

SUBJECT

Wings Charter Middle School Performance Certificate

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5205B

I.C. § 33-5209A

BACKGROUND

Idaho's 2013 charter school legislation contains a new provision requiring that all public charter schools and their authorizers sign Performance Certificates. Performance Certificates for all existing PCSC-authorized charter schools must be executed no later than July 1, 2014. Performance Certificates for new public charter schools must be executed within 75 days of approval.

Performance Certificates replace charters as the documents to which authorizers must hold schools accountable, and must contain the following information:

- The term of the Performance Certificate (3 years for new schools, and 5 years thereafter);
- The Academic and Operational performance expectations and measures by which the public charter school will be judged, including, but not limited to, applicable federal and state accountability requirements; and
- The administrative relationship between the authorizer and the school, including each party's rights and duties.

The legislation also contains a new provision requiring each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the Performance Certificate.

The measurable performance targets contained within the Framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement.

October 10, 2013

On August 30, 2013, the PCSC adopted a Performance Certificate and Performance Framework following four months of public meetings, roundtable discussions, and solicitation of stakeholder input.

The Performance Framework (specifically the Mission-Specific section and, in certain cases, the Financial section) must be individualized for each school and incorporated into the school's Performance Certificate. Each Performance Certificate also contains certain sections to be individualized for each school.

DISCUSSION

PCSC staff has collaborated with Wings Charter Middle School (WCMS) to draft the individualized sections of the Performance Certificate and Framework. In these materials, individualized sections of the Certificate are highlighted in yellow. The mission-specific section of the framework contains measures unique to the school.

A subcommittee of Commissioners has reviewed the draft and recommended that the Performance Certificate be executed as presented.

IMPACT

If the PCSC moves to execute the Performance Certificate, the PCSC Chairman and WCMS Board Chairman will sign the Certificate, making it effective for the dates specified therein.

STAFF COMMENTS AND RECOMMENDATIONS

In accordance with the recommendation of the PCSC subcommittee, PCSC staff recommends that the WCMS Performance Certificate be executed as presented.

COMMISSION ACTION

A motion to execute the Wings Charter Middle School Performance Certificate as presented.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 10th day of October, 2013, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Southern Idaho Learning Center Lab School, Inc. (Wings Charter Middle School / WMCS) (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on August 21, 2008, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2009; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

A. Continued Operation of School. Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.

B. Pre-Opening Requirements. Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2009. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20

to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

- C. Term of Agreement.** This Certificate is effective as of **October 10, 2013**, and shall continue through **June 30, 2017**, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the “Board Roster”). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **WMCS provides a positive educational experience for middle school students. We tailor instruction to build on each student’s unique learning style in order to increase students’ motivation to learn and become productive citizens in their community.**
- B. Grades Served.** The School may serve students in **grade 6 through grade 8.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Students are placed with an advisory teacher with whom they meet two to three times per day in a homeroom environment;**

- School maintains a teacher to student ratio of approximately 1 to 20;
- Students are individually placed within learning cohorts; and
- Positive behavior supports are consistently provided to students.

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. Oversight allowing autonomy. The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. Charter School Performance Framework. The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

C. Authorizer to Monitor School Performance. The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

D. School Performance. The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

E. Performance Framework As Basis For Renewal of Charter. The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance

Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

- F. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.
- B. Maximum Enrollment.**

The maximum number of students who may be enrolled in the school shall be 240 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

Grade 6	80
Grade 7	80
Grade 8	80
Total	240

C. Enrollment Policy. The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.

D. School Facilities. 771 North College Road, Twin Falls, ID 83301. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

E. Attendance Area. The School’s primary attendance area is as follows:

Fifteen miles by road from the physical location of the school at 771 North College Road, Twin Falls, Idaho. The road boundaries, inclusive of residences on each side of the road, going in a counterclockwise direction starting at 200 North in Jerome, ID and including the residences on each side of the road, are:

200 North to Lincoln Ave to 75 North to 100 West to 100 South to 200 West to 300 South to 300 West to 400 South to 400 West to 500 South to Snake River Canyon to 2200 East to 4400 North to 2000 East to 4300 North to 1900 East to 4200 North to 1800 East to 3800 North to 1900 East to 3700 North to 2000 East to 3600 North to 2200 East to 3400 North to 2300 East to 3300 North to 2400 East to 3200 North to 2500 East to 3100 N to 2600 East to 3000 North to 2800 East to 2700 North to 3000 East to 2800 North to 3100 East to 3100 North to 3500 East to 3200 North to 3600 East to 3300 North to 3700 East to 3450 North to 3800 East to 3600 North to 3900 East to 3700 North to 4000 East to Snake River Canyon to 1300 East to 900 South to 1150 East to I-84 to Hwy 93 to 300 South to 800 East to 100 South to Hwy 25 to 500 East to West Main to 800 East to 100 North to Hwy 93 to 200 North

F. Staff. Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker’s compensation insurance, and health insurance.

G. Alignment with All Applicable Law. The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an

imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective **October 10, 2013**.

Chairman, Idaho Public Charter School Commission

Chairman, Wings Charter Middle School Board

Appendix A: Conditions of Authorization/Renewal
Appendix B: Charter
Appendix C: Pre-Opening Requirements
Appendix D: Articles of Incorporation and Bylaws
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Appendix F: School Performance Framework
Appendix G: Authorizer Policies
Appendix H: Enrollment Policy
Appendix I: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

Wings Charter Middle School
October 10, 2013

No conditions of authorization or renewal are applicable.

Appendix B: Charter

WINGS CHARTER MIDDLE SCHOOL, INC.
771 North College Rd
Twin Falls, ID 83301

Charter for School Year 2009 – 2010
2010-2011
2011-2012
Within the Twin Falls School District #411

September 20, 2012

Attendance Areas that may be impacted:

Blaine County SD #061
Camas County SD #121
Cassia County SD #151
Gooding SD #231
Wendell SD #232
Hagerman SD #233
Bliss SD #234
Jerome SD #261
Valley SD #262
Shoshone SD #312
Dietrich SD #314
Richfield SD #316
Minidoka County SD #331
Twin Falls SD #411
Buhl SD #412
Filer SD #413
Kimberly SD #414
Hansen SD #415
Castleford SD #417
Murtaugh SD #418

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TAB I

A. Articles of Incorporation

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B. List of Qualified Electors

See Appendix M

C. Mission and Vision Statement

The vision of Wings Charter Middle School is to promote a successful academic future for all middle school students in the Magic Valley and is represented by our logo: "Soaring to Success" .

The mission of WINGS Charter Middle School, Inc. is to provide an appropriate educational experience for middle school students. Incorporating a hands-on learning experience with a smaller teacher to student ratio, WCMS prepares students for a successful high school experience. WCMS tailors instruction to build on each student's unique learning style.

TAB II
Proposed Operations & Potential Effects

A. Facilities

The goal of WINGS CHARTER MIDDLE SCHOOL is to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. The Board will develop a program to maintain and/or upgrade the buildings and grounds of WINGS CHARTER MIDDLE SCHOOL. See Appendix K for information regarding the current facilities plan and subsequent back up plans.

B. Administrative Services

WINGS CHARTER MIDDLE SCHOOL will function as a non-profit organization, organized and managed under the Idaho Nonprofit Corporation Act, as outlined in the Corporate Bylaws and Articles of Incorporation.

Wings Charter Middle School will employ a principal/head teacher who reports to the WINGS Charter Middle School Board. The principal/head teacher position may be full time or part time depending on enrollment at the school. The WINGS Charter Middle School principal/head teacher will be responsible to see that WINGS Charter Middle School policies and procedures are followed. The WINGS Charter Middle School principal/head teacher will be responsible for the day-to-day operation of WINGS Charter Middle School. The WINGS Charter Middle School principal/head teacher will be responsible for determining WINGS Charter Middle School instructional programs. The principal/head teacher will be responsible for supervising the implementation of the instructional programs and the supervision and evaluation of the instructional staff. The WINGS Charter Middle School Board of Directors will supervise and evaluate the principal/head teacher actions with respect to the Lab School. The WINGS Charter Middle School Board of Directors will have the full power and duty to manage and oversee the operation of the Corporation's business. The Board will adjudicate disagreements between parents and the administration, be responsible for compliance with statute, administrative rule, and the charter as well as serve as the school's policymaking body.

Instructional Organization

School Fiscal Year: The fiscal year of the school is from July 1 to June 30.

School Calendar: The Board of Directors will establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. School holidays will include New Year's Day, President's Day, Memorial Day, Labor Day, Thanksgiving Day, and Christmas Day. For those commemorative days that fall on a school day, the teachers and students will devote a portion of the day on each such day designated in Idaho Code 73-108.

Instructional Hours: The Board of Directors will provide the minimum number of hours (900) for students in grades 6-8 as designated in Idaho Code 33-512.

Records Management: The custodian of personnel and student records will be under the supervision of the Principal. Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file. All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and WINGS Charter Middle School policy.

Non- instructional Operations: The school may hire staff or contract with a service provider for services such as accounting, transportation, food service, business management, or other business or educational services. All contract service providers are required to have adequate limits of liability insurance as determined by the Board of Directors or other state requirements and will maintain the same throughout any contract period. A list of all contracts identifying the party with whom WINGS CHARTER MIDDLE SCHOOL has contracted, the length of the contract, and the expenditures required by the contract must be submitted to the Authorized Chartering Entity for its review no later than thirty (30) days prior to the opening of school and thereafter, annually.

C. Potential Civil Liability

Insurance for potential civil liability, as required by Section 33-5205(4), Idaho Code, will be obtained by the WINGS CHARTER MIDDLE SCHOOL Corporation. The Authorizing Charter Entity shall have no liability for the acts, omissions, debts, or other obligations of WINGS Charter Middle School. WINGS Charter Middle School will operate its business in conformance with all local, state, and federal environmental laws. Specific documentation of the above outlined requirements will be contained in the respective insurance policies negotiated with the insurance providers.

The WINGS Charter Middle School Board members incur essentially the same civil liability as if they were serving as regular school board members. The potential liability risks include, but are not limited to, student and staff transportation, safety risks, personnel actions, and civil rights issues. Therefore, the WINGS CHARTER MIDDLE SCHOOL Corporation will purchase an additional Errors and Omissions Policy to cover their potential liability risks.

D. Potential Effects on School Districts Served by WINGS CHARTER MIDDLE SCHOOL.

The potential effect of WINGS CHARTER MIDDLE SCHOOL on surrounding school districts is expected to be positive. WINGS Charter Middle School will provide targeted instruction to some of their most at-risk students who will then return to their individual school districts with an increased likelihood of graduating from high school. Our numbers will be very low in comparison to the two middle schools in Twin Falls School District, so we do not foresee a financial burden being placed on the district due to declining enrollment. We are also drawing students from many area school districts and not just from the Twin Falls School District.

TAB III

A. Educational Goals and Thoroughness Standards

WINGS Charter Middle School believes that learning occurs when...

- learners construct meaning
- learners see connections between what they learn and the real world
- learners are actively engaged in purposeful tasks
- activities are integrated and meaningful
- learners work individually and as members of a group
- learners are expected and encouraged to learn
- learners internalize that what they learn and do in school makes a positive change in their community
- learners are supported with teachers, mentors and advocates
- all learners have advanced learning opportunities
- all essential curriculum are described with outcomes and standards, and are assessed through formative and summative assessments

With these beliefs in mind, the goals of the WINGS Charter Middle School are to:

- Analyze data from the student management system, state reports, progress monitoring tools, parent and student interest surveys and teacher observations to document student strengths and weaknesses of all students during the Response to Intervention team meetings to make appropriate decisions to promote academic and personal growth.
- Provide opportunities for every student to meet or exceed the academic objectives set forth by Idaho Standards of Achievement Test or other state achievement test that the state uses.
- Use curriculum, teaching styles, and textbooks that are designed and chosen from best practices in constructivist teaching, problem-based learning, and integrated instruction as they pertain to middle school education.
- Allow all participating students
 - To enter the next grade level and be successful in a four-year high school with the skills and abilities necessary to achieve success.
 - To increase literacy skills
- Provide a comprehensive middle school education with an emphasis upon achieving literacy and learning in the content areas.
- Ensure that students become excited about learning and find their intellectual voices
- Foster leadership and interpersonal skills that last a lifetime

To meet all Educational Thoroughness Standards (as defined in Section 33-1612 of the Idaho Code), WINGS Charter Middle School will insure that:

Standard A: A safe environment conducive to learning is provided.

Each student has the right to come to school without fear of taunting, teasing, or violence. Each parent has the right to expect the school to provide a safe, supportive learning environment for their child. WINGS Charter Middle School will:

- Provide facilities that are inspected as required and adopt policies that meet all required city, county, state, and federal health, accessibility, safety, fire, and building codes for public schools to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Develop a staff and student handbook to provide rules and procedures for physical safety. These guidelines will include, and not be limited to, the procedure for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Require criminal background checks to be done on all employees

Standard B: Educators are empowered to maintain classroom discipline.

Each staff member has the right to teach without fear of violence, and students have the right to learn with the same privilege. It will be a priority of the school to create a positive teaching and learning environment with an emphasis on high expectations for performance and behavior.

WINGS Charter Middle School will:

- Develop a student handbook providing a code of conduct including clear expectations with consequences for unacceptable behaviors, and a process for teachers to handle minor and major infractions in the classroom setting. Emphasis will be placed on teachers working directly with parents and students, when appropriate, to resolve discipline problems before they escalate to the point of a student being expelled from the school.
- Establish and maintain rules to be used consistently throughout the school.
- Develop policies relating to procedures for suspension, expulsion, and re-enrollment of students.

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

The school will work to offer opportunities for students to develop and express exemplary character traits in concurrence with the overall educational program. Responsibility will be a fundamental focus of the entire WINGS Charter Middle School community. Areas of responsibility that will be addressed include personal responsibility, personal mastery, personal integrity and self esteem. Below are beliefs surrounding responsibility that will be shared by the WINGS Charter Middle School staff and students.

- **Personal Responsibility:** As Charter Community members we accept responsibility for ourselves as individuals, for how we act, express ourselves, and react. We are accountable for the consequences of those actions, expressions and reactions.
- **Personal Mastery:** We strive for personal mastery, which we define as the process of continual improvement. We continually seek to surpass our previous personal best.
- **Personal Integrity:** As individuals we seek to understand ourselves, be clear about what we believe and live those beliefs. Our words, and most importantly, our actions are congruent with our beliefs. Children will do as we do, not as we say.
- **Self-Esteem:** Our self-image and vision of our future have a major impact on how we function throughout life. We seek to acknowledge individual achievements, validate personal goals, recognize each member's uniqueness and encourage interpersonal and intrapersonal skill acquisition in order to foster development of self-esteem.

Standard D: The skills necessary to communicate effectively are taught.

WINGS Charter Middle School will teach students a range of effective communication skills. Reading and writing, verbal and non-verbal skills and listening skills will be specifically targeted in the intervention curriculum and will be integrated into the content classes.

- Remedial instruction and direct instruction in executive functioning skills in combination with a strong core of academic classes with abstract, complex ideas taught via hands-on, multi-sensory arts-based instruction that will allow students to graduate from WINGS Charter Middle School with the knowledge and skills to be successful when entering a four-year high school academic program
- The staff and students will utilize current technology on a daily basis. Students will be provided with age-appropriate technology curriculum that supports development of a variety of communication skills, including written and verbal.
- The importance of students acquiring the skills to enable them to be responsible citizens of their home, schools, and communities are emphasized
 - In accomplishing their project-learning goals students will be taught the executive functioning skills of planning and organization.
 - Instruction in the group process and multiple opportunities to work as a team will be provided.

AI. Educational Program

WINGS CHARTER MIDDLE School will combine state of the art intervention in reading, written language and math in combination with innovative instruction in the content areas of social science, science and literature for middle school students in the eight county area of the Magic Valley - Camas, Blaine, Lincoln, Gooding, Jerome, Twin Falls, Cassia and Minidoka.

The WINGS CHARTER MIDDLE SCHOOL curriculum is based on the theory that individuals learn best when they learn from their own personal experience. This is best described as the Constructivist Approach to learning. In addition, there is a belief that each individual's approach to learning can be described by the concept of Multiple Intelligences, i.e. (linguistic, mathematical, intrapersonal, interpersonal, bodily-kinesthetic, spatial, naturalistic and musical). This suggests that individuals learn more easily when they have the opportunity to use the "Intelligence(s)" or learning approach(es) they prefer. Pedagogical strategies that will be used at the school include: project based learning, integrated thematic curriculum units, authentic experience, inquiry-based instruction, integrated arts, personalized learning projects, enrichment sessions, and community service.

