

Ignite Leadership School

Kindergarten - 12th Grade

2027-2028

Caldwell, ID - Caldwell, Nampa, Vallivue Districts

February 16, 2026

Resubmitted April 17, 2026

William Weaver

77 S. Skye Drive, Nampa, ID 83651

208-960-0098

igniteleadershipschool@gmail.com

Non-Discrimination Statement:

Ignite Leadership School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

Table of Contents

Table of Contents	2
Executive Summary	4
Section I: Educational Program	4
1. Educational Philosophy	4
2. Student Academic Achievement Standards	6
3. Key Educational Design Elements, Curricula, Tools, & Instructional Methods	7
A.C.E. Approach:	7
Curriculum Overview.....	13
4. Strategies for Serving Special Populations.....	22
5. Professional Development Plan	23
Section II. FINANCIAL & FACILITIES PLANS	24
1. Fiscal Philosophy and Spending Priorities	24
2. Transportation and Food Service Plans	25
3. Financial Management and Monitoring Plan	26
4. Facilities Plan	27
Section III - Board Capacity and Governance Structure	28
1. Governance Structure:	28
2. Board Member Qualifications	29
3. Transition Plan.....	30
4. Board Member Recruitment and Training.....	31
Section IV - Student Demand and Primary Attendance Area	32
1. Attendance Area:	32
2. Community Support:.....	33
3. Student Demand and Population	34
4. Enrollment Capacity	36
5. Enrolling Underserved Families.....	37
Section V - School Leadership and Management	38
1. Leadership Team.....	38
2. Standing Committees and Ancillary Support Personnel	44
3. Educational Services Provider.....	44
Section VI - Virtual and Blended Programs	45
APPENDICES.....	46
Series A – Financial Plan.....	47
Series B – Facility Plan	58
Series C – Governance Documents.....	71

Series D – Board of Directors and Petitioning Group.....	85
Series F – Education Services Provider	106
Series G – District Notification Letters.....	107
Series H – Additional Appendices.....	108

Executive Summary

Ignite Leadership School is a proposed Leader in Me school, founded on a mission to develop empowered, responsible, and academically prepare students who are equipped with the leadership and life skills necessary to thrive in an ever-changing world. Grounded in the principles of the Leader in Me framework, the school integrates social-emotional learning, leadership development, and academic rigor into a cohesive instructional model. The school will serve students in grades K–12 and will be located in Canyon County, with a focus on serving a diverse student population, including those who may benefit from increased access to leadership opportunities, personalized learning, and a supportive school culture. The organizational structure will include a collaborative leadership team, teacher leaders, and ongoing stakeholder engagement to ensure continuous improvement and shared accountability.

The rationale for this school is rooted in the growing need for educational environments that go beyond traditional academics to intentionally cultivate leadership, character, and critical life skills. Many students lack consistent opportunities to develop habits such as goal setting, accountability, collaboration, and proactive problem-solving. By embedding these competencies into daily instruction and school culture, the proposed school seeks to address gaps in student engagement, achievement, and long-term readiness. The intended impact is to create a school community where students see themselves as leaders, take ownership of their learning, and demonstrate measurable growth both academically and socially.

The educational program combines standards-based instruction with the explicit teaching of the 7 Habits of Highly Effective People, student-led goal setting, data tracking, and leadership opportunities across all grade levels. Instruction will be student-centered, incorporating project-based learning, differentiated instruction, and ongoing formative assessment to meet individual student needs. Teachers will receive continuous professional development to effectively integrate leadership principles into core content areas. Anticipated outcomes include improved academic performance, increased student engagement, stronger social-emotional competencies, and the development of confident, self-directed learners who are prepared for future academic and life success.

Section I: Educational Program

1. Educational Philosophy

Ignite Leadership School (ILS) is a newly proposed charter school that intends to serve students in grades Kindergarten through 12th grade in the Vallivue, Caldwell, and Nampa School Districts. Replicating the educational philosophy of The Village Charter School dba Village Leadership Academy, utilizing the *Leader in Me (LIM)* Model. “*Leader in Me (LIM)* is an evidence-based PK-12 model, developed in partnership with educators, designed to build resilience and leadership in students, create a high-trust culture, and help improve academic achievement.”¹

Students are unique and have gifts that need to be cultivated through a variety of activities. Families need an option where each of their children can pursue individual interests within the same school. Character building and values must be taught to produce virtuous leaders. If a student is not progressing, he or she needs a teacher who will discover how to reach them. Students learn at different paces and benefit from the *LIM* model, enabling teachers to work with

them at their level of understanding. Students need a safe and welcoming environment where they can find their genius. The school and students will create Wildly Important Goals (WIG) yearly to create a sense of accomplishment and confidence. The *Positive Behavior Intervention Supports* (PBIS) and A.C.E. approach provides consistency in the school environment, classroom management, and discipline throughout all grade levels. To be academically successful, students need to feel safe, accomplished, loved, engaged, challenged, and to be taught how to take an active role in their own education to become lifelong learners. Students need the opportunity to explore their interests and gain skills early in life in order to be prepared for a satisfying career. Additionally, students need to understand the importance of their contribution to society to become resilient citizens and balanced leaders for tomorrow.

Mission:

We will inspire and elevate our students, staff, and families to build integrity and celebrate successes. We will view challenges as opportunities for growth while nurturing a community of balanced leaders for tomorrow.

Vision:

Empowering students to become resilient citizens and leaders within their community.

1

<https://www.franklincovey.com/solutions/education/#:~:text=Leader%20in%20Me%20is%20an,and%20help%20improve%20academic%20achievement.>

2. Student Academic Achievement Standards

Driven by its mission and vision to ensure all students are successful in life, ILS has established the following goals:

- A. By its fifth year of operation, at least 60% of 3rd-8th grade students will achieve proficient or higher on the annual Idaho Standards Achievement Test (ISAT) summative assessment for English Language Arts (ELA)/Literacy.
- B. By its fifth year of operation, at least 50% of 3rd-8th grade students will achieve proficient or higher on the annual ISAT summative assessment for Mathematics.
- C. By its fifth year of operation, at least 55% of 5th and 8th-grade students will achieve proficient or higher on the annual ISAT summative assessment for science.
- D. If an achievement gap exists between students in targeted at-risk student subgroups (economically disadvantaged (FRL), English Language Learners (ELL), Students with Disabilities (SwD) and other at-risk groups) and the general student population, ILS will decrease the achievement gap between each subgroup and the general student population by at least 30% by the end of its fifth year of operation, as measured by the summative ISAT as well as the school's selected interim benchmark assessments.
- E. Annually, we will give a Measurable Results Assessment (MRA). By the fifth year of operation, we will achieve a rating of 70% on all three areas of the assessment (Leadership, Culture, and Academics) (see Appendix H).

These goals have been partly established by examining the current academic achievement results of schools in ILS's target area. (For more information, please see the discussion of student achievement in area schools in Section IV. Student Demand and Primary Attendance Area.) After examining these results, ILS firmly believes that the goals it has established above are both ambitious and attainable.

Importantly, the goals set for ELA/Literacy, Mathematics exceed recent performance levels for the local Vallivue School District in ELA/Literacy and Mathematics: 52.8% and 35.2%, and for the Caldwell School District in ELA/Literacy and Mathematics: 32.3% and 19.9%, respectively.

Furthermore, the goal set for science exceeds the local Vallivue and Caldwell School Districts' current performance levels of 36.8% and 20.0%, respectively.

In addition to exceeding recent local district averages in ELA/Literacy and Mathematics, ILS believes these goals are appropriately ambitious for multiple reasons. Most notably, the proposed targets in all three subject areas meet or exceed those of the likely cohort of home schools, which are analyzed in greater detail in **Section IV: Student Demand and Primary Attendance Area**. ILS's approach to science and social studies instruction is based on a thoughtful implementation of the embedded social studies, science, and technical subject standards in grades K-5 of the Idaho ELA/Literacy Content Standards, as well as the separate and aligned Literacy in History/Social Studies, Science, and Technical Subjects standards for the applicable secondary grades.

Given these and other factors, ILS administration and relevant faculty will continually monitor progress towards our academic targets and propose that the Governing Board adapt these goals as needed on a yearly basis to ensure that their mission of preparing all to perform at or above grade level is being fulfilled and that the school is on track to meet or exceed the current standards under any applicable performance framework. The founding board has chosen to focus primarily upon proficiency. Based on research, however, ILS has discovered that some charter schools ultimately enroll a student body that faces greater initial academic challenges than its host district. Depending on baseline student achievement results, for example, it may ultimately be necessary to supplement these targets with internal annual academic growth and subgroup improvement targets, building on those baselines to ensure that the school is meeting the needs of all of its learners and is on track to meet the proficiency targets specified above and the expectations of the Commission's Performance Framework.

3. Key Educational Design Elements, Curricula, Tools, & Instructional Methods

A.C.E. Approach:

Ignite Leadership School (ILS) utilizes innovative methods to provide a quality education in a smaller, more responsive learning environment. This enables students to not only meet standards but to blossom as individuals who are important, valued, and empowered.

The A.C.E. Approach is based on three fundamental pillars of social and academic success. These are (A) personal accountability, (C) consideration for others, and (E) equipping the student for future situations. These three pillars are integrated throughout the school's organization and daily activities. They guide the school's mission, vision, and policies and are rooted in the core values of ILS. Every staff member is trained to refer to and apply A.C.E. Approach in decision-making regarding school management and student outcomes.

The A.C.E. Approach (A.C.E.) was developed by the founders of The Village Charter School (and reviewed by the founders of ILS) and is based on PBIS research², best practices, and educator experiences. The core values of ILS are rooted within the A.C.E. Approach as guiding principles. PBIS is included in the A.C.E. Approach (enhanced by the LIM program) and is based on differentiated instruction. This comprehensive approach provides consistency throughout the school, governing behaviors, decisions, discipline, and education.

Philosophy:

The A.C.E. Approach was developed in order to meet the diverse needs of our students and teachers. It serves to support the educator with a structured and consistent plan for instruction and management. The student benefits from clear expectations, logical consequences, and appropriate coaching. The A.C.E. Approach is a specific outline for the school environment, classroom management, curriculum, and discipline. It is implemented on a school-wide basis and provides consistency at each grade level, in each classroom, and with each staff member. The use of consistency is fundamental in the school and classrooms in order to provide a safe, structured, engaging, and positive atmosphere. Students are valued for their individuality, and their freedom to make choices is honored. Resources and opportunities are provided for the students to thrive. Students, staff members, parents, and community members work as partners in education.

School Environment:

A - Accountability: Students are held accountable for their choices and are expected to conduct themselves in a respectful manner. They are respectful of the school building, supplies, and of others' property. Students are responsible for cleaning up after themselves and taking care of their belongings. Daily attendance is essential, as is punctuality.

C - Consideration for others: Etiquette is taught in order to raise awareness of what it means to be considerate of others. Students walk quietly as they transition between classes so as not to disturb working classrooms. Speaking respectfully and saying "please" and "thank you" are modeled and encouraged. Students compete against their own personal best. Students support and encourage each other to achieve their best.

E - Equipping for future situations: There is a focus on team-building activities to create unity. Students are equipped for success through role-playing scenarios, discussions, the student handbook, character education, and logical consequences.

Classroom Management

A - Accountability: Every student may be given regular responsibilities to help with the management of the classroom. This gives them a sense of responsibility and ownership. Assignments are clearly posted in the classroom. The teacher determines whether students

² <https://www.pbis.org/pbis/what-is-pbis>

work on tasks individually or as a group. Responsibilities are age-appropriate LIM classroom roles and may include, but are not limited to: sharpening pencils, picking paper up off the floor, wiping desks, leading the Pledge of Allegiance, keeping a particular area (such as library) organized, passing out papers, turning off lights, watering plants, feeding classroom pets, collecting homework, assisting in the office, other classroom or lunchroom.

C - Consideration for others: Students work together, help each other, and lead by example. The teacher holds the high expectation that students treat each other with respect. Classroom rules are clearly posted, and there is consistency throughout the school with correction methods. Students are expected to be quiet and attentive during instruction and when an adult or fellow student is presenting.

E - Equipping for future situations: The classroom daily schedule is clearly posted to provide routine and consistency in order to teach the students time management and scheduling. The teacher sets class goals, and each student sets personalized learning goals using the SMART (specific, measurable, attainable, relevant, and time-specific) method. By developing goals, the students, parents, and educators will work together to consider the students' strengths and weaknesses.

Classroom Instruction

A - Accountability: Teachers prepare lessons according to the needs of the class, while meeting the requirements of State Standards. Students are encouraged to ask for help when they are confused or need assistance. Students are expected to be engaged, encouraged to achieve their personal best, and are accountable for individual assignments. Students are supported to discover and develop their distinctive abilities, and to develop goals and a vision for their future.

C - Consideration for others: Students demonstrate respect for others and awareness that they are part of a greater whole. Camaraderie is encouraged between all classes and age groups. Students are given opportunities to work on group assignments in order to build teamwork and interpersonal problem-solving skills. Peer teaching, when appropriate, allows students to become educators and reinforces their own knowledge through presentation. Students are also given the opportunity to work with students from other grades through the Flame/Spark buddy mentoring program. Diversity and global awareness are cultivated through Social Studies, humanitarian projects, and service to the local community. This enables students to appreciate their value of belonging to a larger society and their ability to make contributions to the world in which they live.

E - Equipping for future situations: A clearly defined core curriculum foundation comes first and is enhanced by the LIM Program. This foundation begins by using state standards as the starting point and progresses to higher, but achievable, standards throughout the course of the year. Teachers work together to decide upon specific content and skills that build progressively from grade to grade and therefore align the curriculum. This collaborative effort provides a secure foundation for further learning and is built upon from year to year. Enhanced curriculum

equips students for success in higher education and satisfying employment based upon their unique talents and abilities.

Behavior and Discipline

A - Accountability: Students and faculty are held to high standards for moral and ethical conduct consistent with the core values of ILS. This is accomplished through clear limits and consequences, consistency, and empathy. Corrective measures for inappropriate behaviors and poor choices follow a positive model that is progressive and logical. The staff approaches such matters immediately and in a gentle and empathetic manner. When possible, corrections are handled quietly and privately between staff members and students. The teacher avoids hollering across the classroom or otherwise bringing undue attention to the situation. Verbal reproach is kept brief to give direction only. The objective is to disengage, not engage, the student during conflict. The student's freedom to make responsible choices is honored, and each is held accountable for his or her choices. Correction ideally ends with a positive statement of affirmation, such as, "I know you can do it!", "I know you'll make a better choice next time!", or "I believe in you!"

C - Consideration for others: Students are coached to resolve conflict in a positive, caring, and calm manner. They are given the opportunity for personal accountability for their words and actions and are guided to consider others' thoughts and feelings. Staff members strive to be conscientious in discerning tattling and bullying from conflict. Bullying, targeting, harassing, or otherwise compromising another's safety is not tolerated.

E - Equipping for future situations: Students are taught clear boundaries in order to help them learn that their behaviors affect themselves and others. Staff members prepare students for successful social interaction and character development through role-plays, problem-solving, loving communication, coaching, and logical consequences. Corrective measures help the student to better understand their choices, the consequences of their choices, and how they can take responsibility to problem-solve. Students learn skills that will help them make positive choices and make amends to preserve relationships.

Core Values:

Leadership - the ability to lead or guide, direct, or influence people

Integrity - the quality of possessing and steadfastly adhering to high moral principles

Honesty - the quality, condition, or characteristic of being fair, truthful, and morally upright

Perseverance - determined, continuation with something, steady and continued action or belief, usually over a long period and especially despite difficulties or setbacks

Dependability - able to be trusted to do what is expected or has been promised

Respect - a feeling or attitude of admiration, deference, and courtesy toward somebody or something

Consideration - mindfulness or sensitivity toward the feelings of others, often including a desire to help build confidence; a belief in one's ability to succeed

Character Development:

Character development is fundamental to the A.C.E. Approach and is a means of producing virtuous leaders. ILS has high expectations for moral and ethical conduct. All employees, parents, and visitors are expected to follow the same standards that are set for students. Positive character traits are taught by example and through character education classes using our LIM core values. In addition to our LIM core values, there is a school-wide focus to create an environment of citizenship, patriotism, service, and camaraderie.

Instructional Methods:

Students do not learn the same thing in the same way on the same day. Therefore, ILS will use a variety of instructional methods in order to meet student needs. The goals of the ILS instructional methods are to:

- assess the students' readiness, instructional needs, interests, and learning styles
- utilize informative assessment data to develop targeted instructional activities with the integration of curriculum, hands-on experiences, and/or project-based activities
- develop challenging and engaging tasks for the students
- utilize multiple ways to display comprehension

Therefore, ILS will use a differentiated approach to teach a classroom of students. To address different learning styles, teachers will use a mix of direct instruction, hands-on learning, student-led learning, and group work. Differentiating instruction and allowing flexibility of delivery methods helps educators strive to maximize students' comprehension, retention, and progression.

ILS uses fair, innovative, research-based assessments to demonstrate student understanding. Each assessment uses a rubric, which provides the teachers with guidelines to thoroughly analyze the students' work. Through the scaffolded staff development, teachers are trained to analyze assessment data using multiple diagnostic methods, leading to valid and informative results. This paints a picture of student progress and enables teachers to analyze results, problem-solve, and pinpoint needs in order to further students' academic growth.³

³ Routman, 1999

ILS emphasizes assessments that enhance learning. The goal of assessment is not only to give a grade, but to encourage students to do their personal best and demonstrate and track their improvement throughout the year (inside their yearly LIM personal portfolio).

When analyzing assessment data, it's not about what or how many errors the student made; it's why the errors were made that matters. The why informs teachers that students may:

- be able to demonstrate a skill, but their overall comprehension of that skill may be lacking
- have a disconnection between what has been taught and what has been understood
- not learn in the way the teacher has been teaching
- memorize data but may not be able to correctly apply it.

Until a student is aware of how and why they are making errors, they are unable to begin to improve and progress. Additionally, self-assessment provides a unique learning opportunity for students. As active participants assessing their own work, students are encouraged to develop an understanding of their strengths and deficiencies, as well as an objective view of their accomplishments. In this way, students can see their progress, gain a positive desire to create quality work, and strive for excellence.

Core Assessments

A. Reading Assessment. The number of words a student can read per minute does not necessarily reflect the extent of comprehension. To accurately measure a student's reading level, teachers must also analyze their reading comprehension, error rate, and self-correction rate. By analyzing the students' reading ability in multiple ways, teachers are able to more accurately support and challenge students. ILS uses age/grade-appropriate research-based assessments to measure the student's reading ability to measure the following:

(a) Current Grade Level: Reading levels are analyzed to determine whether the student is reading at, above, or below grade level. If the student is reading below grade level, this information is vital to the teacher. Teachers are then able to create interventions that provide the instruction necessary to help the struggling student gain the strategies necessary to accelerate their learning.⁴

(b) Self-Correction Rate: This is measured by tallying how many corrections the student makes independently. A 1:10 ratio reflects that the student corrected one error for every ten (10) errors made. Self-correction informs the teacher of the students' ability to understand what they have read. Without assessments to discover a student's self-correction rate, the student's reading deficiencies can go undetected, and the student may fall further behind.

⁴ Routman, 1999

(c) Comprehension Percentage: Students are asked questions applicable to the passage read to measure reading comprehension.

B. Writing Assessment. The development of students' ability to write is a main priority. Writing plays an integral role in students' academic, vocational, social, and personal lives. Educators can use writing to stimulate students' higher-order thinking skills, including the ability to make logical connections, compare and contrast solutions to problems, and adequately support arguments and conclusions. ILS uses research-based assessments to measure the student's writing ability.

- (a) Informational/explanatory writing
- (b) Narrative Writing
- (c) Opinion/Argumentative Based

C. Mathematics Assessment. ILS uses math instruction and assessments that focus on the importance of knowing multiple ways to find solutions to math problems and that the process is as important as the solution. Math is multi-dimensional and taught using a variety of modalities to enrich comprehension, enabling students to use math as a tool for reasoning and problem solving as applied in the real world.

ILS uses research-based assessments to measure the student's math ability. The Math assessments are open-ended and performance-based assessments, which show the processes students are using to reach the correct answer. Math is assessed monthly or by unit using formative and summative assessments, which cover the standards taught.

Results collected from these assessments are used for student report cards and parent-teacher conferences to provide a concrete representation of student's progress. This provides the information necessary to inform teachers and parents when a student is making progress, when they are leveling off, or losing ground. In this way, educators and parents can partner to provide the best support for the student.

Curriculum Overview

Ignite Leadership School aims to utilize the Idaho State Department of Education standards, supplemented by a clearly defined, progressive, innovative, and integrated common core curriculum. Study in each grade is progressive, and students build upon the specific knowledge learned in one grade to the next. Teachers enhance instruction using innovative methods to reach students with different learning styles, personalities, and interests. Curriculum is integrated throughout subjects, providing a solid foundation that creates a deeper understanding and stronger application of concepts. Through this comprehensive approach, students acquire the academic excellence and social responsibility desired of an educated citizen in the 21st century.

The core foundation areas, described below, are language arts, science, math, physical education, health, and social studies. They are augmented by the study of literature, elective courses, U.S. history, second language, music, computer keyboarding, technology, fine art, academic preparation, real-world skills, and environmental responsibility. ILS follows the standards set forth by the Idaho State Department of Education.

Language Arts and Literature: Students learn the logistics of the English language in reading, writing, and language to become effective communicators. Comprehension skills, phonics, grammar, handwriting, and vocabulary are integrated within language arts. Dramatization, memorization of accelerated vocabulary, and guided application are part of the language arts experience. Writing includes numerous opportunities to apply the concepts learned, whether they are creative or expository. Communication skills include speaking, writing, and oral presentation, using modern technological tools as needed. The Wit and Wisdom or similar curriculum may be used.

