an adult household member must sign the application. Households which do not list an FDPIR case number must list the names of all household members, the amount and source of monthly income received by each household member, and the social security number of the adult household member who signs the application. If the household member signing does not have a social security number, he/she must indicate that a social security number is not available. An adult household member must sign the application.

Under the provisions of the free and reduced-price policy, the Food Service Manager will review applications and determine eligibility. Parents or guardians dissatisfied with the ruling of the official may wish to discuss the decision with the determining official on an informal basis. Parents wishing to make a formal appeal for a hearing on the decision may make a request either orally or in writing to the hearing official: Wendy Miller, Challenge Charter School, 5801 W. Greenbriar Dr., Glendale, AZ 85308.

If a household member becomes unemployed or if the household size increases, the household should contact the school. Such changes may make the children of the household eligible for benefits if the household's income falls at or below the levels.

Non-discrimination Statement: In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:
(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; or
(3) email: program.intake@usda.gov. This institution is an equal opportunity provider.

CHALLENGE CHARTER SCHOOL MEAL PROGRAM

On December 14th, 2022, the Arizona Department of Education (ADE) announced the allocation of $6.75 million dollars for schools to offer meals free of charge to students who qualify for reduced price meal benefits in the National School Lunch Program (NSLP) and School Breakfast Program (SBP), in Arizona. This funding is provided through ADE's Elementary and Secondary School Emergency Relief (ESSER) set aside project funds and provides no charge meals for families with students who qualify for reduced price meal benefits normally and has extended this benefit thru the 2026-2027 school year.

Parent Paid School Meals Program details:

School lunches are currently **$4.50** a day and school breakfast is currently **$2.75** a day.

Payment options:

- Payments made to the school office must always be paid in blocks of ten or more ($45.00). The money remains in the student's account until it has been used up.
- Breakfast may be purchased on a daily basis or in blocks. The front office may not always have change available; please try to send in exact amount.
- **YOU CAN CHECK YOUR ACCOUNT BALANCE AND MAKE PAYMENTS ONLINE:**
  - With the Meal Mange (www.mealmanage.com) website you may order lunches and make payments.
  - You have the ability to make payments to your student's lunch (and breakfast) account online using your credit card. Payments made online will reflect in your student's account balance within 15 minutes.
  - You will receive an e-mail directly from Meal Manage (www.mealmanage.com) to set up your account. Once you have created an account, you have the ability to make payments to your student's meal account online using your credit card. Payments made online will reflect in your student's account balance within 15 minutes. There are fees imposed by Meal Manage for paying on-line. Please keep in mind there is not a fee for checking your child's meal account balance on-line.

Challenge Charter School participates in the

National Free & Reduced Meals program:

- Applications are available at the front desk. A new application must be completed for each year. The forms for the new school year are available throughout the school year in the front office. You may apply any time during the school year.

Other School Meal Information:

- CCS does not automatically transfer money between siblings to cover negative lunch balances. You may request transfers between siblings on an as needed basis by calling the office and requesting to transfer via phone.
- CCS will send payment reminders each day a child's balance is negative (via e-mail and/or paper). Please ensure your child has money available to purchase school meals.
- A "Monthly" Lunch Order form will be will be sent out via Meal Manage. Please select the preferred lunches on the lunch order form via the Meal Manage portal. A hot lunch will be ordered for your student on their selected days. Teachers will send student to the hot lunch line. Their card is scanned to deduct the cost from the student's account. Students that have ordered a hot lunch and bring a sack lunch from home will still be sent thru the hot lunch line for the lunch that was ordered.
- **As a parent, it is your responsibility to ensure that your student has enough money on account and to keep track of your payments and how much money your student has left.** ***Teachers are not responsible for checking to see if your student brought a lunch.*** Your student's account will be charged if a lunch is ordered for them whether or not they eat the lunch or have one from home with them.
- Students who did not turn in a lunch order from for that day's lunch or do not have money in their account will not receive a hot lunch for that day. Our best effort will be made to contact a parent to bring a meal for them.
- Milk is served each day with school lunches.

