

A Petition for Moscow Charter School

Final Edition

July 9, 1998

Submitted by:

Mary Lang, Ed.D.

Joseph Thompson, M.S.

Katrina Dasenbrock, B.S.

Shahab Mesbah, B.S., M.C.S.E., I.P.D.

Michael A. Cressler, J.D.

Revisions submitted October 2012 by Moscow Charter School Board of Directors

Leslie Baker – Chair

Sammantha Green

Nickolas Jorgensen

Terrence Quinn

Brenda Riendeau

Richard Williams

Revisions accepted February 26, 2013 by Moscow School District Board of Trustees

---

Leslie L. Baker, Chair, Moscow Charter School Board of Directors, and President of the Corporation

---

Authorized Representative, Moscow School District

## Table of Contents

I. Submission Information	3
Vision and Mission Statements	4
II. Goals and Objectives	5
Educational Program and Goals	5
Detailed Curriculum	7
Education Thoroughness Standards	11
Dual Enrollment	13
Special Education Services	14
Measurable Standards, Accreditation, and Accountability	18
Assessment Standards	19
Middle Level Credit and Advancement Requirements	31
Improvement (No Child Left Behind)	31
School Calendar and Hours of Operation	31
III. Governance Structure	32
IV. Personnel	33
V. Parental Involvement	37
VI. Facility	38
VII. Health and Safety	38
VIII. Admissions Policy and Services	40
IX. Student Discipline and Accounting	41
X. Annual Audit	42
XI. Program	43
XII. Non-Profit Corporation – Liability Insurance	44
XII. Termination and Non-Renewal	45
Appendix A. Articles of Incorporation and Bylaws of Moscow Charter School	47

## MOSCOW CHARTER SCHOOL PETITION

### I. SUBMISSION INFORMATION

#### Group Submitting

The name of the group submitting the Charter School proposal is Moscow Charter School. The founders of the Charter are as follows:

Mary Lang, Ed.D. Educator  
Owner of Turning Point School  
Parent -Children at Turning Point School

Joseph Thompson, M.S. Educator  
Owner of Turning Point School  
Doctoral Candidate in Education, ABD  
Engineering Technician  
Parent-Children at Turning Point School

Michael Cressler, J.D. Attorney  
Local practitioner  
Parent-Children at St. Mary's

Katrina Dasenbrock, B.S. Special Educator  
Program Specialist for inclusion North, Moscow, ID  
(Provider of Special Education Services)  
Parent-Child at Turning Point School

Shahab Mesbah, 8.S, M.C.S.B., I.P.D. Technology  
Owner of Meteor Light Labs, Moscow, ID  
Parent-Children at Turning Point School

Currently there are no partnerships between Moscow Charter School and existing public schools, institutions of higher education, private entities or community groups. When MCS enrolls Limited English Proficiency students, LEP services are contracted with Moscow School District.

## Vision and Mission Statements

### *Moscow Charter School vision statement*

MCS is a supportive educational community that promotes academic excellence through an integrated Science, Technology, Engineering, Arts and Math (STEAM) focused curriculum.

### *Moscow Charter School mission statement*

Moscow Charter School (MCS) provides a high-quality education in a welcoming and supportive environment with the goals of:

- Encouraging students to achieve their maximum potential and to become caring and successful members of society;
- Developing a lifelong love of learning in each child;
- Familiarizing students with the concepts and practices of Science, Technology, Engineering, Arts and Math (STEAM) through instruction and experiential learning;
- Stimulating the intellectual, emotional and physical development of every pupil;
- Creating a foundation for learning upon which students can build and maintain successful careers in areas of their own choosing;
- Providing each student with a sense of community through the close-knit environment at MCS and through frequent contact and engagement with the local community;
- Engaging students with the arts, literature, music and different cultures.

### *21<sup>st</sup> century education and learning environment*

Education is a lifelong process and the skill developed by an educated person goes far beyond what is formally taught in schools. Specific knowledge categorized under various disciplines constitutes a significant part of an educated person's repertoire. Such persons also possess the basic skills necessary to acquire, analyze, synthesize, evaluate, understand, and communicate knowledge and information. They have the ability to respond, in a positive way, to changes in their immediate environment, their community and the world at large. They must be problem solvers able to apply previously acquired skills to new and challenging situations. They must be discerning consumers of information and know how to obtain and filter information. They are always curious and anxious to expand their knowledge and experiences. They are able to work effectively, alone or in teams, and are comfortable and content with their own company and that of others. They are tolerant and, after critical evaluation, accepting of worthy ideas.

MCS engenders these desirable characteristics in its students through a rigorous academic curriculum, dedicated and talented teachers, field trips, stimulating interactions with outside visitors and community members, and a wonderful community atmosphere in which they feel safe and are encouraged to explore and experiment. This environment encourages students to become effective and enthusiastic learners.

### *How learning best occurs*

The small size and community-oriented atmosphere of MCS means that all students and teachers know each other and interact as a community at weekly all-school meetings. This helps produce a learning environment in which all students' contributions are valued and encouraged.

MCS teachers and administrators work to provide a classroom environment that is intellectually stimulating, calm and well organized, and structured, yet flexible enough to adapt to individual student requirements.

MCS students at different grade levels are aware of their roles as citizens of the school, community, and nation. Students interact politely and appropriately with students, teachers, and staff at all levels throughout the school. All students are expected to respect one another's viewpoints.

Our integrated curriculum promotes student learning by presenting concepts in a project-based context, illustrating how core concepts are used and applied in real world situations. Students are naturally curious about the world around them and how it works. MCS uses a STEAM-based curriculum to channel this enthusiasm and teach fundamental concepts.

## II. GOALS AND OBJECTIVES

### *Curriculum and Instruction*

#### Educational program and goals

##### *STEAM curriculum*

Moscow Charter School uses a curriculum focused on Science, Technology, Engineering, the Arts, and Mathematics (STEAM). This curriculum integrates all the required elements of the Common Core curricular standards, so that as a result, Moscow Charter School students will perform to Common Core standards at or above grade level. MCS integrates the Common Core learning standards into the STEAM curriculum with projects in which students read, write, illustrate, and speak about information related to STEAM concepts. These projects will introduce and reinforce the skills and concepts outlined in the Common Core standards for each grade level.

Our view of STEAM (Science, Technology, Engineering, Arts and Math) is not as a supplement to the general principles of a quality education, as enshrined in the rigorous common core curriculum, but as a philosophy of learning to be integrated into the common core curriculum. This philosophy embraces the scientific method – developing a hypothesis, testing this hypothesis and discarding it should its veracity come in to question. It also encourages the scholarly questioning of ideas, the gathering and analysis of data as the basis for the synthesis of a hypothesis and thus fostering active enquiry based learning rather than passive absorption of knowledge. This philosophy is amply demonstrated by how our teachers in our first year of adopting STEAM (AY 2011-12) wove in STEAM concepts across the curriculum. For example, students reading the book "Island of the Blue Dolphins" learned about ocean currents and sea life whilst others reading the book "Charlotte's Web" explored topics in science (plants and photosynthesis; arthropods), social studies (farm resources in Idaho and other parts of the US; the farm hierarchy as a government), engineering (design a garden; build a scale model of Charlotte),

mathematics (create a scaled garden template), and art (depicting the Zuckerman farm). Similar approaches are being used in every classroom and form the basis of our STEAM curriculum.

#### *Yearly theme and cross-disciplinary integrated curriculum*

Every year, MCS chooses a theme that becomes a central organizing focus for the students' academic activities. This theme is integrated into classwork in every subject, producing a vibrant curriculum whose focal point changes every year. Hands-on applications within each year's theme emphasize retention of new skills and information, and add excitement and fun to the learning process. An original theatrical production is created every year to reflect and reinforce students' learning about the central theme. Students take a central role in writing the show and in creating scenery, props, and costumes.

Each year, teachers choose textbooks and class-wide reading selections based on that year's theme. Books and readings will be chosen in accordance with the regulations and procedures promulgated by the Idaho State Board of Education. Topics across the curriculum are then introduced through elements in the reading, allowing students to explore many topics through the lens of the story.

#### *Differentiated instruction*

The small size of MCS and our maximum class size of 22 students per grade level enables teachers to adapt the annual curriculum to the academic and relevant social needs of that year's group of students. This provides for optimal learning conditions because the individual learning needs of each group of students can be taken into account. Within individual grade levels, students may be further grouped by ability, to ensure that all students are challenged at appropriate levels. Although grade acceleration (or block mathematics acceleration) is a possibility for MCS students who are sufficiently in advance of their age group, in general, different levels of accomplishment are handled using the differentiated instruction approach.

#### *Adherence to Common Core standards*

The MCS curriculum will comply with or exceed all requirements of the Common Core standards in mathematics and language arts and literacy.

The Common Core mathematics standards call for students to learn eight mathematical practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

The Common Core standards for English language arts and literacy in history /social studies, science, and technical subjects provide this description of students who are prepared for college and careers:

1. They demonstrate independence.
2. They build strong content knowledge.
3. They respond to the varying demands of audience, task, purpose, and discipline.
4. They comprehend as well as critique.
5. They value evidence.
6. They use technology and digital media strategically and capably.
7. They come to understand other perspectives and cultures.

The Common Core, as articulated in the detailed Core standards, is designed to incorporate these skills and attributes into classwork at an appropriate level for each grade. The MCS curriculum will instill these attributes in students at all grade levels, by incorporating them into the STEAM curriculum.

#### Detailed curriculum

Mathematics, language arts, science, and social studies are taught by the classroom teachers. Classes in technology, movement, physical education, theater, music, visual arts, and Spanish are taught by specialty teachers who have experience working with young children. Because classroom teachers at Moscow Charter School are supported by a professional staff of specialists, they can provide additional attention to teaching the fundamentals to each child. However, classroom teachers also incorporate technology, movement, theater, music and the arts into their teaching. For example, kindergarten students reinforce counting skills with rhythmic movement, and learn new information (days of the week, months of the year) with songs.

#### *Mathematics*

In mathematics, the MCS curriculum will focus both on learning basic skills and on applying those skills to problems in science, engineering technology and everyday life. In addition to developing basic mathematics skills, students will participate in projects that require them to use mathematics across the curriculum, illustrating and reinforcing the basic concepts. Sample projects being carried out in academic year 2011-2012 include: working with maps and measuring distances between map locations, raising silkworms and measuring their growth rates, and designing and building bridges and measuring their strength.

MCS has a block schedule for mathematics. This scheduling allows for flexibility in moving students to academically appropriate skill groups. Students well outside the norm for their grade level may move to a more appropriate classroom for mathematics instruction. Teacher observations, parent input, and assessments are used as the basis for these decisions, and student placement is evaluated based on frequent progress monitoring.

### *Reading, writing, and speaking*

Basic skills of reading, writing, and speaking are fundamental to all fields of inquiry. Building blocks such as vocabulary and basic grammar are critical for all children to master, and the study and development of increasingly complex lines of reasoning is important in furthering students' intellectual development. These skills and abilities are developed at MCS across the integrated curriculum and learned and reinforced through application to lessons in many subjects. The Language Arts curriculum uses materials including fiction and nonfiction trade books, Great Books, and series such as Harcourt Trophies and Words Their Way. Each year's books are selected by the classroom teachers in accordance with grade level goals, the school's yearly theme, and the potential for integrating topics from across the curriculum using themes from the reading.

Because the integrated curriculum bases lessons on specific readings, the range in students' language arts abilities within a particular class is dealt with by differentiated instruction at grade level rather than by block acceleration. Students who have mastered the basic material are presented with more challenging opportunities in the context of the current lesson.

### *Science and engineering*

The science curriculum at MCS is intended to lead students to acquire basic foundational knowledge of science and to think as scientists and to approach problems using the scientific method. Science is integrated throughout the curriculum in all disciplines, so that students reading a story will also study relevant scientific and natural background information about the setting and events.

An inquiry-based, hands-on science curriculum is used in a supplementary fashion. This includes FOSS (Full Option Science System) kits, software simulations, and other interactive and exploratory science, technology, and knowledge acquisition activities. All students are encouraged to participate in the Moscow School District Science Fair, and participation is required by some classroom teachers.

Engineering approaches are also taught at MCS, with students learning principles of planning, design, and construction of models. As with other subjects, these concepts are incorporated into the integrated curriculum.