(a) **Literature.** Students are exposed to great and classic works of literature, including fiction, non-fiction, and poetry. Literary books are specially selected to teach students about the world, stimulate their minds, and raise the standards for ethics, values, and ideals. Great books stir emotions, encourage, inspire, and introduce individuals to ideas, language, and beliefs. They provide powerful and unforgettable lessons and characters, as well as enrich language and vocabulary. Students gain a common cultural background from the shared experience of reading. Literature is integrated throughout other curriculum areas to enrich education. Much is expected from the students in this important area, including time spent reading at home for all grade levels. ILS will abide by the Commission Guidelines for Applying the Provisions of Idaho Constitution Article IX, § 6, Regarding Sectarian, Religious or Denominational Teaching or Materials.

Science. The science curriculum is a multi-year sequence that emphasizes hands-on experimentation and functional knowledge of scientific concepts. Science must take students beyond the factual approach of reading, reciting, drilling, and testing to actual writing, synthesizing, and analyzing data gathered, and understanding key and cross-curricular vocabulary. Proficiency in using the scientific method and observational skills creates a strong foundation of learning, which helps students to approach problem-solving in an organized way. This approach allows students to experience the excitement of science, enabling them to better understand facts and concepts. A research-based curriculum will be used to enhance hands-on experience.

Mathematics. Students are given the tools to approach mathematical problems using a variety of approaches to produce the same outcome. This helps students think creatively to solve problems. Physical manipulatives are used to give tangible meaning to abstract concepts. In this way, math is multi-layered, using many mediums to enrich and create a deeper understanding and application of concepts. Therefore, students comprehend the subject of math and do not hesitate to use it as a tool for reasoning and problem solving in purposeful ways, and understanding key and cross-curricular vocabulary. iReady Math or other similar programs will

be used as curriculum in grades K-8, and Saxon or other similar programs will be used as curriculum in grades 6-12.

Social Studies. Students follow the basic elements of the State Department of Education curriculum with a focus on local, state, national, and world geography and history. Additionally, there is an emphasis on community service and humanitarian projects in all grades, giving the students the opportunity to apply their understanding of, and contributions to, the world around them, and to understand key and cross-curricular vocabulary. Students discover and experience their responsibilities and rights as members of our democratic community. Social Studies standards will be met through integration in ELA, as well as an adopted curriculum. ILS uses a real-world, interactive approach that brings history to life by using creative methods, for example, re-enactments, studying autobiographies, or conducting a mock election. Additionally, each day begins with the Pledge of Allegiance.

(a) **Environmental Responsibility.** We share a global responsibility for protecting and preserving our environment today and for future generations by teaching our students to respect the world around them. ILS staff teaches and models environmental responsibility by using materials and energy wisely and recycling. A responsibility for the world and environment is taught through lesson themes, discussion, hands-on activities, and incorporating these practices into the enhanced curriculum.

Physical Education and Health. Physical education not only allows students to be active but also teaches the skills they need to be active throughout their lifetime. In addition, nutrition and healthy living are emphasized through discussions and hands-on activities. Life skills and awareness of healthy food choices will be taught along with a focus on developing students' physical skills, health-related fitness, and social-emotional well-being through movement and activity. The standards emphasize skilled movement, fitness, and personal/social responsibility, promoting lifelong physical activity.

(a) **K-12: Physical Literacy** - Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. Classes will meet state standards by grade.

(b) **K-12: Health** - will be taught by grade according to state standards.

Fine Art and Visual Art

ILS will have class options in the areas of fine arts and visual arts in many categories, such as music, art, debate, speech, secondary language, and other similar options. Each Class will incorporate LIM vocabulary, language, and rhetoric in the delivery of each course.

Technology and Communication

ILS will have class options in the areas of technology and communication, such as keyboarding, responsible computer use, digital tools, coding, future cities, Botball, LEGO League, and other

similar STEM options. Each class will incorporate LIM vocabulary, language, and rhetoric in the delivery of each course.

Academic Preparation

Upon entering Middle School, students enroll in academic prep classes as a time to learn good study habits, complete their homework, and work on projects. They may receive instruction from teachers, guest speakers, college graduates, and fellow students on topics such as note-taking, organization, and study skills.

Real-World Skills

Etiquette, money, home, and time management are important skills that foster the successful growth and achievement of each student. These real-world skills, integrated with academic instruction, create a strong foundation to effectively manage the demands and challenges of everyday life.

Elective Classes

The elective program is a hands-on approach to cultivate curiosity, interest, and skills. Students are given opportunities to explore a variety of interests through elective classes that are project-based. These projects maximize student involvement to solidify learning and optimize retention of knowledge and skills. Students will have the opportunity to participate in several different elective classes throughout the year. Individual or group projects are presented by the student(s) at the conclusion of each session. Class availability is based on student interest surveys and teacher talents.

Spark/Flame (Big Buddy/Little Buddy) Classroom: To build school-wide camaraderie, older classrooms and younger classrooms are paired together for various projects using cross-grade tutoring. Older and younger students are paired together and assigned to work together throughout the school year on a regular basis. Both the older and the younger students benefit from this partnership as they spend time reading, writing, working on math concepts, or specific assignments together. The older students learn leadership skills, while the younger students gain a valuable mentor. Teachers guide and monitor this program to ensure success.

High School State Graduation Requirements			
Content Area	State Requirement	Additional details	ILS Requirement
Core of Instruction	29 credits		
Electives	17 credits		
Additional Requirements	See Descriptions		
Total Credits	46 credits minimum		
Core Subject Areas			
English Language Arts	Language Arts -8 credits Communication - 1 Credit	Language Arts shall consist of language study, composition, literature, and be aligned to the Idaho Content Standards for the appropriate grade level. Communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards.	Each Class will incorporate LIM vocabulary, language, and rhetoric in the delivery of each course.
Mathematics	Algebra I (equivalent) -2 credits Geometry (equivalent) -2 credits Student Choice	Secondary mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus Probability and Statistics, Discrete Mathematics,	Each Class will incorporate LIM vocabulary, language, and rhetoric in the delivery of each course.

	-2 credits	and courses in mathematical problem solving and quantitative reasoning including mathematics taken throughout career technical education programs. Dual credit engineering and computer science courses aligned to the state standards for grades nine (9) through (12), including AP Computer Science and dual credit computer Science courses may also be counted as a mathematics credit. Students who choose to take computer science and dual credit engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course.	
Science	Lab-based -2 credits Student Choice -4 credits	Instruction in the following: earth and space sciences, physical science, life sciences, computer science, biology, chemistry, environment, or approved applied sciences.	Each Class will incorporate LIM vocabulary, language, and rhetoric in the delivery of each course.
Social Studies	US History -2 credits Government -2 Credits Economics and Financial Literacy -1 Credit	Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as social studies requirements.	Each Class will incorporate LIM vocabulary, language, and rhetoric in the delivery of each course. ILS will offer a Financial Literacy (such as Dave Ramsay's

			Foundations in Personal Finance Class) as an economics credit.
Humanities	Student Choice -2 credits	May include visual arts, music, theatre, dance, or world language aligned to Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards.	Each Class will incorporate LIM vocabulary, language, and rhetoric in the delivery of each course.
Health	Student Choice -1 Credit	Course must be aligned to Idaho Content Standards and a student should receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course.	Each Class will incorporate LIM vocabulary, language, and rhetoric in the delivery of each course.
Electives			
	17 Credits	To be determined by the school. Electives should reflect the emphasis of the school.	ILS will require every student to take a Leader in Me class (8 credits).

			ILS will offer students various electives that will vary based on student interests and teacher availability.
Additional Requirements			
District Requirements	The local school district or LEA may establish graduation requirements beyond the state minimum.		
Advanced Opportunities	Districts must offer at least one Advanced Opportunity such as Dual Credit, Advanced Placement, Technical Competency Credit, or International Baccalaureate.		
Senior Project Or equivalent	The senior project is a culminating project to show a student's ability to analyze, synthesize, and evaluate information and communicate that knowledge and understanding. A student must complete a senior project by the end of grade twelve (12). Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school-to-work internship programs, at the discretion of the school district or charter school. The project must include elements of research, development of a thesis using experiential learning or integrated project-based learning experiences, and presentation of the project outcome. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a post-secondary certificate or degree at the time of high school graduation or an approved pre internship or internship program may be used to meet this requirement.		
Civics Test	All secondary students must demonstrate that they have met the state civics and		

	government standard by successfully completing the civics test or alternate path. Successful completion of this requirement must be reflected on the student's transcript.	
Physical Education	High schools are required to provide instructional offerings in Physical Education (fitness). Physical Education Content Standards.	
College Entrance Exam		ILS will offer a college entrance Exam to be taken during the school day.
ISAT		ILS will require students to take the ISAT every year, offered by the State.
Middle School Credits	Students must meet 8th-grade math standards before being permitted to 9th grade. A student will have met the high school content and credit requirement for any required high school course if: The student completes such course with a grade C or higher before entering 9th grade; course meets the same content standards that are required for high school, and course is taught by a properly certified teacher. Parents of middle school students taking a course for high school credit must be notified that the course is available for high school credit, and must be given the option as to whether or not the course is transcribed. Students/families paying for courses with Advanced Opportunities funds are consenting to the course being transcribed as high school credit.	Each Class will incorporate LIM vocabulary, language, and rhetoric in the delivery of each course.

Curriculum Development and Approval

Curriculum development is an ongoing process directed by the Charter Administrator with the approval of the Board. The curriculum will be implemented and evaluated through observations and progress of teachers and students, with follow-up discussions with the Charter Administrator to include written future goals. IC 33-512A

4. Strategies for Serving Special Populations

ILS believes that all students deserve and can succeed in an atmosphere of high expectations. However, there are students that need additional support to succeed in such an environment. A Multi-Tiered System of Supports (MTSS) will be implemented at ILS to identify and intervene with students who struggle academically or behaviorally while the challenges are still relatively small. Teachers are trained in and expected to utilize interventions for students who need additional support. Further, secondary students meet with their college and career readiness class in a small group (15 students or less) to learn non-academic competencies such as goal setting, mindsets, and habits of success with support from a vocational rehabilitation counselor. An advisory teacher/staff member will meet individually with students to review their future goals, their progress toward previous goals, and reflect on progress since the last meeting. During this time, the advisory teacher/staff member checks key indicators with the students (such as grades, behavior data, and attendance) and provides assistance or direction for the student. This is another place where students who face unique contextual challenges can get help or can be referred for additional help. The advisory teacher/staff member role is to intervene and assist before problems have snowballed, but also to provide a place for the student to reflect and improve.

Teachers are trained in equitable instruction to ensure that students from educationally disadvantaged circumstances are provided with the same intellectual rigor as every other student, even if they need additional support. ILS teachers are asked to hold the bar high for all students but provide robust support for students who struggle. Students who need behavioral or academic intervention plans will have them implemented with fidelity.

ILS provides a full continuum of services for students who require special education services. ILS will provide for a Free and Appropriate Public Education (FAPE) to all students. Students in need of intervention services are identified as outlined in the Individuals with Disabilities Act (IDEA). Once identified, the student's Individualized Educational Program (IEP) team establishes the necessary intervention strategy. The IEP team consists of the classroom teacher, special education teacher, parents, administrator, and related services as needed. The team first considers support options, which allow students to spend as much time as possible with peers who do not receive special education services. After determining what appropriate services and supports can be provided within the regular classroom, supplementary aids and interventions may be provided within the special education classroom, based on each student's unique needs. ILS's special education focus is always on the student's ability and not their disabilities. ILS provides services for students as determined by the IEP, such as speech and language services, counseling, behavioral intervention, school-based occupational therapy, psychological services, etc. ILS special education staff meet or exceed the requirements as outlined by the State Department of Education. They undergo continuous professional development to persist in meeting the needs of students with disabilities at a high level.

ILS will plan and budget to provide certified special education teacher(s) and other personnel, physical facilities that are appropriately accessible to permit access by students with disabilities, funding, and contractual arrangements to ensure that ILS students with disabilities will receive special education and services as required in IDEA and outlined on the Students' IEPs.

ILS will comply with federal programs. ILS will be in compliance with the Idaho Administration Code for "at-risk" as "any secondary student grade six through twelve (6-12)." ILS will also comply with the requirements for students qualifying for Section 504 of the Rehabilitation Act of 1973 (Section 504). ILS will provide training and instruction on Limited English Proficient (LEP) to staff. Students for whom English is a second language will be assessed using the ELL (English Learning Placement Test). The eligibility criteria will be used for a Home Language Survey to identify the primary home language other than English.

ILS will identify students and families in need of homeless/migrant services for new students by including a space for identifying homeless/migrant student status in the initial enrollment of a student. Additionally, because students can become children in transition at any point, ILS will identify existing students in need of homeless/migrant student services through counselor/teacher referrals and proactive communications with parents and families about available supports. Misidentification will be avoided by making sure staff involved in the registration of new students understand the differences between families that have a difficult time pulling together all materials required and/or requested for enrollment: birth certificates, immunization records, previous school records, home address, etc., and those families who lack this information due to their homeless/migrant status.

5. Professional Development Plan

ILS will follow the 4-day school week model, thus giving us a half-day every Friday for Professional Development (PD). PD for teachers will be planned for preservice days, as well as each Friday of the month, as shown below:

- Leader In Me (3 prongs)
- Response to Intervention (RTI)/ Multi-Tiered Systems of Support (MTSS)
- Positive Learning Communities (PLC) Mindset, Trauma, Disabilities Training
- Team Planning

Professional development for teachers will be scaffolded and ongoing. Explicit instruction, standards-based curriculum with an emphasis on mastery, active learning, and other instructional strategies central to ILS's education model will be done prior to the school year starting to set the teachers and students up for success and develop a sound foundation in which to build upon during the year. As teachers master and demonstrate understanding of

these key instructional strategies, additional professional learning will be added as identified through ongoing analysis of data.

Student assessment and performance data will be used not only to evaluate school effectiveness and differentiate instruction but, more importantly, to inform continuous improvement efforts by targeting benchmarks indicating which students need additional support to master specific standards and/or grade-level skills. Assessment will serve as a feedback system to guide administrators in instructional focus areas and identify which teachers may need additional PD support. Teachers will guide students in understanding data, and students will work with peers/mentors in understanding to improve their academic data (LIM). Parents will be informed of student data and needs.

Accordingly, the responsibility to manage, evaluate, and interpret student data will be a collaborative effort as follows:

- Students are assessed at the beginning of the school year on all benchmarks (as described above).
- Administrative staff and lead teachers collect and disaggregate data on an ongoing and consistent basis (monthly, after every quarterly assessment, and ongoing throughout the school year). Using a state-approved system of data tracking, reports are generated by student, by standard, by teacher, and school-wide results are immediately available to teachers to target instruction and adjust as necessary.
- Teachers are trained on how to properly analyze the data and log in the individual's student data within the student's LIM portfolio.
- Teachers then use the data to group students by strengths and needs for differentiated instruction and intervention.
- Data Tracking – Students will use personal data trackers (LIM portfolios) to track their growth data by benchmark.

Section II. FINANCIAL & FACILITIES PLANS

1. Fiscal Philosophy and Spending Priorities

The Ignite Leadership School (ILS) governing board will oversee all aspects of the fiscal management of the school and will provide an enhanced educational experience by furnishing students with an academically challenging and personally meaningful learning environment with an emphasis on leadership with Leader in Me. The charter school budget will serve as the financial plan of operation for the charter school and will include estimates and the purpose of expenditures for a given period and the proposed means of financing the estimated expenditures. ILS will provide the budget and budget documents in accordance with the rules and regulations as specified by the Idaho Department of Education on an annual basis.

The governing body recognizes its responsibility to establish an unreserved fund balance in an amount sufficient to:

- Protect the charter school from unnecessary borrowing to meet cash-flow needs
- Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events
- Meet the uncertainties of state and federal funding, and
- Help ensure a charter school credit rating that would qualify the charter school for lower interest costs.

In determining an appropriate unreserved fund balance, the governing body will consider a variety of factors with potential impact on the charter school's budget, including:

- The predictability and volatility of its expenditures
- The availability of resources in other funds
- The potential drain upon general fund resources from other funds
- Liquidity, and
- Designations

To be fiscally responsible and encourage community involvement and partnerships, ILS will seek grants, donations, and sponsorships for startup and ongoing student and school programs. Thus, there is no line item needed for startup on the budget as of now.

ILS has presented a fiscally conservative budget for their first 5 years of operation, as well as a breakeven budget for their first year of operation in case student enrollment comes in lower than expected. Ignite Leadership School's largest fixed costs are salaries & benefits, with categories such as educational program items, technology, furniture, and supplies fluctuating with student enrollment. This is no surprise, as the largest fixed cost is the most important; in order to successfully implement an educational program, being able to hire/retain dedicated school staff is the top priority.

2. Transportation and Food Service Plans

Ignite Leadership School will look to provide transportation to and from school and will contract out the service in its first few years. The budget reflects the transportation allowance of 60% of the projected transportation expenses. The transportation expenses are assumed at \$393 per route per day.

As outlined in **Section IV: Student Demand and Primary Attendance Area** of this application, Ignite Leadership School projects that 77% of the student population will qualify for free and reduced lunch. Standard kitchen equipment is factored into the amount of anticipated building space and may include up to an oven, warming cabinet, double-door refrigerator, and single-door freezer. Additional start-up expenses may include food thermometers, a prep table, oven mitts, single-use gloves, and other kitchen supplies. Administrative costs are minimal and may include a date-stamp, envelopes, and mailing stamps. The school is looking into several options on how best to implement the National School Lunch Program (NSLP) for its campus. The school will administer the application process for all free and reduced-price meals and will submit claims for reimbursement to the state. The budget assumes that meals will be paid for by students not eligible for these programs. Additional funds will be budgeted in Years 1 – 5 for any potential overages or one-time costs associated with providing food services. The operating costs associated with this expense are based on experience with similarly sized schools in the Caldwell area.

3. Financial Management and Monitoring Plan

As outlined in Section III. Board Capacity and Governance Structure of this application, the governing board will be the ultimate policy-making body with the responsibility of operation and oversight of the school, including academic direction, curriculum, and budgetary functions.

The accounting team will include a Business Manager to be retained by the governing board and will work to develop financial statements and accounting reporting templates to ensure compliance with the state and federal reporting guidelines.

The Charter Administrator will supervise the day-to-day cash collections at the school. The governing body, through the Board Treasurer, will receive and accept financial reports that include monthly bank statement reconciliations, estimates of expenditures for the general fund in comparison to budget appropriations, actual receipts in comparison to budget estimates, and the charter school's overall cash condition. Supplementary reports on other funds or accounts will be furnished upon request of the governing body or administrator.

Appropriate staff will be available at any governing body meeting, upon the governing body's request, to respond to questions and to present current financial information. The administrator will notify the governing body at any time of substantial deviations in the anticipated revenues and/or expenditures.

The Charter Administrator will be responsible for ensuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law. The person designated to draw all orders for the payment of monies belonging to the charter school is the Charter Administrator. All claims for payment from charter school funds are processed by the Business Manager in conformance with charter school procedures. Payments are authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

Ignite Leadership School intends to adopt and comply with the Idaho Financial Accounting Reporting Management System (IFARMS), developed by the Idaho Department of Education.

The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body will appoint the purchasing agent, who will be responsible for developing and administering the charter school's purchasing program. Any officer or member of the governing body may incur no obligation unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases, calling for the expenditure of charter school money, except payroll, a requisition and purchase order system must be used. Unless authorized by the administrator, no purchase will be authorized unless covered by an approved purchase order.

No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the

administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

The budget reflects the potential annual membership with Leader in Me, which covers both physical and online curriculum supplies, a LIM coach, and LIM Professional development.

4. Facilities Plan

ILS is actively seeking land and facility funding to be able to purchase property. Based on its proposed enrollment configuration, the school's eventual facility need is approximately 70,000 square feet at full buildout by year 5 of the charter. It is important to note that ILS's enrollment plans assume a slow growth model starting with approximately 480 students and expanding by one grade per year, with some modest addition of additional sections in existing grades. The school would need to purchase FFE (furniture, fixtures, and equipment).

If the school is unable to acquire a primary location, the school can readily make do with a facility between 25,000 and 30,000 square feet during its first two years of operation. The school would work with an architect to ensure the building meets all facility codes necessary to operate a public charter school, while continuing to search for a permanent facility.

ILS is currently working with Steve A. Vlassek of Cushman & Wakefield U.S., Inc., as our realtor. Our goal is to have a facility close to the center of our boundaries. The challenge with this is infrastructure. Caldwell is working to extend their infrastructure, but several parcels of land that are available do not have the infrastructure to support a school.

We are looking into two properties. The first property is located at the Northeast corner of Florida and Highway 55. This property was under an LOI (Letter of Intent); currently, we do not have funds to fulfill this LOI (Appendix B). The second property that we are looking into is in Caldwell at 1 Idea Way. This is a warehouse that would need to be converted and rezoned.

Our ideal facility will have classroom space for 2 classrooms per grade level, plus, 2 special education rooms (plus space for ancillary special education such as speech and OT), a music room, a designated PE space (preferably a gymnasium by year 5), a faculty work room, and office space for at least the office manager, secretary, executive director, and counselor. When the secondary grades are added, the school will have separate areas and restrooms for elementary and secondary, either divided by floors or divided by main hallways.

The school will have a playground (within 2 years) as well as an athletic field (within 5 years).

It is because of these grand plans that we wish to have a facility that is wholly owned by ILS, a state educational agency, or by an affiliated investor.