CHALLENGE CHARTER School



Environmental Health Policy

It is the policy of Challenge Charter School to provide a healthful education environment, free of pesticides and other pollutants. Chemicals and chemically-laden material will be considered toxic and not allowed or used on site until proven safe. Biological contaminants, such as bacteria and mold, will be considered hazardous and, therefore, abated. Indoor air quality, along with other environmental factors in and around the school, affects the health, performance and productivity of all occupants. Children are more susceptible to environmental hazards; and the biochemistry of each person is unique. Accordingly, the Environmental Health Policy must be inclusive to ensure the provision of an optimum school environment that is healthful for all occupants and conducive to the learning needs of all students.

1. Pesticides and their use are prohibited on school premises. A system of integrated pest management shall be employed to monitor, prevent, suppress and eliminate pests without using any pesticides.

2. Smoking of tobacco is prohibited on campus. Signs prohibiting smoking shall be placed at the main entrances of the school building.

3. Cleaning and maintenance of the school and furnishings is to be done using safer, non-toxic products that are least odorous (e.g. baking soda, vinegar, Bon-Ami, borax, Basic H and I). A solution of water and up to 10% chlorine bleach may be used for disinfecting purposes.

4. Use of aerosol sprays is prohibited inside the school.

5. Soap, toilet paper and tissue must be fragrance-free. Use of conventional air fresheners and aromatic deodorizers is prohibited.

6. All school and art supplies must be non-toxic and fragrance-free. No scented stickers, permanent markers, or other solvent-based products are to be brought or used on campus. Correction fluid may not be used in classrooms or other areas when students are present.

7. Science experiments requiring chemicals, or using any odorous materials, shall be restricted to a designated area adequate exhaust ventilation. Alternatives for chemistry class and other lab activities will be made available upon parent request to any students with allergies and/or chemical sensitivities.

8. Use of perfume, cologne and other scented personal products (e.g. hair care products, soaps, lotions, deodorants) is prohibited inside the school building. Signs to this effect shall be posted outside the entrance doors. Anyone wearing fragrance products is prohibited from entering the school beyond the front office reception area.

    a) Any occupant who noticeably smells of fragrance, smoke or other chemical odors is to be sent to the front office reception area where appropriate actions(s) will be taken to remedy the situation.
    b) In the case of students, parents will be notified and summoned to school if a scented personal product must be removed from a child's body. The student may not return to the classroom or regular education environment until the fragrance or chemical odor has been removed.

9. Any questionable items are to be sent to the school office for assessment.

10. The chemical composition of new furnishings, supplies (e.g. paints, adhesives, caulking compounds) and construction materials shall be carefully considered before purchases are made. Donated items must be carefully screened. Safe sealers may be applied on plywood and other furnishings to minimize the off-gassing of chemicals (e.g. formaldehyde, organic hydrocarbons).

11. All classrooms have been equipped with white boards. Only low odor, dry erase markers should be used.

12. When purchasing textbooks and other books, preference will be giving to those that have soy ink print on acid-free paper, and older, used books. If new and odorous, books can be spread open and baked at 100 degrees Fahrenheit for at least five hours and then aired out. This procedure helps diminish odors of ink and paper chemicals.

13. Controlled ventilation with exhaust fans will be installed in all specially designated rooms that house printing, copying and lamination equipment.

14. Routine vacuuming of the carpet shall be done either before or after regular school hours when classes are not in session. Only HEPA and/or Nilfisk GS 90 Allergy Vacuums (or current equivalent) have to be used to best prevent the transferring of particulates into the air.

15. The heating, ventilating, and air conditioning (HVAC) systems shall be properly maintained, serviced and upgraded. Modifications will include retrofitting the systems with high efficient filters or comparable filtrations.

16. Installation, use and maintenance of air purifiers will be also occur in all buildings/classrooms for additional protection against airborne viruses.

17. Educational programs for students, parents and staff will be provided so that the whole school community becomes more aware of environmentally-related health, behavior and learning problems.