### *History and social studies*

MCS students develop global awareness and an understanding of their role as citizens by studying Idaho, US and world history, civics, geography, and other cultures. As with other disciplines, much of this information is integrated into lessons on books and stories the students have been reading. MCS currently offers two excellent and innovative after school programs: a Spanish after school program in which native speakers introduce the participants to conversational Spanish and culture and a Dance Club in which the students learn Renaissance dances.

Community engagement is an important component of the social studies curriculum. MCS students begin in kindergarten by studying their families and neighborhoods. Throughout their education this focus is widened to



include the city of Moscow, the state of Idaho, the United States, and other countries. Students have engaged in fundraising for international charities such as Heifer International. They also engage in activities in Moscow and around the Palouse. All MCS students also study conversational Spanish and Spanish culture.

### *Performing Arts*

The inclusion of performing arts in a broad-based curriculum improves the quality of a child's educational experience. Study of the arts teaches discipline, improves self-esteem, inspires creativity, helps students set and reach goals, promotes abstract thinking, and reinforces concepts in mathematics and science. All Moscow Charter School students participate in the music program. Students sing, make and play instruments, create and write music and lyrics, and learn to read music.

Theater is for everyone. Theater provides a common goal that requires collaboration from students and adults. It is a vehicle for learning and expressing a variety of ideas, concepts, and feelings. It is an opportunity for students to develop social and interpersonal skills in a multi-age environment.

All Moscow Charter School students are involved in the end of the year theater production. They experience the creative process of writing the play and music, editing, casting, reading and memorizing scripts, designing the sets and costumes, choreographing dances, rehearsing, and performing to audiences. The theater production is a great learning catalyst and is central to our school curriculum.

### *Visual Arts*

Visual arts are a major component of the MCS arts program. All students participate in visual arts. Students are encouraged to explore, to create, and to reach their full potential. Students paint, draw, sculpt, and learn about elements and principles of art and design through the use of different media in conventional and unconventional ways. They will interact with local artists. Students will create original and innovative works of art to be displayed in the building throughout the school year.

### *Physical education and health*

The purpose of physical education is to help every child achieve optimum growth and development through physical activities. Students will participate in exercises and fitness routines, skill building, and competitive and non-competitive games. They will learn the fundamentals of a healthy lifestyle, including proper nutrition and the importance of regular exercise. Healthy food choices are encouraged for meals and snacks.

### *Organizational skills*

As students progress, they must learn to organize both materials and information. All grades encourage students to use organizational strategies including calendars, folders, planners, and agendas. This will prepare them for secondary education and beyond.

### *Technology*

Technological approaches to instruction change rapidly. MCS teachers and students use more technology than is typical in elementary classrooms. Smart boards, smart slates, document cameras, and student response clickers are in routine use for classroom instruction. Computers are present in every classroom at a computer: student ratio of 1:3 or less, and we are striving to reach a computer: student ratio of 1:1 in the near future. Additional computers are available for use as necessary.

MCS students use classroom and home computers on a regular basis. Some assignments require specialized software or the use of specific websites. Other assignments involve using computers to develop multimedia presentations about students' subject work. Students use layout software to create books and newsletters, presentation software to create live presentations, word processing and publishing software to create content for the school webpage, and spreadsheets for solving mathematical problems and graphing data. Advanced students each have a digital locker to store content in, and this material is used to create an end-of-year digital portfolio.

All MCS students and their parents are required to sign an Acceptable Internet Use Policy form at the beginning of each school year. By signing this form, students agree to use MCS computers and accounts only as permitted by teachers; to not give out personal information online; to not impersonate others online, to not plagiarize material found online, and to refrain from purposely using or viewing inappropriate websites. This form also provides for parental permission for internet use.

In our view, acquisition of technological devices is not an end in itself. It is the creative and educationally valid use of this technology that is so important. The following outline describes our vision as to how technology will be integrated in to our curriculum. With the availability of additional and better computers it becomes feasible for students to undertake scientifically meaningful projects. Many organizations, e.g., the US Geological Survey, the National Oceanic and Atmospheric Administration, the Physics Education Group at Montana State University, the Geological Society of America, the National Aeronautics and Space Administration and many more, make available on their Websites, in real-time, data collected in ongoing experiments such as ocean surface temperatures, monitoring of the ozone layer, seismic data, daily streamflow, Antarctic weather and iceberg data, etc. MCS students will visit these carefully vetted sites, download and analyze the data. For example, they may use real-time daily streamflow data to study water trends, intense weather events, climate change, statistical methods, or any number of related topics. Using the most complete long-term water information available from USGS, students can build their own data sets and water budgets for their community, state, or the Nation to see how water availability and use affect all aspects of our daily lives. Another example, students will explore the large volumes of data that NASA collects about the Earth from space allowing them to use scientific inquiry and math skills as they access and display microsets of the Earth System.

Professional bodies such as The American Chemical Society, the American Physical Society, National Geographic, NASA Education, the American Geological Institute and the National Association of Biology Teachers maintain excellent Websites that provide age appropriate information, virtual and “real” experiments and suggested projects. Our students will visit these sites as resources for gathering information, doing experiments and projects.

There are a plethora of apps for smart phones that allow the gathering of data from the phones’ inbuilt magnetometers, gyroscopes, accelerometers and GPS. It is easy to see how the gathering and analysis of such data could enhance students’ engagement with science/technology/mathematics. Similarly, the Websites mentioned above can be accessed from smart phones.

### *Education thoroughness standards*

Idaho Statute 33-1612 states that a thorough public education ensures that:

1. A safe environment conducive to learning is provided;
2. Educators are empowered to maintain classroom discipline;
3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
4. The skills necessary to communicate effectively are taught;
5. A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;
6. The skills necessary for students to enter the work force are taught;
7. The students are introduced to current technology; and
8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

These standards are addressed at Moscow Charter School as follows:

1. A safe environment conducive to learning is provided.

MCS complies with all fire safety, health, accessibility, and building standards, and all facilities are regularly inspected to this purpose. In accordance with Idaho statutes, MCS has a zero tolerance policy towards weapons and the use or possession of alcohol, tobacco, or controlled substances. MCS encourages student wellness by encouraging physical movement and healthy eating as life skills.

2. Educators are empowered to maintain classroom discipline.

The MCS student handbook provides a set of rules for conduct that all students are expected to follow, with consequences for unacceptable behavior. MCS students, faculty, and staff are expected to treat one another with respect and consideration.

In addition to school rules, at the beginning of the year each teacher works with his or her class to develop a set of classroom rules and consequences for breaking rules. This encourages students to take ownership of rules and to consider how their conduct affects others.

3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized.

All MCS students are encouraged in the development of good character in the form of the “three R’s”:

RESPECT - for oneself, others, property, ideas, and differences by expressing feelings appropriately, by caring, compassion, cooperation, and resolving conflicts appropriately.

RESPONSIBILITY – how a child acts when he/she thinks no one is looking - the set of personal behaviors that guide our everyday lives – “to do the right thing” as a member of our school, community, and democratic society.

RESOURCEFULNESS - learning to “tough it out” when something becomes a challenge by adopting a “can do” attitude - using creativity and imagination to solve problems, to create resolutions and to explore the unexplored.

MCS students are held accountable for their actions, and when problems arise, are guided through the following process:

What’s the problem? What happened to cause the problem? Am I responsible? Own the problem.

Have feelings been hurt? What damage was done? How can I make it right? Fix the problem.

After I have done all I can to correct the problem and make it right again. How can I regain the trust that is lost? Learn from the problem.

As positive encouragement to develop and practice important values, MCS students who exemplify these values in the classroom or in their interactions with students, faculty, and staff may receive a “Lion’s Paw” award and the opportunity to be honored at the weekly school meeting.

4. The skills necessary to communicate effectively are taught.

The MCS STEAM curriculum provides all students with extensive writing, speaking, and performing experience. Through science-, mathematics-, and engineering-focused projects, students write individually, engage in group discussions, give audiovisual presentations, and participate in group arts performances. Feedback from teachers and peers reinforces positive communication skills.

5. A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided.

Science and technology literacy are critically important for all American students in the 21<sup>st</sup> century. The MCS STEAM-based curriculum teaches fundamental skills in mathematics and language arts to prepare students for more advanced coursework. The MCS curriculum is fully compliant with Common Core standards.

6. The skills necessary for students to enter the work force are taught.

MCS students leave for middle or high school with the solid grounding in reading, writing, oral communication, mathematics, science, and computer skills that is necessary for all professional work. The MCS curriculum also includes field trips and visitor presentations in which students interact with professionals from different careers, enabling them to learn what skills are valued in the workplace.

7. The students are introduced to current technology.

Technology is a central part of the MCS STEAM-focused curriculum. Up to date computers are available in every classroom for student use. Teachers regularly use laptop computers, smart boards, smart slates, and tablets as part of classwork. Students use online resources for research and enrichment activities.

8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

MCS students are encouraged to think of themselves as contributing members of the school and of the community, state, and country. All students participate in school-wide activities such as Monday Morning Meetings, the Winter Arts Festival, and the school play, thereby learning the value of all contributions to a collective effort. MCS students also participate in many community activities such as the Moscow Community Walk and in fund-raising activities for selected charities.

### *Dual Enrollment*

Dual enrollment is an option for all MCS students as provided for in Idaho Code 33-203(7). MCS will comply with Moscow School District policies on dual enrollment of students, as stated in the charter contract:

Dual enrollment for an individual student must be requested by the parents and can only occur if both schools have adequate classroom space for the student wishing to dual enroll. Both schools must agree to, on a case by case basis, dual enroll a student.

If a student should dual enroll in both Moscow Charter School and Moscow School District No. 281, the participating schools each claim 50% of the state funding for that student.

If a student is predominately enrolled in one school (primary education provider), but wishes to attend one or two classes in another school, the primary education provider will receive the full state funding for the student and pay the other school a tuition based on a percentage of the prior year's actual daily rate per student funded by the state.

In all areas of dual enrollment or partial enrollment, transportation between schools will be the responsibility of the parent or guardian of the student who is enrolled in both schools.

When MCS adds 7<sup>th</sup> and 8<sup>th</sup> grade classes, a section on dual enrollment will be added to the student handbook. This section will describe opportunities for students to dual enroll at Moscow Middle School to access opportunities not offered at MCS. Many of these opportunities may be offered before or after school, but with parents' permission, students may also dual enroll during the afternoon when specialty classes are offered at MCS. The MCS block schedule, in which core mathematics and language arts classes are offered in the morning, precludes use of that time for dual enrollment.

### *Special Education Services*

In order to serve children with special needs, The Moscow Charter School will adopt the mandates described in the Individuals with Disabilities Act-Idaho State Implementation Manual (IDEA). As written, we will provide a free and appropriate public education to all students. Certified classroom teachers are trained to identify and refer children who are not making adequate progress in the classroom. We will use the RTI Model (Response to Intervention) to determine and monitor student progress. Progress is monitored using a variety of research based tools and current best practices. A highly-qualified special education teacher is employed by the school to work with all special needs students.

If intervention efforts at Tier 3 are not successful, the student will be referred for further testing and evaluation. A multidisciplinary team will be established to meet with parents to define evaluation components, complete evaluations and determine eligibility. The multidisciplinary team consists of the LEA (Building Administrator), Child's Current Teacher, Special Education Teacher, School Psychologist, and other specialists as needed (Occupational Therapists, Physical Therapists, Speech Language Pathologists, etc), in addition to the Parent(s). The team will develop an Individualized Education Plan (IEP) for each child who is determined eligible by the team. The IEP will be evaluated every year, and every three years each child's eligibility will be reevaluated. If after testing and evaluation a student is not deemed eligible under IDEA, he or she may be qualified for special services under Section 504. If so, an Accommodation Plan will be developed for the student.

A student's IEP includes a Behavior Intervention Plan (BIP) if necessary. Special education students may not be suspended for more than 10 days total. If a student nears this total, the multidisciplinary team will meet to determine whether a new Behavior Intervention Plan (BIP) is necessary. By the 11th day of the student suspension, manifest determination shall be in place. The student will receive their service minutes as indicated on their IEP with accommodations. Students shall receive positive behavior supports that are individualized to their Behavior Intervention Plan as part of their IEP. The BIP shall be implemented and followed by all members of the school who are in contact with the student. Consequences shall be in place in the BIP and be followed. School Personnel will use best practices in maintaining confidentiality as outlined in FERPA for our students with disabilities.