Section III - Board Capacity and Governance Structure

1. Governance Structure:

Ignite Leadership School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Articles of Incorporation for Ignite Leadership School, Inc. were filed with the Secretary of the State of Idaho March 28, 2025, and were amended on February 3, 2026. The SS-4, Application for Employer Identification Number, was submitted March 9, 2025, and was received on March 10, 2025. The 501(c)(3) was applied for on August 24, 2025.

Board members will serve three-year terms. Terms will be staggered so that no more than half of the board will be up for election in any one year, unless a vacancy needs to be filled.

The Officers of the Governing Board shall be Chair of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Board shall also be Directors of the Board. The Officers shall be elected each year at the annual meeting by the Board and for a term of one (1) year, when their respective successor shall be elected. A State of Idaho criminal background check on the Board of Directors is required when elected or appointed to the Board of Directors. The officer's responsibilities are as follows:

Chairman of the Board:

The Chairperson shall preside over all board meetings. The Chairperson shall possess the power to sign all certificates, contracts, or other instruments of the school that the Board approves. The Chairperson shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time. The Chairman of the Board shall be specifically supportive of the original vision and mission for Ignite Leadership School.

Vice Chairman:

In the absence of the Chair, or in the event of the Chair's disability, inability, or refusal to act, the Vice-Chairman will perform all the duties of the Chair and will have all the powers of the Chair. The Vice-Chairman will have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair. The Vice-Chairman shall deposit all money and other valuables in the name and to the credit of the Board with such depositories as may be designated from time to time by the Board, unless the Vice-Chairman is concurrently serving as the Treasurer.

Secretary:

(a) The Secretary shall keep or cause to be kept, at the principle office or such other place as the Board may order, an electronic and a paper copy of all

meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principle office in the State of Idaho the original or a copy of the Board's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

(b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Treasurer:

(a) The Treasurer of the Board shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including amounts of its assets, liabilities, receipts, and disbursements. The books of account shall always be open to inspection by any Board member. Prior to serving as Treasurer of the Board, a Director shall have a minimum of no less than 2 years of experience in finance.

(b) The Treasurer shall disburse the funds of the Board as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Board. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Other Directors:

The other Directors on the Board shall perform duties as delegated and designated by the Chairman of the Board.

2. Board Member Qualifications

William Weaver, M.Ed., Ed.S. - Music Educator currently in Boise School District, formerly in Nampa School District and Arizona . Bachelor of Science, Music Education from Grand Canyon University. Masters of Education in Curriculum and Instruction and Educational Specialist Degrees from Northwest Nazarene University. Idaho State Fine Arts Standards Committee. Idaho Education Certifications: K-8 All Subjects, K-12 Music, PreK-12 Administration.

Andrea Weaver, M.Ed. - Special Education Coordinator/Teacher for K-12 at Project Impact STEM Academy and K-8 Village Leadership Academy. Bachelor of Science degree from Northwest Nazarene University in Elementary Education all subjects K-8; Master's degree in The Exceptional Child from NNU K-12. Idaho State essential standards committee for 2nd-4th grade. *Mindset* Train the Trainer in De-Escalation and Exclusion.

Stephanie Wright - Bachelor of Science degree Boise State, K-8 all subjects certified - Idaho State University, 6-8 teacher public and charter, *Mindset* Training, *Leader in Me* (LIM) Site Coordinator, school Leadership Team, Academic Team, Culture Team, and *Leader In Me* Student Lighthouse Coordinator, Founding Family Village Charter School, multi-sport Coach, Mom

Dacia Crossley, M.Ed. - Dean of Students, Special Education Teacher, Behavioral Specialist, Former Charter School Board Director, Masters in Educational Leadership, Idaho Education Certifications: K-8 All Subjects, K-12 Exceptional Child Education, PreK-12 Administration.

Amber Earl - ISEE Coordinator, Registrar, Title 1 Paraprofessional, PTO President at Village Charter School, *Mindset* Training, Special Education Paraprofessional, Founding Family at Village Charter School, Lighthouse Leadership Committee, Business Office Assistant, Mom.

Jennifer Mayes - 12 years in special education in public district and charter schools, *Mindset* and Mandt Trained, 5th generation Idahoan, Boy Mom.

Candie Massey - 21 years of school finance experience in all areas (AP, AR, Purchasing, Budgeting, and Monitoring), 8 years of experience as a School Board Clerk, Blue Cross/Regence Insurance Biller, Salmon Soccer Association (Coach and Director) and Hockey Mom, PTO President, Vice-President, Secretary, and Treasurer at Pioneer Elementary in Salmon, Idaho. Fundraising Committees and Grant Writing.

Consultants:

Chris Yorgason - Owner/Attorney, Yorgason Law Offices, pllc; BS in Finance with an International Emphasis; second major in Political Science; minor in Thai and Juris Doctorate - BYU, J. Reuben Clark Law School

3. Transition Plan

Once the charter is approved, the board will transition to its role as a governing entity. The board anticipates being a working board before the school opening and will both govern and

assist with operations since minimal staff will be in place. With the mission and vision in the forefront, the Board will do anything and everything to help get the school off the ground, from seeking facilities to developing programs.

Once an Administrator is identified and hired, all management duties will be transferred to him or her (It is unknown at this time if any founding board members will seek employment at Ignite Leadership School). The board may still assist the Administrator until the school opens, but the goal is to transition away from operations. Systems will be developed to allow the board to effectively provide appropriate oversight, and the board will shift its focus to strategic issues and building the school's reputation.

For the purpose transition from founding board to Governing board and to establish staggered terms of office, the initial term of office for appointed Director #6 and Director #7 shall be two (2) years and thereafter shall be three (3) years; the term of office for all other appointed and elected Directors shall be three years. Directors #1, #2, #4, #6 and #7 shall be appointed or elected at the first annual meeting of the Corporation. Directors #3 and #5 shall be appointed or elected to serve term lengths in conjunction with Director #4. Each Director shall serve until the stakeholders at the annual meeting of the Corporation duly appoint or elect his/her successor.

4. Board Member Recruitment and Training

Recruitment of potential new board members is the responsibility of the Administrator as directed by the Board. A board member will direct the Administrator to search for a new member. The Board and Administrator will leverage professional networks, as well as the connections of staff, teachers, parents, and community members. The Administrator will solicit nominations from the school community. He will then invite the nominees to a board meeting to be interviewed and voted on by the Board.

Board members must share a commitment to the mission of the school and be willing to volunteer their expertise to ensure the school's success in fulfilling its mission.

Upon appointment or election to the Board, new Directors shall receive a new board member packet containing the Idaho State Board Association (ISBA) New Board Member packet, ILS Board Policies, and Leader in Me orientation. Governance training by an Idaho State Board of Education approved qualified trainer.

Section IV - Student Demand and Primary Attendance Area

1. Attendance Area:

ILS's target attendance area will most likely focus on our families and students in Western Canyon County, of Idaho. ILS's proposed school facility will be located at the northwest corner of Florida Ave and Highway 55. The primary attendance area for ILS encompasses the following area within the boundaries of the Vallivue, Caldwell, and Nampa School Districts:

Starting from the intersection of 84 Business Loop and Highway 19, North on Centennial way to Interstate 84, East on I-84 to Middleton (Highway 55), South on Highway 55, west to Midway, south to Lone Star Road, west to Indiana, north to Orchard Ave, west to Riverside Rd, north to Highway 55 west to Hoskins west to Plum, North on Plum to Lonkey, West to Friends north to Highway 19 and east to the intersection of 84 Business Loop (See Map in Appendix H).

This primary attendance area for ILS is compact and contiguous as required by law.

As you drive through western Caldwell, housing developments are being built, and road construction is affecting almost every road, all to accommodate the new growth in the area. The immediate area around the proposed school site is approved for 3100 units.

Joey Palmer, Vallivue District Assistant Superintendent, states that the two new schools (Falcon Ridge and Warhawk Elementaries) were built for 700 and are currently pushing 900. He goes on to state that as developers convert farmland into developments, enrollment [in Vallivue] has surged beyond the capacity of the [Vallivue] district's existing facilities.⁵

Charter Schools in the area are full and have waitlists. Private Schools, too, are full. There is also a large homeschool co-operative that meets at a church on Thursdays and includes over 300 students. Opening a new charter will help alleviate the overcrowding of Vallivue and will bring a Leader and Me school to the area.

While researching the western Canyon County area, we created a survey and sent it out through Facebook to targeted zip codes in that area (Appendix H). Our questions were simple, 1) Are you happy with your current school? 2) Are you interested in a free public charter school? In addition, we asked for demographic information such as zip code and number of school-aged children. We received 32 responses. Of the 32 responses, 29 were from Canyon County (21 yes), 1 from Owyhee County (yes), and 2 from Ada County (both yes). The responses were positive, even if the respondents were happy with their current school.

2. Community Support:

Community partnerships will be extremely important as they help broaden the students' opportunity to be exposed to the quality curriculum and educational experiences during the school day and outside the school day. ILS will seek partnerships with community organizations that enrich the after-school programs, field trips, guest speakers, etc.

Early relationships being cultivated that will help amplify our students' educational experiences include:

- Leader In Me -- This is not a formal partnership at this moment because ILS has not paid for their services at this moment. They answer our questions and supply information for us.

Future community partnerships could include:

- BLUUM
- Southwest District Health
- Larson Dental
- Caldwell YMCA
- Boys and Girls Club
- Walmart
- Albertsons Foundation
- Simplot
- College of Idaho
- CWI (College of Western Idaho)
- Community Foodbanks

Our current partners are:

- Cushman and Wakefield--to search for properties (Appendix Series B).
- Chris Yorganson, Attorney, Yorganson Law (Appendix Series D).

As a LIM school, we will strive to have partnerships with local businesses that are leaders in our community. Each of the above potential partnerships will help our mission of:

“...inspire and elevate our students, staff, and families to build integrity and celebrate successes. We will view challenges as opportunities for growth while nurturing a community of balanced leaders for tomorrow.”

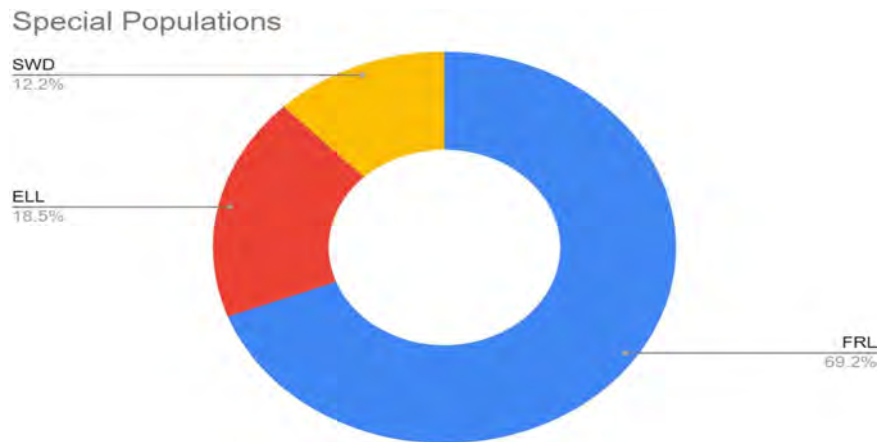
⁵ <https://www.ktvb.com/article/news/local/208/vallivue-school-district-opens-2-new-elementary-schools-amid-rapid-growth-idaho/277-a25e554a-e1c0-4485-94ff-b77a4ddcf26b#:~:text=The%20district%2C%20situated%20between%20Caldwell,that%20have%20exceed%20their%20capacity.>

3. Student Demand and Population

As mentioned earlier Caldwell, Idaho, is experiencing significant population growth. According to World Population Review,⁶ the city's population was estimated at 73,466 in 2025, with an annual growth rate of 3.62%. This represents a 21.15% increase since the 2020 census. Caldwell is also ranked among the top 100 fastest-growing cities in the U.S., specifically at 51st place, according to the Idaho State Journal.⁷

As of 2024, according to the Idaho report card,⁸ the schools in the proposed boundary area report that 7,503 students (K-12) attend either a district or public charter school. Of these students, 20.69% are ELL, 77.23% are FRL, and 13.63% are SWD. 7% of the students in the area are reported as Migrants. The ethnic breakdown of this population is 35.4% Caucasian, 60.3% Hispanic, and 4.3% other. ILS will probably also gain several students from the new residences being built throughout the zone.

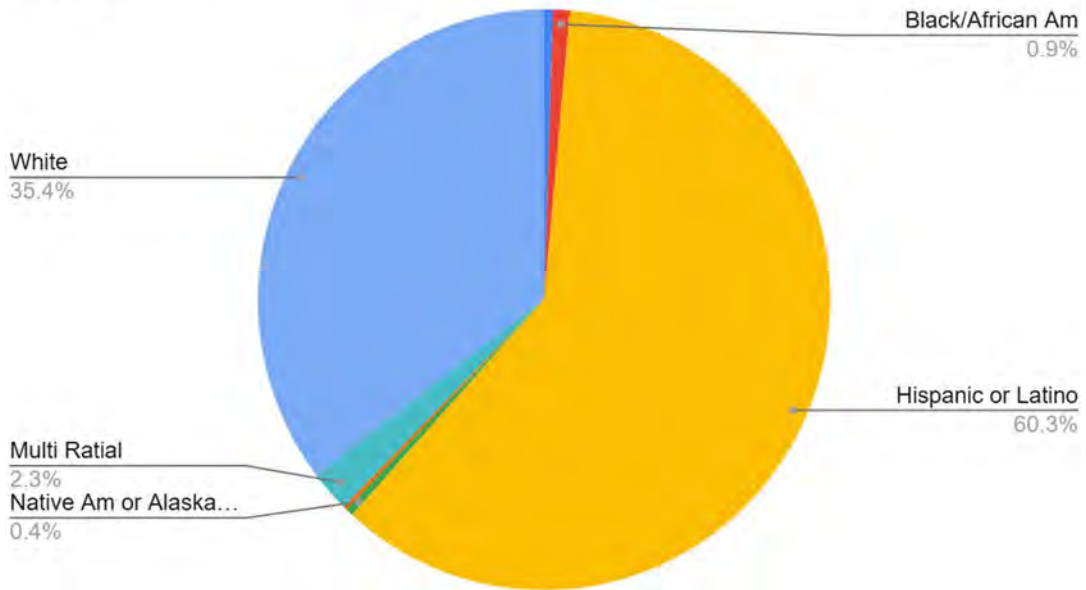
Based on the numbers above, for our initial year opening grades K-8, we plan to enroll 480 students. Of these students, 100 will potentially be ELL, 371 will potentially be FRL, and 66 will be SWD. We will need to plan for 34 migrant students. Ethnic breakdown will potentially be 170 Caucasian, 289 Hispanic, and 21 will be other. Based on these numbers, ILS will have two teachers per grade level, an ELL teacher, a Title I teacher (and Title I plan), and two Special Education Teachers. For a further explanation of staffing, see **Section 2**.



⁶ <https://worldpopulationreview.com/us-cities/idaho/caldwell>

⁷ https://www.idahostatejournal.com/news/local/five-idaho-cities-ranked-among-the-top-100-fastest-growing-in-us/article_b4ecf448-f0c5-4ff3-9b43-43a434a86389.html

Ethnicities



4. Enrollment Capacity

	27-28	28-29	29-30	30-31	31-32
K	50	50	50	50	50
1	50	50	50	50	50
2	50	50	50	50	50
3	50	50	50	50	50
4	50	50	50	50	50
5	50	50	50	50	50
6	60	60	60	60	60
7	60	60	60	60	60
8	60	60	60	60	60
9	0	30	30	30	30
10	0	0	30	30	30
11	0	0	0	30	30
12	0	0	0	0	30
TOTAL	480	510	540	570	600

ILS Board requests a K-12 enrollment capacity of approximately 600. ILS will allow the Board and Charter Administrator to adjust grade-level student numbers, within the 600-student cap, in response to market needs.

Recruitment and Marketing Plan

Ignite Leadership School seeks to create a diverse social balance. Prospective students are given the opportunity to enroll regardless of race, color, nationality or ethnicity, religion, gender, social or economic status, or special needs. ILS takes into consideration the language demographics of the attendance area and disseminates information accordingly. ILS may recruit students for enrollment by, but not limited to, the following:

- utilizing a special committee that is responsible for advertising to high, mid, and low socioeconomic status families, students with various cultural backgrounds, and special needs students in the attendance area, and informing them of enrollment opportunities.
- utilizing the school website, as well as social networking tools
- sending direct mailings and fliers targeting primary attendance area households
- posting advertising materials in prominent locations within the districts

- accommodating students on other charter school waiting lists; initially, the lottery may be drawn as late as April 2027
- utilizing the media through press releases and articles
- word-of-mouth referrals
- developing a multimedia advertising campaign

5. Enrolling Underserved Families

ILS has a student recruitment plan that intentionally enrolls a diverse student population. ILS will use a variety of recruitment tools, including social media, banners, signs, mailers, door-to-door campaigns, public forums, local preschools, food banks, community events, and groups. Student recruitment materials (also available in Spanish) will feature students who represent racial diversity and a range of age levels. These materials make it abundantly clear that ILS serves students at all academic levels, including special education students. Door-to-door efforts and mailers include a variety of neighborhoods, including those most likely to yield enrollment from students of color and of low-income. Social media parameters are narrowed to target these same neighborhoods and demographics. During the summer, ILS staff attend free lunch at the parks (which are intended for low-income families) to inform families about school choice options. Strong demand currently exists for enrollment at ILS from a regionally diverse student population.

Additionally, beneficial to underserved families is the opportunity to take advantage of the tuition-free, full-day kindergarten and transportation offered through ILS.

Section V - School Leadership and Management

1. Leadership Team

Ignite Leadership School recognizes the Charter Administrator as the key leader responsible for implementing institutional procedures and policies. In conjunction with the Board, the Charter Administrator is accountable for meeting the school's vision, mission, culture, and core values as described in the authorized charter. The Charter Administrator is accountable to the Board and is critical in the development of curriculum and educational programs. The success of the school in implementing its charter and creating an atmosphere for standards-based learning is critical to the role of the Charter Administrator.

ILS's Governing Board plans to recruit through online platforms, professional networking emails, and word of mouth to hire a school leader who promotes success for all students through a positive school environment by effectively communicating the school's mission, vision, culture, core values, and advocates for education to all stakeholders to garner support and involvement. The board will develop a rubric to identify "must-haves" in applicants and to determine which candidates will be interviewed. Sample interview questions will be provided to the Board, and the Board will be conducting all Charter Administrator interviews and making all final decisions on the candidate selected.

The Charter Administrator will promote a collaborative, coaching leadership style that fosters shared leadership to capitalize on the expertise of individual leaders within the school using the *Leader in Me* framework. Finally, the Charter Administrator will have a strong instructional leadership background, as well as experience in Positive Behavior and Intervention Supports (PBIS), the Danielson Framework for evaluation, and teacher/staff recruitment.

The Board anticipates contracting with a Charter Administrator before the opening of school to assist in purchasing, recommending teacher applicants to the Board for employment, school set-up, policy review, and student recruitment.

The Charter Administrator's responsibilities include, but are not limited to:

- establish and maintain a coordinated and challenging curriculum that effectively implements the school's vision, mission, culture, and core values
- supervise administrative subordinates with an effective blend of delegation of authority, measures of accountability, and evaluation of results
- implement effective student disciplinary procedures and oversee judicial hearings and appeals that conform to all relevant laws, policies, and procedures
- maintain written documentation in relation to disciplinary actions, human resource concerns, and any other issues as necessary

- ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous
- interact and intercede for the needs of staff and/or students as needed
- report to the Board as required regarding:
 - o coordination with the Commission
 - o staff communications
 - o meeting coordination
 - o parent interactions
 - o staff information reviews
 - o enrollment and attendance
 - o monthly academic growth and achievement
 - o financial stability
 - o teacher retention
- attend or conduct meetings of various constituent groups; attend school functions; attend external meetings, conferences, and/or legal training sessions
- ensure that all teachers understand student data and how to apply such data to instructional adjustments/interventions, when appropriate
- ensure all staff receive initial and ongoing training in the PBIS Approach and Leader in Me as needed
- monitor the progress, consistency, and implementation of PBIS & Leader and Me, and perform other duties as assigned by the Board.

Upon hire, the Charter Administrator's performance will be evaluated annually. Evaluation may be conducted more frequently by the Board, based on mutually agreed-upon criteria.

The Board is the ultimate policy-making organization and retains total control in the selection or removal of any service organization serving the school, the Charter Administrator, and school employees. The Charter Administrator will be empowered to provide educational direction, administration, and on-site day-to-day operation, among other areas, as directed by the Board. The chart below breaks down the roles and functions of the stakeholders of Ignite Leadership School.

Stakeholder Responsibilities			
Function	Governing Board	School Leadership	Staff
Performance Goals	The Board will set annual goals to address student performance and organizational management.	The Charter Administrator will set quarterly student performance Wildly Important Goals (WIG's). The Administration will be responsible for monitoring student assessment throughout the school year to assess student and teacher performance.	Teaching staff will set student performance Wildly Important Goals (WIG's) and monitor the progress throughout the year. The teacher will also create an Individual Professional Learning Plan (IPLP) and a Student Growth Goal (SGG) each academic year.
Curriculum	The Board will delegate the Charter Administrator to create a curriculum committee to identify curriculum for board approval.	Based upon teacher and student feedback and student performance data, the Charter Administrator will align the curriculum to ensure success. The Charter Administrator will verify that most curriculum purchased by the school is aligned with required state/federal standards.	Teachers will implement the curriculum adopted by the school and ensure alignment with the Idaho State Standards.
Professional Development	The Board will participate in a minimum of (4) hours of professional development annually, including <i>Leader in Me</i> training.	The Charter Administrator will establish an executive leadership team to oversee, coordinate, assist, and monitor the staff development process.	Teachers will participate in all required professional development and implement best practices shared during staff training.
Data Management and Interim Assessments	The Board will oversee that data management is being compiled in a compliant and effective way. The Board will provide resources to the Administration to procure highly effective	The Charter Administrator will determine the best possible interim assessment systems to use for the progression of their students. The	Teaching staff will administer benchmark assessment data and disaggregate the results to guide instructional decisions.

	assessment tools for the school.	Administration and teachers will be responsible for interpreting the data.	
Salary Advancement	The Board will adopt the Idaho State Career Ladder model that includes input from the teachers, administration and stakeholders.	The Charter Administrator will be responsible for Communicating promotion criteria to staff and making evaluations of staff using the Danielson Framework	Teachers will participate in training based on the Danielson Framework for Teaching and utilizing the rubric for professional growth.