Project based learning: Each thematic unit at WINGS CHARTER MIDDLE SCHOOL ends with a final project created by either an individual or learner group. These projects are designed to provide the opportunity to apply learning to complex problems as well as to develop products that utilize written and oral expression, technology, the arts, math, language arts, social science and science. It requires the learners to learn how to undertake extended research, analyze the information and synthesize the information into a presentation. It provides the learners an opportunity for self directed in-depth learning and allows them the experience of being an educator through their presentations. Finally, it provides an opportunity for the learners to practice time management in accomplishing the multiple facets of the task. These skills are needed for success both in high school, college, and the world beyond. An example of a final product for a math unit on geometry could be the construction of a new "Perrine Bridge". The learners would present their ideas in both a written and oral report. In addition, they would build a model of their innovative bridge and present it to the community during a learner exhibition.

Integrated Thematic curriculum units: To facilitate learning across subject areas, educators in core subject areas will collaborate to integrate classes around the unifying thematic unit when designing classes.

Integrated arts: Visual and performing arts are woven throughout the curriculum as a way to illuminate knowledge in the core subjects. Learners will be provided a similar opportunity to incorporate the arts into their final projects.

Authentic Experience: As the learners further develop, the school will provide them with “real world” opportunities to gain authentic experiences. One excellent example of this is the learner’s participation in the school’s mandatory community service program described below.

Inquiry-based instruction: Some learners learn best when they are posed a series of questions. They then must work alone, in groups, or with an educator in working through the questions to find the answer. This process allows the student to approach the question using his/her preferred “intelligence(s)”. WINGS CHARTER MIDDLE SCHOOL will educate learners so they have the skills and knowledge base to solve their own problems when they become adults. Inquiry based education not only happens daily in the classroom, but will also be demonstrated in annual school events such as the “Science/Invention Fair”.

Community Service: Community service is a vital and distinctive element of our curriculum. The community service requirement is designed to instill a sense of individual responsibility, social responsibility and civic responsibility. It enables learners to use newly found knowledge to solve community problems. The learners and WINGS CHARTER MIDDLE SCHOOL staff, based on current community needs and interaction with community and government leaders, will determine specifics of the program.

Personalized Learning Projects: While we realize we are a public school with limited resources, focus is nonetheless placed on providing opportunities for learners to individualize their education. Each year, every learner will be asked to create, with cooperation from his or her parents and educators, a Personalized Learning Project (PLP). The PLP is a project that extends the education of the learner in a way that is most meaningful because it is his/her choice and would hopefully connect with their community service efforts.

Enrichment: All students are given the opportunity to choose non-core curriculum courses called enrichment sessions. Enrichment sessions are taught by family and community volunteers. Enrichment topics may include but are not limited to sewing, auto mechanics, biking, cooking, electronics, robotics, computer graphics, science and visual and performing arts. These opportunities allow learners to expand the breadth of their education and perhaps identify a new passion to pursue. Emphasis will be placed on allowing students to explore future career opportunities with these enrichment sessions.

Curriculum: The curriculum will be developed primarily in the summer and fall of 2008 using monies from a Vision Grant that has been awarded to WINGS CHARTER MIDDLE SCHOOL by the Idaho State Department of Education. A curriculum consultant will be hired with expertise in developing engaging instructional activities to meet the needs of diverse learners who will work with the teachers and the principal to develop integrated curricular units of study.

Once the initial curricular units have been created curricular development will be an ongoing process directed by the administrator or their designee with the approval of the Board of Directors. The curriculum will be implemented and evaluated for effectiveness through observations of teachers

and students. The curriculum of WINGS Charter Middle School will be comprised of a variety of learning areas including language arts, science, environmental studies, social studies, mathematics, visual and performing arts, foreign language, health/physical education, and technology.

Language Arts: The language arts goals are to develop learners who are effective communicators, who love literature, and who are lifelong readers and writers. Comprehension skills, vocabulary and grammar are integrated within a literature program. Writing includes a personal journal and creative and expository writing. Communication areas of focus include speaking, writing and presentation skills using modern technological tools.

Mathematics: The mathematics curriculum strives to develop learners who are able to use their math skills effectively and efficiently in real life settings. WINGS CHARTER MIDDLE SCHOOL's math curriculum will be driven by essential learnings that have been distilled from Idaho's State Board of Education mathematics framework standards and the National Council of Teachers of Mathematics standards.

Science: The science curriculum emphasizes hands-on experimentation and functional knowledge of scientific phenomena. While the specific disciplines are the same as presented in the Idaho State Board of Education Science framework (7th grade Life Science and 8th grade Earth Science), the school curriculum differs in several areas. This approach involves experimentation, field trips and visits from guest scientists and local experts. Major concepts are re-emphasized as appropriate and relevant to the interrelationship of disciplines.

Social Studies: This curriculum develops learners who understand that history and social science are about real people, in real places, solving problems relevant to the learners' own lives. Students understand the interrelationships between the peoples of the world and study the past as a background and prelude to the present.

Visual and Performing Arts: The goal here is that the learners embrace the values of arts appreciation including self and group expression in the visual arts, music, theater and dance. The curriculum strives to instill confidence in the learner's artistic self-expression and the appreciation of the artistry of others. Attempts will be made to ensure that each learner will be given the opportunity to participate in music, dance or movement activities, visual art techniques, and art forms as a primary means of expression.

Health and PE: WINGS Charter Middle School will provide an atmosphere that encourages all learners to enjoy physical activity and to incorporate it into their everyday lives. This program emphasizes "lifetime" or "individual" activities as well as "cooperative" sports to perpetuate the concept of lifelong activity.

Technology: The technology program includes learning tools such as computers, interactive video equipment, audio-visual aids, scientific equipment and networks linked to local and nationwide resources. These tools will help students guide their own education. They support a child's natural way of learning both through individual and group discovery as well as seeking solutions to real life challenges.

Social Emotional Learning (SEL): The SEL program at WINGS CHARTER MIDDLE SCHOOL will be developed with the goal of teaching to the whole child. The development of the whole child is accomplished by integrating social and emotional concepts into each of the curricular areas at WINGS Charter Middle School. Social Emotional Learning is regarded as a community responsibility, owned by educators, learners, parents and other community members at large.

B. Educated Person and How Learning Occurs

Educated Person

In order to be prepared for the complex society of the 21st century, every child must be competent in the “core” academic disciplines of language arts, mathematics, social science, and science and be able to demonstrate skills and knowledge in the “non-core” disciplines of the arts, media literacy, and technology. They must be able to use these abilities to think critically and solve problems.

How Learning Best Occurs

The educational program of WINGS Charter Middle School is informed by research and several philosophies regarding teaching and learning and is based upon the teaching, parenting and professional therapeutic experiences of the charter school developers. Below is the outline of the philosophy and practices that guide our educational program.

The Educational Philosophy of WINGS Charter Middle School

Students will demonstrate high levels of achievement that prepare them for college or a profession of their choice when:

- A. Each child’s learning strengths are encouraged and weaknesses are addressed in all aspects of their schooling.
- B. The school supports the “whole child,” by collaborating with the family and any supporting professionals to meet the cognitive, social, emotional, and physical needs of every child.
- C. Teachers are actively engaged in a reflective and collaborative environment of on-going professional development focused on student achievement.

Each of these three areas are discussed in greater detail below.

A. Each child’s learning strengths are encouraged and weaknesses are addressed in all aspects of their schooling.

Through the Response to Intervention teaming process goals and benchmarks for a student’s academic performance, as well as social, emotional, and physical strengths and challenges will be identified for all students at Wings Charter Middle School .

The WINGS Charter Middle School will utilize several methods for addressing students who are not meeting the outcomes identified during Response to Intervention team meetings to include but not be limited to:

- Meeting with parents to examine the student’s course of study and/or assessments from allied professionals
- Identifying what may be blocking the student’s learning
- Outreaching to community experts, as needed and as fiscally possible, to ensure that the student is receiving the necessary supports and services that will allow him or her to reach the agreed upon outcomes.
- Using progress monitoring and questionnaires to determine appropriate interventions

B. The school supports the “whole child,” by collaborating with the family and any supporting professionals to meet the cognitive, social, emotional, and physical needs of every child.

The WINGS Charter Middle School charter school developers believe that the social, emotional, and physical development of a student cannot be separated from his/her academic performance. Therefore, the school will support the “whole child” by fostering a collaborative relationship between school and family.

The student must be seen in the context of his or her family and the family must have ample opportunity to be involved in their student's education. Opportunities for family participation at the WINGS Charter Middle School will include allowing parents the opportunity to provide information regarding the student's social, medical, developmental, and academic history for integration into a "case history" for their child and supporting the student's learning by co-designing the student's course of study and may further include:

- Participating in and attending school functions, such as workshops and school social events.
- Providing input to teachers and administrators regarding curriculum.
- Volunteering time and resources to the school in multiple forms.
- Attending student exhibitions.

C. Teachers are actively engaged in a reflective and collaborative environment of on-going professional development focused on student achievement.

The WINGS Charter Middle School Charter school developers believe that schools are only as strong as their teaching faculty. Core goals at WINGS Charter Middle School are to:

- Ensure professionalism of teaching by establishing a culture that fosters professional development.
- Staff participation in professional development-training opportunities before each school year begins. Professional development opportunities will be designed so teachers will work together to refine curriculum and define focus areas for the school year based upon the past year's student achievement data and other current issues that may impact the coming school year.
- Build in a reflection week in the middle and at the end of the school year for teachers to meet with parents and reflect on the achievement of their students and themselves. Teachers will be given time daily to collaborate, prepare lessons and/or communicate with families.

Skills and Knowledge: The curriculum used to teach skills and knowledge at WINGS Charter Middle School shall contain one or more of the following elements:

Criteria I

Remedial learning activities designed for students who are one to two years below grade level shall contain the following elements:

- The use of research- based intervention programs
- Instructional delivery methods that use research-based pedagogy
- Teacher knowledge of the strengths and weaknesses of the student's cognitive processes
- Intervention programs designed to match the student's cognitive strengths and weaknesses
- Instructional staff who have a working knowledge of the student's social-emotional status

In addition, WINGS CHARTER MIDDLE SCHOOL will strive to develop a program with the following elements:

- Parental instruction in strategies that will assist the student in his practice at home
- The compilation of a developmental, academic, medical and social history on each student
- Monitoring for the need for further evaluation in an allied area, e.g. language, occupational therapy, physical therapy or psychological evaluations, when indicated
- Consultations from allied professionals as needed to assist in meeting each student's individual needs.
- Self-advocacy instruction for the students including knowledge of their own strengths and weaknesses and ways to advocate for themselves.
- Incorporation of active input from a parent-student advisory committee

- A learning environment conducive to all students being valued and learning where teachers can be effective in teaching.
- Direct instruction in the meta-cognitive skills of organization, time management and planning
- Efforts will be made to hire instructors who are highly qualified in their specialized teaching area and/or Special Education and have experience in working with the learning disabled child.
- Ensure that the instructional setting is appropriate and effective regarding:
 - Student-teacher ratios striving to be less than 20:1
 - Sufficient equipment and curriculum
 - Safety
 - Facility maintenance

Criteria II

Intervention instructors and general education instructors will work together to ensure that all hands on, integrated projects will have the skill areas of math, reading and written language infused into them at each student's level of competence to the maximum extent.

The outcomes of these strategies will be students who:

1. Have made individual growth towards proficiency at grade level and/or shown growth by moving one level on ISAT's or end of year curriculum assessments
2. Are prepared to enter the next grade level
3. Have the leadership and interpersonal skills necessary for life success
4. Have the skills necessary for learning success when entering high school and beyond

D. Delivery of Services to Students With Disabilities

Pursuant to the federal Individuals with Disabilities Education Act, Section 33-5205(3)(q), Idaho Code, to deliver services to students who are not already identified as having a disability and/or are currently not on an IEP Child Find activities shall include the following:

- Students will be screened by their general education teacher, or other WINGS CHARTER MIDDLE SCHOOL staff as needed if adequate progress is not made, to determine the potential need for possible Special Education services.
- All students identified through the screening process will be referred to a problem solving team of WINGS CHARTER MIDDLE SCHOOL staff, in consultation with the student's parents, to develop general education interventions, accommodations, and strategies to determine if they can be successful with these supports. If it is determined that it is not likely the student will be successful with accommodations then a referral for a special education evaluation will be considered by a multi-disciplinary team which includes parents.

Special Education Services

WINGS Charter Middle School will provide a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, WINGS CHARTER MIDDLE SCHOOL will serve students with special needs in accordance with IDEA and Section 504. Further, WINGS CHARTER MIDDLE SCHOOL adopts and complies with the current Idaho Special Education manual from the State Department of Education. This manual reflects IDEA guidelines and Special Education best practices. WINGS CHARTER MIDDLE SCHOOL Special Education director will be the IDEA, Section 504, and ADA Compliance officer. WINGS CHARTER MIDDLE SCHOOL will ensure that students who are disabled within the definition of IDEA, Section 504, and ADA are identified, evaluated and provided with appropriate educational services. At the time that students are being referred for a special education evaluation or are known to have a disability and an I.E.P., parents will be given a copy of procedural safeguards. The procedural safeguards will be those outlined in

the current Idaho Special Education Manual which addresses all aspects of Special Education, including identification, evaluation, and delivery of services and Disciplinary Procedures.

Disciplinary Procedures for Special Education Students

The discipline procedures adopted in the Idaho Special Education Manual will be utilized in disciplinary matters for students with disabilities attending WINGS CHARTER MIDDLE SCHOOL. These adopted policies and procedures will meet the requirements of IDEA, Section 504, and ADA.

WINGS CHARTER MIDDLE SCHOOL endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible students in all aspects of the program. The education of students is viewed as a cooperative effort among the parents, school, and community.

Pursuant to federal law WINGS CHARTER MIDDLE SCHOOL will develop jointly with, agree upon with, and distribute to parents of students participating in the Title I program a written parent involvement policy. WINGS CHARTER MIDDLE SCHOOL parents will be notified at the beginning of the school year if the school is identified for Title I school improvement, the reasons for that designation, how the school is addressing the achievement problem, how parents can help address the problem, and the option they have as parents to transfer their student to another public school with transportation provided. At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities to fulfill the requirements necessary to address the requirements of parental involvement goals will be presented.

Meetings

In addition to the required annual meeting, at least three (3) additional meetings will be held at various times of the day and/or evening for parents of students participating in the Title I program. These meetings will be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the school level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

School-Parent Compact

WINGS CHARTER MIDDLE SCHOOL will use Title I funds to develop jointly with parents of students served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The "School-Parent Compact" will:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling students in the Title I program to meet the state's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their student's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their student's education and positive use of extracurricular time; and

3. Address the importance of parent-teacher communication on an ongoing basis with, at minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Guidelines and Responsibilities

In order to achieve the level of Title I parent involvement desired by Charter School policy on this topic, these procedures guide the development of each school's annual plan designed to foster a cooperative effort among parents, school, and community.

1. *Guidelines:* Parent involvement activities developed through every grade level will include opportunities for:
 - a. Volunteering;
 - b. Parent education;
 - c. Parents to provide social, developmental, and academic histories for their children as they pertain to their Individualized Learning Plan (ILP);
 - d. Home support for the student's education; and
 - e. Parent participation in school decision making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

2. Roles and Responsibilities

- a. Parents. It is the responsibility of the Title I parents to:
 - 1) Actively communicate with school staff;
 - 2) Be aware of rules and regulations of school;
 - 3) Take an active role in the student's education by reinforcing at home the skills and knowledge the student has learned in school; and
 - 4) Utilize opportunities for participation in school activities.
- b. Staff. It is the responsibility of staff to:
 - 1) Develop and implement a school plan for parent involvement;
 - 2) Promote and encourage parent involvement activities;
 - 3) Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;
 - 4) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.
- c. Community. Community members who volunteer in the schools have the responsibility to:
 - 1) Be aware of rules and regulations of the school;
 - 2) Utilize opportunities for participation in school activities.
- d. Administration. It is the responsibility of the administration to:
 - 1) Facilitate and implement the Title I Parent Involvement Policy and Plan;
 - 2) Provide training and space for parent involvement activities;
 - 3) Provide resources to support successful parent involvement practices;
 - 4) Provide in-service education to staff regarding the value and use of contributions of parents and how to communicate and work with parents as equal partners;
 - 5) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

Gifted and Talented Program

Section 33-2001, Idaho Code describes gifted/talented students as "...those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities." All public schools, including charter schools, must identify and serve gifted/talented students.