18. In-service training of teachers will include instruction on:
    - how to recognize environmentally-related health, behavioral and learning problems in children
    - identifying potential causes of environmentally triggered illness (ETI) in relation to symptoms and learning disabilities
    - prevention and management of ETI, and accommodating the special needs of any affected individuals, using a multi-disciplinary team approach

19. Students with lice or nits will not be permitted on campus. Please do not send your student to school with lice or nits. You will be notified to pick up your child if they are found to be infested and they will not be readmitted until they have been checked by the CCS Health Tech and found to be free of infestation.

20. It is Challenge Charter School's policy to provide a safe and healthy work and school environment for all employees, students, parents and visitors. In accordance with this, animals are **prohibited** from all CCS facilities and premises with the exception of authorized service animals as defined below and in accordance with A.R.S. 11-1024.

    a) "**Facility**" means any CCS owned or leased facility, including the associated parking lots, grounds and common areas.

b) "**Service Animals**" refers to animals used to guide or provide assistance to persons with disabilities in the activities of independent living. The Americans with Disabilities Act (ADA) defines service animals as any animal individually trained to do work or perform tasks for the benefit of an individual with a disability. If an animal meets this broad definition, it is considered a service animal. Also, defined in A.R.S. 11-1024.

c) **Scope:** This Policy shall apply to all employees, students, parents, contractors and visitors of CCS.

CHALLENGE CHARTER School

Bus Rules and Procedures

Dear Parent/Guardian:

The sole purpose of the Challenge Charter School bus system is for the safe transportation of its students to and from school. Challenge Charter School is proudly one of a very small percentage of charter schools in the entire United States that offer a bus service. Our buses transport students to and from school, field trips, and other special events.

The bus service is a privilege, and should be treated as such.

We have only a few rules that apply to our bus routes. They are however very important to the safety of all those who ride the bus. They are also very important to the motorists and pedestrians who are in close proximity to the bus on its daily route. Please take time to discuss these rules with your children and review them occasionally as well.
PLEASE also be sure your student knows their bus route and stop number! This is critical if a substitute bus driver must fill in, etc…

PARENTS: IMPORTANT!…

- ***Arrive ten minutes prior*** to your pick-up time in the morning.
- ***Arrive 10 minutes early to your student(s) afternoon stop and wait at the bus stop for at least ten minutes past your student's scheduled drop-off time before calling the school to check on the bus.***
    - In order to keep on schedule and keep our kids safe, the bus will not wait for you if you are late.
- ***If your child usually rides the bus and you wish to pick them up one day instead:***
    - Please come prior to dismissal, park, and pick them up from their bus line near the cafeteria.
    - For your child's safety, afternoon bus riders must ride the bus each day of the week or be picked up by a parent from the bus line, near the cafeteria. They cannot be moved to a gate for pick up.

We appreciate the opportunity to serve you and your children, and we thank you for your assistance in assuring that your children continue to have a safe system of transportation.



1. **Students will not be assigned to a bus, or a bus seat, until their *Transportation Request Form* has been submitted and approved.** We realize that you may experience an unexpected need to change your child's regular bus arrangement. **CHANGES WILL NOT BE ACCOMODATED UNLESS REQUESTS ARE RECEIVED ON THE PROPER FORM WITH AN ORIGINAL PARENT OR GUARDIAN SIGNATURE 24 HOURS PRIOR TO THE REQUESTED CHANGE.**

2. **If your child usually rides the bus and you wish to pick them up one day instead:** Please come prior to dismissal, park, and pick them up from their bus line near the cafeteria. For your child's safety, afternoon bus riders must ride the bus each day of the week or be picked up by a parent from the bus line near the cafeteria. They cannot be moved to a gate for pick up.

3. **Students will be given assigned seats for daily/regular bus routes.** Assigned seats assist in a variety of ways, including identifying who is and who is not on the bus at all times.