Stakeholder Responsibilities			
Function	Governing Board	School Leadership	Staff
Culture	The Board will maintain policies and procedures to foster the Mission, Vision, and Values of the <i>Leader in Me</i> (LIM) Framework and ILS.	The Charter Administrator will lead in a way to promote a healthy and enjoyable environment for their teachers, students and parents aligned with the LIM framework.	Staff will support school administration in implementing LIM and a positive school climate among students, parents, and peers.
Budgeting, Finance, and Accounting	The Board will oversee all aspects of the fiscal management of the school. The Board's Treasurer specifically will be responsible for reviewing and approving school financials. The Board will adopt a manual of financial policies and procedures that is in line with the best practices of charter schools across the country.	The Charter Administrator will oversee portions of the budget such as expenses related to office supplies, travel, copier, etc. Will review the budget on a monthly basis.	Staff will follow all financial policies put into place for the collection of money in the classroom.
Student Recruitment	The Board will develop a budget in their start-up year for marketing and student recruitment. If the School is unable to attain the full enrollment, funds will be allocated for	The Charter Administrator will be responsible for attending open house meetings to help recruit students. The Charter Administrator will be instrumental and a	Staff will participate in student recruitment where applicable.

	student recruitment. The school will maintain a marketing budget established by the board each year.	focal point in recruiting students during the start-up and operational years of the school.	
School Staff Recruitment and Hiring	The Board will develop and review specific personnel policies to support its goals and to ensure fairness and compliance with state and federal law. The Board will interview and hire the Charter Administrator.	The Charter Administrator and the Executive Leadership Team will interview and hire all teachers and support staff. The Charter Administrator will attend teacher recruitment fairs if needed.	Teachers will participate in the interview process of potential peers who might be joining their identified department or grade level.
HR Services (payroll, benefits, etc.)	The Board will approve the hiring of the Business Manager. The Board will work with the Charter Administrator and Business Manager to implement benefits and incentives for the school employees.	The Charter Administrator will hire a Business Manager who will serve as a HR resource to their teachers and staff. The Charter Administrator will work with the Business Manager to make sure that HR policies and procedures are followed correctly.	Staff will participate in the onboarding process to register for payroll and benefits.

Stakeholder Responsibilities			
Function	Governing Board	School Leadership	Staff
Development/ Fundraising	With the assistance of the Administration, the Board will fundraise through its relationships in the community. The Board will decide which development groups they will deal with for the building of a facility.	The Charter Administrator will assist the Board in its development and fundraising efforts.	Staff will provide input to school leaders regarding fundraising targets.
Community Relations	The Board will build relationships with groups and organizations in the community that support the school's vision, mission, and values.	The Charter Administrator will also network and engage community businesses and organizations for the purposes of after-school	Staff will engage students in community outreach through service projects, field

		programs, fundraising, field trips, educational programs, guest speakers, etc.	trips, and invitations to guest speakers.
IT	The Board will approve the recommendation by the Charter Administrator for the hiring of IT services.	The Charter Administrator will be responsible for recommending for hire and reviewing the service provided by the IT company or person.	Staff will implement classroom technology and incorporate into lessons as appropriate.
Facilities Management	In compliance with all public bidding laws, the Board will approve recommended vendors or employees.	The Charter Administrator will oversee the maintenance of the facility, ensuring the safety and well-being of all. The Charter Administrator will review and recommend vendors or employees to the board for approval.	Staff will notify the proper personnel of facility concerns, especially when it involves student safety.
Vendor Management / Procurement	In compliance with all public bidding laws, the Board will approve vendors.	The Charter Administrator will give feedback to the Board regarding the quality of service provided by the vendor.	Staff will provide feedback to the proper personnel regarding vendors working with the school for facility maintenance or procurement.
Student Support Services	The Board will allocate resources to the Charter Administrator for student support services.	The Charter Administrator will develop/support programs within the school to assist students in overcoming personal concerns and academic deficiencies that could impair their ability to succeed as students.	Staff will engage students in the education of the whole child – academically, socially, behaviorally, and emotionally.

2. Standing Committees and Ancillary Support Personnel

Standing committees are formed in accordance with the Bylaws of the Corporation. These committees include, but are not limited to, Parent-Teacher Organization, a fundraising committee, and the like.

The Board recognizes an official PTO. Faculty members and elected parents operate the PTO according to school policy.

Ancillary support personnel, including clerical and custodial, are hired and supervised by the Charter Administrator. The state funding formula is used for funding to hire staff through the regular budgetary process. Additional resources are sought through grants, volunteers, and fundraising efforts.

3. Educational Services Provider

Not Applicable.

Section VI - Virtual and Blended Programs

Not Applicable

APPENDICES

Series A – Financial Plan

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

APPENDIX A: BUDGET TEMPLATE

Idaho Public Charter School Commission
514 W. Jefferson, Suite 303 Boise, ID 83702
Phone: (208) 332-1561
pcsc@osbe.idaho.gov

Alan Reed, Chairman
Rachel Burk, Director

Ignite Leadership School | October 12, 2025

Attachment A1: IPCSC-A1- Financial Summary

School Name Here

Financial Summary					
Worksheet Instructions: This page will auto-populate as you complete the Pre-Operational and Operational Budget tabs.					
Revenue					
Anticipated Enrollment for Each Scenario:		270	450	500	550
	Pre-Operational Budget	Break-Even Budget Year 1: 2027-2028	Full Enrollment Budget Year 1: 2027-2028	Budget Year 2: 2028-2029	Budget Year 3: 2029-2030
CSP Grant	NA	\$ -	\$ -	\$ -	\$ -
Loans	NA	\$ -	\$ -	\$ -	\$ -
JKAF Fellowship Grants	NA	\$ -	\$ -	\$ -	\$ -
JKAF Startup Grant - Years 1-4	NA	\$ -	\$ -	\$ -	\$ -
Base Support	NA	\$ 691,408.00	\$ 1,099,589.00	\$ 1,321,329.00	\$ 1,554,902.00
Salary and Benefit Apportionment	NA	\$ 1,454,514.00	\$ 2,322,273.00	\$ 2,776,867.00	\$ 3,362,706.00
Transportation Allowance	NA	\$ 177,675.00	\$ 172,500.00	\$ 183,005.00	\$ 188,495.00
Food Reimbursements/Sales	NA	\$ 136,650.00	\$ 154,828.00	\$ 141,937.00	\$ 147,474.00
Federal Funds	NA	\$ 27,810.00	\$ 46,350.00	\$ 51,500.00	\$ 53,900.00
Special Distributions	NA	\$ 307,991.00	\$ 430,007.00	\$ 540,246.00	\$ 522,328.00
REVENUE TOTAL	\$ -	\$ 2,796,048.00	\$ 4,225,547.00	\$ 5,014,884.00	\$ 5,829,805.00
Expenditures					
	Pre-Operational Budget	Break-Even Budget Year 1: 2027-2028	Full Enrollment Budget Year 1: 2027-2028	Budget Year 2: 2028-2029	Budget Year 3: 2029-2030
Staff and Benefit Totals	NA	\$ 1,394,560.00	\$ 2,378,377.00	\$ 2,361,400.00	\$ 2,922,706.00
Educational Program Totals	NA	\$ 72,513.00	\$ 86,119.00	\$ 84,755.00	\$ 95,903.00
Technology Totals	NA	\$ 118,669.00	\$ 133,573.00	\$ 141,596.00	\$ 147,990.00
Capital Outlay Totals	NA	\$ -	\$ -	\$ -	\$ -
Board of Directors Totals	NA	\$ 110,550.00	\$ 140,600.00	\$ 112,559.00	\$ 114,628.00
Facilities Totals	NA	\$ 778,396.00	\$ 772,618.00	\$ 789,684.00	\$ 798,654.00
Transportation Totals	NA	\$ 236,900.00	\$ 230,000.00	\$ 244,007.00	\$ 251,327.00
Nutrition Totals	NA	\$ 79,310.00	\$ 77,000.00	\$ 81,690.00	\$ 84,141.00
Other	NA	\$ 5,150.00	\$ 5,300.00	\$ 5,305.00	\$ 5,464.00
EXPENSE TOTAL	\$ -	\$ 2,796,048.00	\$ 3,823,587.00	\$ 3,820,996.00	\$ 4,420,813.00
OPERATING INCOME (LOSS)	\$ -	\$ -	\$ 401,960.00	\$ 1,193,888.00	\$ 1,408,992.00
PREVIOUS YEAR CARRYOVER		\$ -	\$ -	\$ 401,960.00	\$ 1,595,848.00
NET INCOME (LOSS)	\$ -	\$ -	\$ 401,960.00	\$ 1,595,848.00	\$ 3,004,840.00

REVENUES PER MASTER BUDGET SHEET	\$ -	\$ 2,796,048.00	\$ 4,225,547.00	\$ 5,014,884.00	\$ 5,829,805.00
EXPENSES PER MASTER BUDGET SHEET	\$ -	\$ 2,796,048.00	\$ 3,823,587.00	\$ 3,820,996.00	\$ 4,420,813.00
NET INCOME	\$ -	\$ -	\$ 401,960.00	\$ 1,193,888.00	\$ 1,408,992.00
CHECK REV	\$ -	\$ -	\$ -	\$ -	\$ -
CHECK EXP	\$ -	\$ -	\$ -	\$ -	\$ -

Ignite Leadership School | October 12, 2025

Attachment A2: IPCSC-A2-Pre-Operational Budget

School Name Here

Idaho Public Charter School Commission			
Charter Petition: Pre-Operational Budget			
Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.			
Pre-Operational Revenue			
Line Item / Account	Budget		Assumptions / Details / Sources
Donations and Contributions		-	Only include secured funds. Sum all donations/contributions here. Provide documentation for each donation/contribution as appendices.
Loans		-	Include documentation that provides the lender, term, rate, and total principal.
Grants		-	Only include secured grants. Provide documentation of grantor, total amount, and any applicable restrictions or requirements.
Other Revenue		-	Include details and documentation as necessary.
REVENUE TOTAL		\$0.00	
Additional Notes or Details Regarding Revenues:			
Pre-Operational Expenditures			
Section 1: Staffing			
1a: CERTIFIED STAFF	Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	
Elementary Teachers	-	-	
Secondary Teachers	-	-	
Specialty Teachers	-	-	
Classroom Teacher Subtotals	0.0	-	
Special Education	FTE	Amount	
SPED Director	-	-	
Special Education Teacher	-	-	
Special Education Subtotals	0.0	-	Anticipated % Special Education Students: 10%
Other Certified Staff	FTE	Amount	
School Administrator(s)	-	-	
	-	-	
Other Certified Staff Subtotals	0.0	-	
CERTIFIED STAFF TOTAL	0.0	-	
1b: CLASSIFIED STAFF	Budget		Assumptions / Details / Sources
Position	FTE	Amount	
Paraprofessionals- General	-	-	
Paraprofessionals- SPED	-	-	
Admin / Front Office Staff	-	-	
Bus Drivers	-	-	
Food Service Staff	-	-	
Janitorial/Maintenance Staff	-	-	
CLASSIFIED STAFF TOTAL	0.0	-	
1c: BENEFITS	Budget		Assumptions / Details / Sources
Type	Rate	Amount	
Retirement - Certified	15.04%	-	Rate effective 7/1/2025 per PERSI guidance for School Employees & Resource Officers
Retirement - Classified	13.53%	-	Rate effective 7/1/2025 per PERSI guidance of "General Members" (Classified Staff, except Resource Officers)
FICA/ Medicare	7.85%	-	6.2% FICA, 1.45% Medicare, .2% Work Comp
Group Insurance (Medical/Dental)	\$ 8,000	-	FY2024-2025 Expected cost of Medical, Dental & Vision
Paid time off (provide assumptions)	0.00%	-	Suspended for multiple years by PERSI
BENEFITS TOTAL		-	
CERTIFIED & CLASSIFIED STAFF TOTAL		-	

Ignite Leadership School | October 12, 2025

Attachment A2: IPCSC-A2-Pre-Operational Budget

School Name Here

TOTAL STAFF & BENEFITS TOTAL	-	
Section 2: Educational Program		
2a: OVERALL EDUCATION PROGRAM COSTS	Budget	Assumptions / Details / Sources
Professional Development		
SPED Contract Services	-	Types of anticipated SPED Contractors:
Membership Dues		
Other Contract Services (i.e. accounting, HR, management)		
Staff Recruiting Costs		
Office Supplies	-	
OVERALL EDUCATION PROGRAM TOTAL	-	
2b: ELEMENTARY PROGRAM		
	Budget	Assumptions / Details / Sources
Elementary Curriculum	-	
Elementary Instructional Supplies & Consumables	-	
Elementary Special Education Curricular Materials	-	
Elementary Contract Services (provide assumptions)	-	Types of anticipated Contractors:
ELEMENTARY PROGRAM TOTAL	-	
2c: SECONDARY PROGRAM		
	Budget	Assumptions / Details / Sources
Secondary Curriculum	-	
Secondary Instructional Supplies & Consumables	-	
Secondary Special Education Curricular Materials	-	
Secondary Contract Services (provide assumptions)	-	Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL	-	
EDUCATIONAL PROGRAM TOTAL	-	
Additional Notes or Details Regarding Educational Program Expenditures:		
Section 3: Technology		
Line Item / Account	Budget	Assumptions / Details / Sources
Internet Access	-	
Contracted Services	-	
Technology Software & Licenses	-	
Computers for Staff Use	-	
Computers for Student Use	-	
Accounting Software	-	
Other Technology Hardware (i.e. document cameras, projectors, etc.)	-	
TECHNOLOGY TOTAL	-	
Additional Notes or Details Regarding Technology Expenditures:		
Section 4: Non-Facilities Capital Outlay		
Line Item / Account	Budget	Assumptions / Details / Sources
Furniture (school wide)	-	
Kitchen Equipment (warming oven, salad bar, etc.)	-	
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)	-	
CAPITAL OUTLAY TOTAL	-	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:		
Section 5: Board of Directors		
Line Item / Account	Budget	Assumptions / Details / Sources

Ignite Leadership School | October 12, 2025

Attachment A2: IPCSC-A2-Pre-Operational Budget

School Name Here

Board Training	-	
Legal	-	
Insurance (property, liability, E & O, etc.)	-	
Worker's Compensation Insurance	-	
Audit	-	
BOARD OF DIRECTORS TOTAL	-	
Additional Notes or Details regarding Board of Directors Expenditures:		

Section 6: Facilities Details (consistent with facilities template)		
Line Item / Account	Budget	Assumptions / Details / Sources
Mortgage or Lease	-	
Construction	-	
Janitorial Supplies	-	
Facilities Maintenance Contracts (i.e. snow removal; trash; lawn care; custodial; security, etc.)	-	
Utilities (i.e. gas, electric, water, etc.)	-	
Phone	-	
Repairs and Maintenance	-	
Safe & Drug Free School Exp	-	
Other Facilities Related Costs (specify)	-	
Grounds Maintenance	-	
Grounds Maintenance - Other Supplies	-	
FACILITIES TOTAL	-	
Additional Notes or Details Regarding Facilities Expenditures:		

Section 7: Transportation		
Line Item / Account	Budget	Assumptions / Details / Sources
Daily Transportation	-	
Bus Acquisition	-	
Other Transportation Costs (specify)	-	
TRANSPORTATION TOTAL	\$0.00	
Additional Notes or Details Regarding Transportation Expenditures:		

Section 8: Nutrition		
Line Item / Account	Budget	Assumptions / Details / Sources
Food Costs	-	
Non-Food Costs	-	
OTHER TOTAL	-	
Additional Notes or Details Regarding Transportation Expenditures:		

Section 9: Other Expenditures		
Line Item / Account	Budget	Assumptions / Details / Sources
Misc Reserve for Unplanned Expenses	-	
Advertising / Web Design	-	
Bank Service Charges	-	
OTHER TOTAL	-	
Additional Notes or Details Regarding Transportation Expenditures:		

Ignite Leadership School | October 12, 2025

Attachment A2: IPCSC-A3 - Operational Budgets

School Name Here

Idaho Public Charter School Commission Charter Petition: Operational Budgets						
Operational Revenue						
Anticipated Enrollment for Each Scenario:	270	450	500	550		
Line Item / Account	Break-Even Budget Year 1: 2027-2028	Full Enrollment Budget Year 1: 2027-2028	Budget Year 2: 2028-2029	Budget Year 3: 2029-2030	Assumptions / Details / Sources	
Cash on Hand	\$0.00	\$0.00	NA	NA		
Donations and Contributions	-	-	-	-		
Loans	-	-	-	-	See Facility Plan	
Grants	-	-	-	-	JKAFF Support Grant	
Other Revenue	-	-	-	-	CSP Grant	
Entitlement	691,408.00	1,099,589.00	1,321,329.00	1,554,902.00	See attached M&O revenue template, all state revenues were computed based on 2024-2025 funding spreadsheets and budgeting documents provided by the Idaho State Department of Education, with 3% inflation added for each year thereafter.	
Salary and Benefit Apportionment	1,454,514.00	2,322,273.00	2,776,867.00	3,362,706.00	Same as above.	
Transportation Allowance	177,675.00	172,500.00	183,005.00	188,495.00	Calculated as 75% of cost. Ignite plans on contracting.	
Food Reimbursements/Sales	136,650.00	154,828.00	141,937.00	147,474.00		
Federal Funds						
Title I	-	-	-	-		
Title II	-	-	-	-		
Title IV	-	-	-	-		
IDEA Special Education	21,870.00	36,450.00	40,500.00	41,800.00		
Medicaid Reimbursements	5,940.00	9,900.00	11,000.00	12,100.00		
Special Distributions						
Charter School Facilities	102,600.00	171,000.00	190,000.00	209,000.00		
Content and Curriculum	8,000.00	8,000.00	8,500.00	9,000.00		
Continuous Improvement Plans and Training	6,600.00	6,600.00	6,600.00	6,600.00		
Math and Science Requirement	-	-	59,700.00	5,300.00		
Professional Development Revenue	16,725.00	22,794.00	22,216.00	23,950.00		
Safe and Drug-Free Schools	-	-	5,335.00	8,175.00		
College & Career Advisors & Student Mentors	9,000.00	9,000.00	18,000.00	18,000.00		
Technology (i.e., infrastructure)	60,881.00	77,468.00	82,075.00	86,683.00		
Literacy Proficiency	100,065.00	131,025.00	143,700.00	151,500.00		
Limited English Proficient (LEP)	4,120.00	4,120.00	4,120.00	4,120.00		
REVENUE TOTAL	\$2,796,048.00	\$4,225,547.00	\$5,014,884.00	\$5,829,805.00		

Operational Expenditures									
Section 1: Staffing									
1a: CERTIFIED STAFF	Break-Even Budget Year 1: 2027-2028		Full Enrollment Budget Year 1: 2027-2028		Budget Year 2: 2028-2029		Budget Year 3: 2029-2030		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Elementary Teachers	23.0	508,908.00	23.0	827,731.00	21.0	827,793.00	22.0	881,165.00	
Secondary Teachers	6.5	107,138.00	6.5	347,113.00	5.5	313,991.00	7.5	472,659.00	
Specialty Teachers	-	-	-	-	-	-	-	-	
Classroom Teacher Subtotals	29.5	616,046.00	29.5	1,174,844.00	26.5	1,141,784.00	29.5	1,353,824.00	
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
SPED Director	1.00	53,569.00	1.00	53,402.00	1.00	57,089.00	1.00	60,770.00	
Special Education Teacher	-	-	-	-	-	-	-	-	
Special Education Subtotals	1.0	53,569.00	1.0	53,402.00	1.0	57,089.00	1.0	60,770.00	Anticipated % Special Education Students: 10%
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
School Administrator(s)	1.00	130,000.00	1.00	130,000.00	1.00	133,900.00	2.00	222,917.00	

Ignite Leadership School | October 12, 2025

Attachment A2: IPCSC-A3 - Operational Budgets

School Name Here

Counselor	-	-	-	-	1.00	57,089.00	2.00	121,540.00	
Other Certified Staff Subtotals	1.0	130,000.00	1.0	130,000.00	2.0	190,989.00	4.0	344,457.00	
CERTIFIED STAFF TOTAL	31.5	\$799,615.00	31.5	\$1,358,246.00	29.5	\$1,389,862.00	34.5	\$1,759,051.00	

1b: CLASSIFIED STAFF	Break-Even Budget Year 1: 2026-2027		Full Enrollment Budget Year 1: 2026-2027		Budget Year 2: 2027-2028		Budget Year 3: 2028-2029		Assumptions / Details / Sources
Position	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General	-	-	2.00	18,540.00	1.00	10,197.00	1.00	10,503.00	
Paraprofessionals- SPED	-	-	1.00	28,800.00	1.00	29,664.00	1.00	30,554.00	
Paraprofessionals- Title	-	-	-	-	-	-	-	-	
Admin / Front Office Staff	3.00	118,240.00	3.00	118,240.00	3.00	121,788.00	3.00	125,441.00	
Bus Drivers	-	-	-	-	-	-	-	-	
Food Service Staff	3.00	30,528.00	3.00	39,168.00	2.00	31,444.00	2.00	32,387.00	
Janitorial/Maintenance Staff	1.00	-	1.00	32,000.00	-	-	-	-	
CLASSIFIED STAFF TOTAL	7.0	\$148,768.00	10.0	\$236,748.00	7.0	\$193,093.00	7.0	\$198,885.00	