By law, WINGS CHARTER MIDDLE SCHOOL is required to provide for special instructional needs of gifted and talented students enrolled in WINGS CHARTER MIDDLE SCHOOL. The Board, in conjunction with the Principal and staff, will develop the State required plan for WINGS CHARTER MIDDLE SCHOOL's gifted/talented program. The Plan will include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation. WINGS CHARTER MIDDLE SCHOOL's initial plan will be submitted to the Department of Education. Pursuant to State Board mandate, the Plan will be updated every three (3) years.

The Board designates the Principal to be responsible for development, supervision and implementation of WINGS CHARTER MIDDLE SCHOOL's gifted and talented program. Such program will include, but not be limited to, the following:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The Principal/Designee will establish procedures consistent with state guidelines for screening, nominating, assessing, and selecting students of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

Limited-English Proficiency (LEP) Program

WINGS CHARTER MIDDLE SCHOOL anticipates an enrollment ranging from 80-240 students. The ethnic minority in Twin Falls County, and consequently WINGS CHARTER MIDDLE SCHOOL is Hispanic. WINGS CHARTER MIDDLE SCHOOL anticipates limited-English proficient (LEP) students to make up 10-20% of total enrollment. WINGS CHARTER MIDDLE SCHOOL will provide an appropriately planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students, so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services.

WINGS CHARTER MIDDLE SCHOOL will maintain an effective means of outreach to encourage parental involvement in the education of their students. This will be accomplished at the beginning of each school year. WINGS CHARTER MIDDLE SCHOOL will enlist the services of an interpreter to communicate with non-English speaking parents, as required by law. Parents will also regularly be apprised of their student's progress.

Progression of Student through LEP program: The Principal/designee will implement, supervise and disseminate written procedures regarding an LEP program which will:

1. Identify and assist LEP students.
2. Create a plan to quickly emerge student in the English language.
3. Transition LEP students through the program with fluency as quickly as possible.
4. Set attainable goals for students to meet.

LEP Program Goals and Procedures: WINGS CHARTER MIDDLE SCHOOL's Principal/designee will also oversee appropriate LEP instruction and compliance with applicable laws and regulations, by ensuring implementation and adherence to the following programs and procedures:

1. Program Goals

Students whose dominant language is not English may enroll in WINGS CHARTER MIDDLE SCHOOL. Students will have access to and be encouraged to participate in all academic and extracurricular activities of WINGS CHARTER MIDDLE SCHOOL. Students will be identified by teacher or parent referral or by prior school records as an L.E.P. They will be given the I.E.L.A. and if confirmed to be L.E.P., identified students will be provided an appropriate, planned instructional program, which may include one-on-one education with a para-professional.

2. Student Enrollment Procedures

WINGS CHARTER MIDDLE SCHOOL will establish the following procedure for identifying students whose language is not English.

- a. WINGS CHARTER MIDDLE SCHOOL will have registration cards for every new student that includes at least the question: What is the primary language spoken in the home?
- b. If a response is any language other than English, WINGS CHARTER MIDDLE SCHOOL will send a School/Home Language Survey (HLS) home to the parents, or have an interpreter contact the parent to complete a Home Language Survey.
- c. If the survey comes back indicating that a student may be LEP, they will be tested with the English Language Learners (ELL) Placement test within 30 days of registration or with 2 weeks (15 days) of entry into the school (if during the school year).
- d. If the student tests less than proficient on the ELL Placement test, then a letter will be sent home to the parents indicating that their child was identified as needing specific English language services. The parent will then be given the opportunity to waive or accept services to improve English skills
- e. If the parent does not waive the LEP services for his/her child, the student will be placed in a program of "high quality language instruction, based on scientifically-based research."
- f. Once a student tests proficient on the ELL test, they will be exited from the LEP program and monitored for two years. Students on monitoring status will be coded LEPX on the ISAT and still counted for state and Federal funding purposes.
- g. Those students whose parents waive the services may not be considered LEP for state and Federal funding purposes and ISAT coding. However, they are still ELL and will still be served according to their needs.

3. Assessment Procedures for Program Entrance and Measurement of Progress

- a. WINGS CHARTER MIDDLE SCHOOL testing coordinator will oversee compliance with the requirements of "No Child Left Behind (NCLB)" by administering Idaho English Language Assessment (IELA) to determine a student's proficiency in the English language once they have been placed in the LEP program. This will enable WINGS CHARTER MIDDLE SCHOOL to comprehensively and accurately track LEP student growth.
- b. LEP students will take the IELA in addition to the ISAT or other state content assessment tests administered to students statewide.
- c. The IELA will be given using pencil and paper.
- d. WINGS CHARTER MIDDLE SCHOOL will study the results of IELA and ISAT tests to set standards and objectives for raising LEP students' level of English proficiency.

- e. WINGS CHARTER MIDDLE SCHOOL's testing coordinator, having been trained in the pre-identification process, will identify all eligible LEP students so labels can be generated and the correct number of tests (by grade span) can be shipped to WINGS CHARTER MIDDLE SCHOOL.
- f. The pre-identification will take place through the same secure website of the ELL placement test.
- g. WINGS CHARTER MIDDLE SCHOOL's testing coordinator will administer the IELA each spring (approximately Feb. through April).
- h. WINGS CHARTER MIDDLE SCHOOL plans to use the following state adopted Idaho English Language Development Level Descriptors:

Level 1 – Beginning

Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They can understand brief, very simple speech on familiar topics, with visual support. They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject-predicate sentences. With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures. They can write words, phrases and very simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Beginning was chosen to reflect the skill level of English learners as they are just beginning to learn English; it refers to the mastery level after roughly six months of English language development (ELD) instruction.

Level 2 - Advanced Beginning

Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They can understand brief, simple speech on mostly familiar topics, and need visual support. They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences. With assistance, they can read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures. They can write phrases and simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Advanced Beginning was chosen for the second level because Objectives at that level generally reflect advancement of skills above the Beginning level rather than lack of skills below the Intermediate level.

Level 3 - Intermediate

Students performing at mastery of this level of English language proficiency begin to expand the complexity and variety of their communication skills. They can understand speech on familiar and some unfamiliar topics, and may need some visual support. They can engage in social talk and academic instruction using increasingly detailed sentences. They can independently read simple text with mostly familiar vocabulary, and can read more complex text supported by graphics or pictures. They can write simple texts with support. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning.

Intermediate tends to be a major benchmark in ELD progress; English learners with proficiency at this level can learn in various content areas in a mainstream classroom as long as the teacher provides appropriate support.

Level 4 - Early Fluent

Students performing at mastery of this level of English language proficiency communicate adequately in complex, cognitively demanding situations. They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics. They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary. They can write texts near grade level. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

Level 5 - Fluent

Students performing at mastery of this level of English language proficiency communicate effectively with various audiences on a wide range of topics, though they may need further enhancement and refinement of English language skills to reach the native level of their peers. They can understand a variety of social and academic speech at their grade level. They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context. They can independently read grade-level text, including technical text. They can write expanded texts appropriate to their grade level. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning.

Early Fluent and **Fluent** reflect the practice of considering English learners at these levels for redesignation as Fluent English Proficient status (based on a variety of appropriate measures).

4. Transition/Exit out of LEP Program

WINGS CHARTER MIDDLE SCHOOL will exit students out of the LEP program when they: Score at the Fluent level overall (5) and at the Early Fluent level or above (EF+) on each domain tested on the IELA; AND one of the following:

Idaho Standards Achievement Tests (ISATs) score that meets the “Basic” level; OR
Demonstrate access to mainstream content curriculum in one of the following ways:

- Consistent proficient scores on grade level benchmark unit assessments; or
- Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.

A student should not necessarily be kept in an LEP program if they are deemed “proficient” on the IELA, but are not yet at the “proficient” level on the ISAT. These are two different measures of achievement and have two different definitions.

Taking into consideration the State recommended exit criteria, WINGS CHARTER MIDDLE SCHOOL will detail their district exit criteria on their annual LEP Plans which are approved by Board and submitted to the LEP Program manager June 30th of each year.

E. Plan for Dual Enrollment Participation

Students enrolled in WINGS CHARTER MIDDLE SCHOOL will be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203 (1).

Parents will be provided information concerning dual enrollment options and requirements. State funding of a dually enrolled student will be only to the extent of the student’s participation in the public school programs.

TAB IV
A. Measurable Student Educational Standards
Ref. Idaho Code 33-5202 (3) (b)

WINGS CHARTER MIDDLE SCHOOL has established educational standards for all students. For the sake of data collection and monitoring, continuously enrolled students are defined as any student who is enrolled by October 15th of the current school year and participates in the required testing. The academic educational standards include the following standards:

1. As measured using the Idaho Growth Model and the Star ratings calculations: 70% of the continuously enrolled students will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of reading. (Note: In 2012 this percentage was 50%.)
 2. 60% of the continuously enrolled students will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of math. (Note: In 2012 this percentage was 18%.)
 3. 60% of the continuously enrolled students will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of language. (Note: In 2012 this percentage was 20%.)
 4. The reading, math and language median SGP for Wings Charter School will be equal to or greater than other Magic Valley Middle Schools where our students would be attending. Those schools include Robert Stuart Middle School, Twin Falls Bridge Academy, Jerome Middle School, Filer Middle School, Kimberly Middle School.
 5. Wings Charter Middle School overall Star Rating will be equal to or greater than 54 points.
-
1. Personal Goal: 75% of continuously enrolled students will show personal growth as measured by a pre/post skills inventory.

B. Measurement of Student Progress
Ref. Idaho Code 33-5205 (3) (c) and (d)

We will evaluate the goals set forth above by comparing standardized test scores for individual students from the ISAT Alternate and ISAT/SBAC or other state achievement test with the student's previous performance on said assessments to measure the growth of student learning on an annual basis using the Idaho Growth Model.

In addition, all students will be monitored on formative and summative classroom assessments with the goal of 60% of students achieving satisfactory or above in core subjects on quarterly academic progress reports as measured by teacher developed classroom assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests. Although this type of assessment is not standardized and may be viewed by some as too subjective, classroom assessment tools will be an ongoing development starting the first day of school and give teachers immediate data to guide instruction. When WINGS CHARTER MIDDLE SCHOOL is fully staffed, every teacher will meet with his/her colleagues in the grade below and the grade above to align expectations. Established standards will be reviewed and aligned with the curriculum to ensure teachers are preparing students for success at the next grade level, Staff will also review student accomplishment records to direct their teaching efforts most effectively.

Due to the focus on social and emotional growth, checklists, surveys and behavior tracking assessments will be utilized to document growth in the development of the “whole” child.

C. Standardized Testing

Statewide Assessments

The students at WINGS CHARTER MIDDLE SCHOOL will be evaluated using the same standardized tests as other Idaho public school students.

Additional Assessments

Additional yearly assessment tools may be required as determined by the WINGS CHARTER MIDDLE SCHOOL Board.

Reporting of Student Test Results

Staff will report results of the following student tests to the Principal/Designee:

1. Individual student progress
2. Grade level/school composite scores
3. Year-to-year comparative results by subject
4. Comparative results between WINGS CHARTER MIDDLE SCHOOL, state, and national averages

Annual Reports to Idaho State Board of Education and Authorized Chartering Entity

Annual reports will be made to the Idaho State Board of Education and Authorized Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or school-developed criteria.

D. Accreditation

The WINGS Charter Middle School will not pursue accreditation according to Section 33-5205(3)(e), Idaho Code and IDAPA 08.02.02 “Rules Governing Uniformity: Section 140 and to the State Board of Education accreditation rules which were changed in the August 2007 State Board of Education meeting to optional for middle schools beginning in 2007-2008.

E. Need of Improvement

Student learning is the primary focus for WINGS CHARTER MIDDLE SCHOOL. A Strategic Plan will be in place as part of our Federal Programs Review process with the State of Idaho. The Strategic Plan will be developed by the WINGS CHARTER MIDDLE SCHOOL Board, Principal, and staff representatives. The plan will outline, by year, educational steps including needed remediation for all educational goals identified. Explicit curriculum and procedures will be included in the Strategic Plan.

Plan for Improvement per NCLB

Should it be determined through our measurement systems that learning is being compromised, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed that will examine curriculum, time on task, teaching instruction, and other important processes that affect student learning.

TAB V

A. Governance Structure

In following the description of needed governance as outlined in Section 33-5205(3)(f), Idaho Code, the WINGS Charter Middle School Board of Directors will include board members who are businesspersons, parents, individuals with previous experience in education, and allied professionals.

The WINGS Charter Middle School shall be organized and managed according to the Idaho Non-profit Corporation Act. The By-laws are attached to this document under Appendix N.

The WINGS Charter Middle School Board of Directors will employ an administrator (principal, head teacher, or executive director, depending on student population) who will be in charge of daily operations and report directly to the Board of Directors for the Charter School.

The Board's role can be described as policy making, evaluating, and overseeing the financial means by which the educational programs will be conducted. The Board has the ultimate responsibility for the fulfillment of the commitments in this charter and compliance with statute and administrative rule.

Upon approval, WINGS CHARTER MIDDLE SCHOOL will be liable for all acts, omissions, debts or other obligations. Upon approval, WINGS CHARTER MIDDLE SCHOOL will secure and maintain insurance for liability, errors and omissions, and property loss. Insurance for liability will be obtained. Property insurance will be the responsibility of the WINGS Charter Middle School.

Pursuant to Idaho Code § 33-5204(2), the Authorized Chartering Entity has no liability for the acts, omissions, debts, or other obligations of this public charter school. WINGS CHARTER MIDDLE SCHOOL may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as employees, directors and officers of traditional public schools.

B. Parental Involvement

The Board will establish policies to ensure parental involvement. These requirements will not require the payment of tuition or mandatory service requirements, but will include requirements for parental participation in enrollment procedures, school policy recommendation, and student discipline. WINGS CHARTER MIDDLE SCHOOL is a public school of choice and parents who choose this school for their students are agreeing to abide by the policies of the school.

The WINGS Charter Middle School charter school developers believe that the social, emotional, and physical development of a student cannot be separated from his/her academic performance. Accordingly, the school will support the "whole child" by fostering a collaborative relationship between school and family.

Family participation at WINGS Charter Middle School is not required as a condition for enrollment, but will include an opportunity for parents/guardians to provide information regarding the student's social, medical, developmental, and academic history for integration into a "case history" for their child and supporting the student's learning by co-designing the student's Individual Learning Plan (ILP) and may further include:

- Participating in and attending school functions, such as workshops and school social events.
- Providing input to teachers and administrators regarding curriculum.
- Volunteering time and resources to the school in multiple forms.
- Attending student exhibitions.

C. Annual Audits

WINGS CHARTER MIDDLE SCHOOL will contract to conduct an annual financial audit as defined in Idaho Code 33-701 subsection 6. The audit will be a full and complete audit conducted yearly by a qualified and independent CPA chosen by the Board and contracted by the 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 included in an annual report to the Authorized Chartering Entity, after approval by the Board, and submitted no later than October 15.

During the March or April Board meeting, WINGS CHARTER MIDDLE SCHOOL's Board, with assistance from the Principal, will appoint a committee consisting of least one Board member, the Principal, one teacher, two WINGS CHARTER MIDDLE SCHOOL parents, and two person at large (not affiliated with WINGS CHARTER MIDDLE SCHOOL) who will conduct a programmatic audit each year targeting the parameters of this petition. The audit will be conducted as required by section 33-5205(3)(k), Idaho Code, and the conclusions will be reported to the Authorized Chartering Entity with suggestions for policy and program changes intended to improve the educational services provided to the students. The programmatic audit report will also be included in an annual report to the Authorized Chartering Entity and submitted no later than October 15.

TAB VI

A. Hiring Qualifications of Staff

As outlined in Section 33-130, Idaho Code, all staff members will be required to submit to a criminal history check and the fingerprint card will be sent to the Office of Certification at the State Department of Education.

The instructional staff of WINGS Charter Middle School shall be certified according to laws and rules of Section 33-5205(3)(g), Idaho Code for the certification of academic and special education instructors.

The classified staff shall be hired in accordance with state and federal requirements.

The WINGS Charter Middle School Principal will have expertise and experience in meeting the needs of students who learn differently.

All employees will comply with the Idaho State Board of Education approved professional codes and standards. This includes the Idaho Professional Standards Commission Code of Ethics. Special Education teachers will hold special education credentials.