4. **Students will be asked to sign a Bus Behavior Pledge Sheet (see the next page) and are responsible for complying with all of the rules listed there.** The consequences for violation of bus rules is included on the back of the behavior pledge sheet. **Conduct referrals may be written for students who choose to ignore instructions or any of the listed rules. Repeated offenses will result in a student's complete loss of bus privilege.**

5. **Students that do not ride the bus WILL NOT be allowed to ride for one day (to go home with a friend), AND students WILL NOT be allowed to switch buses to ride home with a friend.**

6. **Be on time at your designated bus stop.** ***Arrive ten minutes prior*** to your pick-up time in the morning. Due to the huge service area that our buses cover, drivers are instructed not to wait past the scheduled pickup time. This policy will keep the buses on schedule, assuring students arrive at school and report to their classrooms on time. Buses leave school at approximately 3:40 PM at the end of the school day. All students must be on their bus by this time. ***Please arrive 10 minutes early to your student(s) afternoon stop and wait at the bus stop for at least ten minutes past your student's scheduled drop-off time before calling the school to check on the bus.*** Often traffic is slower in the afternoons. Being on time also assists with safety. By always being on time you will help decrease the amount of time the buses spend parked on busy valley streets.

7. **Parent/Guardian or other designated adult must meet the bus both in the morning and afternoon.** If a parent/guardian or other designated adult repeatedly fails to meet the bus at their assigned time, their student will lose bus privileges.

8. **If a parent/guardian is not at the designated stop and they have not signed off for their student to be left without them, the student will be transported back to CCS.** NOTE: Any student returned to the school will be charged $20 each and every day that they are returned to campus by the bus driver. This fee is due that day, upon pick-up, by the parent.

9. **If a bus in unable to run its route due to mechanical problems, etc. Challenge Charter School will do its best to notify parents/guardians as quickly as possible.** When a bus is unable to run its route it is the parents/guardians responsibility to provide transportation to and from school for their student(s).

10. **OUR BUS SERVICE IS A PRIVILEGE AND IS SUBJECT TO ANY CHANGE REQUIRED BY THE SCHOOL!**

Consequences for Violation of Bus Rules

First Violation: The driver will give the student a verbal warning and document the warning on a bus conduct form.

Second Violation: The driver will provide documentation of the second offense to the transportation director, school administration, and parent. Administration may have a conference with the student.

Third Violation: The driver will provide documentation of the third offense to the transportation director, school administration, and parent. Administration may have a conference with the student. Suspension from the bus for up to three days is possible.

Fourth Violation: The driver will provide documentation of the fourth offense to the transportation director, school administration, and parent. Administration may have a conference with the student and contact his or her parents/guardian. The student could be suspended from the bus for a period of 10 days.

Last Violation: The driver will provide documentation of the last violation to the transportation director, school administration, and parent. Administration may have a conference with the student and parents/guardian. The student could be suspended from the bus for the remainder of the school year.

Riding the Challenge Charter School bus is a privilege. If in the judgment of the bus driver and school administration, a student engages in misconduct that is extreme and endangers themselves or other students/staff, the student may be suspended from the bus on any Violation and for any length of time. School bus discipline will be consistent and fairly enforced for all riders

Bus Behavior Pledge

I promise to:

- **remain in my seat at all times.**
- **keep all body parts inside the bus and out of the aisle.**
- **talk quietly to those around me.**
- **not yell at or physically harm another student or adult on the bus.**
- **not eat on the bus.**
- **follow the directions of the bus driver.**
- **treat the bus with the same respect as I would treat my school.**

I understand there will be consequences if any of these promises are broken.

_____ _____

Name **Date**

_____

Teacher

CHALLENGE CHARTER School

Detailed Description of

MORNING BUS ROUTE

Challenge Charter School's bus service is a privilege and is subject to any change required by the school!

AM1	AM2	AM3	AM4
59th Ave & Country Gables	57th Ave & Port Au Prince Ln	57th Ave & Acoma Dr	53rd Ave & Acoma Dr
7:15 AM	7:20 AM	7:30 AM	7:33 AM
Country Gables Apartments - NW corner	Northeast side of the roundabout at The Village at Thunderbird	South side of Acoma @ the driveway	Just west of 53rd Ave next to Acoma Park on Acoma Dr.