The Special Education program at MCS is under the supervision of the Moscow School District (MSD). The MSD Special Education Director is also the Director for MCS and will be involved in all aspects of the MCS Special

Education program. MSD will monitor this program for compliance with all rules and guidelines. MCS establishes interagency contracts with specialists as needed to implement each child's IEP. Interagency contracts include, but are not limited to, speech and language pathologists, occupational therapists, physical therapists, counseling agencies and assistive technology agencies as needed. We have an established transition agreement between Health and Welfare's Developmental Disabilities Program.

The Moscow Charter School follows a philosophy of inclusion, determining the least restrictive setting for each child. Children with special needs will be given the opportunity to participate in all classes offered at the school.

#### *Transportation*

The Moscow Charter School will provide transportation services to children with disabilities specified in an individual child's IEP, or to children whose parents request it and who live beyond a 1.5 mile radius of the school, where practical as described in Idaho Code section 33-1501.

If transportation services are required for a particular student, the Moscow Charter School will contract with the Moscow School District to provide the services.

#### *Financial Arrangements*

All Special Education services are provided, and personnel hired, by MCS. Title VI-B funds are allocated based on ISEE reporting, are disbursed by the state to the Moscow School District, and flow from MSD to MCS. The amount budgeted is calculated based on the number of eligible students enrolled at MCS with a complete and active IEP in place at the time of the state Child Count. This amount forms part of the total MSD Title VI-B allocation and is listed in the MSD budget as MCS flow through dollars. MCS provides the MSD with a budget outlining how Title VI-B funds will be spent. MSD oversees MCS expenditures and ensures the funds are spent only on allowable items. MSD then reimburses MCS for allowable expenditures.

#### *Confidential Records*

Confidential records for students with disabilities will be kept in a manner consistent with Family Educational Rights and Privacy Act (FERPA). Only the Special Education Director, Principal, LEA Representative, Special Education Teacher, School Psychologist or Counselor, Related Services, Regular Education Teacher and parents of a student with disabilities have the right to access a child's special education file.

#### *Gifted and Talented Education*

Several features of Moscow Charter School support the needs of gifted and talented students on a daily basis. Block scheduling of mathematics classes allows students to attend mathematics classes in higher grades. A program of differentiated instruction challenges all students at their own level of accomplishment, and small classes allow teachers to fully consider individual student needs. Acceleration to higher grade levels may be considered for exceptional students. Students identified as gifted and talented are also provided with academic enrichment opportunities in a small group setting.

MCS students may be referred by teachers or parents for testing for exceptional abilities. Students will be assessed by a team of educators including the Gifted and Talented program coordinator, the student's teacher, the School Psychologist, and the Principal. For each student nominated, the teacher fills out a teacher rating scale and parents fill out a parent rating scale providing their opinion of student abilities. These assessments will be considered together with the student's class performance, standardized test scores, and performance on other non-diagnostic assessments. If the team decides it is merited and the student's parents' consent is obtained, the School Psychologist will administer a diagnostic assessment test such as the Woodcock-Johnson Test of Cognitive Abilities and the Woodcock-Johnson Test of Achievement.

If the student is identified as exceptional, the team will work with the student's parents to create a written educational plan that consists of long-range goals, student-specific objectives, and particular instruction settings including acceleration, compacting the curriculum, or other appropriate strategies. The overarching philosophy is that students' learning will be supported within the regular classroom setting as well as in an individualized G/T setting, so that all exceptional students may thrive intellectually and creatively.

### *Limited English Proficient Students*

Moscow Charter School's procedures for enrolling Limited English Proficient (LEP) students are as follows:

English proficiency will not be used as a factor in student admissions to MCS.

Students from homes where the primary language spoken is other than English are identified no later than at the time of registration. Registration cards include a question about what language is primarily spoken in the home. Where English is not the primary language spoken in the home, MCS contacts the parents to determine whether LEP intervention is necessary and desired. Parental involvement is encouraged at all stages of this process.

All necessary LEP services are contracted through Moscow School District. The process followed by the contracted, certified LEP teacher is as follows, using the same tests and standards as MSD.

The ELL placement test is administered to each student to assess his or her level of English proficiency.

MCS works with the Moscow School District personnel responsible for LEP intervention to design and implement an appropriate program to meet the needs of the individual student. Teachers certified in bilingual education will oversee the development of these education programs. Teachers will be provided professional development opportunities and in service training to support professional competencies as appropriate to meet these goals. Appropriate assessment tests will be used to monitor student progress in English language as well as subject areas.

The Idaho English Language Assessment (IELA) test is administered to the student to assess progress in oral, writing, and reading skills with respect to the Idaho English Language Development Standards. Students testing at or above state recommended proficiency will be exited from the program.



*Migrant Education Program*

Migrant students will be subject to the same enrollment criteria as other students. If a migrant student at the Moscow Charter School should require supplementary educational programs the student would be referred to a school within the district that qualifies for federal funds from the State Migrant Education Program

### **III. Measurable Standards, Accreditation, and Accountability**

#### *Outcomes-Measurable Student Educational Standards*

Assessment incorporates both day to day observations as well as periodic statewide standardized testing. Measurable student educational standards for each child will generally follow the Common Core standards as outlined below.

Students are assessed frequently on their performance on core and specialty subjects. Throughout the year, a variety of records will be kept to document and evaluate student performance. This will include samples of written, oral, and multimedia work as well as daily teacher observations. Paper or electronic portfolios will provide the measurement foundation for all kindergarten through eighth grade students.

Our STEAM curriculum is presented in an integrated, project-based form. Student learning on topics in science, engineering, and the arts will be assessed by teachers based on evaluation of classwork. This work may include writing assignments, oral presentations, and the application of mathematics, science, and engineering principles to problem solving. It may also include tangibles such as artwork, constructed objects, and performances. Individual teachers may require participation in externally adjudicated events such as the Moscow School District Science Fair or the NASA Mars Rover team competition, and may use student performance in these events as additional material for learning assessment.

Objective: All students will display a grade-appropriate amount of improvement between the fall and spring quarters. Teachers will assess students' classwork in all areas and assign numerical grades, which will be compared between the fall and spring. By the end of each grade level, all students will have mastered grade-appropriate skills as outlined below under "Assessment Standards".

MCS students are tested using the same formalized statewide and national standardized tests that are administered in other Idaho schools as described in Idaho Code section 33-5205(3)(b). Required testing is coordinated with the Moscow School District in order to compare the Charter School results to district results. MCS employs a testing coordinator who oversees the administration of all standardized tests including the ISAT, IRI, NAEP, IELA, and ISAT Alt. Testing will be conducted as outlined by, and during the windows identified by, the Idaho State Board of Education. Testing accommodations for special populations will be as outlined in each individual student's IEP.

All MCS students in grades K-3 will take the Idaho Reading Indicator (IRI) exam.

Objective: The class average score for each grade will meet or exceed the established Idaho State target for that grade level on the spring IRI. The class average score for each grade will be equal to or above the corresponding scores for the State of Idaho. For individual students as well as each grade, fall and spring IRI results will be compared to assess student progress in reading. If students do not display improvement between successive tests, the MCS Administrator will work with the teacher(s) to develop and implement an appropriate plan for improvement.

All MCS students in grades 3-8 will take the ISAT exam through 2013.

Objective: The class average scores for each grade and subject will meet or exceed the established Idaho State targets for that grade in each subject on the ISAT. The class average scores for each grade will be equal to or above the corresponding scores for the State of Idaho. When the ISAT is superseded by a new exam, performance objectives will be the same as for the ISAT exam. For individual students as well as each grade, test results will be compared from year to year to assess student progress. If students do not display improvement between successive tests, the MCS Administrator will work with the teacher(s) to develop and implement an appropriate plan for improvement.

### **Assessment standards (Common Core State Standards)**

By the end of the school year, kindergarten students will:

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- Work with numbers 11–19 to gain foundations for place value.
- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.
- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.
  
- Recognize letters and words, and how they are presented on a printed or written page.
- Understand spoken letters, sounds, syllables, and words.
- Read common words.
- With support, identify key information from a text (topic, characters, settings, events, stories, words, or other details), ask and answer questions about them, and be able to compare them between different texts.
- Recognize types of texts and their details (author, illustrator, title, parts of a book).
- Participate and engage in group and individual reading activities.
- Use writing, drawing, dictating, and digital tools to tell stories and to convey information and opinions.
- Carry out shared projects, and incorporate constructive criticism to improve work.
- Use research techniques to explore a question.
- Understand the rules of polite discussion, and use conversation to communicate, seek or convey information, and respond to questions.
- Use grammar at a grade-appropriate level (use of common words, pluralization, interrogatives, capitalization, punctuation, prefixes and suffixes).
- Explore word meanings and categories, and connect to real examples.
- Learn and use new words.

By the end of the school year, students in grade 1 will be able to:

- Represent and solve problems involving addition and subtraction.
  - Understand and apply properties of operations and the relationship between addition and subtraction.
  - Add and subtract within 20.
  - Work with addition and subtraction equations.
  - Extend the counting sequence.
  - Understand place value.
  - Use place value understanding and properties of operations to add and subtract.
  - Measure lengths indirectly and by iterating length units.
  - Tell and write time.
  - Represent and interpret data.
  - Reason with shapes and their attributes.
- 
- Recognize sentence structure.
  - Understand and distinguish spoken sounds, syllables, and words; work with phonemes and apply understanding of sounds to learning new words.
  - Identify and recall key information from a text and demonstrate understanding of it, ask and answer questions about it, and be able to compare it between different texts.
  - Read and compare different types of text.
  - Use the structure of a text to find information.
  - Read independently at a grade-appropriate level.
  - Write using appropriate structure and sequence to supply information, answer a question, or narrate a sequence of events.
  - Work collaboratively on research and writing projects, and incorporate constructive criticism from peers.
  - Use digital tools to produce writing.
  - Understand the rules of polite discussion, and use conversation to communicate, seek or convey information, and respond to questions.
  - Contribute to ongoing conversations to exchange information or ideas.
  - Describe information or ideas, using visual illustrations when appropriate.
  - Use complete sentences at grade-appropriate level.
  - Use grammar at a grade-appropriate level (pluralization, possessives, verb tenses, parts of speech, capitalization of proper names, punctuation).
  - Spell unknown words phonetically and use different strategies to determine their meanings.
  - Explore word meanings and categories, and connect to real examples.
  - Learn and use new words.

By the end of the school year, students in grade 2 will be able to:

- Represent (in words, and with equations using a symbol for the unknown number) and solve problems involving addition and subtraction.
  - Add and subtract within 20 (use mental strategies; know all sums from memory by end of year).
  - Work with equal groups of objects to gain foundations for multiplication (counting by 2's, 5's, etc; simple arrays).
  - Understand place value.
  - Use place value understanding and properties of operations to add and subtract.
  - Measure and estimate lengths in standard units.
  - Relate addition and subtraction to length (using measurements or a number line).
  - Work with time (telling time) and money (monetary units).
  - Represent and interpret data (line plots and bar and picture graphs).
  - Reason with shapes and their attributes (recognize, draw, and subdivide shapes).
- 
- Use phonics skills to analyze unknown words.
  - Read irregularly spelled words at grade level.
  - Accurately read aloud, and self-correct as necessary.
  - Demonstrate understanding of texts by recalling information, answering questions, retelling and interpreting stories.
  - Understand the structure of different texts and how they contribute to purpose or meaning.
  - Use text structure to locate information and understand the use of illustrations and text features to convey information.
  - Compare and interpret factual information from texts and understand how arguments are supported by reasoning and evidence.
  - Explore character, setting, plot, different versions of stories, and stories from other cultures.
  - Read at grade-appropriate level.
  - Write using appropriate structure (introduction, body, closure) and sequence to supply information, answer a question, or narrate a sequence of events.
  - Support opinions or arguments with facts and reasoning.
  - Work collaboratively on research and writing projects, and incorporate constructive criticism to revise and improve work.
  - Use digital tools to produce writing.
  - Understand the rules of polite discussion at grade-appropriate level, and use conversation to communicate, seek or convey information, and respond to questions.
  - Listen and respond to others, and ask for information as needed.
  - Recall and coherently recount information or stories, verbally or using recorded or visual media.
  - Contribute to ongoing conversations to exchange information or ideas.
  - Describe information or ideas, using visual illustrations when appropriate.
  - Use complete sentences at grade-appropriate level.
  - Use grammar at a grade-appropriate level (collective and irregular plural nouns, irregular verb past tenses, reflexive pronouns, sentence structure).