The WINGS Charter Middle School Board of Directors may enact personnel policies to further clarify staff qualifications.

Instructors shall be hired on a written contract in a form approved by the state superintendent of public instruction conditioned upon a valid certification being held by such professional personnel.

B. Health and Safety of Students and Staff

WINGS CHARTER MIDDLE SCHOOL complies with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures. The policy/procedure in its entirety may be found in WINGS CHARTER MIDDLE SCHOOL's Policy Manual, the bulk of which will be modeled after the "Charter School Model Policy Manual" created by the Idaho School Board Association. Applicable policies and procedures will be included in the student handbook. Some of WINGS CHARTER MIDDLE SCHOOL's applicable health and safety policies and procedures and their references are listed below:

1. Criminal History/Background Check Policy (See Appendix)
2. Equal Employment Opportunity and Non-Discrimination Policy (See Appendix)
3. Sexual Harassment/Sexual Intimidation in the Workplace Policy (See Appendix)
4. Staff Complaints/Uniform Grievance Procedure (See Appendix)
5. Substance- and Alcohol-Free Workplace Policy (See Drug Policy in "Health and Safety Policies & Procedures" section in Student Handbook)
6. Tobacco-Free Policy (See Appendix)
7. Weapons Policy (See Code of Conduct in "Health and Safety Policies & Procedures" section in Student Handbook)
8. Medication Administration Policy (See Appendix)
9. Discipline Policies (See Tab VII and Discipline Procedures in "Health and Safety Policies & Procedures" section in Student Handbook for additional information), including, but not limited to, Truancy, Detention, Suspension, and Expulsion.

C. Benefits for Staff

In keeping with Section 33-5205(3)(m), Idaho Code, all WINGS Charter Middle School employees who qualify will be enrolled in PERSI, federal social security, and unemployment insurance, worker's

compensation insurance and health insurance. All employees who currently are members of PERSI will continue their participation. Employees will contribute at the rate established by PERSI. All employees will contribute to the Social Security System. WINGS CHARTER MIDDLE SCHOOL will make all employer contributions as required by PERSI, and Federal Social Security. WINGS CHARTER MIDDLE SCHOOL will also pay for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. WINGS CHARTER MIDDLE SCHOOL will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits.

D. Transfer Rights of Staff

The transfer rights of an employee choosing to work at WINGS CHARTER MIDDLE SCHOOL and the rights of such employees to return to any non-charter school after employment at WINGS CHARTER MIDDLE SCHOOL will be dependent upon the school district from which an employee might transfer. WINGS CHARTER MIDDLE SCHOOL claims no transfer rights.

E. Collective Bargaining Status

The staff of WINGS Charter Middle School shall be considered a separate unit for the purposes of collective bargaining as outlined in Section 33-5205(3)(p), Idaho Code.

F. Teachers and Administrators Under Contract

All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.

TAB VII

A. Admission Procedures

WINGS Charter Middle School will be open to all students, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes, or issue bonds. The Board may choose to charge student fees as allowed by state law.

Enrollment Deadline

WINGS CHARTER MIDDLE SCHOOL will establish an enrollment deadline by which date all requests for admission to attend WINGS CHARTER MIDDLE SCHOOL for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time.

Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may make a request in writing for such student to attend WINGS CHARTER MIDDLE SCHOOL. In the case of a family with more than one student seeking to attend WINGS CHARTER MIDDLE SCHOOL, a single request for admission must be submitted on behalf of all siblings. The request for admission must be submitted to, and received by, WINGS CHARTER MIDDLE SCHOOL on or before the enrollment deadline, as set by WINGS CHARTER MIDDLE SCHOOL. The request for admission will contain the name(s) and grade(s) of student(s) seeking enrollment in WINGS CHARTER MIDDLE SCHOOL, address, and telephone number of each prospective family.

If the initial capacity of WINGS CHARTER MIDDLE SCHOOL is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, will be utilized to determine which prospective students will be admitted to WINGS CHARTER MIDDLE SCHOOL, as described in IDAPA 08.02.04.203.09. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by WINGS CHARTER MIDDLE SCHOOL will be permitted to participate in the equitable selection process.

Admissions Preference

WINGS CHARTER MIDDLE SCHOOL will establish admission preference as authorized by Section 33-5205(3)(j), Idaho Code, for students returning to WINGS CHARTER MIDDLE SCHOOL, students of founders, siblings of students already selected to attend WINGS CHARTER MIDDLE SCHOOL, and those in the primary attendance area.

Founders will be defined as those persons:

- a. involved in the initial writing of the petition for the Charter of WINGS CHARTER MIDDLE SCHOOL, by:
 - i. researching start-up facilities sites
 - ii. budget planning
 - iii. writing policies and definitions
- b. Those individuals who have made a significant contribution to the development and establishment of WINGS CHARTER MIDDLE SCHOOL as defined by the Board.

Priority of Preferences for Initial Enrollment

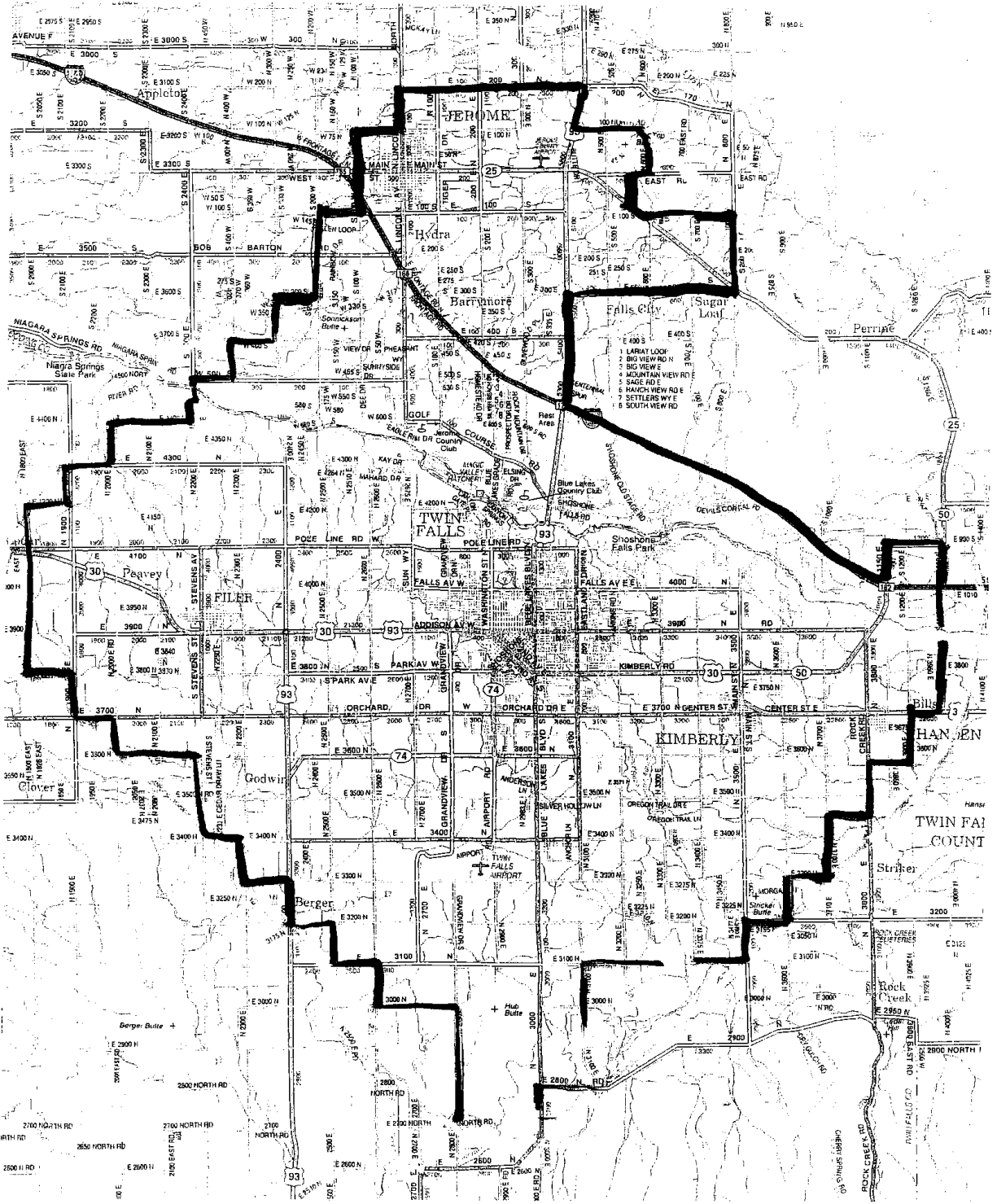
1. Selection Hierarchy - Admission preferences for initial enrollment of students for WINGS CHARTER MIDDLE SCHOOL will have the selection hierarchy as described in Section 33-5205 of the Idaho Code and IDAPA 08.02.04.203.

2. Attendance Areas -The primary attendance area for WINGS CHARTER MIDDLE SCHOOL will be all areas included inside the boundaries drawn on the "Attendance Area Map" and is inclusive of residences on each side of the road boundaries. Those boundaries are fifteen miles by road from the physical location of the school at 771 North College Road, Twin Falls, Idaho. The road boundaries inclusive of residences on each side of the road are as follows:

Going in a counterclockwise direction starting at 200 North in Jerome, ID and including the residences on each side of the road:

200 North to Lincoln Ave to 75 North to 100 West to 100 South to 200 West to 300 South to 300 West to 400 South to 400 West to 500 South to Snake River Canyon to 2200 East to 4400 North to 2000 East to 4300 North to 1900 East to 4200 North to 1800 East to 3800 North to 1900 East to 3700 North to 2000 East to 3600 North to 2200 East to 3400 North to 2300 East to 3300 North to 2400 East to 3200 North to 2500 East to 3100 N to 2600 East to 3000 North to 2800 East to 2700 North to 3000 East to 2800 North to 3100 East to 3100 North to 3500 East to 3200 North to 3600 East to 3300 North to 3700 East to 3450 North to 3800 East to 3600 North to 3900 East to 3700 North to 4000 East to Snake River Canyon to 1300 East to 900 South to 1150 East to I-84 to Hwy 93 to 300 South to 800 East to 100 South to Hwy 25 to 500 East to West Main to 800 East to 100 North to Hwy 93 to 200 North

Please see Attendance Zone Map.



3.Re-enrollment - Once enrolled in WINGS CHARTER MIDDLE SCHOOL, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

Priority Preferences for Subsequent Enrollment Periods

WINGS CHARTER MIDDLE SCHOOL will have admission preferences for enrollment of students in subsequent school years, with the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code.

Proposed Attendance List

Each year WINGS CHARTER MIDDLE SCHOOL will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns next to the name of each student, in which WINGS CHARTER MIDDLE SCHOOL will designate admission preferences applicable to each prospective student. The columns might designate “A” for returning preference; “B” for founders preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for attendance area preference.

Provision for Over Enrollment: Equitable Selection Process

If the initial capacity of WINGS CHARTER MIDDLE SCHOOL is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then WINGS CHARTER MIDDLE SCHOOL will determine who will be offered admission to WINGS CHARTER MIDDLE SCHOOL by conducting a fair and equitable lottery selection process.

Final Selection List

The names of the persons in highest order on the final selection list will have the highest priority for admission to WINGS CHARTER MIDDLE SCHOOL in that grade, and will be offered admission to WINGS CHARTER MIDDLE SCHOOL in such grade until all seats for that grade are filled.

1. Notification and Acceptance Process

- a. Within seven days after conducting the selection process, WINGS CHARTER MIDDLE SCHOOL will send an offer letter to the parent, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to WINGS CHARTER MIDDLE SCHOOL. The offer letter must be signed by the student’s parent, and returned to WINGS CHARTER MIDDLE SCHOOL by the date designated in the offer letter from WINGS CHARTER MIDDLE SCHOOL.
- b. Within seven days after conducting the selection process, WINGS CHARTER MIDDLE SCHOOL will send a letter to the parent, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.
- c. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.
- d. If a student withdraws from WINGS CHARTER MIDDLE SCHOOL during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

2. Subsequent School Years

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of WINGS CHARTER MIDDLE SCHOOL is not sufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by WINGS CHARTER MIDDLE SCHOOL for that year.

All prospective students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to WINGS CHARTER MIDDLE SCHOOL when all prospective students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

Amendments

WINGS CHARTER MIDDLE SCHOOL has the right to amend these admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the Idaho State Board of Education.

B. Disciplinary Procedures including Special Education Students

Due Process

When school begins in the fall of each year, the Principal/Designee will review with staff and students WINGS CHARTER MIDDLE SCHOOL's expectations of students. At that time, the material contained in this handbook will be reviewed as well as any other information that may be pertinent. This review will constitute the basis for informing students of policies and procedures, and should they fail to adhere to them, the disciplinary action that will occur.

Consequences

Discipline actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:

1. Student conference with the Principal.
 - a. Loss of privileges
 - b. Detention (lunch hour or before or after school)
 - c. Phone call to parent
 - d. Letter sent to the parent
 - e. Student and parent conference with Principal
 - f. Suspension from extracurricular activities
 - g. In-school suspension
 - h. Out-of-school suspension
 - i. Referral to Status Offenders Service
 - i. Behavioral
 - ii. Attendance
 - iii. Truancies, etc.
 - j. Referral to Counselor or Student Specialist for intervention

2. Recommendation to Board for expulsion

The Principal determines appropriate consequences for infractions. Both the seriousness of the violation and the number of violations will be considered in determining the proper disciplinary action(s) to be taken.

Suspension Policy

The Principal may temporarily suspend any pupil for disciplinary reasons. Procedure used for suspension will conform to the minimal requirements of due process as stated in I.C. 33-205.

Temporary Suspension:

WINGS CHARTER MIDDLE SCHOOL's Principal may temporarily suspend any student for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of WINGS CHARTER MIDDLE SCHOOL. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. If the Board finds that immediate return to WINGS CHARTER MIDDLE SCHOOL by the temporarily suspended student would be detrimental to other students' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal or Board will grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to WINGS CHARTER MIDDLE SCHOOL by the Principal or Board who suspended him upon such reasonable conditions as said Principal or Board may prescribe. The Board will be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto. The Board shall be notified of the reasons for and response, if any, to any temporary suspensions.

In-school Suspension:

In-school suspension can be for one (1) period to five (5) days. The student is assigned to a study area during the suspension. The missed period(s) or days do not count as absences and the student is allowed to complete all work for full credit.

Expulsion Policy

WINGS CHARTER MIDDLE SCHOOL will follow Idaho Code 33-205 which details the expulsion procedures required by law.

Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board to hear a petition for reenrollment in school. WINGS CHARTER MIDDLE SCHOOL's Board will have the right to deny reenrollment for disciplinary or attendance reasons.

C. Procedures for Students Using Controlled Substances

WINGS Charter Middle School recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society. We recognize that a student's involvement with drugs and alcohol may cause problems in their daily lives. We also recognize that in many instances a student's involvement can lead to the illnesses of chemical dependency and alcoholism. We support prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. We will be involved in disciplinary action when needed as outlined in the policy manual and student handbook. (See "Drug Policy" in "Health and Safety Policies & Procedures" section in Student Handbook)

D. Public School Alternative

Because WINGS Charter Middle School is a new entity and not a conversion of an existing school, the attendance alternative will be the same as for those presently residing within the area. Students located within the attendance area of WINGS CHARTER MIDDLE SCHOOL will have the option to enroll in existing public schools presently serving the area. No student will be required to attend WINGS CHARTER MIDDLE SCHOOL.

E. Enrollment Opportunities

In accordance with Idaho Code, all advertising and promotion processes for WINGS Charter Middle School will include the dissemination of enrollment information, in English and possibly other

language(s) taking into consideration the demographics of the area, at least three (3) months in advance of the enrollment deadline established by WINGS CHARTER MIDDLE SCHOOL each year, to be posted in highly visible and prominent locations within the area of attendance of WINGS CHARTER MIDDLE SCHOOL. In addition, we will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within, and/or disseminate printed publications within, the WINGS CHARTER MIDDLE SCHOOL area(s) of attendance. WINGS CHARTER MIDDLE SCHOOL will ensure that such announcements are broadcast and/or published by such media outlets on not fewer than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in WINGS CHARTER MIDDLE SCHOOL, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

F. Denial of School Attendance

WINGS Charter Middle School is a public school, open to all students based on the provisions provided within this petition. Strict adherence to WINGS CHARTER MIDDLE SCHOOL's Code of Conduct for Students as described in the student handbook is required for optimum learning to be achieved. We will strongly encourage new/incoming students and parents to signify their acceptance of and willingness to comply with the conditions and consequences of WINGS CHARTER MIDDLE SCHOOL's Code of Conduct. Students who are truant, incorrigible, disruptive to the learning process, or present a health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition. Except in extenuating circumstances as presented to the Board, a student expelled from another school or district in this state or any other state will be denied the right to enroll in WINGS CHARTER MIDDLE SCHOOL. Written notice to the parent of the student will state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board.