AM5	AM6	AM7	AM8
39th Ave & Port Au Prince	39th Ave & Phelps Rd	39th Ave & Michigan Ave	48th Ave & McRae Way
7:38 AM	7:40 AM	7:44 AM	7:49 AM
Across from Church of Jesus Christ of Latter Day Saints parking lot	Just south of Phelps Rd. on 39th Ave	Just north of Michigan Ave on 39th Ave	Southeast corner

AM9	AM10
43rd Dr & Topeka	47th Ave & Grovers Ave
7:51 AM	7:53 AM
Northwest corner	Boys & Girls Club In front

*Revised 7/30/2025

CHALLENGE CHARTER School

Detailed Description of

AFTERNOON BUS ROUTE

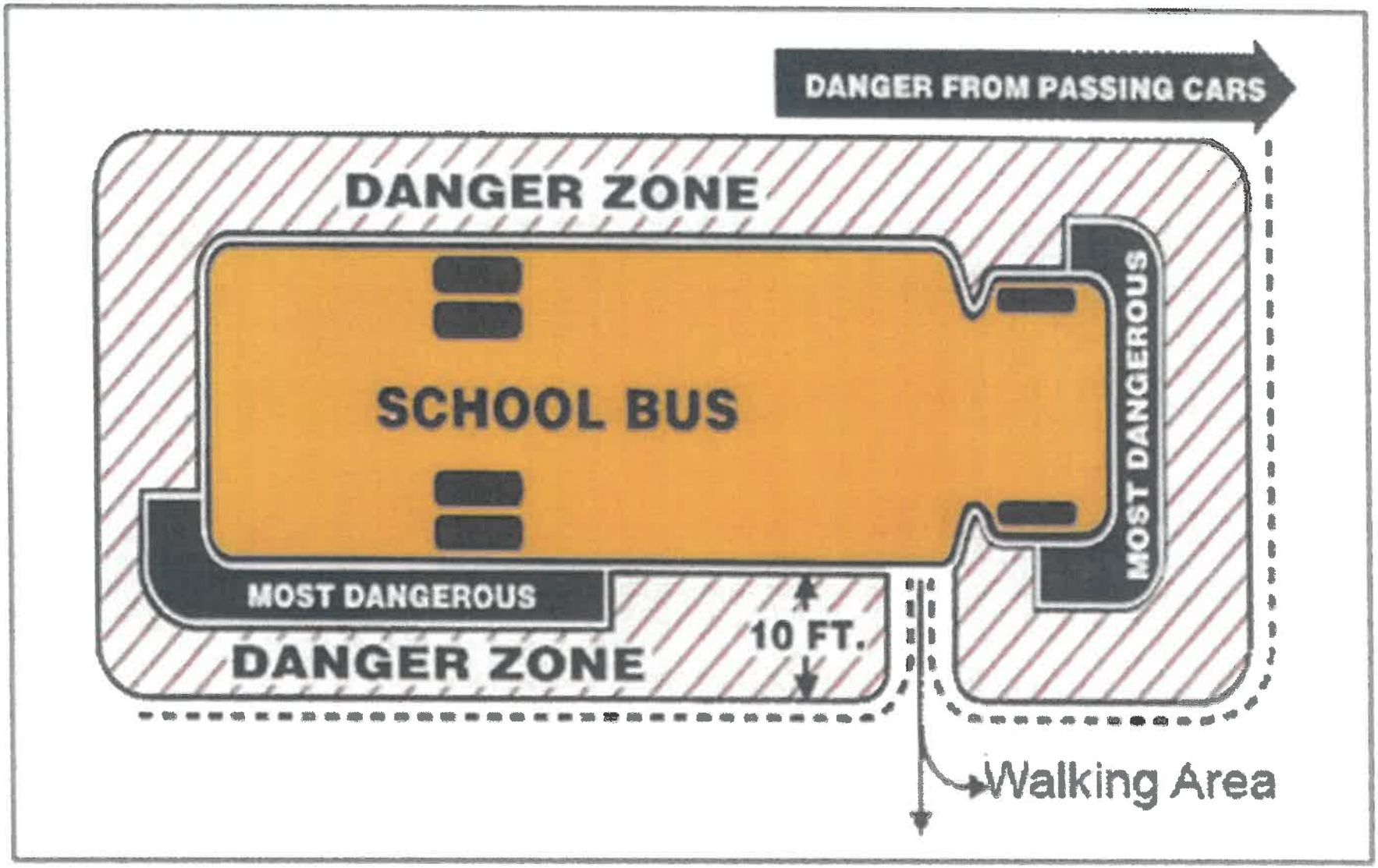
Challenge Charter School's bus service is a privilege and is subject to any change required by the school!

