



Admissions Policy

Moab Charter School caps classes/grades at 20 students to maintain a small differentiated class model. Each year enrolled students will be moved into the next grade, yet are required to submit re-enrollment paperwork to ensure accurate records. Families who fail to turn in their re-enrollment packet by the final day of the current school year may be moved to a waiting list.

Federal and State laws recognize the propriety of preferential enrollment under certain circumstances. Siblings who live in the same household as students who are enrolled at Moab Charter School are given preferential enrollment status. Additionally, children of teachers/staff may receive preferential enrollment. Students with preferential enrollment status who are withdrawn from the school do not receive preferential status for readmission, unless the withdrawal was due to a hardship.

Waiting List

Students will be eligible for enrollment as space becomes available. Enrollment applications will be considered in the order they are received. Waiting lists do not extend to subsequent years. Moab Charter School will approve grades received from accredited public or private schools that align with or are comparable to the coursework and requirements of Moab Charter School.

Student Registration

Students are officially enrolled at Moab Charter School when a parent or guardian has completed the required registration paperwork. Registration forms may include, but are not limited to, disclosures and acknowledgments regarding dress code standards, discipline policies, or any other necessary items. Students may not be enrolled without providing a birth certificate and proof of current immunizations or a signed immunization opt-out form. The school reserves the right to set reasonable deadlines for completed and returned enrollment paperwork after a family has been notified of acceptance. Upon receipt of completed enrollment paperwork, the student entering any date other than the first day of school, will be required to wait 24 to 72 hours before their first day of attendance.

Parental Notification

At the time of registration each year, parents are notified about state laws, rules, and key school policies. Parents are required to complete forms, sign statements of understanding, and to commit to the program standards at Moab Charter School. The MCS Parent/Student Handbook contains policies pertaining to MCS families; including information about behavior, discipline, attendance, volunteers, dress code, field trips, the school calendar, and other important matters. Forms, notifications, and other compliance information required by state and federal regulations are given to parents at the time of registration. Students may not be



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registered without a parent or guardian completing the notification process. Parental notification materials are also found on the school website.

Students with Special Needs

Moab Charter School is subject to Section 504 of the Rehabilitation Act of 1973; which states that children may not be discriminated against solely on the basis of disability for participation in public and private programs and activities that receive federal financial assistance. Additionally, MCS is subject to the provisions of the Individuals with Disabilities Education Act (IDEA). Students with disabilities are entitled to a free and appropriate public education. IDEA also contains procedural safeguards and due process rights for parents in the identification, evaluation, and placement of their child. The school will make reasonable accommodations as required under Section 504 and the Americans with Disabilities Act (ADA) to provide educational and related aids and services that are designated to meet the individual needs of disabled children. (Note: More information and the Moab Charter School Special Education Plan is contained in the Special Education Policies and Procedures Manual.)

Students with Limited English Proficiency

In compliance with Title VI, MCS will identify LEP students and provide education services so they can learn English language skills and acquire the knowledge and skills in academic content areas that all students are required to know. MCS aims to reduce and eliminate the language barriers to educational equality and success by employing teachers qualified and credentialed to teach English language learners and by conducting frequent reviews of the LEP programs utilized, whether for the individual or as standard practice. The school will also provide communications to home in alternate languages. MCS is dedicated to closing the language achievement gap.