- Use conventional English capitalization, punctuation, and spelling of grade-appropriate words, and apply learned rules to new situations.
- Use strategies to determine meanings of unknown words and to create new compound words.
- Explore word meanings, categories, and shades of meaning, and connect to real examples.
- Learn and use new words.

By the end of the school year, students in grade 3 will be able to:

- Represent (in words, and with equations using a symbol for the unknown number) and solve problems involving multiplication and division.
  - Understand properties of multiplication (commutative, associative, and distributive properties) and the relationship between multiplication and division.
  - Multiply and divide within 100 (know from memory all products of two one-digit numbers by end of year).
  - Solve problems involving the four operations (word problems; assess correctness of answers using estimation), and identify and explain patterns in arithmetic.
  - Use place value understanding and properties of operations to perform multi-digit arithmetic (round to nearest 10 or 100; work with multiples of ten).
  - Develop understanding of fractions as numbers (understand and compare values).
  - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
  - Represent and interpret data (draw scaled graphs and line plots and use them to answer questions).
  - Geometric measurement: understand concepts of area and relate area to multiplication and addition.
  - Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
  - Reason with shapes and their attributes (understand different shapes may share some attributes but not others; partition shapes into equal area portions).
- 
- Use phonics skills to analyze unknown words.
  - Read irregularly spelled words at grade level.
  - Accurately read aloud, and self-correct as necessary.
  - Ask and answer questions about texts including their central ideas and give supporting information.
  - Retell and interpret stories, and describe their themes and the motivations and points of view of their characters.
  - Understand the use of literal and nonliteral language and how words and illustrations are used to tell a story and convey meaning.
  - Understand the structures of different texts and how they contribute to purpose or meaning.
  - Describe the relationship between a series of concepts, actions, or events presented in a text.
  - Obtain, compare and interpret information from texts and illustrations and support arguments with reasoning and evidence.
  - Read at grade-appropriate level.

- Write using appropriate structure (introduction, body, conclusion) to supply information, answer a question, or narrate a sequence of events.
- Use appropriate facts, reasoning, dialog, and illustrations to develop topics, support opinions or arguments, or enrich a narrative.
- Coherently describe event order and the relationships between facts or concepts.
- Conduct research projects, work collaboratively, and incorporate constructive criticism to revise and improve work.
- Use digital tools to produce and publish writing.
- Write regularly on different types of task to build and reinforce these skills.
- Engage in effective discussion and conversation with different partners and different group sizes.
- Be prepared, stay on topic, and remain polite and constructive.
- Contribute ideas to the discussion and explain their connection to it.
- Obtain key information from audio, visual, quantitative and verbal sources, and ask and answer questions about it.
- Fluently read and recount information or stories, verbally or using recorded or visual media.
- Use complete sentences at grade-appropriate level.
- Use and explain grammar at a grade-appropriate level.
- Use appropriate English capitalization, punctuation, and spelling of grade-appropriate words, and apply learned rules to spelling and understanding new words.
- Use reference materials and appropriate strategies to determine meanings of unknown words and to create new compound words.
- Apply knowledge of language to effectively read, write, listen, and speak.
- Explore word meanings (literal and non-literal), categories, and shades of meaning, and connect to real examples.
- Learn and use new words at grade-appropriate level.

By the end of the school year, students in grade 4 will be able to:

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.
- Generalize place value understanding for multidigit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.
- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
- Use phonics skills to analyze unknown words.
- Accurately read unfamiliar multisyllabic words using knowledge of phonics.
- Read prose and poetry aloud, accurately and with appropriate interpretation.
- Summarize information from a text, giving detailed examples, descriptions, or narratives.
- Distinguish between explicit and implicit information in a text.
- Determine meaning of words from context.
- Explain differences between types of writing and their structure.
- Understand point of view in stories and factual narratives.
- Interpret oral or visual presentations of information and how they are related to a text.
- Explain how reasoning and evidence can be used to support an argument.
- Draw comparisons between different texts or stories that involve the same information, themes, or patterns.
- Read at grade-appropriate level.
- Write using appropriate structure (introduction, body, conclusion) to present an opinion, supply information, or narrate a sequence of events.
- Use appropriate facts, reasoning, dialog, and illustrations to develop topics, support opinions or arguments, or enrich a narrative.
- Write clearly and coherently and use structure effectively, presenting events or concepts in a logical and persuasive order.
- Conduct research projects, work collaboratively, and incorporate constructive criticism to revise and improve work.
- Use digital tools to produce and publish writing and acquire keyboarding skills.
- Recall, gather, categorize, and use relevant information.
- Write regularly on different types of task, over time frames of a few minutes to several days (including research and revisions).
- Engage in effective discussion and conversation with different partners and different group sizes.
- Be prepared, stay on topic, remain polite and constructive, and demonstrate understanding of and engagement with others' ideas.
- Recall and paraphrase information from audio, visual, quantitative and verbal sources.
- Identify reasons and evidence used by a speaker to support points.
- Fluently and clearly recount information or stories, giving appropriate details.
- Use audio and visual media to enhance presentations.
- Distinguish between formal and informal English discourse.
- Use and explain grammar at a grade-appropriate level.
- Use appropriate English capitalization, punctuation, and spelling of grade-appropriate words, and apply learned rules to spelling and understanding new words.
- Use reference materials and appropriate strategies to determine meanings of unknown words and to create new compound words.
- Apply knowledge of language to effectively read, write, listen, and speak.



- Understand nuance, figurative language, and shades of meaning.
- Learn and use new words at grade-appropriate level.

By the end of the school year, students in grade 5 will be able to:

- Write and interpret numerical expressions.
  - Analyze patterns and relationships.
  - Understand the place value system.
  - Perform operations with multi-digit whole numbers and with decimals to hundredths.
  - Use equivalent fractions as a strategy to add and subtract fractions.
  - Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
  - Convert like measurement units within a given measurement system.
  - Represent and interpret data.
  - Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
  - Graph points on the coordinate plane to solve real-world and mathematical problems.
  - Classify two-dimensional figures into categories based on their properties.
- 
- Use phonics skills to analyze unknown words, using context to confirm understanding.
  - Accurately read unfamiliar multisyllabic words using knowledge of phonics.
  - Read prose and poetry aloud, accurately and with appropriate expression.
  - Quote accurately from a text when explaining it and drawing inferences.
  - Determine and summarize themes or main ideas in a text, giving supporting details as necessary.
  - Compare and contrast events, concepts, characters, or events in a text, giving supporting details as necessary.
  - Determine meaning of words from context, including figurative speech and academic or technical terms.
  - Analyze the structure of a full text and compare and contrast it with others.
  - Understand point of view in stories and factual narratives and how it influences the presentation of information.
  - Analyze how different media enrich a text, and use information from multiple sources to answer questions.
  - Explain how reasoning and evidence can be used to support an argument.
  - Integrate information from different texts or stories that involve the same information, themes, or patterns.
  - Read at grade-appropriate level.
  - Write using appropriate structure (introduction, body, conclusion) to present an opinion, supply information, or narrate a sequence of events.
  - Use appropriately detailed and logically ordered facts, reasoning, dialog, and illustrations to develop topics, support opinions or arguments, or enrich a narrative.
  - In a narrative, give description in a clear order that orients the reader, develops the story effectively using appropriate narrative techniques, manages story flow, and leads to a logical conclusion.

- Write clearly and coherently with appropriate organization of the text.
- Conduct research projects, work collaboratively, and incorporate constructive criticism to revise, edit, rewrite, and improve work.
- Use digital tools to produce and publish writing and improve keyboarding skills.
- Recall, gather, categorize, and use relevant information from multiple, documented sources.
- Write regularly on different types of task, over time frames of a few minutes to several days (including research and revisions).
- Engage in effective discussion and conversation with different partners and different group sizes.
- Be prepared, stay on topic, remain polite and constructive, and demonstrate understanding of and engagement with others' ideas.
- Summarize information presented orally and explain how reasons and evidence were used by a speaker to support points.
- Fluently and clearly recount information or stories, giving appropriate details.
- Use audio and visual media to enhance presentations.
- Distinguish between formal and informal English discourse.
- Use and explain grammar at a grade-appropriate level.
- Use appropriate English capitalization, punctuation, and spelling of grade-appropriate words, and apply learned rules to spelling and understanding new words.
- Use reference materials and appropriate strategies to determine meaning, pronunciation, and spelling of unknown words.
- Apply knowledge of language to effectively read, write, listen, and speak. Understand and interpret nuance, figurative language, and shades of meaning.
- Learn and use new words at grade-appropriate level.

By the end of the school year, students in grade 6 will be able to:

- Understand ratio concepts and use ratio reasoning to solve problems.
  - Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
  - Compute fluently with multi-digit numbers and find common factors and multiples.
  - Apply and extend previous understandings of numbers to the system of rational numbers.
  - Apply and extend previous understandings of arithmetic to algebraic expressions.
  - Reason about and solve one-variable equations and inequalities.
  - Represent and analyze quantitative relationships between dependent and independent variables.
  - Solve real-world and mathematical problems involving area, surface area, and volume.
  - Develop understanding of statistical variability.
  - Summarize and describe distributions.
- 
- Analyze information in a text, drawing inferences and citing evidence to support them.
  - Determine and summarize themes, key steps, or main ideas in a text, giving supporting details as necessary.
  - Analyze structure of stories and factual narratives.

- Determine meaning of words from context, including figurative speech and technical terms, and analyze word choice.
- Analyze the structure of elements of a text and how they fit into and contribute to the whole.
- Analyze point of view in stories and factual narratives and how it influences the presentation of information.
- Analyze how use of different media can affect the experience of reading, listening to, or viewing a story.
- Use information from multiple sources to answer questions.
- Evaluate how reasoning and evidence are used to support arguments in a text.
- Integrate information from different texts or stories that involve the same information, themes, or topics.
- Read at grade-appropriate level.
- Write using formal style and appropriate structure (introduction, body, conclusion) to present an opinion, supply information, or narrate a sequence of events using clear reasoning and relevant evidence.
- Use appropriately detailed and logically ordered facts, reasoning, dialog, and illustrations to develop topics, support opinions or arguments, or enrich a narrative.
- In a narrative, give description in a clear order that orients the reader, develops the story effectively using appropriate narrative techniques, manages story flow, and leads to a logical conclusion.
- Write clearly and coherently with appropriate organization of the text.
- Conduct research projects, work collaboratively, and incorporate constructive criticism to revise, edit, rewrite, and improve work.
- Use digital tools to produce and publish writing and improve keyboarding skills.
- Recall, gather, categorize, and use relevant information from multiple, properly documented and referenced sources, and assess the credibility of sources.
- Write regularly on different types of task, over time frames of a few minutes to several days (including research and revisions).
- Apply grade-level reading standards to analyze fiction and nonfiction texts.
- Engage in effective discussion and conversation with different partners and different group sizes.
- Be prepared, remain polite and constructive, structure the conversation as appropriate for the task, support the discussion with evidence, and show understanding of others' perspectives.
- Summarize oral arguments and explain how reasons and evidence were used by a speaker to support points.
- Fluently and clearly recount information or stories, giving appropriate details.
- Present oral arguments in a logical and clear manner with appropriate details.
- Use multimedia elements to enhance presentations.
- Distinguish between formal and informal English discourse and use each appropriately.
- Use standard English grammar, capitalization, punctuation, and spelling. Apply knowledge of language to effectively read, write, listen, and speak. Use reference materials and appropriate strategies to determine meaning, pronunciation, and spelling of unknown words. Understand and interpret nuance, figurative language, and shades of meaning. Learn and use new words.