G. Student Handbooks

Upon approval of a charter, the Board will appoint a committee to further develop the student handbook to ensure it reflects the mission and vision of WINGS Charter Middle School, and will continue to be in compliance with Idaho School Board Policies and the laws of the State of Idaho. The student handbook will be available in hard copy. All new students will receive a copy of the student handbook upon enrollment. A copy of the current version of the student handbook can be found in the appendix. The student handbook also outlines the guidelines for the Middle School Credit Policy for 7th and 8th graders.

TAB VIII

A. Detailed Business Plan

Business Description

The Southern Idaho Learning Center has written the initial petition for a Charter for WINGS Charter Middle School and have recruited and appointed an initial Board of Directors. The founding organization will continue to be a partner in helping the School fulfill the purpose and mission of the charter.

WINGS Charter Middle School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code.

Marketing Plan

According to Idaho Code, all advertising and promotion processes for WINGS CHARTER MIDDLE SCHOOL will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, WINGS CHARTER MIDDLE SCHOOL will ensure that such process includes the dissemination of press release and/or public service announcements, to media outlets that broadcast within, and/or disseminate printed publications within, the area of attendance of the public charter school; WINGS CHARTER MIDDLE SCHOOL will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Advertising for WINGS CHARTER MIDDLE SCHOOL may actively recruit students for enrollment using, but not limited to, the following methods:

1. Advertising with public schools located within the target area using flyers upon administrative approval.
2. Brochures promoting the curriculum and methods used at WINGS CHARTER MIDDLE SCHOOL.
3. Public informational meetings about WINGS CHARTER MIDDLE SCHOOL held in accordance with Idaho Statute §67-23.
4. Other methods that may include: news releases, newspapers, news conferences, and newsletters.

Management Plan

Operations

WINGS Charter Middle School will be organized as outlined in detail under Tab 2, and will generally follow the model of traditional middle school with grades 6-8. The Principal/Head Teacher will determine the day-to-day operations of the school including but not limited to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board approval.

Board Policy

Upon approval of a charter, the Board will be charged with developing a policy manual modeled after the Idaho School Board Association Model Policy Manual. This manual will include policies including, but not limited to: Instruction, Students, Community Relations, Personnel, Administration,

Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy or both.

Class Size

WINGS CHARTER MIDDLE SCHOOL will be a small school. WINGS CHARTER MIDDLE SCHOOL plans to open offering grade 6, adding a grade each subsequent year depending upon total enrollment, facility and budget needs, surveyed parental support, and student pre-registration. In our initial school year we will have a cap of 65 students, sixth grade. We believe that students benefit from a small school setting. Our classes will have no more than 32 students with ideal class sizes around 20. In subsequent school years the target for the lottery drawing and enrollment per grade level is 80 students or total enrollment of 240 students. After the yearly lottery, unfilled slots in a grade level may then be filled by students at another grade level who are on a waiting list as long as total enrollment cap of 240 students is not exceeded. Returning students will be given first priority for openings in the fall. If attrition does not reduce the numbers of students below 80 for a grade level, then those students will still be given priority for returning to Wings Charter Middle School by reducing the number of open slots in 7th grade or by not filling all of the open spots for incoming sixth graders.

Caps for School Population for the Lottery Process

Year	Grades 6	7	8	Total
2009-10	65	0	0	65
2010-11	80	80	0	160
2011-12	80	80	80	240
2012-13	80	80	80	240

Resumes of the Directors of the Non-Profit Corporation

See Appendix O

WINGS Charter Middle Schools Financial Plan

Five Year Operating Budget Form

See Appendix H

First Year Month-by Month Cash Flow Form

See Appendix H

B. Transportation Services

WINGS CHARTER MIDDLE SCHOOL will provide transportation for students residing within Twin Falls School District if they live over 1.5 miles from the school and/or if they qualify for safety busing. The parents of students residing in other school district boundaries will responsible for their own children’s transportation, with no reimbursement, unless the school board determines the residence of the student is within its attendance zone and that there is a sufficient number students to set up a centralized bus stop at a location agreed upon by Wings Charter School and the bus contractor

C. School Lunch

The Wings Charter Middle School will be providing sack lunches through the Twin Falls School District as long as parties are in agreement. If this option to partner with TFSD no longer is an option, then alternatives options will be sought to provide lunches to the students.

TAB X
A. Partnerships

The WINGS Charter Middle School has partnerships with the following:

- Curriculum Development - to be contracted summer and fall 2008 with funding from the Vision Grant and coordinated with surrounding school districts when possible
- Special Education –services will be contracted as needed.
- Transportation – will be contracted
- Meals – will be provided through a contracted service
- Legal – will utilize Idaho School Boards Association counsel as needed
- Accounting – the first year the fiscal agent will be contracted, WINGS Charter Middle School will employ its own business manager in subsequent years.

B. Additional Information

WINGS Charter Middle School was born out of frustration that a number of middle school students who were bright but not necessarily traditional learners needed a different focus if they were to succeed in high school. It is the intent of the school to work with middle school students intensively so that they can succeed in high school.

The School has the backing of a number of interested persons including those who have children or relatives with some type of learning disability. The following persons have agreed to serve on the Wings Charter Middle School Board of Directors:

- Claire Major, BA, MS, graduate of Uof I, assistant director of the ARTEC Charter School, former teacher, and Past President of the Idaho School Boards Association
- Dr. Cory Alexander, MD, interested person in specialized education
- Susanne Cooper, MSW, CSUS, LCSW, employed at Department of Heath & Welfare
- Tony Adkins, CPA, Adkins & Associates Chtd.
- Jerry Doggett, EdSPC, graduate of ISU, retired Superintendent
- Bren Mollerup, BA, TO, Attorney with Benoit, Alexander, Harwood & High, LLP
- Vera Redman, BA, TO, retired
- Kathy Tanaka, graduate of Uof CA at Davis, retired

C. Termination of the Charter

It is the responsibility of the Board of WINGS Charter Middle School to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school. The Authorized Chartering Entity and WINGS CHARTER MIDDLE SCHOOL will resolve disputes relating to provisions of the Charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education and the Authorized Chartering Entity for notice of defect and submission of a corrective action plan. Copies of any complaints filed against WINGS CHARTER MIDDLE SCHOOL, including lawsuits, will be provided to the Authorized Chartering Entity within five (5) business days of receipt by WINGS CHARTER MIDDLE SCHOOL.

Dissolution

Dissolution of WINGS Charter Middle School will be conducted by WINGS CHARTER MIDDLE SCHOOL's Board and will follow the Articles of Incorporation as stated under Tab 1, Item A. In the event of dissolution of the school, all parents will be notified in writing. WINGS CHARTER MIDDLE SCHOOL will offer advice in the placing of students in alternate education settings.

Disposal of Assets

“Upon the winding up and dissolution of this school, after paying or adequately providing for the debts and obligations of the Corporation as they pertain to the school, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, the remaining assets will be distributed to the chartering entity. Upon compliance with the above requirements, the Corporation may be dissolved with the assent given in writing and signed by not less than two-thirds (2/3) of the Directors. Upon the dissolution of this Corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the District Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such Corporation or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Creditors will be paid from the assets of the Wings Charter School, Inc., in the event that funds and other assets are insufficient to pay creditors, agreements will be reached with creditors or the Idaho bankruptcy laws will govern the financial outcome. In the event and to the extent that remaining funds and assets exceed existing debt, assets shall be divided among home school districts according to the number of FTE Wings Charter School students participating in the Wings Charter School during the last year of operation.

Payment of Creditors

The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code.

Transfer of Student Records

It will be the responsibility of the President of the Board to ensure that all student school records will be forwarded to the local school district or to the school where the student will be attending.

This school's Charter Appendices are on file with the Idaho Public Charter School Commission.

Appendix C: Pre-Opening Requirements

Idaho Public Charter School Commission
Pre-Opening Requirements for Newly Approved Public Charter Schools

Requirement	Description	Submit To	Deadline	Notes
New Charter School Bootcamp	Attend training session with SDE; provide proof of attendance.	PCSC	May 31	The bootcamp will generally be held in March or April. Proof of attendance is due by May 31.
Pre-Opening Dashboard	Complete the dashboard; include in Pre-Opening Update materials.	PCSC	May 31	All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31.
Enrollment Report	Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials.	PCSC	May 31	
Facilities Report	Update the Facility Template; include in Pre-Opening Update materials.	PCSC	May 31	
Updated Pre-Opening Timeline	Update the Pre-Opening Timeline; include in Pre-Opening Update materials.	PCSC	May 31	
School Calendar	Prepare school calendar for SDE; provide copy for PCSC.	SDE, PCSC	May 31	
Charter School Advance Payment Request		SDE	June 1	
Advance Payment Request - Transportation		SDE	June 15	
Consolidated Federal and State Grant Application	If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE.	SDE	June 30	Not applicable for schools not intending to have a Title I program
Budget	Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC.	SDE, PCSC	July 15	
Updated 1 st Year Cash Flow	Update the 1 st Year Cash Flow based on the finalized budget.	PCSC	July 15	
Facilities Confirmation	Update the Facility Template for the school's confirmed facility and submit documentation.	PCSC	July 15	This final facilities update should demonstrate the school's ability to open per its proposed schedule.
Education Directory Updates		SDE	July 30	
School Policies – LEP & GT	Submit updated plans to provide services to Limited English Proficient (LEP / ELL) and Gifted and Talented (GT) students.	SDE, PCSC	July 31	Plans should be detailed and well-tailored to the school and its educational program.
Policy Manual	School should submit a draft policy manual that outlines critical policies and procedures for the board and school operations.	PCSC	July 31	
Special Education Assurances	Details available from the SDE and/or in the Charter School Special Ed Primer	SDE	Before 1 st day of instruction	
Final Board & Staff Roster	A final roster of board and staff with names, titles, and contact information should be submitted.	PCSC	August 31	

In addition to the above requirements, the school must submit applicable information / documents as outlined in the ID State Department of Education's Data Acquisition Calendar.

Appendix D: Articles of Incorporation and Bylaws

FILED EFFECTIVE



ARTICLES OF AMENDMENT (Non-profit)

09 MAR 16 AM 9:35

To the Secretary of State of the State of Idaho
Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned
non-profit corporation amends its articles of incorporation as
follows:

SECRETARY OF STATE
STATE OF IDAHO

1. The name of the corporation is:

Southern Idaho Learning Center Lab School, Inc.

If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.

2. The text of each amendment is as follows:

Amend Article I to read:

The name of this corporation is WINGS CHARTER MIDDLE SCHOOL, INC., hereinafter called the "Corporation".

Amend Article V to read:

The purpose of the WINGS CHARTER MIDDLE SCHOOL, INC. is to provide a quality, effective, non-traditional middle school education that recognizes and utilizes each student's unique learning style to realize his/her full intellectual potential and enjoy learning, particularly those with learning problems.

Amend the footers to read ARTICLES OF INCORPORATION OF WINGS CHARTER MIDDLE SCHOOL, INC.

3. The date of adoption of the amendment(s) was: March 5, 2009

4. Manner of adoption (check one):

Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)

- a. The number of directors entitled to vote was: 9
- b. The number of directors that voted for each amendment was: 9
- c. The number of directors that voted against each amendment was: _____

The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)

- a. The number of members entitled to vote was: _____
- b. The number of members that voted for each amendment was: _____
- c. The number of members that voted against each amendment was: _____

Customer Acct #:
(If using pre-paid account)

Secretary of State use only

Dated: 3-12-09
 Signature: *Armand Eckert*
 Typed Name: Armand Eckert
 Capacity: Secretary/Treasurer

g:\cop\corpforms\articles of amendment_np.pmd Revised 10/2003

IDAHO SECRETARY OF STATE
 03/16/2009 05:00
 CK: 6727 / CASH CT: 226297 BH: 1161483
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 1 @ 1.00 = 1.00 CORP FORFI # 4

C178698

FILED EFFECTIVE

08 MAY 23 AM 8:45

SECRETARY OF STATE
STATE OF IDAHO

**ARTICLES OF INCORPORATION
OF
SOUTHERN IDAHO LEARNING CENTER LAB SCHOOL, INC.**

In compliance with the requirements of the laws of the State of Idaho relating to non-profit corporations and acts amendatory and supplemental thereto, including particularly Chapter 30, Title 301 et seq. of the Idaho Code, the undersigned natural persons, each of whom are of full age and residence of the United States, in order to form a non-profit corporation for the purposes hereinafter stated, do hereby as incorporators, adopt the following Articles of Incorporation, and certify:

**ARTICLE I
NAME**

The name of this corporation is SOUTHERN IDAHO LEARNING CENTER LAB SCHOOL, INC., hereinafter called the "Corporation."

**ARTICLE II
NOT FOR PROFIT**

The Corporation is a nonprofit corporation under the laws of the State of Idaho. The Corporation is not formed for pecuniary profit. No part of the income or assets of the Corporation is distributable to or for the benefit of its Members, Directors or Officers, except to the extent permissible under law.

**ARTICLE III
ADDRESS**

The principal office of the Corporation is located at 564 Shoup Avenue West, Twin Falls, Idaho 83301.

**ARTICLE IV
DURATION**

The duration of the corporation is perpetual.

C178698

IDAHO SECRETARY OF STATE
MAY 23 05:00
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ARTICLE V
PURPOSE AND POWERS OF THE CORPORATION

The purpose of the SOUTHERN IDAHO LEARNING CENTER LAB SCHOOL, INC., is to provide a quality, effective, non-traditional middle school education that recognizes and utilizes each student's unique learning style to realize his/her full intellectual potential and enjoy learning, particularly those with learning problems.

To achieve these purposes, the Directors and Officers shall be allowed to:

(a) Exercise all of the powers and privileges and to perform all of the duties and obligations of the Corporation as set forth in that certain By-Laws of the Southern Idaho Learning Center Lab School, Inc.

(b) Fix, levy, collect and enforce payment by any lawful means, all charges or assessments pursuant to the terms of the By-Laws; to pay all expenses in connection therewith and all office and other expenses incident to the conduct of the business of the Corporation, including all licenses, taxes or governmental charges imposed against the property of the Corporation;

(c) Acquire (by gift, purchase or otherwise), own, hold, improve, build upon, operate, maintain real or personal property in connection with the affairs of the Corporation;

(d) Participate in mergers and consolidations with other non-profit corporations organized for the same purposes or annex additional property and Common Area, subject to those restrictions contained in the By-Laws and any amendments thereto; and

(e) Have and to exercise any and all powers, rights and privileges which a corporation organized under the Non-Profit Corporation Laws of the State of Idaho by law may now or hereafter have or exercise.

ARTICLE VI
MEMBERSHIP

There shall be no Membership in the corporation.

ARTICLE VII BOARD OF DIRECTORS

The affairs of the Corporation shall be managed by a Board of at least Five (5) Directors at meetings duly held pursuant to the By-Laws and at which a quorum is present in person or by proxy. A quorum shall consist of at least three Directors present in person or by proxy. The Board, by majority vote, may remove any officer of the Corporation.

At the first regular meeting the members shall elect Directors for terms of one, two and three years. (Vacancies during the terms shall be filled by appointment by a majority of the remaining Directors.)

The directors shall serve staggered terms to maintain continuity on the Board. No more than three (3) existing Directors shall be replaced in any given calendar year.

ARTICLE VIII DISSOLUTION

The Corporation may be dissolved only upon compliance with one of the following conditions:

(a) One or more public agencies assuming all duties and responsibilities of the Corporation; or,

(b) Merger or consolidation with a similar non-profit corporation to carry out the duties and responsibilities of the Corporation including the specific financial accounts as required by the By-Laws and/or the Declaration.