PM1	PM2	PM3	PM4
47th Ave & Grovers Ave	48th Dr & McRae Way	43 Dr & Topeka	39th Ave & Michigan Ave
3:45 - 3:50PM	3:50 - 3:53PM	3:53 - 3:56PM	3:56 - 4:00PM
Boys & Girls Club In front	Southwest corner	Northwest corner	Just north of Michigan Ave on 39th Ave

PM5	PM6	PM7	PM8
39th Ave & Phelps Rd	39th Ave & Port Au Prince	53rd Ave & Acoma Dr	57th Ave & Acoma Dr
4:00 - 4:05PM	4:05 - 4:10PM	4:10 - 4:15PM	4:15 - 4:20 PM
Just south of Phelps Rd. on 39th Ave	Across from Church of Jesus Christ of Latter Day Saints parking lot	Just west of 53rd Ave next to Acoma Park on Acoma Dr.	South side of Acoma @ the driveway

PM9	PM10
57th Ave & Port Au Prince Ln	59th Ave & Country Gables
4:20 - 4:25 PM	4:25 - 4:30 PM
Northern Entrance/Exit of The Village at Thunderbird	Country Gables Apartments - NW corner

*Revised 7/30/2025


DANGER FROM PASSING CARS
DANGER ZONE
SCHOOL BUS
MOST DANGEROUS
MOST DANGEROUS
DANGER ZONE
10 FT.
Walking Area

57

Section 504/Title II (ADA) Complaint Procedure

Challenge Charter Schools has adopted this internal complaint procedure for the prompt and equitable resolution of complaints alleging violations of Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Section 504 and the ADA provide that no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a covered entity or be subjected to discrimination by such an entity. Accordingly, it is the policy of Challenge Charter Schools to not discriminate on the basis of disability. Challenge will investigate complaints and provide for prompt and equitable resolution of complaints that allege any action prohibited by Section 504 or Title II of the ADA.

The 504 Coordinator will receive complaints, whether verbal or written. If school staff or administrators who learn of complaints in forms other than writing, including but not limited to verbal, phone message, or email, they shall notify the 504 Coordinator without delay. Once a complaint has been received, the 504 Coordinator will study the complaint and conduct an investigation, which will consist of gathering information; interviewing witnesses, including but not limited to the complaining party, the alleged victim, and the subject of the complaint; and reviewing relevant documents. This investigation process will afford the complainant, the subject of the complaint, and other interested persons, if any, an opportunity to submit documents and information relevant to the consideration of and resolution of the complaint.

Following the investigation, the 504 Coordinator will promptly determine an equitable resolution, and will notify all parties in writing of its findings and any necessary corrective action. Among the options for necessary corrective action are the implementation of a 504 plan and training on disability and non-discrimination law. This notification shall be issued no later than 30 days from the date the Coordinator receives notice of the complaint. This timeline may be extended as reasonably necessary upon the Coordinator's written notification of such extension to the complainant and subject of the complaint.

Challenge will make all reasonable efforts to maintain confidentiality of the alleged victim and subject of the complaint. Challenge may not be able to preserve the confidentiality in all circumstances however, and will weigh the need for confidentiality against the seriousness of the alleged conduct and other relevant factors. Retaliation against any complainant or against any person who assists a complainant in his or her pursuit of a complaint under Section 504 or Title IX is prohibited. Challenge will take prompt responsive action if it learns of any retaliation.

During the pendency of the complaint Challenge will provide appropriate interim measures. These interim measures may include, but are not limited to, separating students in classrooms, counseling services, and assistance identifying an advocate to help secure additional resources or assistance.