By the end of the school year, students in grade 7 will be able to:

- Analyze proportional relationships and use them to solve real-world and mathematical problems.
  - Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
  - Use properties of operations to generate equivalent expressions.
  - Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
  - Draw, construct and describe geometrical figures and describe the relationships between them.
  - Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
  - Use random sampling to draw inferences about a population.
  - Draw informal comparative inferences about two populations.
  - Investigate chance processes and develop, use, and evaluate probability models.
- 
- Analyze information in a text, drawing inferences and citing multiple pieces of evidence to support them.
  - Determine themes, key steps, or main ideas in a text, analyze their development, and summarize them. Analyze structure of stories and factual narratives.
  - Determine meaning of words from context, including figurative speech and technical terms, and analyze word choice and sound use.
  - Analyze the structure of elements of a text and how they fit into and contribute to the whole.
  - Analyze point of view in stories and factual narratives and how it influences the presentation of information.
  - Analyze how use of different media can affect the experience of reading, listening to, or viewing a story, comparing and contrasting different presentations of a text.
  - Evaluate how reasoning and evidence are used to support arguments in a text.
  - Compare different presentations of the same factual information, in different nonfiction texts or in historical fiction and historical narratives.
  - Read at grade-appropriate level.
  - Write using formal style and logical structure and organization to present an opinion, supply information, or narrate a sequence of events using clear reasoning and relevant evidence.
  - Acknowledge alternate or opposing interpretations.
  - Use appropriately detailed and logically ordered facts, reasoning, dialog, and illustrations to develop topics, support opinions or arguments, or enrich a narrative.
  - In a narrative, give description in a clear order that orients the reader, develops the story effectively using appropriate narrative techniques, manages story flow, and leads to a logical conclusion.
  - Write clearly and coherently with appropriate organization of the text.
  - Conduct research projects using multiple sources and generating follow-up questions.
  - Work collaboratively, and incorporate constructive criticism to revise, edit, rewrite, and improve work.
  - Use digital tools to produce and publish writing, link to and cite sources, and interact and collaborate with others.
  - Gather, categorize, and use relevant information from multiple, properly documented and referenced sources, and assess the credibility of sources.

- Write regularly on different types of task, over time frames of a few minutes to several days (including research and revisions).
- Apply grade-level reading standards to analyze fiction and nonfiction texts.
- Engage in effective discussion and conversation with different partners and different group sizes.
- Be prepared, remain polite and constructive, structure the conversation as appropriate for the task, support the discussion with evidence, and engage with others' questions and comments.
- Analyze main themes of presentations in various media, giving appropriate details.
- Summarize oral arguments and explain how reasons and evidence were used by a speaker to support points.
- Clearly recount information, giving appropriate details.
- Present oral arguments in a logical and clear manner with appropriate details.
- Use multimedia elements to enhance presentations.
- Distinguish between formal and informal English discourse and use each appropriately.
- Use standard English grammar, capitalization, punctuation, and spelling.
- Apply knowledge of language to effectively read, write, listen, and speak.
- Use reference materials and appropriate strategies to determine meaning, pronunciation, and spelling of unknown words.
- Understand and interpret nuance, figurative language, and shades of meaning.
- Learn and use new words.

By the end of the school year, students in grade 8 will be able to:

- Know that there are numbers that are not rational, and approximate them by rational numbers.
  - Work with radicals and integer exponents.
  - Understand the connections between proportional relationships, lines, and linear equations.
  - Analyze and solve linear equations and pairs of simultaneous linear equations.
  - Define, evaluate, and compare functions.
  - Use functions to model relationships between quantities.
  - Understand congruence and similarity using physical models, transparencies, or geometry software.
  - Understand and apply the Pythagorean Theorem.
  - Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
  - Investigate patterns of association in bivariate data.
- 
- Analyze information in a text, drawing inferences and evaluating which evidence for them is strongest.
  - Determine themes, key steps, or main ideas in a text, analyze their development, and summarize them.
  - Analyze structure of stories and factual narratives.
  - Determine meaning of words from context, including figurative speech and technical terms, and analyze word choice and allusions.
  - Analyze the structure of text and text elements and how they contribute to meaning.
  - Analyze point of view in stories and factual narratives and how it can be used for effect or acknowledged in factual narratives.

- Analyze how texts are altered by presentation using different media.
- Evaluate use of reasoning and evidence to support arguments in a text.
- Analyze creative use of common themes in fiction.
- Evaluate conflicting factual information in two different texts.
- Read at grade-appropriate level.
- Write using formal style and logical structure and organization to present an opinion, supply information, or narrate a sequence of events using clear reasoning and relevant evidence.
- Acknowledge alternate or opposing interpretations.
- Use appropriately detailed and logically ordered information to develop topics and support opinions or arguments.
- In a narrative, give description in a clear order that orients the reader, develops the story effectively using appropriate narrative techniques, manages story flow, and leads to a logical conclusion.
- Write clearly and coherently with appropriate organization of the text.
- Conduct research projects using multiple sources and generating follow-up questions.
- Work collaboratively, and incorporate constructive criticism to revise, edit, rewrite, and improve work.
- Use digital tools to produce and publish writing, link to and cite sources, and interact and collaborate with others.
- Gather, categorize, and use relevant information from multiple, properly documented and referenced sources, and assess the credibility of sources.
- Write regularly on different types of task, over time frames of a few minutes to several days (including research and revisions).
- Apply grade-level reading standards to analyze fiction and nonfiction texts.
- Engage in effective discussion and conversation with different partners and different group sizes.
- Be prepared, remain polite and constructive, structure the conversation as appropriate for the task, support the discussion with evidence, and engage with others' questions and comments.
- Analyze presentations in various media, and their motives and purpose.
- Summarize oral arguments and explain how reasons and evidence were used by a speaker to support points.
- Clearly recount information, giving appropriate details.
- Present oral arguments in a logical and clear manner with appropriate details.
- Use multimedia elements to enhance presentations.
- Distinguish between formal and informal English discourse and use each appropriately.
- Use standard English grammar, capitalization, punctuation, and spelling.
- Apply knowledge of language to effectively read, write, listen, and speak.
- Use reference materials and appropriate strategies to determine meaning, pronunciation, and spelling of unknown words.
- Understand and interpret nuance, figurative language, and shades of meaning.
- Learn and use new words.

Under Idaho code (33-119), accreditation is not required for schools serving only grades 1-8. Should accreditation become necessary for Moscow Charter School, application will be made within the 12 months following this requirement.

#### *Middle Level Credit and Advancement Requirements*

For sixth, seventh, and eighth grades, MCS will assign class credits using the same standards as used by Moscow Middle School, to facilitate dual enrollment and transfer of credit between schools. Students in seventh and eighth grades will receive one middle level credit per class taken per semester. To advance to the next grade, a student must pass at least 80% of the credits attempted in that year. Any student not passing at least 80% of credits attempted may make up credits via alternative mechanisms such as summer study, self-study, and online study. MCS will follow Moscow School District policy for attendance and for alternate mechanisms for grade level promotion.

When MCS adds 7<sup>th</sup> and 8<sup>th</sup> grade classes, a section on dual enrollment will be added to the student handbook describing opportunities for students to dual enroll at Moscow Middle School to access opportunities not offered at MCS. Many of these opportunities may be offered before or after school, but in consultation with parents' and with their explicit permission, students may also dual enroll during the afternoon when specialty classes are offered at MCS. The MCS block schedule, in which core mathematics and language arts classes are offered in the morning, precludes use of that time for dual enrollment. MCS will work with MSD to develop a procedure for managing students' dual enrollment scheduling needs.

#### *Improvement (No Child Left Behind)*

If MCS is identified as being In Need of Improvement or as a one or two-star school as outlined in No Child Left Behind (NCLB), the Board of Directors and the Administrator will work with the Moscow School District to determine what action needs to be taken. If necessary, outside experts will be consulted to determine the best approach to improve performance. A School Improvement Plan will be developed and submitted in compliance with Idaho State Board of Education guidelines. Under the direction of the MSD, the MCS Board will monitor all changes made to instructional methods, curriculum, and staff policies to ensure that learning outcomes are improved in a timely manner and that the process is carried out in full compliance with state guidelines.

#### *School Calendar and Hours of Operation*

The school calendar and hours of operation will follow those of the Moscow School District. The Moscow Charter schedule does further the school's mission, goals and objectives and is consistent with the minimum number of instructional hours by grade level groups as specified by Idaho Code Section 33-512.

### III. GOVERNANCE STRUCTURE

The Moscow Charter School shall be organized and managed as a nonprofit corporation without members.

The Board of Directors shall be legally accountable for the operation of the school. The Board of Directors shall be self-perpetuating and shall consist of at least five individuals, at least two of whom must be parents of students at the school. With two parents on the Board of Directors, parental involvement in the operation of the school is ensured. The Board of Directors shall also have at least one member who is a member of the Parent Action Team (PAT).

The Board of Directors recognizes the powers and duties of the Idaho State Board of Education granted to it by Idaho Code Sections 33-165 and 33-107 and of the Board of Trustees of the Moscow School District granted to it by Idaho Code sections 33-512 and 33-513. The Board of Directors will assume the same responsibilities and liability as any governing board of public education.

#### *Choosing Boards Members, Term Limits etc.*

Article I, Section 2, of the Bylaws (see Appendix A) describes how the Board of Directors of the Charter School will be chosen. The directors shall be elected by the existing directors to serve on the team for two years. Article I, section I of the Bylaws describes the roles and responsibilities of the board. The board shall be legally accountable for the operation of the Charter School. The board shall have the power and duty to employ professional personnel both teachers and administrators, a written contract in the form approved by the state superintendent of public instruction, conditioned upon a valid certificate being held by such professional personnel at the time of entering upon the duties thereunder. Article I, Section 4, of the Bylaws describes how board members may be removed. Any director may be removed with cause by a vote of a majority of the directors, or without cause by a vote of two thirds of the directors. Article I, section 3 & 4, of the Bylaws describe how board members will be replaced. When term limits expire, new directors are elected by the existing directors at the board's annual meeting. When directors resign or are removed, the vacancy is filled by a majority vote of the remaining directors.

No private entity will be involved in the operation of the Moscow Charter School.

#### *Compliance with Idaho Statutes Relating to Public Records*

The Charter School shall comply with the requirements of Section 9 chapter 3 and of Idaho Code sections 67-2340 through 67-2347, relating to public writings and open meetings law.



#### IV. PERSONNEL

##### *Qualifications of Employees*

The qualifications of the Moscow Charter School employees will be as follows:

Classroom teachers and teachers of specialized weekly classes in art, music, and physical education will be highly qualified certified teachers by the state of Idaho.

##### *School's Leader*

Article II, section 5 of the Bylaws, provides that the Chair of the Board of Directors shall be the principal executive officer of the Moscow Charter School.

##### *School Governance*

Administrative services will be provided to the school by the Board of Directors, a Principal and a support staff added as necessary.

##### *Parent, Teacher and Student Involvement-Decision Making*

At least two parents will be on the Board of Directors. One of these parents will be a member of the Parent Action Team. All parents of students at the school will have an open invitation to attend board meetings.

##### *Responsibilities for School Operations*

Responsibilities for the following school operations will be delegated by the Board of Directors during the first meeting in August: maintenance and operation of school facilities, food services and nutrition, custodial services, transportation.

The Board of Directors will be directly responsible for fiscal affairs, communications, policy development and implementation, and performance appraisal and accountability of the staff. The board will appoint a member to coordinate public relations, to ensure that public relations efforts are in competent hands and will accurately convey the school's message to the public and to the school community.

The curriculum director will be responsible for supervision of instruction and day to day classroom management.

##### *Procedures for Recruiting and Hiring*

Moscow Charter School will recruit personnel through E-mail, advertisement in local newspapers and through the University of Idaho and Washington State University Employment Services. Hiring procedures will include an initial contact and conversation with the Chair of the Board of Directors, review of applications submitted by the entire board, an interview with the Board of Directors, and a hands-on visit to the classroom for a half-day. At the end of this process, the Board of Directors will meet and vote on each potential candidate.

### *Employee Contracts and Benefits*

The standard teacher's contract that is posted on the Idaho State Department of Education website will be used for all teachers at the Moscow Charter School. All salaried teacher employees will be covered by and subject to the public employee retirement system, federal social security, federal and state employment taxes, unemployment insurance and worker's compensation insurance in accordance with Idaho Code section 33-1279. Each certificated employee shall be entitled to and be allowed released time for services on committees and commissions established by the state of Idaho or established by the legislature, or established by any of the departments or agencies of the State of Idaho.

Teaching staff will be given release time to attend classes and conferences for professional development that are in line with the mission and curriculum and instructional model of the school. Whenever possible, teachers will be partially or fully funded by the school to attend such conferences.