(c) Upon compliance with the above requirements, the Corporation may be dissolved with the assent given in writing and signed by not less than two-thirds (2/3) of the Directors. Upon the dissolution of this Corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the District Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such Corporation or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE IX
DIRECTORS

The name and address of the initial board of Directors are as follows:

JOAN EDWARDS	5027 N. Quail Summit Way Boise, ID 83703
NANCY KOONCE	267 Fillmore Street. Twin Falls, ID 83301
FRED DECKER	4202 N. 2100 E. Filer, ID 83301
CLAIRE MAJOR	814 Michigan St. Twin Falls, ID 83301
ARMAND ECKERT	716 B E. 4900 N. Buhl, ID 83316
TARA DESMOND	2851 Poleline Rd. E. Twin Falls, ID 83301
CORY ALEXANDER, M D	488 Blue Lakes Blvd N, Ste 102 Twin Falls, ID 83301

ARTICLE X
REGISTERED AGENT

Melody Lenkner, whose address is 3023-C 3400 East, Twin Falls, ID 83301, is hereby appointed the initial registered agent of this Corporation.

&
Incorporator

ARTICLE XI
LIMITATION

No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its Directors or Officers, but 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 V (Purposes) hereof.

ARTICLE XII OFFICERS

The Officers of the Corporation shall consist of a President, Vice President Secretary, Treasurer and such other Officers and Assistance Officers as may be provided in the By-Laws. Each Officer shall be elected by the Board of Directors (and may be removed by the Board of Directors) at such time and in such manner as may be prescribed by the By-Laws.

ARTICLE XIII AMENDMENT

The Corporation reserves the right to amend or repeal any provisions contained in these Articles of Incorporation or any amendment to them, and all rights and privileges conferred upon the Directors and Officers are subject to this reservation. The Articles of Incorporation may be amended in accordance with the provisions of the laws of the State of Idaho, as amended from time to time, unless more specific provisions for amendments are adopted by the Corporation pursuant to Idaho law.

Amendments to these Articles shall require the assent of those Directors casting two-thirds (2/3) of the votes of the Corporation membership at any regular Director's meeting called specifically for that purpose.

ARTICLE XIV INDEMNIFICATION

The Corporation shall indemnify each Officer and Director including former Officers and Directors to the full extent permitted by the laws of the State of Idaho.


ARTICLE XV BY-LAWS

The By-Laws of the Corporation are to be made and adopted by the Board of Directors, and may be altered, amended or rescinded by the Board of Directors.

ACCEPTANCE BY REGISTERED AGENT

The undersigned hereby accepts the appointment as Registered Agent of SOUTHERN IDAHO LEARNING CENTER LAB SCHOOL, INC. which is contained in the foregoing Articles of Incorporation.

Dated this 21st day of May, 2008.



Melody Lenkner, Registered Agent
3023-C East 3400 North
Twin Falls, Idaho 83301



ARTICLES OF AMENDMENT (Non-profit)

FILED EFFECTIVE

08 JUL 17 AM 8:39

To the Secretary of State of the State of Idaho
Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned
non-profit corporation amends its articles of incorporation as
follows:

SECRETARY OF STATE
STATE OF IDAHO

1. The name of the corporation is:

Southern Idaho Learning Center Lab School, Inc

If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.

2. The text of each amendment is as follows:

See Attached

3. The date of adoption of the amendment(s) was: 7-10-08

4. Manner of adoption (check one):

Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)

- a. The number of directors entitled to vote was: _____
- b. The number of directors that voted for each amendment was: _____
- c. The number of directors that voted against each amendment was: _____

The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)

- a. The number of members entitled to vote was: _____
- b. The number of members that voted for each amendment was: _____
- c. The number of members that voted against each amendment was: _____

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

Dated: 7-14-08

Signature: *Claire Major*

Typed Name: Claire Major

Capacity: President

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Revised 10/2003

@178698

IDAHO SECRETARY OF STATE
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**AMENDED ARTICLES
OF
SOUTHERN IDAHO LEARNING CENTER LAB SCHOOL, INC.**

**ARTICLE VII
BOARD OF DIRECTORS**

The affairs of the Corporation shall be managed by a Board of at least Five (5) Directors at meetings duly held pursuant to the By-Laws and at which a quorum is present in person or by proxy. A quorum shall consist of at least three Directors present in person or by proxy. The Board, by majority vote, may remove any officer of the Corporation.

The initial Board of Directors shall be appointed by the incorporators of the Corporation. Thereafter the Directors shall be appointed by the Board of Directors for terms of one, two and three years. (Vacancies during the terms shall be filled by appointment by a majority of the remaining Directors.)

The directors shall serve staggered terms to maintain continuity on the Board. No more than three (3) existing Directors shall be replaced in any given calendar year.

**ARTICLE VIII
DISSOLUTION**

The Corporation may be dissolved only upon compliance with one of the following conditions:

(a) One or more public agencies assuming all duties and responsibilities of the Corporation; or,

(b) Merger or consolidation with a similar non-profit corporation to carry out the duties and responsibilities of the Corporation including the specific financial accounts as required by the By-Laws and/or the Declaration.

(c) Upon compliance with the above requirements, the Corporation may be dissolved with the assent given in writing and signed by not less than two-thirds (2/3) of the Directors. Upon the dissolution of this Corporation or the event of a charter revocation remaining assets shall be distributed to the chartering entity

**ARTICLE XIII
AMENDMENT**

The Corporation reserves the right to amend or repeal any provisions contained in these Articles of Incorporation or any amendment to them, and all rights and privileges conferred upon the Directors and Officers are subject to this reservation. The Articles of Incorporation may be amended in accordance with the provisions of the laws of the State of Idaho, as amended from time to time, unless more specific provisions for amendments are adopted by the Corporation pursuant to Idaho law.

Amendments to these Articles shall require the assent of those Directors casting two-thirds (2/3) of the votes of the Directors at any regular Director's meeting called specifically for that purpose.

ARTICLE IX
DIRECTORS

The name and address of the incorporators and initial board of Directors are as follows:

JOAN EDWARDS	5027 N. Quail Summit Way Boise, ID 83703
NANCY KOONCE	267 Fillmore Street. Twin Falls, ID 83301
FRED DECKER	4202 N. 2100 E. Filer, ID 83301
CLAIRE MAJOR	814 Michigan St. Gooding, ID 83330
ARMAND ECKERT	716 B E. 4900 N. Buhl, ID 83316
TARA DESMOND	2851 Poleline Rd. E. Twin Falls, ID 83301
CORY ALEXANDER, M D	488 Blue Lakes Blvd N, Ste 102 Twin Falls, ID 83301

**BYLAWS
OF
WINGS CHARTER MIDDLE SCHOOL, INC.
as amended July 10, 2008
as further amended March 5, 2009**

ARTICLE I. GENERAL

Section 1. Name.

This Corporation shall be known as the WINGS CHARTER MIDDLE SCHOOL, INC.

Section 2. Purpose.

The purpose of the Corporation is to provide an appropriate educational experience for middle school students with language-based and/or math-based learning differences that enables them to acquire language and math skills, while instilling a joy of learning and utilizing each student's unique learning style to realize his/her full personal potential.

Section 3. Activities.

The Corporation shall be restricted to activities of the nature consistent with the purposes of the Corporation. No part of the net earnings of the Corporation shall inure to the benefit of any private person or organization. No substantial part of the activities of the Corporation shall be carrying on propaganda, or otherwise attempting to influence legislation. The Corporation shall not participate in or intervene in or publish or distribute statements in any political campaign on behalf of any candidate for public office.

ARTICLE II. OFFICES

Section 1. Offices.

The principal office of the Corporation is at 771 North College Road, Twin Falls, ID 83301. Said office may be changed from time to time by the Board of Directors, and the Corporation may have such additional offices as the Board of Directors may designate or as the activities of the Corporation may require from time to time.

Section 2. Registered Office. The registered office of the Corporation required by the Idaho Law to be maintained in the State of Idaho shall be identical with the principal office in the State of Idaho.

Section 3. Registered Agent. The registered agent of the corporation required by the Idaho Law shall be an individual resident of the State of Idaho. The registered agent of the Corporation may be changed from time to time by the Board of Directors.

ARTICLE III. BOARD OF DIRECTORS

Section 1. Number.

The Board of Directors shall consist of not less than five (5) nor more than nine (9) board members. Beyond these limits, the number of Directors of the Corporation may be increased or decreased from time to time by amendment of the By-Laws. At least one of the members should be a representative of Wings Charter Middle School, Inc. No decrease in the number of Directors shall have the effect of shortening the term of office of any incumbent Director.

Section 2. Staggered Terms and Term of Office

a. In accordance with the structure as previously established, the Board of Directors shall be divided into thirds as nearly equal in number as possible. At each annual meeting of the Board of Directors, the number of directors equal to the number of the class whose term expires at the time of such meeting shall be elected to hold office until January 1st following the third anniversary of the election period.

b. Each Director solely elected shall serve a three (3) year term.

c. Directors shall be eligible for re-election.

Section 3. Election.

Directors shall be elected by a majority of the Directors of the Corporation at a meeting called for that purpose. The election process shall adhere to the following schedule: The selection of nominated Directors and officers will be completed by June 20th, and the election of Directors and officers will take place by June 30th. The elected Directors and officers will begin their duties on July 1 following their election.

Section 4. Resignation.

Any director of the Corporation may resign at any time, either by oral tender of resignation at any meeting of the Board of Directors or by giving written notice to the secretary of the Corporation. With respect to any resignation, the resignation

shall take effect at the time specified and, unless otherwise specified, acceptance shall not be necessary to make it effective.

Section 5. Removal.

A Director may be removed, with or without cause, by a vote of two-thirds of the remaining Board of Directors.

Section 6. Vacancies.

Any vacancy occurring in the Board of Directors and any directorship to be filled by reason of an increase in the number of Directors shall be filled by the Board of Directors. A Director appointed to fill a vacancy occurring in the Board of Directors shall serve for the unexpired term of his or her predecessors in office. Directors appointed to fill vacancies occurring in the Board of Directors by reason of an increase in the number of Directors shall be divided into three groups of Directors so that the three groups of Directors remain as nearly equal in number as possible.

Section 7. General Powers.

The business and affairs of the Corporation shall be managed and controlled by its Board of Directors. Subject to the provisions of the Idaho Nonprofit Corporation Law, the Articles of Incorporation, and these Bylaws of this Corporation, the Board of Directors shall do and perform every act and thing whatsoever which it shall deem necessary, expedient, or advisable to carry out the purposes of this Corporation.

Section 8. Annual Meeting.

The annual meeting of the Board of Directors shall be held at such time as the Board of Directors shall determine for the purpose of electing officers and for the transaction of such other business as may come before the meeting. The annual meeting shall be held in time to elect Directors in a timely manner as required by these By-Laws. The annual meeting shall be in the place and at the time specified in the notice of the meeting.

Section 9. Special Meetings.

Unless otherwise provided by resolution of the Board of Directors, all meetings of the Board of Directors other than the annual meeting shall be special meetings. Special meetings of the Board of Directors may be called by or at the request of the Board of Directors, the president or the secretary, and shall be held at such place and time as the person or persons calling the meeting shall specify.

Section 10. Notice.

Written notice of the annual meeting shall be given to each director at least twenty (20) days prior thereto.

Written or oral notice of special meetings shall be given at least three (3) days prior thereto. Unless otherwise specified in the provisions of the Idaho Nonprofit Corporation Law, the Articles of Incorporation, or these Bylaws, neither the business to be transacted nor the purpose of any meeting of the Board of Directors need be specified in the notice or the waiver of notice of the meeting.

Section 11. Quorum.

One-half of the number of directors in office shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees, but, if less than one-half is present at the meeting, a majority of the directors present may adjourn and reconvene the meeting from time to time without further notice.

Section 12. Manner of Acting.

The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by the provisions of the Idaho Nonprofit Corporation Law, the Articles of Incorporation, or as otherwise provided in these Bylaws. Each member of the Board of Directors, including the director presiding at the meeting of the Board of Directors, shall be entitled to one vote.

Section 13. Presumption of Assent.

Directors of the Corporation who are present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken, unless their dissent shall be entered in the minutes of the meeting, or unless they shall file their written dissent to such action with the person acting as secretary of the meeting before the adjournment thereof, or shall forward dissent by registered mail to the secretary of the Corporation immediately after adjournment of the meeting. Such right to dissent shall not apply to directors who voted in favor of the same action.

Section 14. Compensation and Expenses.

Directors shall serve without salary, but expenses incurred in connection with performance of their official duties may be reimbursed to them upon approval of the Board of Directors.

ARTICLE IV. OFFICERS

Section 1. Officers.

The officers of the Corporation shall be a president, a secretary and a treasurer, each of whom shall be elected by the Board of Directors from its membership. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors unless otherwise provided for in these Bylaws. Any two or more offices may be held by the same person except the offices of president and secretary.

Section 2. Election and Term of Office.

The officers of the Corporation shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors. Each officer shall hold office for one year following the annual meeting or until the officer's successor shall have been duly elected and shall have accepted office or until death or until the officer shall resign or shall have been removed in the manner hereinafter provided.

Section 3. Removal.

Any officer elected by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation would be served thereby, but removal shall be without prejudice to the contract rights, if any, of the persons removed.

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. President.

The president shall preside at all meetings of the Board of Directors and at all meetings of the Executive committee. Subject to the control of the Board of Directors and the Executive Committee, the president shall be charged with the general supervision of the business and affairs of the Corporation. The president shall sign any contract or other instrument which the Board of Directors or the Executive Committee has authorized to be executed. The Board of Directors or the Executive Committee shall have authority to authorize and direct the Secretary or any other officer of the Foundation to co-sign such documents with the President or to sign such documents in lieu of the President. The Board of Directors or the Executive Committee or these By-laws may restrict or prohibit the President or any other officer from executing documents on behalf of the Corporation. The president shall perform other duties as from time to time may be prescribed by the Board of Directors.

Section 6. Secretary.

The secretary shall keep the minutes of the meetings of the members and the Board of Directors and the Executive Committee in one or more books provided for that purpose, see that all notices are duly given in accordance with the provisions of these Bylaws, the Articles of Incorporation or as required by law, be custodian of the Corporation's records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents the execution of which on behalf of the Corporation under its seal is duly authorized, and perform all duties incident to the office of secretary and other duties as from time to time may be prescribed by the president, the Board of Directors or the Executive Committee.

Section 7. Treasurer.

If required by the Board of Directors, the treasurer shall give a bond for the faithful discharge of his or her duties in such form and with such surety or sureties as the Board of Directors shall determine. The treasurer, or his or her representative, shall have charge and custody of all Corporation funds and shall keep in books belonging to the Corporation full and accurate accounts of all receipts and disbursements, and shall deposit all money and other valuable effects in the name of the Corporation in such depositories as may be designated for that purpose by the Board of Directors. The treasurer shall disburse the funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for the disbursements, and shall render to the president and directors at the meetings of the council or whenever required by them an account of all transactions as treasurer and of the financial condition of the Corporation. The treasurer shall be an ex officio member of any committee of the Corporation empowered to disburse or commit funds of the Corporation.

Section 8. Additional Officers.

Officers and assistant officers, in addition to those described above, who are elected or appointed by the Board of Directors,

shall perform duties as shall be assigned to them by the the Board of Directors.

Section 9. Compensation and Expenses.

Officers shall serve without salary. Expenses incurred in connection with performance of their official duties may be reimbursed to officers upon approval of the Board of Directors or the executive committee..

ARTICLE IV. COMMITTEES

Section 1. Appointment.

The Board of Directors may appoint such committees as are deemed appropriate. Each committee shall have and may exercise such power as is set forth in the Bylaws or as may be conferred or authorized by the resolution appointing it; provided that no such committee shall have the authority to amend, alter, or repeal these Bylaws or the Articles of Incorporation; elect, appoint, or remove any member of any such committee or any Director officer of the Corporation; adopt a plan or merger or adopt a plan of consolidation with another corporation; authorize the sale, lease, exchange, or mortgage of all or substantial all the property and assets of the foundation; authorize the voluntary dissolution of the Foundation or revoke proceedings therefore; adopt a plan for the distribution of the assets of the foundation' or mend, alter, or repeal any resolution of the Board of Directors. The designation and appointment of any 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 them by law. The Board of Directors shall have the power at any time to fill vacancies in, to change the size or membership of, and to discharge the Executive and any other committee.

Section 2. The Executive Committee.

- a. The Executive Committee shall be appointed by a majority of the Directors in office, and each member of the committee shall be a Director of the Corporation. The Executive Committee shall consist of at least four (4) Directors including the current President, who shall act as chairperson of the committee.
- b. Between meetings of the Board of Directors, the Executive committee shall have and exercise the authority of the Board of Directors in the management of the Corporation, except as to matters concerning which the Board of Directors if required to act by law or by the Articles of Incorporation or by these Bylaws. The Executive Committee shall consult with and advise the President on all matters concerning the affairs of the Corporation and shall have and exercise specific powers and perform specific duties as prescribed by the Bylaws or as the Board of Directors shall from time to time prescribe or direct. Action may be taken by the Executive Committee without a meeting by unanimous written consent.