Section 504 Due Process Procedure

Right to Due Process. In the event a parent or guardian [hereinafter "parent"] wishes to contest an action or omission on the part of Challenge Charter School with regard to the identification, evaluation, or placement of a disabled child under § 504 of the Rehabilitation Act of 1973 ("§504"), the parent has a right to an impartial hearing before an impartial hearing officer. Omissions on the part of Challenge with regard to a disabled child might include, for example, Challenge's failure to identify a child eligible for services under § 504. A child's identification as eligible for services under § 504 is not an absolute prerequisite to the right to due process.

The parent must exercise the right to an impartial hearing by providing the written request for hearing (described below) within the state-law timeline for a special education due process hearing under the IDEA. In Arizona, the application of this rule means that requests for a Section 504 due process hearing must be made in writing within two years of Challenge's action or omission.

Parent Participation & Representation. A parent has the right to participate, speak, and present information at the due process hearing, and to be represented by legal counsel or any other type of advocate or representative of their choice at their expense. If a parent is to be represented by a licensed attorney at the due process hearing, he or she must inform Challenge's § 504 Coordinator and the appointed hearing officer of that fact in writing at least seven (7) calendar days prior to the hearing date. Failure to notify the § 504 Coordinator and the appointed hearing officer of that fact in writing shall constitute good cause for a continuance of the hearing date. (See "Continuances" below).

Initiation of Due Process Procedures. A parent who wishes to challenge Challenge's action or omission with regard to the identification, evaluation, or placement of a disabled child must submit a written Request for a Due Process Hearing to Challenge's § 504 Coordinator. Such a written request must make clear that the parent is seeking a due process hearing under § 504 before an impartial § 504 Hearing Officer. If an intent to seek a due process hearing under § 504 is not clear from the face of a Request, Challenge's § 504 Coordinator may contact the parent to clarify the Request and ascertain whether the parent wishes to initiate a § 504 due process hearing. The Coordinator may also assist the parent in clarifying any questions regarding due process rights under § 504.

Appointment of a Hearing Officer. Within fifteen (15) days of the date of receipt of a clear Request for a Due Process Hearing, Challenge will appoint an impartial Hearing Officer to preside over the hearing and issue a decision. The Hearing Officer will be hired by the District as an independent contractor at no expense to the parent. The Hearing Officer shall not be a current employee of Challenge. The Hearing Officer need not be an attorney, but shall be familiar with the requirements of § 504 and Challenge's Hearing Procedures under §504. Challenge's choice of an impartial Hearing Officer is final and may not be made an issue at the due process hearing,

since such an issue would not relate to the identification, evaluation, or placement of a disabled child under § 504. If a parent disputes the impartiality of the appointed Hearing Officer, he or she may raise such issue in a review of the Hearing Officer's opinion by a court of competent jurisdiction (See "Review Procedure" below), or in a complaint to the appropriate Office for Civil Rights regional office (See "Complaints to the Office for Civil Rights (OCR)" below).

Scheduling of Hearing. The appointed Hearing Officer shall issue an Order Setting Hearing Date to the parent and Challenge's § 504 Coordinator in writing at his or her earliest opportunity. Such Order shall set a date for a hearing to be held within fifteen (15) days of the date of issuance of the Hearing Officer's Order. The Order shall also set forth a mutually agreeable time and place for the hearing.

Pre-Hearing Conference. The Hearing Officer may also order a Pre-Hearing Conference at which the parent or his or her representative will state and clarify the issues to be addressed at the hearing. The Pre-Hearing Conference can also serve to resolve preliminary matters, clarify jurisdictional issues, and answer the parties' questions regarding the hearing process.

Dismissals. If, after the Pre-Hearing Conference, the Hearing Officer finds that the parent, as a matter of law, alleges and raises no factual claims or legal issues that come within his or her jurisdiction as a § 504 Hearing Officer, he or she may dismiss the hearing and issue an order to that effect explaining the bases for such finding.

Continuances. Upon a showing of good cause, the Hearing Officer, at his or her discretion, may grant a continuance of the hearing date and set a new hearing date by issuing a written Amended Order Setting Hearing.