### *Policy or Provisions on Statutory Requirements*

Members of the Moscow Charter School will follow and observe the following statutory requirements:

- criminal background checks (I. C. 33-130),
- non-discriminatory hiring and dismissal policies (section 504 of rehab act),
- discipline of classified and certificated personnel (33-5 13 (5)),
- a grievance procedure for certificated and non certificated personnel (33-5 1 7)
- provision for sick or other leave (I. C. 33-1217)
- the accumulation of unused sick leave and transfer (I. C. 1217)
- sick leave allowance at retirement (I. C. 33-1228)
- employment on a contract, to be delivered within time lines given (I. C. 3-513 (I)),
- withholding the salary of any certificated employees not holding a valid Idaho certificate (I. C. 33513 (I)),
- endorsement of certificates by employing school organizations (I.C. 33.1207),
- annual contract issuance requirements for certificated employees (I. C. 33-514),
- renewable contract evaluation and recommendation requirements (I. C. 33-515),
- hiring and evaluation of non certificated personnel (I. C. 33-517)
- health insurance provision available for non certificated personnel (I. C. 33-517A),

Provision which ensures that the staff of the charter school shall be considered a separate unit for purposes of collective bargaining

Moscow Charter School employees are not employees of Moscow School District. The staff of the Moscow Charter School shall not be part of the Moscow School District's employees collective bargaining unit. Should the staff of the charter school elect to participate in collective bargaining, they will be separate and independent from the Moscow School District for purposes of collective bargaining.

#### *Transfer Rights for Employees and Accrued Educational Experience*

Members of the Moscow Charter School acknowledge that a district certificated employee who leaves the District for employment at a charter school, but requests to be reemployed by the District within one (1) year of the date that he/she was last employed by the District shall be considered for employment, if an appropriate vacancy position is available, in a position similar to the one held prior to leaving the District, at the discretion of administrators announcing vacant positions. A charter school certificated employee who requests to be reemployed by the District after one (1) year, but within two (2) years, of the date that he/she was last employed by the District, shall be considered for employment, as appropriate in compliance with District policies and procedures, and as a part of the District process for new employees, if the employee is seeking assignment in the same area of certification as when he/she was formerly employed by the District and if the employee provides the District with the following information: an updated transcript and resume, a recommendation and/or evaluations from the charter school, and an indication of his/her preferences for assignment(s), grade(s), or subjects(s). A charter school certificated employee who requests to be reemployed by the district after two (2) years of the date that he/she was last employed by the District must apply through the District's employment procedures for new employees.

A charter school certificated staff member who has never been employed by the District and who wishes to be employed by the District, must apply through the District's employment procedures for new employees. Return of former District employees to the District during an academic year shall be at the sole discretion of the District. Certificated teachers who are hired by the District from a charter school shall have their charter school experience count on the salary schedule the same as the certificated employees hired from other school districts. Charter school certificated employees who are reemployed by the District shall receive full credit for their years of service in the District.

#### *Teacher Evaluation Process*

The MCS teacher evaluation process is based upon the Danielson Framework as called for in IDAPA 08.02.02.120.

Evaluation Process: Category A,B, and C teachers will receive two written evaluations during the school year, once each semester with the first evaluation due before January 1 and second semester evaluation due before April 1. If a teacher's performance is less than satisfactory, the principal will make a reasonable effort to assist the teacher, through the support program, in improving his/her performance. Teachers will have a pre-

observation meeting with the principal to discuss the evaluation process. Classroom observations will be scheduled at least 24 hours in advance. A formal observation will last at least 30 minutes, so as to establish a clear understanding of the day's classroom goals and objectives, reasonably assess student/teacher interaction, and assess demonstration of minimum criteria for effective teaching. Following each formal observation, the principal will complete an evaluation report. The evaluation will be shared with the observed teacher within five to ten working days after the observation and allow for input from evaluated teacher. Mentors and peers will not provide data or facts in personnel performance evaluations.

Teachers who receive an unsatisfactory overall summary rating will be recommended to the Board for a formal period of probation as governed by Idaho Code 33-515. The recommendation to the Board will include: a statement of the deficiencies in performance which have been identified and, if not corrected, may result in the individual being recommended for dismissal; the required corrections including measurable criteria to be used in assessing each area; the plan of assistance that is to be provided to the employee during the probationary period; specific time lines and deadlines for meeting each objective (time may vary according to the situation). The formal probation will be presented to the Board for a final decision regarding probation. The principal is responsible for ensuring that appropriate documentation of all required procedures during probation is available in written form.

At the conclusion of the probationary period the employee shall receive another summative evaluation. If the overall summary evaluation is satisfactory, the employee may receive a recommendation from the principal for continued employment. If the overall summary evaluation is unsatisfactory, the evaluation shall recommend dismissal. The principal's documentation report and the final evaluation will then be presented to the Board for final action.

#### *Administrator Evaluation Process*

The MCS Administrator will be evaluated annually by the Board of Directors as called for in IDAPA 08.02.02.120. . Input will be solicited from faculty, staff, board members, parents, and other stakeholders, and the administrator will conduct a self-evaluation. This input will be taken into account by the Board. The Board will meet with the administrator, following which a written evaluation will be prepared.

The Administrator will be evaluated on achievements in the following areas:

Promoting quality education, student success, and cultural values in alignment with MCS charter

- Ensures that MCS curriculum and yearly theme are aligned with charter objectives and state-mandated standards
- Monitors, assists, and evaluates instructional practices for maximum effectiveness
- Ensures educational opportunities are available to all students, and that special populations' needs are met
- Monitors student growth and success and, if necessary, makes appropriate interventions to programs
- Promotes a culture in accordance with the goals outlined in the MCS Mission Statement

School management

- Develops and implements policies for student behavior and disciplinary procedures

- Implements policies to ensure a safe school for all students, faculty and staff
- Promotes healthy physical, social, and emotional behaviors

#### Personnel management

- Recruits and hires well-trained and highly motivated teaching staff who share the mission and values of the MCS community
- Effectively coordinates and oversees a professional development plan that is aligned with MCS goals and promotes excellence in teaching
- Demonstrates familiarity with all relevant rules and regulations concerning hiring and personnel management

#### Communication

- Regularly and effectively communicates with MCS stakeholders including parents, teachers, staff, Board members, and the Moscow School District
- Promotes MCS culture of inclusiveness through personal relationships with students and parents
- Solicits feedback from MCS stakeholders to increase effectiveness of education and school operations
- Develops and disseminates clear administrative procedures to implement MCS policies
- Works with MCS Board of Directors to set MCS strategic goals

#### Leadership and organization

- Demonstrates good judgment and effective decision-making
- Effectively manages MCS budget
- Allocates resources fairly and in such a way as to most effectively promote student learning and staff performance and development
- Ensures all policies are being followed, and necessary administrative procedures are being carried out

#### Growth in student achievement

- Ensures that MCS meets all required objectives for growth in student achievement

#### *Evaluation policy*

The data gathered during personnel evaluations will be used by the MCS Administrator (for teachers) or the Board of Directors (for the Administrator) to determine a recommended course of professional development for the evaluated employee.

The MCS Administrator will receive ongoing training in conducting personnel evaluations, and this will be added to the MCS budget for professional development.

The Teacher and Administrator evaluation plans will be included in the MCS Teacher Handbook. These plans will be reviewed annually by stakeholders including teachers, staff, the Administrator, and the Board of Directors, who may propose possible changes to the plans.

## V. PARENTAL INVOLVEMENT

### *Advisory Committee*

At its organizational meeting, the Board of Directors shall designate an advisory committee consisting of two board members, two parents and two teachers which shall advise the board and be responsible to receive, review and resolve complaints.

Article I, section 2 of the Bylaws, provides that at least two directors shall be parents of children attending the Charter School.

## VI. FACILITY

### *Facility to be Utilized*

Since 2001 Moscow Charter School has been operating in three fully accessible buildings at 1723 East F St., Moscow. One building, 800 square feet in size, contains the kindergarten facility and has a separate, fenced play area. The main building, 5277 square feet in size, contains seven classrooms of 541 square feet each, as well as a great room with kitchen and library facilities and additional computers for student use. An additional 1800 square foot outbuilding functions as a multi-purpose room used for lunch, art, theater, dance, exhibition of student work, family events, and indoor play space. A playground and grassy field adjacent to the main school building provides outdoor space for play, PE, and class use.

The site is inspected each year by the Moscow fire chief, the Moscow building inspector and the local Health Department to qualify the existing programs for city licensing. Each year the facility must pass inspection of all three entities. The facility does meet the accessibility requirements of the Section 504 of the Rehabilitation Act and Americans with Disabilities Act.

The present facilities include sufficient classroom space for 196 students in eight classrooms of 24 students each (fire code limit) although MCS tries to maintain an upper limit of 22 students per class. In addition to the current K-6<sup>th</sup> grade classes, this space will accommodate a 7<sup>th</sup> grade class to be added in 2013-2014. By Fall of 2014 additional space will be necessary for an 8<sup>th</sup> grade class. The MCS Board of Directors is currently exploring possibilities for permanent expansion of instructional facilities. If necessary, to add capacity for grade 8, portable classrooms may be placed on MCS property behind the main school building until it is possible to construct permanent facilities for the additional students. All such temporary space will be compliant with all necessary fire, safety, and health standards.

## VII. HEALTH AND SAFETY

### *Health and Safety Procedures*

The proposed building will be inspected annually as provided in Section 39-4130, Idaho Code, for compliance with applicable codes. Following this inspection, the Moscow Charter School will, within 30 days, (1), correct any

deficiencies specified in the inspection report, or (2), if the corrective action requires structural modification, file a written plan with the inspecting agency for correction at the beginning of the following school year.

Yearly inspections by the State Department of Building Safety, fire department, and building inspector will occur in early September.

Monthly fire drills will occur and reports will be sent to the Moscow Fire Chief.

All teachers at the school will be required to obtain a finger-print check by the state of Idaho as well as become certified in CPR and first aid within 30 days of the first day of school.

The MCS Student Handbook states:

#### PERSONAL SAFETY

The safety and security of your child is important to us. Our comments are not intended to frighten you, but merely offered for your thoughtful consideration and personal judgment.

1. Please discuss issues of personal security with your child. Child abductions are a sad reality within our society. Children must be taught what to say and do when they are waiting for the bus, walking home from school or left at home alone and must answer a ring of the phone or a knock at the door. Please take a moment to think about the way you wish your child to respond to these scenarios and discuss safe alternatives with them.
2. In the event of a “Bomb Threat” the phone tree/emergency directory will be activated to inform you of your child’s location and status, once we have insured the safety of our students.
3. In the event of an “Armed Intruder” our staff will implement an emergency plan designed to deal with this circumstance. Once again the phone tree/emergency directory will be activated to inform you of your child’s status and procedures for picking them up.
4. Weapon Policy: According to State Law #5053.08, the Moscow Charter School Board will immediately expel anyone found to have carried or concealed a weapon or firearm on school grounds or premises. All such incidents will be referred to local authorities for prosecution. Copies of our policy are available in the office.
5. Student Harassment, Intimidation & Bullying: Board Policy defines Harassment and consequences for those found guilty of violating this standard.
6. Children, teachers/staff, and parents have the right to experience the elementary school years free from the threat of emotional and physical violence. While there are no guarantees in this modern world, it makes sense to:
  - Teach children that they have the right to expect safety at the Moscow Charter School.
  - Acknowledge that children need time, education and support in learning the skills necessary for positive human interaction.

- Create an environment of openness and trust.

#### *Suicide prevention plan*

MCS will abide by the Moscow School District's Suicide Prevention Procedures (MSD Policy 5158.10).

### VIII. ADMISSIONS POLICY AND SERVICES

#### *Admission Procedures and Non-Sectarian Issues*

The Charter School will have a policy of open enrollment of new applicants through a lottery process of random selection in compliance with Idaho Code 33-5206. The lottery will be conducted by an independent third party and will take place on the last school day of March in each year. A complete description of the lottery process may be found on the school website.

The Moscow Charter School will be nonsectarian in all aspects of the operation and shall not charge tuition, levy taxes or issue bonds. Student fees may be charged in certain circumstances.