Section 3. Standing Committees

In addition to the Executive Committee, the Corporation shall have a Finance and Investment Committee. This committee shall consist of at least one Director and may such non-Directors as may be appointed thereto by the Board of Directors. The Board of Directors may, in its discretion, from time to time appoint additional Standing or Non-Standing Committees to serve the Corporation.

Section 4. Quorum.

A majority of the members of the committee shall constitute a quorum and any transaction of a committee shall require a majority vote of the quorum present at any meeting. Each member of a committee, including the person presiding at the meetings, shall be entitled to one vote.

Section 5. Removal of members.

The authority which appointed the committee may remove at any time, with or without cause, a member of members of that committee.

Section 6. Meetings.

Members of committees shall meet at the call of the Chairperson at such place as the Chairperson shall designate after reasonable notice has been given to each committee member. Each committee shall keep minutes of its proceedings and make a written report to the Board of Directors of its action within a reasonable time.

ARTICLE VI. EMPLOYEES

Section 1. Executive Director.

The Board of Directors may appoint an executive director of the Corporation. In serving the Corporation, the executive director shall maintain for the approval of the Board of Directors plans of operation and short- term and long-range objectives for the corporation, shall counsel and advise the directors on all developments relating to the Corporation's objectives, and shall attend generally to the business and affairs of the Corporation.

ARTICLE VII. INDEMNIFICATION OF DIRECTORS, OFFICERS AND COMMITTEE MEMBERS

Section 1. Generally.

The Corporation will indemnify all persons who are or were directors, officers or members of any committee of the Corporation against any and all liability and reasonable expenses that may be incurred by such persons in connection with any claim, action, suit or proceeding or threatened claim, action, suit or proceeding whether civil, criminal, administrative or investigative by reason of the fact they are or were directors, officers or members of any committee of the Corporation if they acted in good faith and in a manner they reasonably believed to be in or not opposed to the best interest of the Corporation and with respect to any criminal proceedings if they had no reasonable cause to believe their conduct was unlawful. Liability and expenses include reasonable attorneys' fees, judgments, fines, costs and amounts actually paid in settlement. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not of itself, create a presumption that such persons did not act in good faith and in a manner which they reasonably believed to be in or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that their conduct was unlawful. The foregoing right of indemnification shall be in addition to and not exclusive of any and all other rights to which any current or former directors, officers, or committee members may be entitled under any statute, bylaw, agreement, or otherwise.

Section 2. Actions by or in the Right of the Corporation.

In the case of proceedings brought by or in the name of the Corporation, no indemnification shall be made in respect of any claim, issue or matter as to which such persons shall have been adjudged by a court of law to be liable for negligence or misconduct in the performance of their duty to the Corporation unless and only to the extent that the court in which the action or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all circumstances of the case, such persons are fairly and reasonably entitled to indemnity for the expenses which the court shall deem proper.

Section 3. Method of Indemnification.

Indemnification under this Article shall be reduced by the amount of any other indemnification or reimbursement of such current or former officer, director, or committee member of the liability and expense to which indemnification is claimed. The determination that indemnification is proper shall be made by the majority vote of a quorum consisting of the members of the Board of Directors who were not parties to the proceeding. If a quorum of disinterested directors is not obtainable or, even if obtainable, a quorum of disinterested directors so directs, an independent legal opinion may be obtained. If the independent legal opinion recommends indemnification then indemnification may be authorized by the majority vote of a quorum of the Board of Directors, including Directors who were parties to the proceeding. The Board of Directors shall have power to purchase and maintain insurance on behalf of any persons who are or were an officer, director, or committee member, against any liability asserted against them and incurred by them in any such capacity or arising out of their status as such, whether or not the corporation would have the power to indemnify them against the liability under the provisions of Sections 1 and 2 of this Article.

Notwithstanding Article VIII, Section 4 below, expenses incurred for any claim, action, suit or other proceeding described in this Article may be advanced by the Corporation before the final disposition thereof upon the receipt of any undertaking by or on behalf of the recipient to repay the amount, but repayment shall be forgiven if it shall ultimately be determined that the recipient is entitled to indemnification under this Article.

ARTICLE VIII. CONTRACTS AND BANKING

Section 1. Contracts.

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute or deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2. 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 3. Checks.

All checks, drafts or other orders for the payment of money and notes 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 and in the manner as shall from time to time be determined by resolution of the Board of Directors.

Section 4. Loans.

No loan may be made by or to this Corporation and no evidences of indebtedness shall be issued in its name unless

authorized by a resolution by the Board of Directors. Such authority may be general or confirmed to specific instances; provided, however, no loans shall be made by the Corporation to its directors, officers or members.

ARTICLE IX. GIFTS

Section 1. Acceptance of Gifts.

(a) The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest or devise for the general purpose or for any special purpose of the Corporation.

(b) The power to accept gifts rests with the Board of Directors, except when the gift is for a specific purpose and is less than the amount required to finance the capital facility and equipment cost necessary to carry out the purpose.

(c) Unless the terms expressly provide otherwise, all gifts, grants, bequests and devises shall be deemed irrevocable.

Section 2. Funds and Accounts.

All property received and accepted by the Corporation shall become part of the Corporation's property and, subject to any limitations, conditions or requirements imposed upon the gift, may be commingled with other assets of the Corporation. However, the property shall or may be placed in a separate and distinct fund or account, or several such funds or accounts, whenever the conditions, limitations or instructions of the gift, grant, bequest or devise require a separate fund or account, and whenever the Board of Directors in its judgment, determines that the property should be placed in a separate and distinct fund or account.

Section 3. Administration of Funds and Accounts.

(a) Finance and Investment Committee.

There shall be a committee of three or more persons, one of whom must be a director, appointed by the Board of Directors, known as the Finance and Investment Committee, which will have responsibility for the investment, reinvestment and general management of the assets of the funds.

(b) Investment of Funds.

Subject to the particular terms of any gift, grant, devise or bequest, the Idaho Nonprofit Corporation Law, the Articles of Incorporation and these Bylaws and the control and direction of the Board of Directors, the Finance and Investment Committee shall have power:

(i) **General.** To invest and reinvest the principal and income of the funds and accounts in such securities and such property, real or personal, wherever situated, as is deemed advisable and, in making such investments, shall not be restricted to securities or other property of the character authorized or required by applicable law from time to time for trust investments.

(ii) **Purchase of Property.** To purchase or subscribe for any securities or other property and to retain the same in the funds and accounts.

(iii) **Sale, Exchange, Conveyance and Transfer of Property.** To sell, exchange, convey, transfer or otherwise dispose of any securities or other property held in the funds and accounts by private contract or at public auction. No person dealing with the committee shall be bound to see the application of the purchase money or to inquire into the validity, expediency or propriety of any such sale or other disposition.

(iv) **Exercise of Owner's Rights.** To vote any stocks, bonds or other securities; to give general or special proxies or powers of attorney with or without power of substitution; to exercise any conversion privileges, subscription rights or other options and to make any payment incidental thereto; to oppose or to consent to or otherwise participate in corporate reorganizations or other changes affecting corporate securities, and to delegate discretionary powers, and to pay any assessments or charges in connection therewith; and generally to exercise any of the powers of an owner with respect to stocks, bonds, securities or other property held as part of the funds and accounts.

(v) **Registration of Investments.** To cause any securities or other property held as part of the funds and accounts to be registered in the name of the Corporation, or, to the extent permitted by law, in the name of the nominee with or without the addition of the words indicating that the securities are held in a fiduciary capacity, and to hold any securities unregistered or in bearer form. However, the books and records of the committee shall at all times show that all such investments are part of the funds and accounts.

(vi) **Lending.** To lend money on adequate security and reasonable interest.

(vii) **Retention of Cash.** To keep such portion of the funds and accounts in cash or cash balances as the committee may from time to time deem to be in the best interest of the funds and accounts, without liability for interest thereon.

(viii) **Retention of Property Acquired.** To accept and retain for such time as the committee may deem advisable any securities or other property received or acquired by the Corporation hereunder, whether or not such securities or other property would normally be purchased as investments hereunder.

(c) Disbursement of Income and Principal

(i) General. Subject to the particular terms of any gift, grant, devise or bequest, the Idaho Nonprofit Corporation Law, the Articles of Incorporation and these Bylaws, especially the limitations set forth in Article IX, Section 2, and subject to the control and direction of the Board of Directors, the disbursement of the income (or principal if appropriate) from any fund or account shall be made at such times, in such amounts, for such purposes and for the benefit of the WINGS CHARTER MIDDLE SCHOOL, INC. as the committee administering such fund or account, in consultation with the administration of the WINGS CHARTER MIDDLE SCHOOL INC. may determine.

(ii) Restriction on distribution of principal. There shall be the afore-stated restriction on distribution of principal, except when required by the terms of a particular gift, grant, devise or bequest and when specifically approved by the Board of Directors.

(d) Accounting. The Finance and Investment Committee shall submit a written account to the Board of Directors annually and at such other times as required by the board or the Executive Committee, setting forth such date and covering such period as shall from time to time be specified by the Board of Directors or the Executive Committee.

(e) General Powers of Committee. Subject to the particular terms of any gift, grant, devise or bequest, the Idaho Nonprofit Corporation Law, the Articles of Incorporation and these Bylaws, the Finance and Investment Committee shall have the following additional powers:

(i) Execution of instruments. To authorize the execution, acknowledgement and delivery of any and all documents of transfer and conveyance and any and all other instruments that may be necessary or appropriate to carry out the powers herein granted.

(ii) Employment of agents. To employ suitable agents and to pay their reasonable expenses and compensation.

(iii) Power to do any necessary act. To do all such acts, initiate all such proceedings and exercise all such rights and privileges, although not specifically mentioned herein, as the committees may deem necessary to properly build, invest, preserve and administer the funds and accounts, and to carry out the purposes of the Corporation.

ARTICLE X. ACCOUNTING YEAR AND COMPILATION

Section 1. Accounting Year.

The accounting year of the Corporation shall begin on the first day of July and end on the last day of June in each year.

Section 2. Compilation. At the end of the accounting year the books of the Corporation shall be closed and either compiled, reviewed or audited by a certified public accountant selected each year by the Board of Directors. The work performed by the certified public accountant shall consist of either (1) a compilation of the books; (2) a review of the books; or (3) an audit of the books. The financial report of the auditor shall be promptly mailed to each Director, and a copy thereof shall be furnished any member upon request.

ARTICLE XI. SEAL

The corporation seal shall be in the form of a circle and shall have inscribed thereon the name of the Corporation and the words "CORPORATE SEAL."

ARTICLE XII. AMENDMENT

The Bylaws of the Corporation may be altered, amended or repealed and new Bylaws adopted by the vote of a majority of the directors in office at any meeting of the Board of Directors.

ARTICLE XIII. CONFLICTS OF INTEREST

Section 1. Purpose

The purpose of this conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement, but not replace Section 30-3-81, Idaho Code governing conflicts of interest applicable to directors of nonprofit corporations.

Section 2. Definitions

a. Interested Person. Any director, principal officer, or member of a committee with board delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

b. Financial Interest. A person has a financial interest if the person has directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,

or

b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 3. Procedures.

a. Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must immediately disclose the existence and nature of his or her financial interest to the Directors and members of committees with board delegated powers considering the proposed transaction or arrangement.

b. Violations of the Conflicts of Interest Policy.

i. If the Board of Directors or committee has reasonable cause to believe that a director, officer or committee member has failed to disclose actual or possible conflicts of interest, it shall inform that person of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose.

ii. If, after hearing the response of that person and making such further investigation as may be warranted in the circumstances, the Board or committee determines that that person has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

The undersigned, being Secretary/Treasurer of the WINGS CHARTER MIDDLE SCHOOL, INC., a corporation incorporated, organized and existing under the laws of the State of Idaho, does hereby certify that the foregoing Bylaws were duly adopted as the Bylaws of the said corporation on the 5th day of March 2009.

Armand Eckert, Secretary/Treasurer
WINGS CHARTER MIDDLE SCHOOL, INC.

Appendix E: Board Roster

Wings Charter Middle School
October 10, 2013

Name	Office	Term (M/YY – M/YY)	Email	Phone
Pat Walker	Chair	1/13 – 1/16	fpwalker@gmail.com	208-731-2109
Kay Jones	Vice-Chair	9/13 – 9/16	Joneska60@gmail.com	208-490-4393
Dianna Cullinan	Treasurer / Secretary	11/13 – 11/16	diannacul@msn.com	208-733-2398
Tony Atkins	Member	9/09 – 9/13	tadkins@qwestoffice.net	208-734-7875
Erin Goodwin	Member	9/11 – 9/14	eryngood32@yahoo.com	208-404-9584

Appendix F: School Performance Framework

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Wings Charter Middle School Year Opened: 2009 Operating Term: 10/10/13 - 6/30/17 Date Executed: 10/10/2013

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on [date] and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY

		Result (Stars)	Points Possible	Points Earned	
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System	5	25	<hr/> 0.00	
		4	20		
		3	15		
		2	0		
		1	0		
Notes					

		Result	Points Possible	Points Earned	
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Reward	25	<hr/> 0.00	
		None	15		
		Focus	0		
		Priority	0		
Notes					

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
			38-56	18	65-89	25	0.00
			20-37	18	41-64	24	0.00
			0-19	19	1-40	40	0.00
							<hr/> 0.00
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
			38-56	18	65-89	25	0.00
			20-37	18	41-64	24	0.00
			0-19	19	1-40	40	0.00
							<hr/> 0.00
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
			38-56	18	65-89	25	0.00
			20-37	18	41-64	24	0.00
			0-19	19	1-40	40	0.00
							0.00
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
			51-75	25	70-84	15	0.00
			26-50	25	50-69	20	0.00
			0-25	25	1-49	49	0.00
							0.00
Notes							
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
			51-75	25	70-84	15	0.00
			26-50	25	50-69	20	0.00
			0-25	25	1-49	49	0.00
							0.00
Notes							
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
			51-75	25	70-84	15	0.00
			26-50	25	50-69	20	0.00
			0-25	25	1-49	49	0.00
							0.00
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0.00
							0.00
Notes							
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0.00
							0.00
Notes							
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0.00
							0.00
Notes							
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?						
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0.00
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0.00
	Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0.00
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0.00
							0.00
Notes							

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework Notes	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned			
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	0.00			
Measure 4b1 College Entrance Exam Results Notes	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	0.00			
Measure 4b2 College Entrance Exam Results Notes	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	0.00			
Measure 4c Graduation Rate Notes	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0.00
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0.00
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-26	13	71-80	10	0.00
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0.00

WINGS CHARTER MIDDLE SCHOOL --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS			
Measure 1	Is the school helping students to improve prosocial behavior?	Result	Points Possible
	Exceeds Standard: 86% to 100% of students who ranked in tier 1 or 2 on the fall benchmark AIMSWEB Prosocial Behavior Scale (BESS and SSIS) increased by one tier or more by the spring benchmark.		200
	Meets Standard: 70% to 85% of students who ranked in tier 1 or 2 on the fall benchmark AIMSWEB Prosocial Behavior Scale (BESS and SSIS) increased by one tier or more by the spring benchmark.		150
	Does Not Meet Standard: 51% to 69% of students who ranked in tier 1 or 2 on the fall benchmark AIMSWEB Prosocial Behavior Scale (BESS and SSIS) increased by one tier or more by the spring benchmark.		75
	Falls Far Below Standard: Fewer than 51% of students who ranked in tier 1 or 2 on the fall benchmark AIMSWEB Prosocial Behavior Scale (BESS and SSIS) increased by one tier or more by the spring benchmark.		0
Notes	Results will be reported by the school to the PCSC by October 1 of each year.		<hr/> 0
Measure 2	Is the school helping to improve students' motivation?	Result	Points Possible
	Exceeds Standard: 86% to 100% of students who ranked in tier 1 or 2 on the fall benchmark AIMSWEB Motivation Behavior Scale increased by one tier or more by the spring benchmark.		200
	Meets Standard: 70% to 85% of students who ranked in tier 1 or 2 on the fall benchmark AIMSWEB Motivation Behavior Scale increased by one tier or more by the spring benchmark.		150
	Does Not Meet Standard: 51% to 69% of students who ranked in tier 1 or 2 on the fall benchmark AIMSWEB Motivation Behavior Scale increased by one tier or more by the spring benchmark.		75
	Falls Far Below Standard: Fewer than 51% of students who ranked in tier 1 or 2 on the fall benchmark AIMSWEB Motivation Behavior Scale increased by one tier or more by the spring benchmark.		0
Notes	Results will be reported by the school to the PCSC by October 1 of each year.		<hr/> 0

WINGS CHARTER MIDDLE SCHOOL --- MISSION-SPECIFIC FRAMEWORK

Measure 3	Is the school helping special education students with reading-specific IEP goals improve their reading fluency?	Result	Points Possible	Points Earned
	Exceeds Standard: 81% to 100% of special education students who fell below the 25th percentile on the AIMSWEB RCBM fall benchmark met their individual set goal on the RCBM spring benchmark.		100	
	Meets Standard: 65% to 80% of special education students who fell below the 25th percentile on the AIMSWEB RCBM fall benchmark met their individual set goal on the RCBM spring benchmark.		75	
	Does Not Meet Standard: 51% to 64% of special education students who fell below the 25th percentile on the AIMSWEB RCBM fall benchmark met their individual set goal on the RCBM spring benchmark.		50	
	Falls Far Below Standard: Fewer than 51% of special education students who fell below the 25th percentile on the AIMSWEB RCBM fall benchmark met their individual set goal on the RCBM spring benchmark.		0	
				<hr/> 0
Notes	Individual set goals will include the establishment of each individual student's reasonable rate of improvement (ROI). Results will be reported by the school to the PCSC by October 1 of each year.			

