

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

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

September 23, 2010

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

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C. Mission and Vision Statement

It is the mission of the Wings Charter Middle School to be a partner in fostering a meaningful life for all students in the Magic Valley.

The purpose of the WINGS Charter Middle School, Inc. is to provide an appropriate educational experience for middle school students with language-based and/or math-based learning differences, tailoring instruction to each student's unique learning style so that the student not only acquires language and math skills but also develops a joy of learning that enables the student to realize his/her full intellectual and personal potential.

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:

- Create for every student an Individualized Learning Plan (ILP) focusing on his/her unique needs, with goals ranging from core academics to developing social and organizational skills. (This is not the same as an IEP required for students with disabilities or students who have been referred for testing to determine if a disability exists.) The ILPs will be developed during the 6th grade year as part of the student's individual portfolio which will be addressed by the 6th grade curriculum.
- Provide opportunities for every student to meet or exceed the academic objectives set forth by Idaho Standards of Achievement Test.
- 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, particularly those with a disability 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.

At the heart of the educational program of WINGS Charter Middle School is a belief that every student has a sea of learning strengths that must be nurtured and specific learning difficulties that can be remediated or accommodated. Accordingly, every student will have an Individualized Learning Plan (ILP) focusing on his/her unique needs, with goals ranging from core academics to developing social and organizational skills. The ILP’s will be collaboratively created with the student, his or her family members, and the WINGS CHARTER MIDDLE SCHOOL staff. This course of instruction will detail goals and benchmarks for a student’s academic performance, as well as social, emotional, and physical strengths and challenges.

The WINGS Charter Middle School will utilize several methods for addressing students who are not meeting the stated outcomes of their ILP’s 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 stated WINGS Charter Middle School ILP outcomes.

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)

Sixty percent (60%) of students in attendance for a period of two consecutive years at WINGS CHARTER MIDDLE SCHOOL will improve their personal scores in all aspects of the following assessment, which will ultimately improve WINGS CHARTER MIDDLE SCHOOL's overall scoring:

- ISAT assessment, Grades 6-8

WINGS CHARTER MIDDLE SCHOOL's educational standard is for students who are enrolled continuously from the beginning of the school year, to show annual academic improvement as measured by:

1. 60% of students in grade 7 who have been enrolled in WINGS CHARTER MIDDLE SCHOOL for at least one full calendar year will show individual growth of 10% or more on standard ISAT Reading assessment.
2. 65% of students in grade 8 who have been enrolled in WING CHARTER MIDDLE SCHOOL for at least two full calendar years will show individual growth of 10% or more on the 8th grade ISAT Reading assessment scores from the previous year's scores or make AYP through Safe Harbor.
3. 60% of students in grade 7 who have been enrolled in WINGS CHARTER MIDDLE SCHOOL for at least one full calendar year will show individual growth of 10% or more on standard ISAT Math assessment.
4. 65% of students in grade 8 who have been enrolled in WING CHARTER MIDDLE SCHOOL for at least two full calendar years will show individual growth of 10% or more on the 8th grade ISAT Math assessment scores from the previous year's scores or make AYP through Safe Harbor.

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 with the student's previous performance on said assessments to measure the growth of student learning on an annual basis.

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 Twin Falls School District boundaries.

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. The parents of students residing in other school district boundaries will responsible for their own children’s transportation, with no reimbursement. If the school board and bus contractor determine there are sufficient number of students outside Twin Falls School District boundaries but within thirteen miles from the boundaries, an additional bus stop may be added and reimbursement from the state may be sought. See Appendix P for a letter estimating costs and agreements.

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 Health & 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.