#### *Public School Attendance Alternative and Provision for Transfer of Students into the Moscow School District Schools*

Students in the Moscow School district who do not choose to attend the Moscow Charter School will have the following attendance alternatives based on their home address within the district's attendance zones:

Lena Whitmore School 110 S. Blaine  
McDonald School 2323 East D St.  
Russell School 119 N. Adams  
West Park School 510 Home  
Moscow Middle School 1410 E. D St.

Students living within the boundaries of Moscow School District have the right to withdraw from the Moscow Charter School and transfer into the Moscow School District at any time. The Moscow Charter School will not withdraw or transfer a student involuntarily, unless the withdrawal or transfer is accomplished through established procedures used by public schools.

#### *Student Records*



The Moscow Charter School will maintain both active and archival records for current/former students. All permanent records of students leaving the school, whether by graduation or withdrawal to attend another school, must be transferred to the school in accordance with state law (I.C. 33-209)

#### IX. STUDENT DISCIPLINE AND ACCOUNTING

The Moscow Charter School will follow the mandates of Idaho Code 33-512(6) to define the policy, rules and code of conduct for student behavior and attendance.

##### *Procedures for suspension, expulsion and re-enrollment*

The procedure for suspension, expelling and re-enrollment of students will follow the law specified in Idaho Code 33-205. They will include but not be limited to the following statements.

The Board of Directors may deny attendance by expulsion to any pupil at the Moscow Charter School who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the governing board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in the school is detrimental to the health and safety of other pupils, or who has been expelled from another school district. Any pupil having been expelled may be readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the board; but such readmission shall not prevent the board from again expelling such pupil for cause.

The Board shall expel from school for a period of not less than one year, a student who has been found to carry a weapon or firearm on school property, except that the board may modify the expulsion order on a case-by-case basis. Discipline of students with disabilities shall be in accordance with the requirements federal law part B of the Individuals with Disabilities Education Act and section 504 of the rehabilitation act. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

If a student is found to be in possession of or under the influence of alcohol or controlled substances, law enforcement and the student's parents or guardians will immediately be notified, and the student may be subject to suspension or expulsion. This policy will be added to the student handbook for 2012-2013 and thereafter, and to policies available on the MCS website. All students and parents are required at registration to sign a form stating they have read the handbook and understood the policies.

No pupil shall be expelled nor denied enrollment without the Board of Directors first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on its own behalf, and to cross examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardians a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge.

Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment is herein provided, shall come under the purview of the youth rehabilitation law, and an authorized representative of the board shall file a petition with the magistrate division of the district court of the county of the pupil's residence, in such form as the court may require under the provisions of section 16-1807, Idaho Code.

The principal may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of the school. A temporary suspension by the principal shall not exceed five school days in length; and the Board of Directors may extend the temporary suspension an additional 10 days. Provided, that on finding by the Board of Directors that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupil's health, welfare or safety, the Board of Directors may extend the temporary suspension an additional five school days. Prior to suspending any student, the principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge these reasons. Any pupil who has been suspended may be readmitted to the school by the principal who suspended him upon such reasonable conditions as said principal may prescribe. The Board of Directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any thereto.

#### *Attendance Records*

Daily attendance records will be kept and periodically reported to the state for financing information. Student permanent records including required immunizations will be safeguarded and kept confidential.

#### *Student Handbook*

A student handbook describing school rules and procedures is available for download on the MCS website. A copy of this handbook for the 2012-2013 school year is appended below. All parents are required at registration to sign a statement affirming that they have read and understood the student handbook and that they agree to all stated policies.

## X. ANNUAL AUDIT

### *Financial*

Moscow Charter School employs a business manager who oversees school bookkeeping and finances, and works closely with the Treasurer and the Board of Directors to track state funding, grants and donations. Accurate records will be kept of information required by the state department of education such as student attendance and personnel reporting (administrative, certificated, instructional and classified).

### *Annual Audit of Financial and Programmatic Operations and Statement of Non-Liability for Moscow School District*

As defined in Idaho Code 33-70 I subsection 6, a full and complete audit will be conducted yearly by a qualified and independent C.P.A. chosen by the Board of Directors and contracted by the Moscow Charter School. Appropriate financial statements will be prepared throughout the year and presented at the audit. The audit will be conducted in accordance with generally accepted auditing standards. The audit will be conducted annually 90

days after the last day of the fiscal year and will be presented as part of the public annual review of the charter. Annual reports will report all funding resources in a manner consistent with the uniform Idaho Financial Accounting Reporting

### *Management System*

Moscow School District is not liable for the acts, omissions, debts or other obligations of the Moscow Charter School and the charter school governance board assumes this liability.

## XI. PROGRAM

Statements Regarding Petitioners Responsibility to Notify, State Board of Education, Submitting Annual Reports, and Duration of the Charter

If the Moscow Charter School is approved by the Moscow School District Board of Trustees, the petitioner is responsible for notifying the State Board of Education of the local board's approval in writing.

Each year an annual report will be submitted to the Moscow School District following the current school year. This report will include an audit of fiscal and programmatic operations, a report on student progress based on the Moscow Charter School's educational standards, and other information as dictated in the charter agreement. The programmatic audit will be submitted to MSD in mid-June and the fiscal audit in mid-September.

Moscow Charter School shall report annually to the Moscow School District the status of its exceptional education support program. The report shall include, but not be limited to, data confirming the number of persons served both disabled and gifted, the nature of the program, the money distributed pursuant to the provision of the exceptional education support program, and the estimated number of persons both disabled and gifted, requiring but not receiving services.

The charter will be regularly reviewed by the MCS Board of Directors and updated as necessary to remain current with state law and with best educational and management practices.

The Moscow Charter School will perform self-assessment audits that cover: progress made on goals to be achieved, the extent to which students have met the educational standards proposed, the extent of parental involvement and school climate and scores on standardized tests. In addition, an assessment of compliance with applicable state and federal laws and regulations for the operation of the school and the effectiveness of the school's overall educational program will be performed and reported on in the annual programmatic audit.

### *Accreditation and Assurance Statutory Requirements Will be Met*

Under Idaho law, accreditation is only required for schools serving grades 9-12. Should accreditation of MCS become required, application for it will be made within one calendar year of its becoming necessary, and the academic program will be altered as necessary to obtain accreditation.

## XII. NON PROFIT CORPORATION -LIABILITY INSURANCE

### *Articles of Incorporation and Bylaws*

See Appendix A for copies of Moscow Charter School Articles of Incorporation and Bylaws.

The Bylaws meet the state's minimum legal requirements for a non-profit organization.

Article 9 of the Articles of Incorporation provides that the Moscow School District No. 281 is the primary recipient of assets in the event of dissolution or failure of the Moscow Charter School.

The Moscow Charter School recognizes that it can sue, be sued, purchase receive hold and convey real and personal property for school purposes, and borrow money for such purchases, to the same extent and on the same conditions as a traditional public school district, and its employees, directors and officers shall enjoy the same immunities as employees, directors and officers of public school districts and other public schools; and the approving authority of the charter school having no liability for the acts, omissions, debts or other obligations of the charter school and the petitioner does indemnify and hold the School District, its Board, agents and employees harmless from all liability, claims and demands on account of injury, loss or damage, including without limitation, attorney's fees, and court costs arising out of claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with operations of the charter school.

### *Insurance*

The potential civil liability effects upon the school and upon the district

At this time the petitioners are unaware of any potential civil liability effects upon the Moscow Charter School or upon the Moscow School District if this petition is approved. The Moscow Charter School shall defend, hold harmless and indemnify the Moscow School District against any claim, action, loss, damage, injury, liability, cost or expense of any kind or nature, including but not limited to attorney's fees and court costs, arising out of the operation of the Charter School and/or arising out of the acts of omissions of the agents, employees, or contractors of the Charter School. The Charter School shall maintain a policy of general liability insurance, and any other type of insurance necessary to provide coverage for the potential losses described in this paragraph. The policy of insurance shall have limits of liability not less than \$3 million aggregate, and \$1 million per occurrence. The charter school shall provide the Moscow School District with proof of such insurance.

## *Policy Manual*

The bylaws, board resolutions and charter will act as the initial policy manual for the Moscow Charter School but additional policies may be instituted by action of the Board of Directors.

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

If a dispute arises out of or relates to the provisions of the charter and if the dispute cannot be resolved through negotiation, the Moscow Charter School and the entity granting the charter (either the local board of trustees or the state board of education) shall first try in good faith to resolve the dispute by mediation administered by a professional mediator before resorting to arbitration, litigation, or some other dispute resolution procedure.

## XII. TERMINATION AND NON-RENEWAL

The members of the Moscow Charter School recognize that the Moscow School District Board of Trustees may terminate during the term of the charter or refuse to renew the charter if the board finds that the charter school has:

- a. failed to substantially meet one or more of the student educational standards identified in the charter contract; or
- b. committed a material violation of any condition, standard or procedure set forth in the charter petition or contract; or
- c. failed to meet generally accepted accounting standards of fiscal management; or
- d. lost substantial support of the school's parents, staff and/or community, or
- e. violated any provision of law; or
- f. failed to submit required reports to the District; or
- g. filed for bankruptcy or financial reorganization and is unable to pay its creditors; or
- h. shown that it is not in the best interest of students for the school to continue operation.
- i. Except in emergency situation, the Board will provide thirty (30) days written prior notice and an opportunity for the charter school's Board of Directors to be heard by the Board before the Board can terminate a charter school contract.

If the Moscow School District Board of Trustees has denied the renewal of a charter, the petitioner may resubmit the charter, with new signatures, as requested by the Board. A decision to terminate a charter may be appealed directly to the State Board of Education. Upon termination of the charter school contract, all records of students residing in the District shall be immediately transferred to the District.

The following statutory requirements will be met and observed and federal laws will be met.

33-105 Rules and regulations - Executive department

33-1 18 Courses of study - Textbooks

3 3-208 Kindergarten and child attendance not compulsory

33-512 Governance of schools

33-519 Release for religious instruction.

33-107 General powers and duties of the state board.

33-1001 Definitions of words and phrases found in Chapter 10 (State Aid - Apportionment) (2,4,5)

3 3-1002 Educational support program

33-1003a Calculation of average daily attendance

3 3-1007 Exceptional education program report

33-12 12 Elementary school counselors

33-1605 Health and physical fitness-Effects of alcohol, tobacco, stimulants and narcotics

33-1608, 1609, 1610, 1610 Family life and sex education

33-1612 Thorough system of public schools

33-200 1 Definitions of words and phrases found in Chapter 20 (Education of Exceptional Children)

**Appendix A**

**Articles of Incorporation and Bylaws of Moscow Charter School**

ARTICLES OF INCORPORATION

OF

MOSCOW CHARTER SCHOOL

The undersigned, in order to form a nonprofit corporation under the provisions of the Idaho Nonprofit Corporation Act, Title 30, Chapter 1, Idaho Code, submits the following articles of incorporation.

Article 1 CORPORATION NAME: The name of the corporation shall be Moscow Charter School.

Article 2

Article 3

NONPROFIT STATUS: The Corporation is a nonprofit corporation.

PERIOD OF DURATION: The period of duration of the Corporation is perpetual.

Article 4 REGISTERED OFFICE AND AGENT: The street address of the registered office of the Corporation is 512 Northwood Drive, Moscow, Idaho 83843 and the registered agent at such address is Mary Lang.

Article 5 PURPOSES: The purposes for which the Corporation is organized and will be operated are as follows:

A. Provide an Idaho Charter School for the education of children.

B. Educational within the meaning of Section 501(c)(3) of the Internal Revenue

Code of 1986, as amended from time to time, including, for such purposes the making of distributions to organizations that qualify as exempt under such Section 501 (c)(3).

C. To exercise all powers granted by law necessary and proper to carry out the foregoing purposes, including, but not limited to, the power to accept donations of money, property, whether real or personal. or any other things of value. Nothing herein contained shall be deemed to authorize or permit the Corporation to carry on any business for profit, to exercise any power, or to do any act that a corporation formed under the Act, or any amendment thereto or substitute therefor, may not at that time lawfully carry on or do.

Article 6 LIMITATIONS: No part of the net earnings or the assets of the

Corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 5 hereof. No substantial part of the activities of the Corporation shall be for the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in



(including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time.

Article 7 MEMBERS: The corporation shall not have any members.