WINGS CHARTER MIDDLE SCHOOL --- MISSION-SPECIFIC FRAMEWORK

Measure 4	Is the school helping special education students with math-specific IEP goals improve their math concept and application skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 81% to 100% of special education students who fell below the 25th percentile on the AIMSWEB MCAP fall benchmark met their individual set goal on the MCAP spring benchmark.		100	
	Meets Standard: 65% to 80% of special education students who fell below the 25th percentile on the AIMSWEB MCAP fall benchmark met their individual set goal on the MCAP spring benchmark.		75	
	Does Not Meet Standard: 51% to 64% of special education students who fell below the 25th percentile on the AIMSWEB MCAP fall benchmark met their individual set goal on the MCAP spring benchmark.		50	
	Falls Far Below Standard: Fewer than 51% of special education students who fell below the 25th percentile on the AIMSWEB MCAP fall benchmark met their individual set goal on the MCAP spring benchmark.		0	
				<hr/> 0
Notes	Individual set goals will include the establishment of each individual student's reasonable rate of improvement (ROI). Results will be reported by the school to the PCSC by October 1 of each year.			

INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible Points Earned
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	25	
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.	0	
	Notes		<hr/> 0.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.	25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.	15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	0	
Notes		<hr/> 0.00	
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	0	
Notes		<hr/> 0.00	

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to:		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance		15	
	regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes			<hr/> 0.00	
<hr/>				
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes			<hr/> 0.00	
<hr/>				
Measure 4d Background Checks	Is the school completing required background checks?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes			<hr/> 0.00	

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 5c Information Handling	Is the school handling information appropriately?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	<p>Is the school complying with all other obligations?</p> <p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated here; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes			0	0.00

INDICATOR 1: NEAR-TERM MEASURES					25
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	Result	Points Possible	Points Earned	
			50		
			10		
			0	0.00	
Notes					
Measure 1b Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	Result	Points Possible	Points Earned	
			50		
			10		
			0	0.00	
Notes					
Measure 1c Enrollment Variance	<p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p>	Result	Points Possible	Points Earned	
			50		
			30		
			0	0.00	
Notes					
Measure 1d Default	<p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	Result	Points Possible	Points Earned	
			50		
			0		
				0.00	
Notes					

INDICATOR 2: SUSTAINABILITY MEASURES																				
<p>Measure 2a Total Margin and Aggregated 3-Year Total Margin</p>	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			10			0				0.00			
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	50																			
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Notes																				
<p>Measure 2b Debt to Asset Ratio</p>	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0.00			
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<p>Measure 2c Cash Flow</p>	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		0			50			30			0				0.00
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<p>Measure 2d Debt Service Coverage Ratio</p>	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			0				0.00						
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WINGS CHARTER MIDDLE SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	0.00	25	1%	0.00
	1b	25	2%	0.00	25	1%	0.00
Proficiency	2a	75	5%	0.00	75	4%	0.00
	2b	75	5%	0.00	75	4%	0.00
	2c	75	5%	0.00	75	4%	0.00
Growth	3a	100	7%	0.00	100	6%	0.00
	3b	100	7%	0.00	100	6%	0.00
	3c	100	7%	0.00	100	6%	0.00
	3d	75	5%	0.00	75	4%	0.00
	3e	75	5%	0.00	75	4%	0.00
	3f	75	5%	0.00	75	4%	0.00
	3g	100	7%	0.00	100	6%	0.00
College & Career Readiness	4a				50	3%	0.00
	4b1 / 4b2				50	3%	0.00
	4c				50	3%	0.00
Total Possible Academic Points		900			1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				0.00			0.00
% of Possible Academic Points for This School				0.00%			0.00%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Prosocial Behavior	1	200	13.3%	0.00			
Motivation	2	200	13.3%	0.00			
Special Education Reading	3	100	6.7%	0.00			
Special Education Math	4	100	6.7%	0.00			
Total Possible Mission-Specific Points		600	40%		700	40%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			0.00%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		1500			1750		
TOTAL POINTS RECEIVED				0.00			0.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				0.00%			0.00%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	0.00
	1b	25	6%	0.00
	1c	25	6%	0.00
	1d	25	6%	0.00
Financial Management & Oversight	2a	25	6%	0.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	0.00
	3b	25	6%	0.00
Students & Employees	4a	25	6%	0.00
	4b	25	6%	0.00
	4c	25	6%	0.00
	4d	25	6%	0.00
School Environment	5a	25	6%	0.00
	5b	25	6%	0.00
	5c	25	6%	0.00
Additional Obligations	6a	25	6%	0.00
TOTAL OPERATIONAL POINTS		400	100%	0.00
% OF POSSIBLE OPERATIONAL POINTS				0.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	0.00
	1b	50	13%	0.00
	1c	50	13%	0.00
	1d	50	13%	0.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	0.00
	2c	50	13%	0.00
	2d	50	13%	0.00
TOTAL FINANCIAL POINTS		400	100%	0.00
% OF POSSIBLE FINANCIAL POINTS				0.00%

WINGS CHARTER MIDDLE SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100%	of points possible	90% - 100%	of points possible	85% - 100%	of points possible
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74%	of points possible	80% - 89%	of points possible	65% - 84%	of points possible
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54%	of points possible	61% - 79%	of points possible	46% - 64%	of points possible
<p>Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30%	of points possible	0% - 60%	of points possible	0% - 45%	of points possible

Appendix G: Authorizer Policies

Section I: (Reserved for General Governing Policies & Procedures)

Section II: Oversight Policies and Procedures (Adopted June 13, 2013)

A. Submission of Meeting Materials

- 1. Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than thirty (30) days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
- 2. Fiscal Materials Deadline:** Updated materials related to fiscal information specifically requested by PCSC staff must be received by the PCSC office no later than 8:00 a.m. three (3) business days prior to a regular meeting date. This provision notwithstanding, fiscal information must also be provided in accordance with the 30-day deadline.
- 3. Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 48 hours prior to the meeting time. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
- 4. Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Word or Adobe PDF. Materials submitted in hard copy or as more than ten (10) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.
- 5. Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.
- 6. Audio/Visual Presentations:** Audio/visual presentation files must be submitted one (1) week prior to a regular meeting or 48 hours prior to a special meeting. Such files must be submitted to the PCSC office via electronic mail, web-based file-sharing services, or portable data storage device, and will be made available to presenters at the meeting site using PCSC computer and projection equipment.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

1. Petition Consideration Timeline

- a. The PCSC shall consider new charter school petitions on a timeline in compliance with I.C. § 33-5205.
- b. New charter petitions shall be considered only at regularly scheduled PCSC meetings.
- c. The PCSC shall hold an initial hearing to consider the merits of the petition held within 75 days after a petition is “considered received” as defined in IDAPA 08.03.01.300.04.

2. Standards for Petition Approval

- a. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.
- b. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.2.a of this policy.
- c. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.
- d. The PCSC may approve a new charter petition contingent upon minor, specific revisions that the petitioners are directed to make to PCSC staff’s satisfaction. The PCSC’s written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC’s contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC’s next regularly scheduled meeting.

3. Petition Evaluation Process

- a. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) files, one comprising the body of the petition and the other the combined appendices. The body of the petition must be submitted in Microsoft Word format.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

- b. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.
- c. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section II.A.1 of this policy.
 - i. Revised petitions shall show all changes in legislative format (see [The Idaho Rule Writer's Manual](#), section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "show changes" feature in Word shall not be considered an acceptable substitute for legislative format.
 - ii. Revised petitions shall clearly show the submission date of the revision on the title page.
 - iii. Petition revisions shall be submitted in accordance with Section II.B.3.a of this policy. The entire petition, including appendices, must be submitted with each revision.
 - iv. Petition revisions submitted out of compliance with this section shall be returned to the petitioners without further review.
 - v. Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.
 - vi. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.
- d. The most recent, complete petition revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the meeting materials submission deadline will be the version provided to the PCSC.
- e. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.
- f. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the petition is excluded from this provision.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

- g. If, at the initial hearing, a decision regarding a petition is delayed, one (1) revision will be accepted by PCSC staff prior to the second PCSC hearing. If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.

C. Proposed Charter or Performance Certificate Amendments

1. Proposed Charter or Performance Certificate Amendment Consideration Timeline

- a. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.
 - i. Proposed amendments, other than those deemed appropriate for administrative approval per item (c.) of this section, must be submitted according to the meeting materials deadlines outlined II.A.
- b. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.
- c. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

2. Standards for Charter Amendment Approval

- a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.
 - i. In order to receive a staff recommendation for approval, a proposed charter amendment must score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER). The PER will be available to charter holders in advance of amendment submission.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

2. Standards for Charter Amendment Approval

- ii. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the proposed charter amendment, but such indicators shall not overrule Section II.C.2.b.i of this policy.
- b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

3. Proposed Charter or Performance Certificate Amendment Process

- a. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.
- b. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.
- c. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. The charter or excerpt(s) thereof must be submitted in Microsoft Word format.
- d. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show changes" feature shall not be considered an acceptable substitute for legislative format.
- e. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.
- f. The most recent, complete revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be the version provided to the PCSC.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

3. Proposed Charter or Performance Certificate Amendment Process

- g. The revision provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of that revision. The charter holder will also be provided with the updated PER or evaluation document results.
- h. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.

4. PCSC Decisions Regarding Proposed Charter or Performance Certificate Amendments

- a. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.

Appendix H: Enrollment Policy

Wings Charter Middle School
October 10, 2013

Wings Charter Middle School will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

Appendix I: Public Charter School Closure Protocol



CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

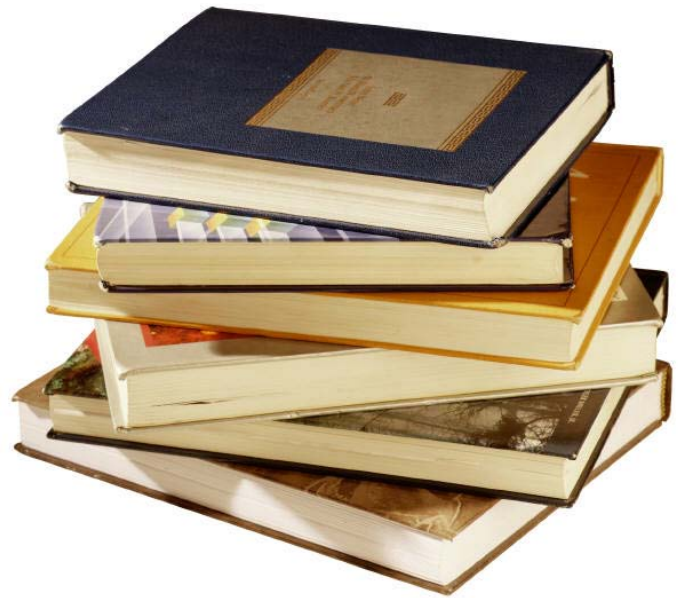
1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.² Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”³

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

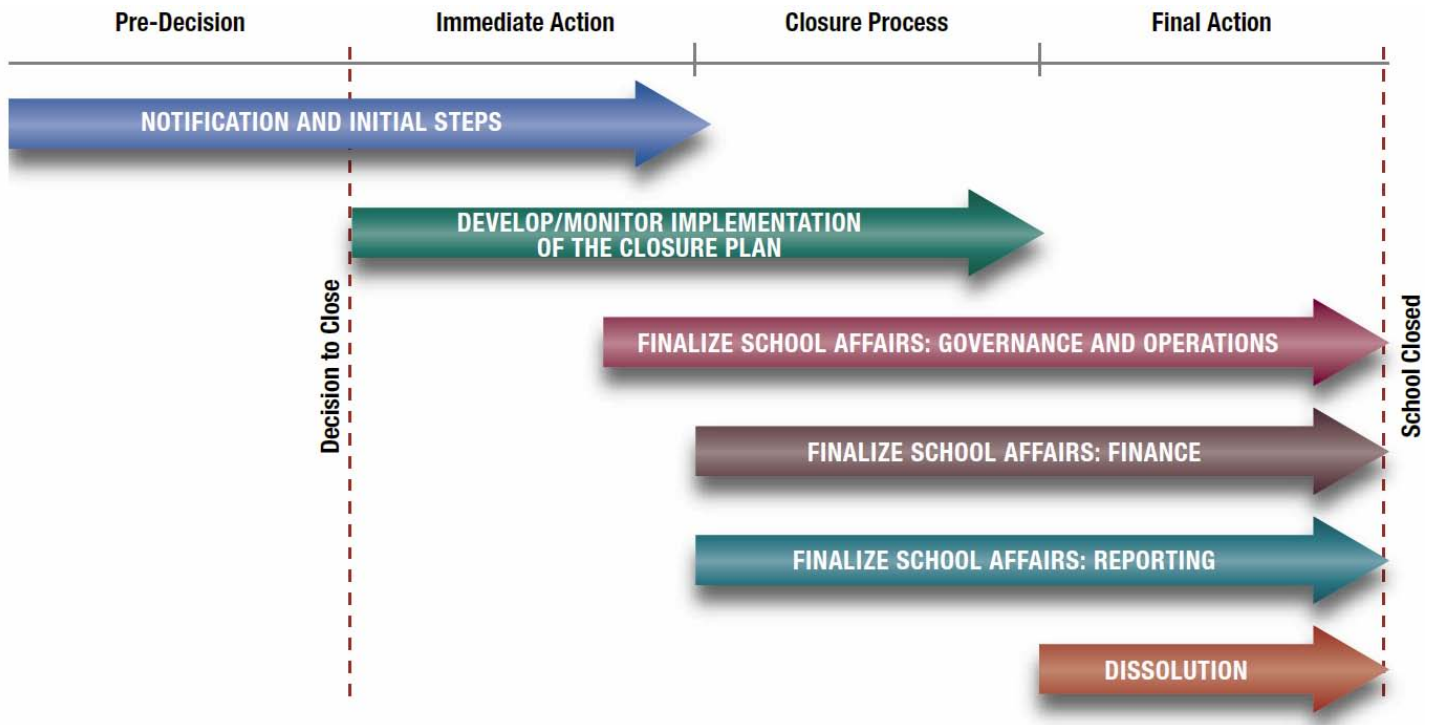
Endnotes

¹ Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

² I.C. § 33-5212

³ Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Meet with PCSC and SDE staff</p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
<p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
<p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
<p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
<p>Review and Report on Finances</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

<p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. 2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records. 	<p>School, PCSC</p>			
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Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
<p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
<p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain Identifiable Location</p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
<p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p>Terminate EMO /CMO Agreement (if applicable)</p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. <p>The school and the management company agree when other services including business services will end.</p>	School			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
<p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. Determine where records will be stored after dissolution. 	School			
<p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. Document the transfer of records to include: <ul style="list-style-type: none"> Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
<p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (ie. ID Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Not that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. If the school owes the state money, it should list the SDE as a creditor and treat it accordingly.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
<p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
<p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p>End Corporate Existence (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
<p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