1c: BENEFITS	Break-Even Budget Year 1: 2026-2027		Full Enrollment Budget Year 1: 2026-2027		Budget Year 2: 2027-2028		Budget Year 3: 2028-2029		Assumptions / Details / Sources
Type	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
Retirement - Certified	17%	138,973.00	17%	236,063.00	17%	246,714.00	17%	311,033.00	Rate effective 7/1/2026 per PERSI guidance for School Employees & Resource Officers
Retirement - Classified	16%	23,610.00	16%	37,572.00	16%	30,644.00	16%	31,563.00	Rate effective 7/1/2026 per PERSI guidance for "General Members" (Classified Staff, except Resource Officers)
FICA/ Medicare	8%	72,550.00	8%	122,016.00	8%	121,095.00	8%	149,782.00	6.2% FICA, 1.45% Medicare, .2% Work Comp
Group Insurance (Medical/Dental)	\$ 8,500	211,044.00	\$ 8,500	387,732.00	\$ 9,095	379,992.00	\$ 9,732	472,392.00	FY 2025-2026 Expected Cost of Medical, Dental and Vision, Incremented 7% in FY27 and 7% in FY28
Paid time off (provide assumptions)	0%	-	0%	-	0%	-	0%	-	Suspended for multiple years by PERSI
BENEFITS TOTAL		\$446,177.00		\$783,383.00		\$778,445.00		\$964,770.00	
CERTIFIED & CLASSIFIED STAFF TOTAL	38.5	\$948,383.00	41.5	\$1,584,994.00	36.5	\$1,582,955.00	41.5	\$1,957,936.00	
TOTAL STAFF & BENEFITS TOTAL		\$1,394,560.00		\$2,378,377.00		\$2,361,400.00		\$2,922,706.00	

Section 2: Educational Program

2a: OVERALL EDUCATION PROGRAM COSTS	Break-Even Budget Year 1: 2026-2027		Full Enrollment Budget Year 1: 2026-2027		Budget Year 2: 2027-2028		Budget Year 3: 2028-2029		Assumptions / Details / Sources
Professional Development		16,725.00		22,794.00		22,216.00		23,950.00	Local training and conference travel costs
SPED Contract Services		34,743.00		39,625.00		41,138.00		47,585.00	Speech and occupational therapists.
Membership Dues		1,545.00		1,500.00		1,591.00		1,638.00	
Other Contract Services (i.e. accounting, HR, management)		1,030.00		1,000.00		1,061.00		1,093.00	
Staff Recruiting Costs		1,030.00		1,000.00		1,061.00		1,093.00	Advertising and outreach tools
Office Supplies		6,180.00		6,000.00		6,366.00		6,557.00	Hardware, Software, Physical Supplies (e.g. ink, paper, etc.)
OVERALL EDUCATION PROGRAM TOTAL		\$61,253.00		\$71,919.00		\$73,433.00		\$81,917.00	

2b: ELEMENTARY PROGRAM	Break-Even Budget Year 1: 2026-2027		Full Enrollment Budget Year 1: 2026-2027		Budget Year 2: 2027-2028		Budget Year 3: 2028-2029		Assumptions / Details / Sources
Elementary Curriculum		-		-		-		-	
Elementary Instructional Supplies & Consumables		-		-		-		-	
Elementary Special Education Curricular Materials		9,200.00		12,200.00		9,200.00		11,800.00	
Elementary Contract Services (provide assumptions)		-		-		-		-	
ELEMENTARY PROGRAM TOTAL		\$9,200.00		\$12,200.00		9,200.00		\$11,800.00	

2c: SECONDARY PROGRAM	Break-Even Budget Year 1: 2026-2027		Full Enrollment Budget Year 1: 2026-2027		Budget Year 2: 2027-2028		Budget Year 3: 2028-2029		Assumptions / Details / Sources
Secondary Curriculum		-		-		-		-	
Secondary Instructional Supplies & Consumables		2,060.00		2,000.00		2,122.00		2,186.00	
Secondary Special Education Curricular Materials		-		-		-		-	
Secondary Contract Services (provide assumptions)		-		-		-		-	

Ignite Leadership School | October 12, 2025

Attachment A2: IPCSC-A3 - Operational Budgets

School Name Here

SECONDARY PROGRAM TOTAL	\$2,060.00	\$2,000.00	\$2,122.00	\$2,186.00	
EDUCATIONAL PROGRAM TOTAL	\$72,513.00	\$86,119.00	\$84,755.00	\$95,903.00	
Additional Notes or Details Regarding Educational Program Expenditures:					

Section 3: Technology					
Line Item / Account	Break-Even Budget Year 1: 2027-2028	Full Enrollment Budget Year 1: 2027-2028	Budget Year 2: 2028-2029	Budget Year 3: 2029-2030	Assumptions / Details / Sources
Internet Access					
Contracted Services	9,682.00	9,400.00	9,973.00	10,272.00	
Technology Software & Licenses	40,999.00	39,805.00	42,228.00	43,495.00	infinite Campus, et cetera
Computers for Staff Use	2,060.00	2,000.00	2,122.00	2,186.00	
Computers for Student Use	60,881.00	77,468.00	82,075.00	86,683.00	
Accounting Software	5,047.00	4,900.00	5,198.00	5,354.00	2M Subscription
Other Technology Hardware (i.e. document cameras, projectors, etc.)	-	-	-	-	
TECHNOLOGY TOTAL	\$118,669.00	\$133,573.00	\$141,596.00	\$147,990.00	
Additional Notes or Details Regarding Technology Expenditures:					

Section 4: Non-Facilities Capital Outlay					
Line Item / Account	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029	Assumptions / Details / Sources
Furniture (school-wide)					
Kitchen Equipment (warming oven, salad bar, etc.)	-	-	-	-	To be incorporated into facility build and financing budget.
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)	-	-	-	-	
CAPITAL OUTLAY TOTAL	\$0.00	\$0.00	\$0.00	\$0.00	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:					

Section 5: Board of Directors					
Line Item / Account	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029	Assumptions / Details / Sources
Board Training	6,600.00	6,600.00	6,600.00	6,600.00	Available free of cost through partnerships
Legal	2,000.00	18,000.00	2,000.00	2,000.00	
Insurance (property, liability, E & O, etc.)	66,950.00	65,000.00	68,959.00	71,028.00	
Authorizer Fee	10,000.00	20,000.00	10,000.00	10,000.00	Based on current fees
Worker's Compensation Insurance	15,000.00	21,000.00	15,000.00	15,000.00	
Audit	10,000.00	10,000.00	10,000.00	10,000.00	
BOARD OF DIRECTORS TOTALS	\$110,550.00	\$140,600.00	\$112,559.00	\$114,628.00	
Additional Notes or Details Regarding Board of Directors Expenditures:					

Section 6: Facilities Details					
Line Item / Account	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029	Assumptions / Details / Sources
Mortgage or Lease	580,032.00	580,032.00	580,032.00	580,032.00	See facility options; this mortgage cost assumes the worst-case scenario (highest interest) situation where the funds are borrowed from the state Revolving Loan Fund and a bank. USDA financing, if available, would be lower-cost (\$961,000) and permanent (rather than refinancing after 5 years).
Construction / Remodeling (if applicable)	-	-	-	-	
Janitorial Supplies	25,750.00	25,000.00	26,523.00	27,319.00	
Facilities Maintenance Contracts (i.e. snow removal, trash, lawn care, custodial, security, etc.)	25,750.00	25,000.00	26,523.00	27,319.00	
Utilities (i.e. gas, electric, water, etc.)	95,364.00	92,586.00	98,225.00	101,172.00	
Phone	-	-	-	-	
Repairs and Maintenance	51,500.00	50,000.00	53,046.00	54,637.00	
Safe & Drug Free School Exp	-	-	5,335.00	8,175.00	
Other Facilities Related Costs (specify)	-	-	-	-	
Grounds Maintenance	-	-	-	-	

Ignite Leadership School | October 12, 2025

Attachment A2: IPCSC-A3 - Operational Budgets

School Name Here

Grounds Maintenance - Other Supplies					
FACILITIES TOTAL	\$778,396.00	\$772,618.00	\$789,684.00	\$798,654.00	

Additional Notes or Details Regarding Facilities Expenditures:

Section 7: Transportation					
Line Item / Account	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029	Assumptions / Details / Sources
Daily Transportation	236,900.00	230,000.00	244,007.00	251,327.00	Costs for contract busing estimate for 3 buses
Special Transportation (i.e. SPED, field trips, etc.)	-	-	-	-	
Other Transportation Costs (specify)	-	-	-	-	
TRANSPORTATION TOTAL	\$236,900.00	\$230,000.00	\$244,007.00	\$251,327.00	

Additional Notes or Details Regarding Transportation Expenditures:

Section 8: Nutrition Program					
Line Item / Account	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029	Assumptions / Details / Sources
Food Costs	77,250.00	75,000.00	79,568.00	81,955.00	
Non-Food Costs	2,060.00	2,000.00	2,122.00	2,186.00	
NUTRITION TOTAL	\$79,310.00	\$77,000.00	\$81,690.00	\$84,141.00	

Additional Notes or Details Regarding Other Expenditures:

Section 9: Other Expenditures					
Line Item / Account	Break-Even Budget Year 1: 2026-2027	Full Enrollment Budget Year 1: 2026-2027	Budget Year 2: 2027-2028	Budget Year 3: 2028-2029	Assumptions / Details / Sources
Misc Reserve for Unplanned Expenses	-	-	-	-	
Advertising / Web Design	5,150.00	5,000.00	5,305.00	5,164.00	
Bank Service Charges	-	300.00	-	-	
OTHER TOTAL	\$5,150.00	\$5,300.00	\$5,305.00	\$5,464.00	

Additional Notes or Details Regarding Other Expenditures:

Ignite Leadership School | October 12, 2025

Attachment A4: IPCSCA4 - Cash Flow

School Name Here

Idaho Public Charter School Commission Cash Flow Operational Year 1														July 15 Foundation Pmt, July/August Contract Payments		
	Year 1 Budgeted	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Total	JULY	AUGUST
Student Enrollment Capacity	450															
Revenues																
Donations and Contributions	0												\$0.00	\$0.00		
Loans	0												\$0.00	\$0.00		
Grants	0	\$0.00											\$0.00	\$0.00		
Entitlement	1,299,569		\$549,794.50			\$219,917.80			\$197,926.02			\$87,967.12	\$0.00	\$1,705,605.44	\$43,983.56	
Salary and Benefit Apportionment	2,322,273		\$1,161,136.50			\$464,454.60			\$418,009.14			\$185,781.84	\$0.00	\$2,229,382.08	\$62,890.92	
Transportation Allowance	172,500		\$86,250.00			\$34,500.00			\$31,050.00			\$13,800.00	\$0.00	\$763,600.00	\$6,400.00	
Food Reimbursements/Sales	154,828				\$17,203.11	\$17,203.11	\$17,203.11	\$17,203.11	\$17,203.11	\$17,203.11	\$17,203.11	\$17,203.11	\$17,203.11	\$154,828.00		
Federal Funds	46,350				\$5,150.00	\$5,150.00	\$5,150.00	\$5,150.00	\$5,150.00	\$5,150.00	\$5,150.00	\$5,150.00	\$5,150.00	\$46,350.00		
Special Distributions	430,009					131,075.00			\$80,709.60			\$218,772.40		\$430,007.00		
Total Revenue	\$4,225,547.00	\$0.00	\$1,797,181.00	\$0.00	\$22,353.11	\$872,250.51	\$22,353.11	\$22,353.11	\$749,547.07	\$22,353.11	\$22,353.11	\$528,074.47	\$22,353.11	\$4,081,772.52	\$143,774.48	\$0.00
Expenditures																
Salaries and Benefits	2,378,377.00	\$0.00	\$0.00	\$198,198.08	\$198,198.08	\$198,198.08	\$198,198.08	\$198,198.08	\$198,198.08	\$198,198.08	\$198,198.08	\$198,198.08	\$198,198.08	\$1,981,980.83	\$198,198.08	\$198,198.08
Education Program	86,119.00	\$0.00	\$0.00	\$8,611.90	\$8,611.90	\$8,611.90	\$8,611.90	\$8,611.90	\$8,611.90	\$8,611.90	\$8,611.90	\$8,611.90	\$8,611.90	\$86,119.00		
Technology Totals	133,573.00	\$0.00		\$13,357.30	\$13,357.30	\$13,357.30	\$13,357.30	\$13,357.30	\$13,357.30	\$13,357.30	\$13,357.30	\$13,357.30	\$13,357.30	\$133,573.00		
Capital Outlay Totals		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
Board of Directors	140,600.00	\$0.00		\$14,060.00	\$14,060.00	\$14,060.00	\$14,060.00	\$14,060.00	\$14,060.00	\$14,060.00	\$14,060.00	\$14,060.00	\$14,060.00	\$140,600.00		
Facilities	772,618.00	\$64,384.83	\$64,384.83	\$64,384.83	\$64,384.83	\$64,384.83	\$64,384.83	\$64,384.83	\$64,384.83	\$64,384.83	\$64,384.83	\$64,384.83	\$64,384.83	\$772,618.00		
Transportation	\$230,000.00	\$0.00	\$0.00	\$23,000.00	\$23,000.00	\$23,000.00	\$23,000.00	\$23,000.00	\$23,000.00	\$23,000.00	\$23,000.00	\$23,000.00	\$23,000.00	\$230,000.00		
Nutrition	77,000.00	\$0.00	\$0.00	\$7,700.00	\$7,700.00	\$7,700.00	\$7,700.00	\$7,700.00	\$7,700.00	\$7,700.00	\$7,700.00	\$7,700.00	\$7,700.00	\$77,000.00		
Other	5,300.00	\$0.00	\$0.00	\$530.00	\$530.00	\$530.00	\$530.00	\$530.00	\$530.00	\$530.00	\$530.00	\$530.00	\$530.00	\$5,300.00		
Total Expenditures	\$3,873,587.00	\$64,384.83	\$64,384.83	\$329,842.12	\$329,842.12	\$329,842.12	\$329,842.12	\$329,842.12	\$329,842.12	\$329,842.12	\$329,842.12	\$329,842.12	\$329,842.12	\$3,427,190.83	\$198,198.08	\$198,198.08
Cash Flow																
Operational Cash Flow		(\$64,384.83)	\$1,732,796.17	(\$120,842.12)	(\$107,489.01)	\$542,408.39	(\$107,489.01)	(\$107,489.01)	\$419,705.75	(\$107,489.01)	(\$107,489.01)	\$198,832.35	(\$107,489.01)	\$654,581.68	(\$54,423.60)	\$198,198.08
Cash on Hand	\$0.00		(\$64,384.83)	\$1,668,411.33	\$1,338,569.22	\$1,031,080.21	\$1,573,488.61	\$1,265,999.60	\$958,510.59	\$1,378,216.35	\$1,070,727.34	\$763,238.34	\$862,070.69	\$654,581.68	\$600,158.08	\$401,960.00
Cash End of Period		(\$64,384.83)	\$1,668,411.33	\$1,338,569.22	\$1,031,080.21	\$1,573,488.61	\$1,265,999.60	\$958,510.59	\$1,378,216.35	\$1,070,727.34	\$763,238.34	\$862,070.69	\$654,581.68	\$654,581.68	\$600,158.08	\$401,960.00

For the full 5-year budget, go to: <https://tinyurl.com/IgniteLSBdqt>

Series B – Facility Plan



NON-BINDING LETTER OF INTENT TO PURCHASE

Date: April 9, 2025

To: Thornton- Gallup, LLC

One behalf of an undisclosed Charter Academy ("Buyer"), Cushman & Wakefield U.S., Inc. ("Broker") has been authorized to submit the following proposal.

This Letter of Intent is entered into for the purpose of stating the intent of all parties regarding space available for sale at; South Florida Ave. & Karcher Rd. of approx. 7.93 acres +- also known as parcel # R3273700000. Subject to the execution of a Purchase and Sale Agreement, this Letter of Intent will establish the basic terms and conditions for the Purchase and Sale Agreement to be entered into between:

1. SELLER: Thornton- Gallup, LLC
2. BUYER: Undisclosed Charter Academy
3. PROPERTY: The property located at the corner of S. Florida Ave & Karcher Rd, Caldwell, Idaho. Legally described on the attached Exhibit A, (the "Property").
4. BUILDING SIZE: Vacant Land only of approx. 7.93 acres
5. ESTIMATED CLOSE DATE:
6. PURCHASE PRICE: The Purchase Price of the Property shall be Three Million two hundred and eighty-two thousand (\$3,282,000) dollars payable at closing.
7. EARNEST MONEY DEPOSIT: Within 5 business days after the acceptance of a Purchase Agreement, Buyer shall deposit \$25,000 Dollars in the form of cash/check (the "Deposit") as earnest money with a mutually agreed upon Title Company ("Title Company").
8. REVIEW PERIOD & Contingency: The Purchase Agreement shall provide that Buyer's obligations to consummate the acquisition of the Property shall be subject to Buyer's acceptance of the physical, legal, and economic condition of the property. Also contingent on the following: (1) Submittal to the Idaho Public Charter School Commission by Sept. 1. (2) Approval by said commission by Jan.1 2026 (3) Funding by Idaho Housing and Finance Association, by Jan. 30th (4) Buyer shall have a hundred and twenty (120) days from mutual execution of the Purchase Agreement, (the "Review



Period”) to determine in Buyer’s sole discretion, whether to proceed with the acquisition and shall notify Seller of its intent prior to the expiration of the Review Period. If Buyer elects not to proceed, the Purchase Agreement shall terminate without liability on the part of Buyer or Seller and the initial Deposit and any interest accrued thereon shall be returned to Buyer.

9. PURCHASE AND SALE AGREEMENT

This transaction is subject to the negotiation and execution of an agreement of purchase and sale (“Purchase Agreement”), in form and substance satisfactory to both parties. Upon Seller’s acceptance of this Letter of Intent, Seller shall prepare the Purchase Agreement and use best efforts to submit it to Buyer for its Board approval within twenty (20) business days.

10. BROKERAGE:

Cushman & Wakefield U.S., Inc. – Steve A Vlassek is hereby recognized as the sole Broker representing the Buyer in this transaction. A commission of to be determined by separate agreement to be paid to Cushman Wakefield out of the first monies received by Seller at the time of Closing.

An agreement to the foregoing business terms is conditional upon this Letter of Intent being signed and returned to the undersigned by April 30th 5pm MST 2025. Thank you for your time and consideration.

Sincerely,

A handwritten signature in blue ink that reads "Steve A. Vlassek". The signature is fluid and cursive, with the first name "Steve" and last name "Vlassek" clearly legible.

Steve A. Vlassek

Cushman & Wakefield U.S., Inc.

Direct: 208-891-1021

EMAIL: Steve.vlassek@cushwake.com

[Signatures on following page]



Agreed & Accepted:

BUYER:

Signature

Printed Name

Title

Date

SELLER:

Signature

Printed Name

Title

Date



Exhibit A
Property Description

See Marketing brochure here to attached and know as; R32737000000, South Florida Ave & Karcher Rd.

CALDWELL COMMERCIAL FOR SALE - LEASE - BTS

TBD South Florida Avenue, Caldwell, Idaho 83607



LEANN HUME, CCIM, CLS, CRRP Executive Director
+1 208 890 1089
leann@summitcreg.com

CORY PERRY Associate
+1 208 871 8824
cory@summitcreg.com

1517 West Hays Street
Boise, Idaho 83702
+1 208 975 4447
summitcreg.com

CALDWELL COMMERCIAL FOR SALE - LEASE - BTS TBD South Florida Avenue, Caldwell, Idaho 83607



PROPERTY HIGHLIGHTS

PRICE & RATE:	Negotiable, Contact Agents
PARCEL SIZE:	7.93 Acres (345,431 SF)
BUILD-TO-SUIT:	5,000 to 80,000 SF
ZONING:	C-2 - <i>Community Commercial</i>
PARCEL NUMBER:	R3273700000
UTILITIES:	All Installed - Build-Ready
POTENTIAL USES:	Retail, Restaurant, Office, Mixed-Use
DIMENSIONS:	±633 Feet X 672 Feet

LISTING DETAILS

- Development land located on Karcher Road between Nampa & Caldwell, minutes from Lake Lowell - [Google Map View](#)
- Direct Access to the Karcher & Interstate 84 on/off-ramp Exit 33
- Surrounded by Sawgrass Self Storage and Uhaul, Southwest District Health and Central Canyon Elementary School
- Unobstructed visibility on Karcher Road & South Florida Avenue
- Encompassed by new and existing commercial and residential developments - surrounded by 3,427 new platted units
- All utilities installed, site is build-ready - contact agent for details
- Potential uses include office, retail or service related business types - [View Community Commercial Regulations Here](#)
- Contact agent to discuss various uses & schedule a site visit today!!