Article 8 BOARD OF DIRECTORS: The affairs of the Corporation shall be managed by its Board of Directors who shall be deemed public agents authorized by a public school district to control the Charter School. The number of Directors serving on the Board of

Directors shall be fixed in accordance with the Corporation's Bylaws. Other than the Directors constituting the initial Board of Directors, who are designated in these Articles, the Directors shall be elected by the existing Directors of the Corporation in the manner and for the term provided in the Bylaws of the Corporation.

The names and street addresses of the persons constituting the initial Board of Directors are:

NAME	ADDRESS
Mary Lang	621 Lynn St., Moscow, ID 83843
Joseph Thompson	621 Lynn St., Moscow, ID 83843
Katrina Dasenbrock	3186 Lundquist Lane, Moscow, ID 83843
Shahab Mesbah	608 S. Main, Moscow, ID 83843
Michael Cressler	902 Pheasant Run, Moscow, ID 83843

Article 9 DISTRIBUTION ON DISSOLUTION: Upon dissolution of the

Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to Moscow School District No. 281 or to such organization or organizations as shall at that time ,qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such mariner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes or to such organizations, as such court shall determine to be consistent with the purposes of the Corporation.

Article 10 INCORPORATOR: The name and street address of the incorporator is Mary Lang, 621 Lynn St., Moscow, ID 83843.

Article 11 BYLAWS: Provisions for the regulation of the internal affairs of the Corporation shall be set forth in the Bylaws. The Board of Directors of the Corporation shall be authorized to amend the Corporation's Bylaws at a properly noticed special or regular meeting of the Board of Directors.

DATED this 9th day of July, 1998.

Mary Lang

BYLAWS

OF

MOSCOW CHARTER SCHOOL

ARTICLE I

BOARD OF DIRECTORS

Section 1 General Powers and Standard of Care

All corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Directors. The Board of Directors shall be legally accountable for the operation of the Corporation.

A Director shall perform such Director's duties as a Director, including such Director's duties as a member of any committee of the Board upon which such Director may serve, in good faith, in a manner such Director reasonably believes to be in the best interests of the Corporation, and with such care as an ordinarily prudent person in a like position would use under similar circumstances. In performing such Director's duties, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

(a) one (1) or more officers or employees of the Corporation whom the Director reasonably believes to be reliable and competent in the matters presented;

(b) counsel, public accountants or other person as to matters that the Director reasonably believes to be within such person's professional or expert competence;

(c) a committee of the Board upon which such Director does not serve, duly designated in accordance with a provision of these Bylaws, as to matters within its designated authority, which committee the Director reasonably believes to merit confidence; but such Director shall not be considered to be acting in good faith if such Director has knowledge concerning the matter in question that would cause such reliance to be unwarranted. A person who performs such duties shall have no liability by reason of being or having been a Director of the Corporation.

Section 2 Number, Election and Qualification of Directors

The Board of Directors of the Corporation shall consist of a minimum of five (5) members who shall each serve for a term of two (2) years. At least two (2) directors shall be parents of children attending the Corporation's charter school. The number of directors serving on the Board of Directors may be temporarily increased from time to time by resolution adopted at a regular or special meeting of the Board of Directors. However, upon completion of the additional terms of office the number of directors shall return to the above stated minimum

unless the Board again votes to maintain the temporary increase. Each Director shall hold office for the term for which such Director is elected and until such Director's successor shall have been elected and qualified. Directors need not be residents of the State of Idaho. At its annual meeting, the Board shall consider the pending expiration of existing terms and provide for the staggering of terms of other board members, or the need to fill additional board seats, in order to ensure continuity of leadership.

### Section 3 Vacancies

Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining Directors though less than a quorum of the Directors. A Director elected to fill a vacancy shall be elected for a full term of office. Any directorship to be filled by reason of an increase in the number of Directors may be filled by the Board of Directors for a full term of office. However, the additional director position shall expire at the end of the term of office and not be filled unless another resolution is adopted to increase the number of directors.

### Section 4 Removal of Directors

At a meeting of the Board of Directors called expressly for that purpose, any director may be removed with cause by a vote of a majority of the Directors then in office. Any Director may be removed at such a meeting without cause by a vote of two-thirds of the Directors then in office.

### Section 5 Committees

The Board of Directors, by resolution adopted by a majority of the full Board of Directors, may designate one (1) or more committees, each of which, to the extent provided in such resolution, shall have and may exercise all or part of the authority of the Board of Directors in the management of the Corporation to the full extent defined by the Board upon the creation of such committee. Each such committee shall consist of two (2) or more Directors. The designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed upon it or such Director by law.

Nothing in this bylaw shall be deemed to prohibit the Board of Directors from establishing committees, some or all of whose members may be non-directors, provided that such committees shall not have and may not exercise any of the powers of the Board of Directors.

### Section 6 Directors' and Committee Meetings

Meetings of the Board of Directors, regular or special, or meetings of any committee designated thereby, may be held either within or without the State of Idaho. Unless otherwise specified in this section or in the notice for such meeting, all meetings shall be held at the principal office of the Corporation. All aspects of Director and Committee meetings shall comply with Idaho Open Meeting Law.

### Section 7 Quorum and Voting Requirements

A quorum of the Board of Directors consists of a majority of the Directors in office immediately before a meeting begins. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

A majority of the number of committee members fixed and appointed by the Board of Directors or the Chair, as the case may be, shall constitute a quorum for the transaction of business at a meeting of such committee. The act of the majority of the committee members present at a meeting at which a quorum is present shall be the act of the committee.

#### Section 8 Compensation

No Director or committee member shall receive a salary or other compensation for service in that capacity but may be reimbursed for actual expenses incurred in the performance of such service.

#### Section 9 Director Conflicts of Interest

No Director may have pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the organization, or to accept any reward or compensation for services rendered as a director except as may be provided for in Idaho code pertaining to charter schools.

#### Section 10 Loans to Directors

The Corporation shall not lend money to or use its credit to assist its Directors or officers.

#### Section 11 Liability of Directors for Wrongful Distribution of Assets

In addition to any other liabilities imposed by law upon the Directors of the Corporation, the Directors who vote for or assent to any distribution of assets, other than in payment of its debts, when the Corporation is insolvent or when such distribution would render the Corporation insolvent, or during the liquidation of the Corporation without the payment and discharge of or making adequate provisions for all known debts, obligations, liabilities of the Corporation, shall be jointly and severally liable to the Corporation for the value of such assets which are thus distributed, to the extent that such debts, obligations and liabilities of the Corporation are not thereafter paid and discharged.

A Director shall not be liable under this section if, in the exercise of ordinary care, such Director relied and acted in good faith upon written financial statements of the Corporation represented to such Director to be correct by the Chair or by the officer of the Corporation having charge of its books of account, or certified by an independent licensed or certified public accountant or firm of such accountants to reflect fairly the financial condition of the Corporation, nor shall such Director be so liable if, in the exercise of ordinary care and good faith, in determining the amount available for such distribution, such Director considered the assets to be equal to their book value.

A Director shall not be liable under this section, if, in the exercise of ordinary care, such Director acted in good faith and in reliance upon the written opinion of any attorney for the Corporation.

A Director against whom a claim shall be asserted under this section and who shall be held liable thereon shall be entitled to contribution from persons who accepted or received such distribution to have been made in violation of this section in proportion to the amounts received by them respectively.

## ARTICLE II

### OFFICERS

#### Section 1 Number

The officers of the corporation shall consist of a Chair, Vice Chair, Secretary, and Treasurer, each of whom shall be appointed by the Board of Directors. Such other officers and assistant officers as may be deemed necessary may be appointed by the Board of Directors. Any two (2) or more offices may be held by the same person, except the offices of Chair and Secretary.

#### Section 2 Appointment and Term of Office

The officers of the Corporation shall be appointed at the annual meeting of the Board of Directors to serve a term of one (1) year. If the appointment of officers shall not be held at such meeting, such appointment shall be held as soon as practicable thereafter. Each officer shall hold office until a successor shall have been duly appointed and shall have qualified, until such officer's death, or until such officer shall resign or shall have been removed in the manner hereinafter provided.

#### Section 3 Removal

Any officer or agent may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Election or appointment of an officer or agent shall not of itself create contract rights.

#### Section 4 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

#### Section 5 Chair

The Chair shall be the principal executive officer of the Corporation and, subject to the control of the Board of Directors, shall in general supervise and control all of the business and affairs of the Corporation. The Chair shall, when present, preside at all meetings of the members of the Board of Directors. The Chair may sign, with the Secretary or any other proper officer of the Corporation thereunto authorized by the Board of Directors, any promissory notes, deeds, mortgages, leases, contracts, or other instruments that the Board of Directors has authorized to be executed, except in the cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation, or shall

be required by law to be otherwise signed or executed. The Chair shall, in general, perform all duties incident to the office of Chair and such other duties as may be prescribed by the Board of Directors from time to time.

#### Section 6 Vice Chair

In the absence of the Chair or in the event of the Chair's death, inability or refusal to act, the Vice Chair shall perform the duties of the Chair and, when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair and shall perform such other duties as from time to time may be assigned to the Vice Chair by the Chair or by the Board of Directors,

#### Section 7 Secretary

The Secretary shall attend all meetings of members and the Board of Directors and shall prepare and maintain proper minutes of those meetings. The Secretary shall be the custodian of the official seal of the Corporation, if any, and shall affix that seal on all documents executed on behalf of the Corporation, pursuant to due authorization by the Board of Directors. The Secretary shall have the custody of and properly protect all executed deeds, leases, agreements and other legal documents and records to which the Corporation is a party or by which it is legally affected. The Secretary shall in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the Chair or the Board of Directors.

#### Section 8 Treasurer

The Treasurer shall be the principal financial officer of the Corporation and shall have charge and custody of and be responsible for all funds of the Corporation. The Treasurer shall receive and give receipts for moneys due and payable to the Corporation from any source whatsoever and deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these Bylaws.

The Treasurer shall keep or cause to be kept, adequate and correct accounts of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The Treasurer shall submit to the Board of Directors and the Chair, when required, statements of the financial affairs of the Corporation. The Treasurer shall in general perform all of the financial duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the Chair or the Board of Directors. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of the Treasurer's duties in such sum and with such surety or sureties as the Board of Directors shall determine.

### ARTICLE III

#### MISCELLANEOUS

##### Section 1 Indemnification

The Corporation may, in accordance with section Idaho Code 30-3-88, indemnify any Director, officer or former

Director or officer, or employee of the Corporation against expenses actually and reasonably incurred in connection with the defense of any action, suit or proceeding, whether civil, criminal, administrative or investigative, in which such person is made a party, or is threatened to be made a party, by reason of being or having been a Director or officer, except in relation to matters as to which such person is adjudged to be liable for willful misconduct in the performance of such person's duties to the Corporation.

#### Section 2 Books and Records

At its registered office or principal place of business, the Corporation shall keep: (i) correct and complete books and records of account; (ii) minutes of the proceedings of the Board of Directors; and (iii) such other books and records that the Corporation is required to maintain by law. Any books, records and minutes may be in written form or in any form capable of being converted into written form within a reasonable time.

#### Section 3 Loans

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

#### Section 4 Checks, Drafts, etc

All checks, drafts, or other orders for the payment of money, note or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation as provided by these Bylaws or in such manner as shall from time to time be determined by the Board of Directors.

#### Section 5 Deposits

All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

#### Section 6 Fiscal Year

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in each year, except that the first fiscal year shall begin on the date of the incorporation.

#### Section 7 Corporate Seal

The Board of Directors may provide for a corporate seal that shall be circular in form and shall have inscribed thereon the name of the Corporation, the state of incorporation and the words "Corporate Seal."

### ARTICLE IV

#### AMENDMENTS & PARLIAMENTARY AUTHORITY

##### Section 1 Amendments



These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the Board of Directors of the Corporation at any regular or special meeting by a vote of two-thirds of the Directors then in office, with the provision that any changes be first introduced for consideration at a prior meeting of the Board.

#### Section 2 Parliamentary Authority

The current edition of The Standard Code of Parliamentary Procedure governs this organization in all parliamentary situations that are not provided for in the law or in its articles, bylaws, or adopted rules.

#### ADOPTION OF BYLAWS

The foregoing Bylaws of Moscow Charter School were adopted by the Board of Directors of the Corporation on the August 10, 2010 regular meeting of the Board of Directors, and replace the previous corporation Bylaws.

Aria Arrizabalaga, Board Chair

Anne Taunton, Board Secretary