Conduct of Hearing. The hearing shall be conducted in an informal, non-adversarial manner. The parties shall address the Hearing Officer by name (i.e. Mr. or Ms.). The hearing shall be closed to the public unless the parent requests that it be open to the public. The parties are free to provide the Hearing Officer with information or opinion as to the validity and weight to be given the information presented to him or her. Neither the Federal nor Arizona Rules of Evidence or Civil Procedure, however, will apply. The Hearing Officer is not required to entertain any legal evidentiary objections to the admissibility, authenticity, or probative value of either oral testimony or documentary exhibits offered at the hearing. In the exercise of his or her discretion, however, the Hearing Officer may reasonably limit testimony and introduction of documentary exhibits for reasons of relevance. (See also "Submission of Documentary Exhibits" below).

Recording. Instead of a formal written transcript produced by a court reporter, the entire due process hearing will be tape-recorded. The parent may obtain a copy of the tape recording at his or her request. In order for an accurate recording to be made, the parties and witnesses shall introduce themselves at the beginning of their presentations.

Witnesses. Witnesses will present their information in narrative form, without the traditional question and answer format of legal proceedings. Cross-examination of witnesses will not be allowed, but a party may request that the Hearing Officer, at his or her discretion, ask a witness a certain question.

Format for Presentations. The parent will present its case first, by making an opening statement which outlines the parent's position on all issues, presenting personally, calling additional witnesses, and making a closing argument. This may be done either personally or through counsel, except for personal presentations or statements. At the end of Challenge's presentation, the Parent may offer a short response to Challenge's case. The above format is not required, but may be helpful in organizing the presentation of the case to the Hearing Officer.

Submission of Documentary Exhibits. As part of their presentations, the parties may submit any reports, evaluations, correspondence, notes, or any other documents that may support their positions and that the Hearing Officer will admit at his or her discretion. Each separate documentary exhibit submitted to the Hearing Officer by either party must be marked numerically (i.e., Parent 1, Parent 2; Challenge 1, Challenge 2, etc.).The Hearing Officer may, in the exercise of his or her discretion, reasonably limit the number of documents to be submitted for his or her review, as well as the number of witnesses and the length and/or scope of their presentations or statements.

Written Closing, Arguments or Briefs. The parties may submit, at the Hearing Officer's discretion, a written Closing Argument summarizing and characterizing the information presented at the hearing, and providing legal authority in support of their position. Time lines for the submission of Closing Arguments shall be set by the Hearing Officer at the conclusion of the hearing.

Closing of Hearing. At the conclusion of all presentations, the Hearing Officer will close the hearing. The Hearing Officer may make an oral ruling at the conclusion of the hearing or take the case under advisement, but must in all cases issue a written opinion addressing and ruling on all issues raised by the parents and indicating what corrective action, if any, Challenge must take. Formal findings of fact and conclusions of law, however, are not required. Any issue or claim raised by the parent that is left unaddressed by the Hearing Officer in his or her decision will be deemed to have been denied. The decision must be issued to both parties within fifteen (15) calendar days after the hearing.

Decision Timeline. A decision must be issued within forty-five (45) calendar days after the date the Request for a Due Process Hearing is received by the district.

Remedies and Relief. The Hearing Officer must confine his or her orders and rulings to those matters that involve identification, evaluation, or placement of children under § 504 and to the provisions of the regulations implementing § 504. If a parent has raised issues or claims outside of the areas of identification, evaluation, or placement, that are not within the Hearing Officer's

jurisdiction, the Hearing Officer will make appropriate findings to that effect either in the written decision, or at any time prior to the issuance of a decision (for example, at a Pre-Hearing Conference). A Hearing Officer may not award attorneys' fees as a part of relief granted to a parent.

Review Procedure. If not satisfied by the decision of the Hearing Officer, a parent may seek review of the hearing decision in a court of competent jurisdiction, generally the closest federal district court.

Complaints to the Office for Civil Rights (OCR). At any time, a parent may file a complaint with OCR if he or she believes that the District has violated any provision or regulation of § 504. The filing of a complaint does not affect the hearing process or the time lines set forth above. OCR addresses § 504 complaints separately and independently of the local hearing process, in accordance with the guidelines set forth in OCR's Complaint Resolution Manual.