CALDWELL COMMERCIAL FOR SALE - LEASE - BTS
TBD South Florida Avenue, Caldwell, Idaho 83607



**ENCOMPASSED BY NEW & EXISTING COMMERCIAL
 & RESIDENTIAL DEVELOPMENTS - GROWING AREA**



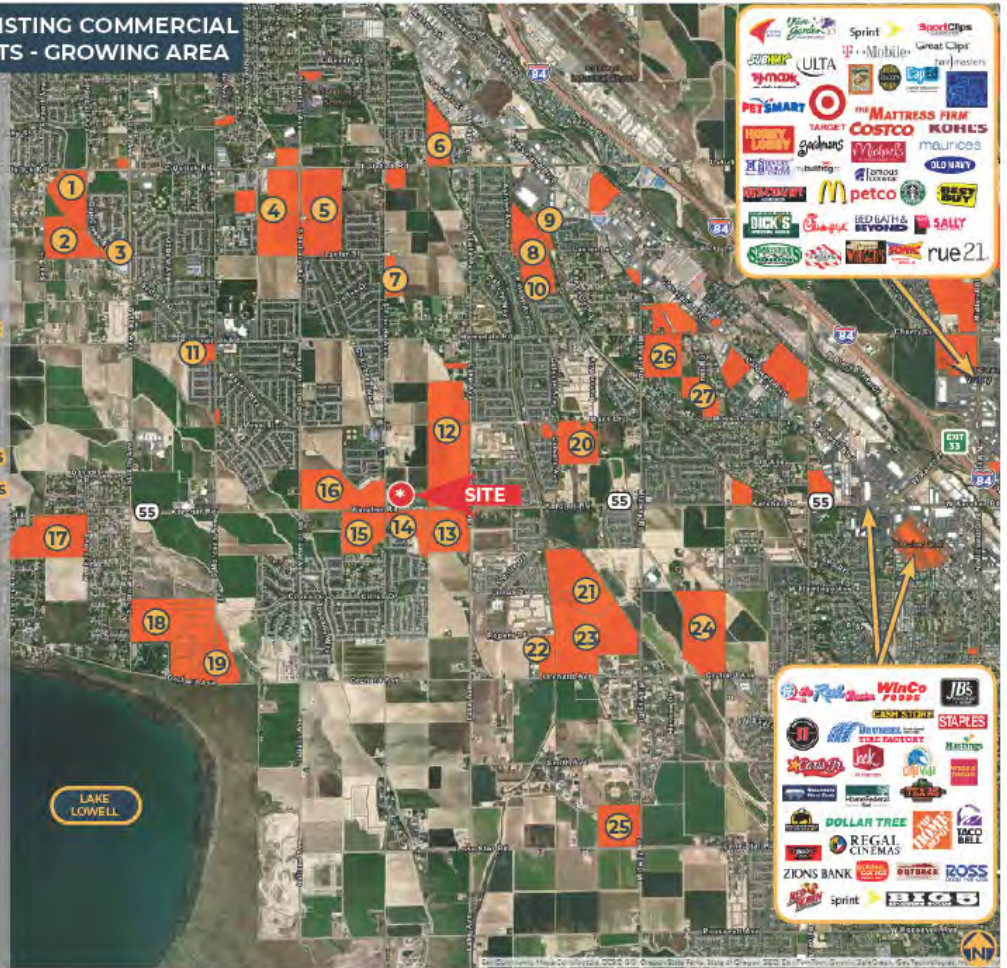
©2025 Summit Commercial Real Estate Group All rights reserved. The material in this presentation has been prepared solely for information purposes, and is strictly confidential. Any disclosure, use, copying or circulation of this presentation (or the information contained within it) is strictly prohibited, unless you have obtained Summit Commercial Real Estate Group's prior written consent. The views expressed in this presentation are the views of the author and do not necessarily reflect the views of Summit Commercial Real Estate Group. Neither this presentation nor any part of it shall form the basis of, or be relied upon, in connection with any offer, or act as an inducement to enter into any contract or commitment whatsoever. NO REPRESENTATION OR WARRANTY IS GIVEN, EXPRESS OR IMPLIED, AS TO THE ACCURACY OF THE INFORMATION CONTAINED WITHIN THIS PRESENTATION, AND SUMMIT COMMERCIAL REAL ESTATE GROUP IS UNDER NO OBLIGATION TO SUBSEQUENTLY CORRECT IT IN THE EVENT OF ERRORS.

CALDWELL COMMERCIAL FOR SALE - LEASE - BTS TBD South Florida Avenue, Caldwell, Idaho 83607



ENCOMPASSED BY NEW & EXISTING COMMERCIAL & RESIDENTIAL DEVELOPMENTS - GROWING AREA

- 1 SOTERRA - 75 LOTS
- 2 PRAIRIE CREEK - 141 LOTS
- 3 CUMBERLAND ESTATES - 164 LOTS
- 4 GREENMONT - 97 LOTS
- 5 HOSHAU SUBDIVISION - 318 LOTS
- 6 SILVER MEADOWS - 263 LOTS
- 7 VILLAGE CONDOS - 32 LOTS
- 8 ALANTE HOMES AT SPRING RUN - 419 LOTS
- 9 HIGHGARDEN ESTATES - 36 LOTS
- 10 LAVENDER CROSSING - 12 LOTS
- 11 ARROW LEAF - 110 LOTS
- 12 THE CHARLES AT KARCHER 1 - 1,258 UNITS
- 13 THE CHARLES AT KARCHER 2 - 1,258 UNITS
- 14 LEGACY FALLS - 158 LOTS
- 15 WEST HAVEN - 204 LOT
- 16 KARCHER COMMONS - 214 LOTS
- 17 SD2022-0044 - 54 LOTS
- 18 PASSERO RIDGE - 367 LOTS
- 19 CIRRIUS POINTE WEST-1 & 2 - 204 LOTS
- 20 BANNER RIDGE - 189 LOTS
- 21 MIDDLEBURY NORTH 1 & 2 - 785 UNITS
- 22 PEREGRINE EAST - 56 LOTS
- 23 MIDDLEBURY SOUTH - 340 LOTS
- 24 EDERRA - 657 LOTS
- 25 GENEVA ESTATES - 28 LOTS
- 26 WAGERS ACRES - 121 LOTS
- 27 WAGERS DAIRY SUB 1 & 2 - 68 LOTS

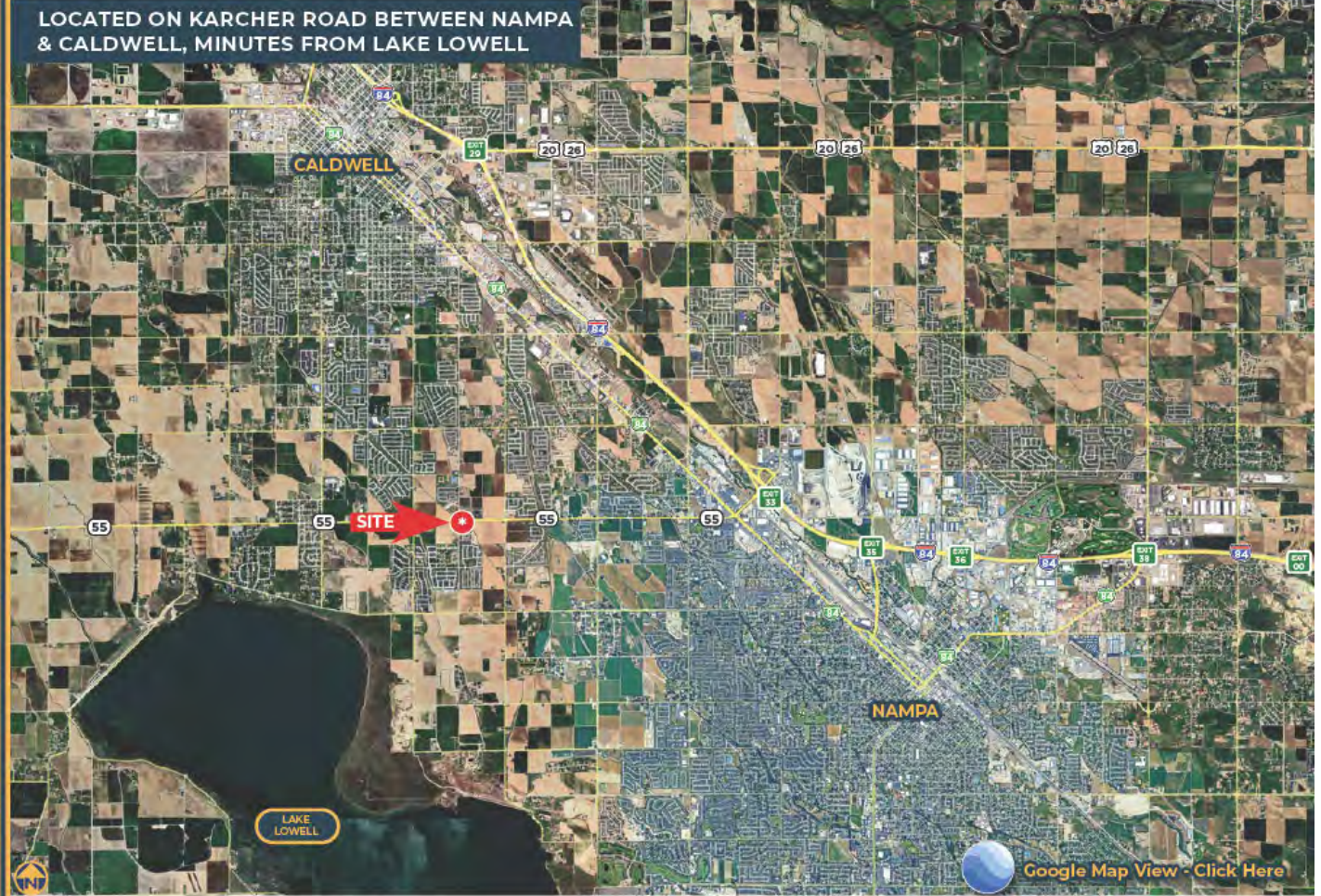


©2025 Summit Commercial Real Estate Group All rights reserved. The material in this presentation has been prepared solely for information purposes, and is strictly confidential. Any disclosure, use, copying or circulation of this presentation (or the information contained within it) is strictly prohibited, unless you have obtained Summit Commercial Real Estate Group's prior written consent. The views expressed in this presentation are the views of the author and do not necessarily reflect the views of Summit Commercial Real Estate Group. Neither this presentation nor any part of it shall form the basis of, or be relied upon, in connection with any offer, or act as an inducement to enter into any contract or commitment whatsoever. NO REPRESENTATION OR WARRANTY IS GIVEN, EXPRESS OR IMPLIED, AS TO THE ACCURACY OF THE INFORMATION CONTAINED WITHIN THIS PRESENTATION, AND SUMMIT COMMERCIAL REAL ESTATE GROUP IS UNDER NO OBLIGATION TO SUBSEQUENTLY CORRECT IT IN THE EVENT OF ERRORS.

CALDWELL COMMERCIAL FOR SALE - LEASE - BTS
TBD South Florida Avenue, Caldwell, Idaho 83607



LOCATED ON KARCHER ROAD BETWEEN NAMPA & CALDWELL, MINUTES FROM LAKE LOWELL



[Google Map View - Click Here](#)

©2025 Summit Commercial Real Estate Group All rights reserved. The material in this presentation has been prepared solely for information purposes, and is strictly confidential. Any disclosure, use, copying or circulation of this presentation (or the information contained within it) is strictly prohibited, unless you have obtained Summit Commercial Real Estate Group's prior written consent. The views expressed in this presentation are the views of the author and do not necessarily reflect the views of Summit Commercial Real Estate Group. Neither this presentation nor any part of it shall form the basis of, or be relied upon, in connection with any offer, or act as an inducement to enter into any contract or commitment whatsoever. NO REPRESENTATION OR WARRANTY IS GIVEN, EXPRESS OR IMPLIED, AS TO THE ACCURACY OF THE INFORMATION CONTAINED WITHIN THIS PRESENTATION, AND SUMMIT COMMERCIAL REAL ESTATE GROUP IS UNDER NO OBLIGATION TO SUBSEQUENTLY CORRECT IT IN THE EVENT OF ERRORS.

CALDWELL COMMERCIAL FOR SALE - LEASE - BTS
TBD South Florida Avenue, Caldwell, Idaho 83607



1, 3 & 5 MILE DEMOGRAPHICS

5 MILE SNAPSHOT

117,155
POPULATION

39,248
HOUSEHOLDS

\$66,589
MEDIAN HH INCOME

\$86,333
AVERAGE HH INCOME

32,348
DAYTIME POPULATION

In the identified area, the current year population is 117,155. In 2020, the Census count in the area was 106,440. The rate of change since 2020 was 3.00% annually. The five-year projection for the population in the area is 126,616 representing a change of 1.57% annually from 2023 to 2028.

The household count in this area has changed from 35,505 in 2020 to 39,248 in the current year, a change of 3.13% annually. The five-year projection of households is 42,653, a change of 1.68% annually from the current year total. Average household size is currently 2.94, compared to 2.95 in the year 2020. The number of families in the current year is 28,549 in the specified area.

1, 3 & 5 MILE DEMOGRAPHICS
 CLICK BELOW TO VIEW

EXECUTIVE SUMMARY REPORT
 CLICK BELOW TO VIEW



©2025 Summit Commercial Real Estate Group All rights reserved. The material in this presentation has been prepared solely for information purposes, and is strictly confidential. Any disclosure, use, copying or circulation of this presentation (or the information contained within it) is strictly prohibited, unless you have obtained Summit Commercial Real Estate Group's prior written consent. The views expressed in this presentation are the views of the author and do not necessarily reflect the views of Summit Commercial Real Estate Group. Neither this presentation nor any part of it shall form the basis of, or be relied upon, in connection with any offer, or act as an inducement to enter into any contract or commitment whatsoever. NO REPRESENTATION OR WARRANTY IS GIVEN, EXPRESS OR IMPLIED, AS TO THE ACCURACY OF THE INFORMATION CONTAINED WITHIN THIS PRESENTATION, AND SUMMIT COMMERCIAL REAL ESTATE GROUP IS UNDER NO OBLIGATION TO SUBSEQUENTLY CORRECT IT IN THE EVENT OF ERRORS.

CALDWELL COMMERCIAL FOR SALE - LEASE - BTS
TBD South Florida Avenue, Caldwell, Idaho 83607



SMALL TOWN FEEL, BIG CITY AMENITIES

Caldwell, Idaho offers the convenience of a growing number of retail developments, restaurants and entertainment venues, while maintaining the benefits of a smaller community. The Caldwell Economic Development Department (CED), a division of the City of Caldwell, cultivates economic growth by attracting and retaining businesses, assisting with the creation of quality jobs, and embracing both small and large businesses and entrepreneurs. Since its inception in 1987, CED has been offering services to businesses interested in relocating or expanding in Caldwell and sparking growth in strategic commercial corridors and historic neighborhoods. CED works daily to promote the community for new business attraction, and to promote the collective economic interests of existing commercial enterprises in the Caldwell area.



Click here to download the complete Caldwell
 Regional Overview:
<https://www.cityofcaldwell.org/home>

OPPORTUNITY, MEET AMBITION.

A company's greatest asset is its people; the same rings true for a region. In the Boise Metro, you'll discover an educated, ambitious labor force that, in 2019, grew nearly 250% faster than the national average. Additionally, the Boise Metro had a higher net migration rate than any other metro in the West. Doing business here comes with intangibles like accessible decision-makers, encouraged collaborations and a highly sought life/work integration. Plus, the cost of doing business here is nearly a third lower than our Western neighbors of California and Washington. The same intriguing opportunities that corporations like Simplot, Albertsons and Micron recognized in the region years ago are attracting companies across the country today. The pleasant realities of living life and doing business in the Boise Metro is what has brought them here for good.

Consistently in the top 10 metros for net migration, the Boise Metro is undoubtedly on the short list for cool places to relocate - and you can bring the whole family along. New graduates, young families and retirees have all found the good life here.

We'll let the numbers do the talking. If you're looking for data that speaks more specifically to your company's relocation or expansion, contact us and we'll provide a report tailored to your needs.



Click here to download the complete Boise Valley
 Regional Overview:
<https://bvop.org/regional-overview/>

© 2025 Summit Commercial Real Estate Group. All rights reserved. The material in this presentation has been prepared solely for information purposes, and is strictly confidential. Any disclosure, use, copying or circulation of this presentation for the information contained within it is strictly prohibited, unless you have obtained Summit Commercial Real Estate Group's prior written consent. The views expressed in this presentation are the views of the author and do not necessarily reflect the views of Summit Commercial Real Estate Group. Neither this presentation nor any part of it shall form the basis of, or be relied upon in connection with any offer, or act as an inducement to enter into any contract or commitment whatsoever. NO REPRESENTATION OR WARRANTY IS GIVEN, EXPRESS OR IMPLIED, AS TO THE ACCURACY OF THE INFORMATION CONTAINED WITHIN THIS PRESENTATION, AND SUMMIT COMMERCIAL REAL ESTATE GROUP IS UNDER NO OBLIGATION TO SUBSEQUENTLY CORRECT IT IN THE EVENT OF ERRORS.



CONTACT

LEANN HUME, CCIM, CLS, CRRP

Executive Director
+1 208 890 1089
leann@summitcreg.com

CORY PERRY

Associate
+1 208 871 8824
cory@summitcreg.com

1517 WEST HAYS STREET

Boise, Idaho 83702
+1 208 975 4447
summitcreg.com

©2025 Summit Commercial Real Estate Group All rights reserved. The material in this presentation has been prepared solely for information purposes, and is strictly confidential. Any disclosure, use, copying or circulation of this presentation (or the information contained within it) is strictly prohibited, unless you have obtained Summit Commercial Real Estate Group's prior written consent. The views expressed in this presentation are the views of the author and do not necessarily reflect the views of Summit Commercial Real Estate Group. Neither this presentation nor any part of it shall form the basis of, or be relied upon in connection with any offer, or act as an inducement to enter into any contract or commitment whatsoever. NO REPRESENTATION OR WARRANTY IS GIVEN, EXPRESS OR IMPLIED, AS TO THE ACCURACY OF THE INFORMATION CONTAINED WITHIN THIS PRESENTATION, AND SUMMIT COMMERCIAL REAL ESTATE GROUP IS UNDER NO OBLIGATION TO SUBSEQUENTLY CORRECT IT IN THE EVENT OF ERRORS.

Series C – Governance Documents

Bylaws of IGNITE LEADERSHIP SCHOOL, INC.

An Idaho Nonprofit Corporation.

ARTICLE 1: Offices

Section 1.1 Offices

Ignite Leadership School Inc's (the "Corporation") principle office shall be fixed and located within the Vallivue School District boundaries, in the County of Canyon, State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principle office from one location to another within the County of Canyon, State of Idaho.

ARTICLE 2: Purpose

Section 2.1 Purpose

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.

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of: (a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue code 1986 or the corresponding provision of any future Federal income tax code, or (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

ARTICLE 3: No Members

Section 3.1 No Members

The Corporation shall have no members. Any action, which would otherwise by law require approval by a majority of all members, or approval by the members, shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the Board.

Section 3.2 Associates

Nothing in Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-30-103(13) of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

(a) A "Founder," is defined as any person who makes a material contribution toward the establishment of a public charter school. The criterion for determining what constitutes a material contribution is determined by the Board of Directors (Board) and is defined by the Founder's Policy.

(b) An "Organizing Member," is defined as any person who makes a substantial contribution to the establishment of the charter school prior to the time of the school opening, as determined by the Board of Directors. Organizing members are not founders and do not receive admission preference to the school. Organizing members may have voting rights only if they have children attending the school.

(c) A "Stakeholder of the School", is defined as one or more of the following: a parent or legal guardian of a child attending the school; staff members or employees of Ignite Leadership School; Ignite Leadership School board members and founders. Voting is limited to two votes per enrolled registered family at Ignite Leadership School.

ARTICLE 4: Board of Directors

Section 4.1 Board of Directors

The number of Directors constituting the Board of the Corporation shall be not less than five (5) nor more than seven (7) Directors. The Board shall consist of Directors serving terms of office as set forth below. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers of the Board of Directors

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Accelerating Public Charter Schools Act" I.C. 33-5201. The conduct of the members of the Board will be consistent with the Corporation's vision and mission statements, and its core values.

Section 4.3 Appointment and Election of Directors

(a) For purposes of appointing and electing Directors, the Board of Director positions are defined as follows: Director #1, Director #2, Director #3, Director #4, Director #5, Director #6 and Director #7. Director #1 and Director #2 inclusive shall be appointed to a three (3) year term of office, as set forth below. Director #4 shall be appointed to an initial term of one (1) year, and subsequent terms of three (3) years as set forth below. Director #6 and Director #7 inclusive shall be elected to an initial term of two (2) years, and subsequent terms of three (3) years as set forth below. If added, as set forth in Section 4.3 (b) below, Director #3 and Director #5 shall be appointed to serve term lengths in conjunction with Director #4.

(b) During the first two years of operation, the Board shall be comprised of five (5) Directors (Director #1, Director #2, Director #4, Director #6, and Director #7) appointed and nominated by the organizing members and founders of Ignite Leadership School. Two additional Directors (Director #3 and Director #5) may be added at the discretion of the Directors, as established with a two-thirds majority vote.

(c) At the first annual meeting of the Corporation, following the initial opening of Ignite Leadership School, and at all annual meetings thereafter, Directors shall be appointed in accordance with the provisions of Sections 4.3 (d) and (e) below. Candidates shall be required to fill out and submit an application no later than forty-five (45) days prior to the annual meeting.

(d) Directors #1 through #4 inclusive shall each be appointed by a majority vote of the current Board of Directors and founders of Ignite Leadership School.

(e) For the purpose of appointing Directors, voting can be done in person or via absentee ballot. Absentee ballots are valid only if (1) voter is serving as a current board member at the time of the vote or is a founder as defined in Section 4.3 (d) above 3.2 (a) the ballot is either date stamped by the school office or postmarked at least one week prior to the date of the annual meeting.

(f) If a candidate is nominated by committee, as set forth in Section 4.3 (g)(ii), but does not receive a majority vote as set forth in Section 4.3 (g)(v), the winning candidate will be selected by a plurality of the votes.

g. At the first annual meeting of the Corporation following the initial opening of Ignite Leadership School, and at all annual meetings thereafter, Directors will be elected and appointed to fill vacancies on the Board by the process outlined below:

(i) All Board of Directors applicants will be required to fill out and submit an application no later than forty-five (45) days prior to the annual meeting.

(ii) All Board of Directors applicants will be required to go through a screening process, overseen by a nominating committee that is appointed and approved by the Charter School Board of Directors. The nominating committee shall be not less than five (5) nor more than seven (7) members and shall consist of staff members or employees, parents of students attending the school, organizing members and founders of Ignite Leadership School, and/or members of the Board of Directors.

(iii) The nominating committee will then nominate candidates for each open position.

(iv) No more than three candidates per position shall be nominated.

(v) Stakeholders of the school will then be asked to vote on the candidates, a stakeholder is defined in Section 3.2 (c) above.

(vi) Ignite Leadership School Board of Directors has final authority over all ballots.

(vii) The time, date, and location of all elections will be advertised by Ignite Leadership School using, but not limited to, the following methods: the school's website and notification home with students by email.

(viii) Voting in board member elections can be done in person or via absentee ballot. Absentee ballots are valid only if the voter is named on the Stakeholder list and the ballot is either date stamped by the school office or postmarked at least one week prior to the date of election. The cut-off for being listed as a stakeholder is the final day of school each year.

(ix) If no candidate exists for an available elected position forty-five (45) days prior to the annual meeting that position may be deemed by the nominating committee an appointed position for a single term immediately following the annual meeting and all applicable Sections and subsections shall apply.

(x) Campaigning for Board of Director positions shall not be permitted on school premises during regular school hours.

Section 4.4 Term

For the purpose of establishing staggered terms of office, the initial term of office for appointed Director #6 and Director #7 shall be two (2) years and thereafter shall be three (3) years; the term of office for all other appointed and elected Directors shall be three years. Directors #1, #2, #4, #6 and #7 shall be appointed or elected at the first annual meeting of the Corporation. Directors #3 and #5 shall be appointed or elected to serve term lengths in conjunction with Director #4. Each Director shall serve until the stakeholders at the annual meeting of the Corporation duly appoint or elect his/her successor.

Section 4.5 Resignation and Removal

Subject to the provisions of Section 30-30-607 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Director may be removed with cause or justifiable reason by a two-thirds majority vote of the Directors then in office.

Section 4.6 Vacancies

(a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.

(b) The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising, under Article 30-30-626 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend three (3) or more of the regularly scheduled monthly meetings of the Board in a fiscal year.

(c) Removal of a Director for one or more of the reasons listed in Section 4.6 (b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such a meeting shall be conducted with regard to the reasonable due process rights of all parties in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.

(d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, even if less than a quorum. Each Director so appointed or elected shall hold office until the expiration of the Director's term of office.

(e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Oath of Directors

An oath of office shall be administered to each Director, whether elected, re-elected or appointed. The oath may be administered by the Secretary, or by a Director of the charter school. The records of the charter school shall show such oath of office to have been taken, by whom the oath was administered and shall be filed with the official records of the charter school. The Director is required to take his/her oath within ten (10) days after the Director has notice of his/her election or appointment, or within fifteen (15) days from the commencement of his/her term of office. Before any Director elected or appointed enters upon the duties of his/her office, he/she must take the following oath:

I do swear (or affirm, if re-elected) I will support the Constitution of the United States, and the Constitution and the laws of the State of Idaho, and that I will faithfully discharge the duties of Director of Ignite Leadership School according to the best of my ability.

Section 4.8 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business.

Section 4.9 Employees

The Board shall have the power to hire employees of the Corporation either on an at will basis or via written contract whose duties shall be specified by the Board.

Section 4.10 Voting

Voting by the Board shall be in person and no proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

Section 4.11 Quorum

No business shall be transacted at any meeting of the Board unless a quorum of the members is present. A majority of the full membership of the Board shall constitute a quorum. A majority of the quorum may pass a resolution.

Section 4.12 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state, or local law.

Section 4.13 Committees

The Board may create one (1) or more committees of the board and appoint members of the Board to serve on them. Each committee shall have one (1) or more Board members on it, who serve at the satisfaction of the Board. The

creation of a committee and appointment of its members shall be by a majority vote of the Board members then in office. Each committee will keep minutes of its proceedings and shall report periodically to the Board and will comply with all open meeting laws pursuant to Idaho Code §67-2340 (et. seq.). Committees shall report to the full Board regularly at Board meetings. Any recommendations from committees shall be reviewed by the Board, discussed and voted on as needed. A committee of the Board may not: 1) authorize distributions; 2.) pledge or transfer assets; 3.) elect, appoint, or remove directors; and 4.) adopt, amend, or repeal the articles of incorporation or bylaws. Once the task has been accomplished for which the committee was formed, it shall be dissolved.

Section 4.14 Validity of Instruments

Any note, mortgage, evidence of indebtedness, contract, deed, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the Chairman of the corporation and approved by the Board. Any such instruments may be signed by any other Director(s) and in such manner as from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

ARTICLE 5: Board Meetings

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be the principle office of the Corporation in the County of Canyon, State of Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year on the third Thursday in June, and if a legal holiday, then on the day following, at 6:00 o'clock P.M. at the principle office of the Corporation in the County of Canyon, Idaho. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Regular Meetings

Board members must attend at least 75% of board and committee meetings. Regular meetings will be held. The Board of Directors may hold additional meetings or extend the time of its meetings by motion and a majority vote of the Board.

Section 5.4 Special Meetings

Special meetings may be called by the Chairman or by any two (2) Directors of the Board and held at any time.

Section 5.5 Notice of Meeting

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be made pursuant to Idaho Code §67-2343. Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be by written or printed notice of the same posted at the Charter School and on the Charter's website. The Board Secretary may email or physically deliver the agenda and meeting notice to Board members. No special meeting shall be held without at least a twenty-four (24) hour meeting notice unless an emergency exists. The notice for a special meeting shall include at a minimum the meeting date, time, place and name of the Charter School calling for the meeting.

Section 5.6 Meetings open to the Public

Except as provided herein, all meetings, except executive sessions, shall be open to the public and all persons shall be permitted to attend any meeting. Meetings shall comply with the open meeting act of the Idaho Code § 74-203(1).

Section 5.7 Telecommunications devices at Meetings

Board members should physically be present at meetings whenever possible, however, should it not be possible, it is acceptable to conduct meetings using telecommunication devices. Such devices enable all Directors of the Corporation participating in the meeting to communicate with each other and may include, but are not limited to, telephone or video conferencing devices or other similar communications equipment. Participation of Directors through telecommunications devices shall constitute presence in person by such Director at the meeting; provided however, that at least one (1) member of the Directors of the Corporation or the Charter Administrator shall be physically present at the location designated in the meeting notice to ensure that the public may attend such meeting in person and that the communications among Directors of the Corporation are audible to the public attending the meeting in person and other the Directors of the Corporation.

Section 5.8 Meeting Agendas

A forty-eight (48) hour agenda notice shall be required in advance of each regular meeting, however, additional agenda items may be added up to and including the hour of the meeting, provided that a good faith effort was made to include in the notice all agenda items known at the time to be probable items of discussion. The agenda for any Board meeting shall be prepared by the Board's Secretary or under direction from the Board Secretary (clerk). Items submitted by the Board Chair or at least two (2) board members shall be placed on the agenda along with committee reports, and all other corporate business. Anyone associated with Ignite Leadership School may also suggest inclusions on the agenda. Such suggestions must be received by the Board Secretary at least four (4) days before the Board meeting, unless of immediate importance. Individuals who wish to be placed on the Board meeting agenda must also notify the Board Secretary, in writing, of the request. The request must include the reason for the appearance. A twenty-four (24) hour meeting agenda shall be required in advance of a special meeting unless an emergency exists. An emergency is defined as any situation involving injury or damage to persons or property, or immediate financial loss, or the likelihood of such injury, damage or loss. The notice requirements for a special meeting shall be suspended if such notice is impracticable, or would increase the likelihood or severity of such injury, damage or loss. In the event that a special meeting is held based upon emergency purposes, the reason for the emergency must be stated at the outset of the meeting.

Section 5.9 Meeting Minutes

The Directors of the Corporation shall provide for the taking of written minutes of all its meetings. However, neither a full transcript nor a recording of the meeting shall be required. All minutes shall be available to the public within a reasonable time after the meeting, and shall include at least the following information: (a) All members of the Directors of the Corporation present; (b) All motions, resolutions, orders, or ordinances proposed and their disposition; (c) The results of all votes, and upon the request of a member, the vote of each member, by name. Minutes of any executive sessions held by the Directors of the Corporation under Title 74, Chapter 2 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 74-206, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

Unofficial minutes shall be delivered to Directors in advance of the next regularly scheduled meeting of the Board with the agenda for the next Board meeting. Minutes need not be read publicly, provided that Directors have had an opportunity to review them before adoption. A file of permanent minutes of Board meetings shall be maintained in the office of the Board Secretary or his/her designate, to be made available within a reasonable period of time after a meeting for inspection upon written request.

Section 5.10 Executive Sessions

"Executive session" means any meeting or part of a meeting which is closed to any person for deliberation on certain matters. An executive session may be held by the Directors of the Corporation for any of the reasons specified in Title 74, Chapter 2 of the Idaho Code. In order to convene into a duly authorized executive session all of the following must occur: 1.) a director of the Board of the Corporation must move for holding of an executive session; 2.) two-thirds (2/3) of the Directors of the Corporation present must vote in favor of holding an executive session; and 3.) said vote must be recorded in the minutes of the meeting showing the individual vote of each Director present. No executive session may be held for the purpose of taking any final action or making any final decision. Unless otherwise allowed by law, no Director of the Corporation may disclose the content of an executive session to an outside source.

Section 5.11 Consent Agenda

To expedite business at a Board meeting, the Board approves the use of a consent agenda, which includes those items considered to be routine in nature. Any item which appears on the consent agenda may be removed by any Director. Any Director who wishes to remove an item from the consent agenda shall give advance notice in a timely manner to the Secretary of the Board. The remaining items will be voted on by a single motion. The approved motion will be recorded in the minutes, including a listing of all items appearing on the consent agenda.

Section 5.12 Other Provisions of the Open Meeting Law

Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provisions of Title 74, Chapter 2 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

ARTICLE 6: Officers and Duties of Directors

Section 6.1 Directors

The Officers of the Corporation shall be Chair of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Board and for a term of one (1) year when their respective successor shall be elected. A State of Idaho criminal background check on the Board of Directors is required when elected or appointed to the Board of Directors.

Individual Officers of the Corporation have no authority over school affairs, except as provided by law or as authorized by the Board.

Section 6.2 Chairman of the Board

The Chairperson shall preside at all meetings of the Board. The Chairperson shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The Chairperson shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time. The Chairman of the Board shall be specifically supportive of the original vision and mission for Ignite Leadership School.

Section 6.3 Vice Chairman

In the absence of the chair, or in the event of the chair's disability, inability, or refusal to act, the vice chair will perform all of the duties of the chair and will have all of the powers of the chair. The vice chair will have such other powers and perform such other duties as may be prescribed from time to time by the board or by the chair. The Vice Chairman shall deposit all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board, unless the Vice Chairman is concurrently serving as the Treasurer.

Section 6.4 Secretary

a. The Secretary shall keep or cause to be kept, at the principle office or such other place as the Board may order, an electronic and a paper copy of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principle office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

b. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

a. The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including amounts of its assets, liabilities, receipts, and disbursements. The books of account shall at all times be open to inspection by any Board member. Prior to serving as Treasurer of the Board, a Director shall have a minimum of no less than 2 years of experience in finance.

b. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 6.6 Other Directors

The other Directors on the Board shall perform duties as delegated and designated by the Chairman of the Board.

Section 6.7 Removal

Any Officer may be removed for cause by a majority of the Directors then in office.

Section 6.8 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 6.9 Training

Upon appointment or election to the Board, new Directors shall receive governance training by an Idaho State Board approved qualified trainer.

Section 6.10 Review of Bylaws

The Bylaws will be reviewed annually by the Board.

Section 6.11 Charter Administrator

The Corporation will follow all State and Federal requirements for hiring a Charter Administrator. The Charter Administrator will be selected using the process outlined below, including but not limited to:

(a) The Corporation will post for the position as required by law.

- (b) All Charter Administrator applicants will be required to fill out and submit an application.
- (c) All Charter Administrator applicants will be required to go through an interviewing and screening process, overseen by a hiring committee that is appointed and approved by the Board.
- (d) The hiring committee shall consist of former Board members, organizing members and founders of the Corporation who are not currently serving on the Board.
- (e) The Board can recommend candidates to the hiring committee for consideration.
- (f) The hiring committee will then select candidates for the Charter Administrator position.
- (g) No more than five candidates shall be presented to the Board.
- (h) The Board will interview the candidates presented and will have the final decision in the selection of the Charter Administrator position.
- (i) If a Director recommends an applicant to the hiring committee, that Director shall not participate in the hiring decision.

ARTICLE 7: Conflicts of Interest

Section 7.1 Direct or Indirect Pecuniary Interests

No Director shall have a pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized chartering entity or Charter School.

Section 7.2 Contracts involving a person related to a Director within the Second Degree

The Board of Directors may accept and award contracts involving the public charter school to businesses in which the director or a person related to him by blood or marriage within the second degree has a direct or indirect interest, provided that the procedures set out in Idaho Code §18-1361 or 18-1361A are determined by legal counsel for the Board to be not applicable or followed.

Section 7.3 Contracts involving the spouse of a Director

Unless it is determined by legal counsel for the Board to be proper and except as provided in Idaho Code § 18-1361 or 18-1361A, the Board of Directors of any public charter school shall not enter into or execute any contract with the spouse of any member of such board, the terms of which said contract require, or will require, the payment or delivery of any public charter school funds, moneys or property to such spouse. Any opinion from the Board's legal counsel shall be in writing.

Section 7.4 Consideration of Employment involving a person related to a Director or a Director's spouse within the Second Degree

When any relative of any Director or relative of the spouse of a director related by affinity or consanguinity within the second degree is to be considered for employment in a public charter school, such Director shall abstain from voting in the election of such relative, and shall be absent from the meeting while such employment is being considered and determined.

ARTICLE 8: Fiscal Affairs

Section 8.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1st to June 30th.

ARTICLE 9: Notices

Section 9.1 Manner of Giving Notice

Whenever provisions of any statute or of these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation and the Corporations website in sufficient amount of time prior to the meeting or action to be taken as required by Statute, the Article of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 9.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting shall be deemed equivalent to notice required to be given to any Director, or individual.

ARTICLE 10: Dissolution

Section 10.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-30-1004 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets upon corporation, Idaho Nonprofit Corporation Act 30-30-1004 (f)(ii) states its assets may be transferred to those persons whom the corporation holds itself out as benefiting or servicing. The asset would be held in public trust until it could be put to same or similar charitable use, by a nonprofit corporation which is organized and operated exclusively for educational purposes and which has established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board.

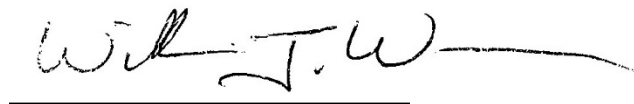
ARTICLE 11: Amendments

Section 11.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and shall not take effect until copied. If any Bylaws are repealed, the fact of the repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Ignite Leadership School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation. IN WITNESS WHEREOF, I have signed my name to this Certificate on April 10, 2025.

A handwritten signature in black ink, appearing to read "William Weaver", is written over a horizontal line.

William Weaver

Filing Acknowledgement:



PHIL McGRANE
IDAHO SECRETARY OF STATE

April 9, 2025

Ignite Leadership School, Inc
3876 W NEWLAND ST
MERIDIAN, ID 83642-5197

Dear **Ignite Leadership School, Inc**

[Congratulations on starting a new business in Idaho!](#)

Your **Articles of Incorporation Non-Profit** for **Ignite Leadership School, Inc** in the state of Idaho has been approved.

Like you, Idaho is open for business. We take great pride in consistently being recognized as one of the most business-friendly states in the nation. As you start and grow your business, here are some helpful resources to guide you:

State & Federal Resources for Business (<https://business.idaho.gov/>)

Small business resources to assist with licensing, regulation, business funding, and more.

Idaho Department of Commerce (<https://commerce.idaho.gov/>)

Resources for incentives, grants, and workforce development.

Idaho Department of Labor (<https://www.labor.idaho.gov/dnn>)

Report new hires, post jobs, and pay unemployment taxes.

Idaho Tax Commission (<https://tax.idaho.gov/>)

Find tax permits, sales and use taxes, business income tax, and important tax forms.

Again, congratulations on getting your business up and running.

A handwritten signature in black ink, enclosed in an oval.

Phil McGrane
Idaho Secretary of State

PHONE: (208) 334-2301 BUSINESS SERVICES | SOSBIZ.IDAHO.GOV 450 N. 4TH ST., BOISE, ID 83702 BUSINESS@SOS.IDAHO.GOV



PHIL McGRANE
IDAHO SECRETARY OF STATE

Business Office
450 North 4th Street
PO Box 83720
Boise, ID 83720

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

Ignite Leadership School, Inc
3876 W NEWLAND ST
MERIDIAN, ID 83642-5197

File # :	6176929	Filing Date:	03/28/2025
Filing Type:	Non-Profit Corporation (D)	Annual Report Due:	03/31/2026
Status:	Active-Good Standing	Image #:	B1000-6240
Duration Term:	Perpetual	Receipt #:	001124249

Registered Agent:
CANDIE MASSEY
1704 TAFT AVE
SALMON, ID 83467

Mailing Address:
3876 W NEWLAND ST
MERIDIAN, ID 83642-5197

You must file an Annual Report with this office on or before the Annual Report Due Date noted above and maintain a Registered Office and Registered Agent. Failure to do so will subject the business to Administrative Dissolution/Revocation.

BUSINESS SERVICES | SOSBIZ.IDAHO.GOV
PHONE: (208) 334-2301 450 N. 4TH ST., BOISE, ID 83702 BUSINESS@SOS.IDAHO.GOV



IGNITE LEADERSHIP SCHOOL
C/O CANDIE MASSEY
3876 W NEWLAND ST
MERIDIAN, ID 83642

Date:
02/04/2026
Employer ID number:
33-3884250
Person to contact:
Name: Richard Hall
ID number: 4468150
Telephone: 877-829-5500
Accounting period ending:
June 30
Public charity status:
170(b)(1)(A)(ii)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
March 26, 2025
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053638003245

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

Information for Charter Schools

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Letter 947 (Rev. 2-2020)
Catalog Number 35152P

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

A handwritten signature in black ink that reads "Stephen A. Martin".

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Series D – Board of Directors and Petitioning Group

William Weaver

Nampa, ID wweavereds@gmail.com +1 208 697 7300

Professional Summary

Detail-oriented educator with 30+ years of experience in K-12 education, specializing in Music Education, curriculum development, and classroom management. Proven leader as a Professional Learning Team lead and Building Advisory Team Chairman, enhancing school culture and mentoring (future and current) educators. Skilled in delivering professional development and fostering student engagement through innovative teaching methods, seeking to leverage extensive expertise in a dynamic educational setting.

Work Experience

Elementary Music Teacher

Boise School District-Boise, ID August 2024 to Present

Administrator Designee

Developed and implemented a comprehensive music curriculum for students of all ages, focusing on fundamental skills and musical history

Led group rehearsals and directed the school choir

Evaluated student progress through regular assessments and provided constructive feedback to facilitate growth

Organized field trips to expose students to live performances by professional musicians or orchestras, or to present music to the community

Collaborated with other music teachers to create a district standards-based curriculum

Adjunct Professor

Northwest Nazarene University-Nampa, ID

October 2019 to Present

Prepared a Class Syllabus.

Coordinated meaningful student observation experiences.

Presented appropriate lessons to prepare future Elementary Music Educators in the areas of Classroom Management, Lesson Planning, Standards implementation, Assessment, etc.

Maintained the online classroom through Canvas.

Elementary Music Teacher

Nampa School District #131-Nampa, ID

August 2006 to June 2024

Professional Learning Team (PLT) lead and a vital part of the leadership team.

Assist Principal with Highly Reliable Schools, and school culture.

Principal on call whenever needed.

Building Advisory Team Chairman (2018-2022)

Prepare and present Professional Development to colleagues.

Supervise students in non-academic settings.

Created and directed an after-school choir.

Mentor and Cooperating Teacher.
District Reboundary Committee.
District Insurance Committee.
Idaho State Standards Revision Committee.

Music Educator/Instructional Coach
Dysart Unified School District-Surprise, AZ August 2001 to June 2006
Music Teacher 3.5 years/Instructional Coach 1.5 years.
Danielson trained for cognitive coaching. • Mentor Coordinator
Career Ladder Accountability committee.
Started and directed Dysart Honor Choir.
Created and directed an after school choir.
Taught general music classes to grades K-8.
Supervised students in non-academic settings.
Member of the Building Advisory Team.

Elementary Music Teacher
Washington Elementary School District #6-Glendale, AZ
October 1994 to June 2001
Supervised students in non-academic settings.
Created and directed an after-school choir.
Taught technology to community members.
Technology Mentor for the staff.
Teacher of Teachers Trained
Middle School Choir Director
Brownsville Independent School District-Brownsville, TX
August 1992 to June 1993
Supervised students in non-academic settings.
Planned and taught classes to 3 different preps.
Prepared students for District and State competition.

Education

Education Specialist in Building Administration
Northwest Nazarene University-Nampa, ID
September 2013 to May 2015

Master of Education in Curriculum and Instruction
Northwest Nazarene University-Nampa, ID
May 2012 to August 2013

Certificate in Elementary Education
University of Phoenix-Phoenix, AZ
August 1997 to October 1999

Bachelor of Science in Music Education
Grand Canyon University-Phoenix, AZ
September 1987 to May 1992

Certifications and Licenses

Principal Certification
Teaching Certification

Andrea Weaver

Nampa, ID 83651

amweavereds@gmail.com

(208)697-2482

Professional Summary

Special Education Teacher and Director of Special Education Candidate at Northwest Nazarene University. Highly trained in Autism, Behaviors, and special needs.

Work Experience

Special Education Coordinator/Teacher

Project Impact STEM Academy-Meridian, ID

August 2024 to Present

- (In addition to previous job descriptions)
- Utilized a variety of teaching strategies, including visual aids, hands-on activities, and technology tools, to engage students in the learning process
- Implemented behavior management techniques and positive reinforcement strategies to promote a positive classroom environment conducive to learning
- Provided one-on-one or small group instruction for students who required specialized attention or remediation in specific academic areas
- Served as an advocate for students with special needs during Individual Education Program (IEP) meetings by presenting assessment data, progress reports, and recommendations for accommodations/modifications
- Maintained accurate records of student attendance, behavior incidents/interventions, academic progress/achievements using electronic systems/software provided by the school district/organization
- Liaised between parents/guardians/students/school administration regarding any necessary modifications/accommodations to ensure equal access and opportunity for students with special needs
- Participated in professional development opportunities, workshops, and conferences to stay updated on the latest research-based practices in special education

Certified Special Education Teacher

Village Leadership Academy Charter School-Boise, ID

August 2021 to June 2024

- (In addition to previous job description)
- Directed Multidisciplinary Team Meetings
- Worked with the State of Idaho, and SESTA coordinator to move the school into compliance.
- Adapted teaching methods and materials to accommodate various learning styles and abilities within the classroom
- Collaborated with parents, guardians, and support staff to create a supportive and inclusive learning environment
- Provided one-on-one or small-group instruction to address specific academic or behavioral needs
- Participated in Individualized Education Program (IEP) meetings, communicating progress and goals to parents and support teams
- Maintained open communication with parents and guardians, addressing concerns and sharing updates on student performance

- Maintained a safe and inclusive classroom environment, adhering to all relevant special education laws and regulations

Certified Special Education Teacher

Kuna School District/Hubbard Elementary School-Kuna, ID

August 2015 to June 2021

- (In addition to previous job description)
- Collaborated with other members of the school team, such as speech therapists, occupational therapists, and psychologists, to develop comprehensive intervention plans for students requiring additional services
- Worked with head start and early childhood.

Certified Special Education Teacher

Nampa School District/Snake River Elementary-Nampa, ID

August 2013 to June 2015

- Developed and implemented individualized education plans (IEPs) for students with special needs, ensuring compliance with state and federal regulations
- Utilized a variety of instructional strategies and materials to meet the diverse learning needs of students with disabilities
- Collaborated with general education teachers to modify curriculum and provide accommodations for students in inclusive classrooms
- Provided direct instruction in academic subjects such as reading, writing, and math to students with special needs
- Implemented behavior management techniques to create a positive and supportive classroom environment
- Differentiated instruction based on student abilities and learning styles, providing additional support or challenging assignments as needed
- Differentiated instruction based on student abilities and learning styles, providing additional support or challenging assignments as needed
- Participated in multidisciplinary team meetings to review student performance data, set goals, and plan interventions
- Maintained accurate records/documentation of student progress, IEPs, behavior incidents/reports, communication logs etc

Para Professional/Substitute Teacher

Nampa School District/Sunny Ridge School-Nampa, ID

October 2006 to May 2013

- Supervise children at play--Assist the School Secretary after school.
- Provided individualized math instruction to students in need of additional support
- Developed and implemented targeted intervention strategies to improve students' math skills
- Monitored student progress through ongoing assessments and adjusted interventions accordingly
- Assisted speech language pathologists in conducting assessments and evaluations of patients' communication disorders
- Implemented individualized treatment plans under the supervision of speech language pathologists to improve patients' speech, language, and swallowing abilities
- Provided direct therapy services to patients with various communication disorders, including articulation, fluency, voice, and language impairments

Education

Educational Specialist in Director of Special Education

Northwest Nazarene University - Nampa, ID

August 2023 to Present

Master of Education in Exceptional Child

Northwest Nazarene University - Nampa, ID

2013 to 2015

Bachelor of Arts in Elementary Education

Northwest Nazarene University - Nampa, ID

2012 to 2013

Associate of Liberal Arts Degree in Education

College of Western Idaho - Nampa, ID

2010 to 2011

Skills

- Teaching (10+ years)
- Developmental Disabilities Experience (10+ years)
- Behavior Management (10+ years)
- Special Education (10+ years)
- Autism Experience (10+ years)

Certifications and Licenses

Teaching Certification

October 2023 to September 2028

Standard Elementary: K-8 Elementary, Special Education K-12

Amber Earl

Summary

I am a hardworking, self-driven, and organized professional who is creative and enjoys thinking outside the box to accomplish challenging tasks and to solve problems. My goal is to be an asset and a positive influence on any team to which I belong.

Skills & Abilities

- Creative and not afraid to think outside of the box
- Organized, hardworking, and self-driven
- Team player- adept at both leadership and support
- Event management
- Computer Systems and Applications: Microsoft- Excel, Word; Google- Docs, Sheets; Infinite Campus; Facebook

Experience

Special Education Paraprofessional | Project Impact STEM Academy | Jan. 2025– Present

- Coordinate with Special Education Teacher to get lessons for our students
- Work with individual students to help achieve their IEP goals

Title Para | Village Leadership Academy | Oct. 2023– May 2024

- Coordinated with teachers to get lessons for their groups
- Worked with several small groups for reading and math

Registrar/Business Office Assistant | *Village Leadership Academy* | Oct 2018 – June 2024

- Infinite Campus Specialist
- Manage student files for incoming and outgoing students
- Collect and submit school data for ISEE (Idaho System of Educational Excellence) reporting throughout the school year
- Assist Business Office-
 - Help with purchase orders and requisitions
 - Assist in paying bills, printing checks, and payroll
 - Bill Medicaid
- Spearhead registration days, yearbook, and yearly lottery process
- Substitute for and assist with daily front office tasks and responsibilities
- Planned, organized, and carried out the relocation of the school facilities twice
- Collaborate with and assist the administration as a part of a small staff leadership team

Temp Office Assistant | Village Leadership Academy | July 2018 – Oct. 2018

- Transcribed all student records into Infinite Campus
- Gathered documents and data for audit

PTO President | Village Leadership Academy | July 2017 – Oct. 2018

- Coordinated all planning and organization of activities and school-wide events
- Conducted meetings
- Organized budget
- Facilitated communication between stakeholders
- Assisted teachers with plans and resources to accomplish classroom objectives and meet school expectations
- Assisted school administration with building parent and community support toward school goals

Pizza Sales and Delivery | Main Street Pizza | 2002

- Worked in the kitchen, took orders, ran register, and delivered pizzas

Education

High School Diploma | ONTARIO HIGH SCHOOL | 2001

Paraprofessional Praxis | 2025



DACIA CROSSLEY

208-859-3737 Dacia1989@yahoo.com

EXPERIENCE

Nampa School District, Nampa Idaho

Dean of Students, Central Elementary, July 2025-Present

Nampa School District, Nampa Idaho

Special Education Teacher, Gateways, August 2017-June 2025

Village Leadership Academy, Boise Idaho

Board of Directors, July 2022-October 2024

CenterPointe, Nampa Idaho

Community Base Rehabilitation Specialist, May 2012-August 2017

EDUCATION

Western Governors University-Master of Science, Educational Leadership, July 2024

University Of Wyoming-Bachelor of Science, Family and Consumer Sciences, May 2012

Western Wyoming Community College-Associates of Art, Elementary Education, May 2010

CERTIFICATES

-
- All Subjects (K-8)
 - Exceptional Child Generalist (K-12)
 - School Principal (Pre-K-12)

Candie Massey

3876 W. Newland St.
Candie Massey, (202) 210-4002
candiemassey@gmail.com

Experience

Project Impact STEM Academy

Business Manager

January 2024 - Current

North Gem School District, Bancroft, Idaho

Business Manager

January 2022 - March 2025

Village Leadership Academy, Boise, Idaho

Business Manager and Board Clerk

May 2019 - March 2024

Monticello Montessori Charter School, Ammon, Idaho

Business Manager

June 2021 - May 2022

Board Clerk - Work closely with the Board of Trustees to ensure meetings are conducted following policies set within parameters of Idaho State Code. Take minutes at each board meeting and post to the district website for public access. Post agendas in necessary posting areas, following Idaho State Code. Work with Board Chair and Charter Administrator to set the agenda. Compile board packet and distribute to Directors.

Business Manager - Assist the lead administrator and CFO in developing the budget, preparation and publication of the proposed budget, and distributing and monitoring the budget after it is approved by the board of trustees. Accurately report the charter's accounting and financial condition to the board of trustees, auditors, state and local sources, and patrons of the charter. Accurately complete reports to the State Department of Education relative to the financial and budgetary position of the charter. Such reports included, but not limited to budget reports, annual reports, and quarterly cash reports. Provided advanced warning of changes in expenditures or revenues as compared of the adopted budget. Prepared analyses of program costs and budget requests as directed by the lead administrator. Prepare and process the charter's payroll and maintain in conjunction with all federal and state laws, rules, and regulations. Monitored all salary schedules, contracts, taxes, insurance, flexible spending, and other deductions. Worked with and advise administrator of federal grants/programs to ensure budgetary compliance with all federal guidelines. Purchase all items of supply, equipment, maintenance, and construction necessary for the operation of the charter. Used competitive bidding, informal quotations, estimates and negotiations of price for services to be provided. Maintained all insurance policies secured by the charter and verify appropriate coverage for public liability, property damage, fire, Workers Compensation, etc. Oversee compliance with all charter contracts with outside entities after proper approval has been obtained. Assist in keeping charter personnel, business and public relation policies current with legal practices. Maintain all financial and accounting records are in conformity with generally acceptable accounting standards. Deposited money in accordance with the provisions of the public depository law and disburse money on behalf of the charter system. Monitor and reconcile the cash flow of the charter as specified by state statute. Monitor all purchase orders to determine accuracy of information (including pricing and coding) and that money is budgeted in the correct category. Assure that any fiscal year-end and calendar year-end file maintenance is completed.

Steele Memorial Medical Center, BCBS Insurance Biller and Patient Registration, Salmon, Idaho

October 2016 - May 2019

BC/BS Insurance Biller - Prepared and submit hospital claims to insurance carriers electronically. Downloaded BC/BS remittance. Secured medical documentation required or requested by insurances. Followed-up with insurance carriers on unpaid claims until claims are paid or only self-pay balance remains. Processed rejections by both making accounts private pay and referring to collection supervisor or correct any billing error and resubmitting claims to appropriate insurance carriers. Worked with physician or medical record staff to ensure that correct diagnosis/procedures are reported to insurance carriers. Monitored claims for missing information, authorization/control numbers. Maintained confidentiality of all information. Completed work within authorized time to assure compliance with departmental standards. Kept update on all billing requirements and changes for insurance types within my area of responsibility. Worked follow-up WQ daily, did any re-billing, worked BC/BS WQ's for denials and sent on to secondary insurance for processing. Worked all BC/BS credits, denials, and aging accounts through the WQ. Posted accounts receivable payments to patient accounts. Balanced accounts receivable to daily deposit.

Patient Registration - Received payments and wrote receipt for posting of payment. Answered the phone, directed calls to facility extensions. Directed patrons to the proper departments and work stations. Scheduled appointments for specialty doctors in our system and give information to customer on "how to" schedule for doctors not in our system. Registered patients. Meet and greet the public. Worked the registration WQ.

Salmon School District, Salmon, Idaho

May 2014 - October 2016

Board Clerk resigned July 1, 2016- Same duties as Board Clerk above.

Business Manager - Same duties as above Business Manager; including: Maintained financial data used to assist the board/SEA negotiation team during the process of negotiations. Assisted principals and supervisors in the preparation and monitoring of their individual budgets. Provided consultant services to those departments and schools which indicate a need, interest or desire to develop and improve accounting procedures. Monitored the property tax collections, prepare the reports for the county and calculate the yearly tax levies. Routed all year-to-date detail information to each school, maintenance supervisor, transportation director, athletic director, federal programs director and superintendent each month. Prepared monthly reports for administrators concerning the status of their budgetary accounts and advised them of potential over-expenditures and/or incorrect coding of expenditures. Maintained the financial and employee management systems and updated software and hardware as increased efficiency dictated change.

Stay at Home Mom, Salmon, Idaho

June 2009 - June 2014

Hemet Unified School District, Hemet, CA

October 1994 - June 2009

Account Technician III - Prepared and processed accounts payable information to comply with various payment timelines. Verified and reconciled documentation of merchandise and services received against claims, invoices, purchase orders, and packing slips. Prepared backup documents for accounting transaction such as checks mailed. Reviewed and verified that vendor statements and/or paid invoices have been posted to correct accounts. Prepared payment schedules and current check listings. Maintained records of check documents and payment histories. Provided support toward establishing vendor/contractor accounts. Monitored transaction status such as payments histories, partial payments, past due changes, merchandise back orders, POs as payables, POs as rollovers for new fiscal year, and end-of-year payables cutoff. Assisted others with resolving problems with account transactions and adjustments such as credit memoranda, undocumented purchases and invoices, goods and services not received, returned and refund checks. Prepared financial reports or supporting information for reports such as sales tax and Form 1099. Reviewed and processed miscellaneous items related to accounts payable and accounts receivable

such as credit cards and open purchase orders. Received cash and cash equivalents from a variety of sources to post to proper accounts and deposit into local bank. Verified amounts and balances to supporting documentation. Prepared deposits and other transmittals. Reconciled and complied periodic reports to show statistics such as cash receipts, accounts payable, and accounts receivable. Prepared documents such as invoices and account statements. Followed-up with customers on account balances that were outstanding or invoiced multiple fiscal years. Reconciled cash, accounts payable and receivable, and other current accounts. Recommended remedial action, write-off of account balances, or settlements negotiated to resolve accounts disputes and delinquencies. Created and maintained files containing contract and tax withholding information for manual monthly payments and verified payment authorization. Set up and maintained various tickler files for recurring transactions. Identified, verified, and corrected standardized account codes, budget authorization, and available and qualifying budgets. Trace transactions through previous accounting actions to identify and correct discrepancies. Secured appropriate signatures and other supporting information contained in files. Posted journal entries to general ledger accounts. Provide administrative support to projects and special assignments that required getting information and cooperation from other departments and vendors.

Education

West Valley High
School
Hemet, CA

San Jacinto Community
College
San Jacinto, CA
Accounting/Business courses
No No degree

Western Governor's
University
Business Management
No degree

Jennifer Mayes

EXPERIENCE

Project Impact STEM Academy - Assistant Spec. Ed Director

June 2024-Present

Working with special ed students grades k-12. Help students with daily activities in a classroom setting, help with personal care needs, supervise and manage behavior in a variety of school settings, provide individualized instructional activities provided by the teacher, Mind Set Restraint Certified, data entry, Coordinating testing students, scheduling meeting for Sped Director, School Psychologist, Speech Pathologist, Occupational therapist, and parent meetings, document creation, daily parent communication, attend conferences around the state of Idaho.

Village Leadership Academy - Assistant Spec. Ed Director

September 2023 - May 2024

Working with special ed students grades k-8. Help students with daily activities in a classroom setting, help with personal care needs, supervise and manage behavior in a variety of school settings, provide individualized instructional activities provided by the teacher, Mind Set Restraint Certified, data entry, Coordinating testing students, scheduling meeting for Sped Director, School Psychologist, Speech Pathologist, Occupational therapist, and parent meetings, document creation, Bus driver(non-cdl), daily parent communication, attend conferences around the state of Idaho.

Village Leadership Academy - Mac Room Para

August 2021 - September 2023

Working with special ed students grades k-8. Help students with daily activities in a classroom setting, help with personal care needs, supervise and manage behavior in a variety of school settings, provide individualized instructional activities provided by the teacher, Medicaid data collection and Billing, clerical duties in a school setting. Setting all IEP meetings for the school. Parent communication daily about student behavior. Different outside duties during lunch and recess.

Kuna School District - Preschool Secretary/Office Aid

January 2019 - August 2021

Working with preschool (age 3-4) to 3rd grade students. Coordinate all preschool students register in Tyler SIS, all required documentation, and Preschool Screener. Assisting Office manager, Nurse, Safety Aid, Teachers, and Principal in many different areas in a school setting. Scheduling and reminders for IEP Testing/Meetings with students and parents. Back up

substitute teacher when needed. Mandt Trained. Provide behavior support for IEP goals, Data collection for IEP goals, and check in/out with students. Behavior support with students in Tier 1, 2, and 3. Isat proctoring. Progress monitoring for k-2 grades. Organization minded.

Kuna School District — *ERR/Resource PARA*

August 2016 - January 2019

Working with special ed students grades k-5. Help students with daily activities in a classroom setting, help with personal care needs, supervise and manage behavior in a variety of school settings, provide individualized instructional activities provided by the teacher, Medicaid data collection and Billing, clerical duties in a school setting.

The Ups Store — *Customer Service*

June 2013 - August 2016

Cash handling, cash register, open and closing procedures, complete knowledge of UPS and USPS shipping, up selling, training new employees, use of copiers, fax, and computers, fiery, designing in Microsoft Publisher, use of electric cutter, use of coil binder, use of laminator.

Hubbard Elementary — *Safety Aid*

December 2012 - June 2013

Supervising students at recess, helping in front office, use of copiers, use of oversize laminator, use of walkie talkies, entering data, supervising students during lunch in cafeteria, small group intervention k-3 students

Stephanie Wright

Certified Teacher K-8

Kuna, ID | 208-440-7572 | stephstar2474@gmail.com

Objective

To obtain a teaching position in the area of middle school Social Studies or ELA in 6-8th grade in which I can use my leadership and classroom management skills to better enhance student learning and help them change their paradigms into positive growth and outcomes.

Experience

Mosaics Public School	2024 - Present
ELA Teacher 7th Grade	2024 - Present
Social Studies 7th Grade	2024 - Present
Reading Remediation	2024 - Present
Village Charter School/Village Leadership Academy	2017 - 2024
Social Studies Teacher 6-8th Grade (7 years)	2017 - 2024
• Increased learning in the areas of Geography, Ancient World History and Early US History. • Classroom management skills • Teaching leadership skills and growth mindset • increasing executive functioning skills in the areas of organization and keeping and agenda of due dates. • Hands on projects that align with curriculum • Teach goal setting and tracking using student data, data tracking • proficient in the Leader in Me leadership curriculum and 7 Habits of Highly effective kids and teens. • Pearson/Savvas Realize: My World online and textbook curriculum • Proficient in Google Slides, Google Sheets, Google Doc • Parent Communication weekly if not daily • Following the Danielson Rubric teaching model	

School Leadership Team

2021 - 2024

- Lead our student Leadership team and projects
- coordinate service learning projects
- Lead and coordinate teams in the areas of leadership, academics and culture
- Teach professional development at staff meetings
- coordinate our schools yearly Leadership day to display student leadership and learning to the community
- Bi-weekly leadership team meetings

ELA and Science Teacher 6-8th Grade (1 year)

2023 - 2024

- HMH ed curriculum
- Proficient in No Red Ink curriculum online
- Proficient in Scholastic Scope curriculum online/magazine
- Supervised and taught assisting in IDLA curriculum
- Hands-on On Projects and labs aligned with curriculum
- Classroom management and organization skills

ELA RTI 6-8th Grade (4 years)

2021 - 2024

- Intervention in tier 2 -3 students
- Strategies to fill gaps of lower level learners differentiating curriculum to fit needs of the learning
- Focusing on needs in the areas of vocabulary, reading comprehension, word analysis, reading fluency and writing skills.
- Training in working with students with Dyslexia

1995 - Present

Coaching

- Certification through Boise State University
- Coaching intramural sports and team sports since 1995 to present in the areas of fast-pitch softball, basketball (girls, boys, co-ed), golf, tennis, volleyball, baseball, flag football and bmx racing. (both school and community)

Education

Idaho State University, Certificate in K-8 Education

2020 - 2022

Major: Elementary Education K-8

ABC Education, 6-12 Social Studies

2017 - 2019

Major: Social Studies 6-12 **Switched to Idaho State University through the State of Idaho Program**

Boise State University, Bachelor of Science in Education K-12

1995 -

Physical Education Major: Physical Education | Minor: Coaching

1999

Centralia College, Associates of Arts

1993 -

Major: General Education 2 year degree

1995

Skills & Abilities

- Classroom Management and organization
- Problem solving
- Communication skills
- Leadership skills
- Executive Functioning skills
- High Needs/Behavior students
- Google Slides, Docs, and Sheets
- Technology
- Electives
- Flexibility
- Intercurricular alignment
- Collaborative learning and mindset both with students and teachers
- Growth Mindset
- Parent Communication

Series E – Administration and Organization

Board Minutes Setting Founding Organization:

Board of Founders Regular Meeting Minutes April 3, 2025

Regular Meeting

Meeting was called to order 6:29 pm.

Founders present William Weaver, Jennifer Mayes, Andrea Weaver, Stephanie Wright, Dacia Crossley, Amber Earl, and Candie Massey

Approval of Agenda

Motion to approve the agenda was made by Founder Wright and seconded by Founder A. Weaver. All ayes, motion carried.

Appoint a Temporary Chair and Secretary

Motion to appoint William Weaver as temporary chair for this meeting was made by Founder Massey and seconded by Founder Wright. All ayes, motion carried.

Motion to appoint Founder Candie Massey as temporary secretary for this meeting was made by Founder W Weaver and seconded by Founder Crossley.

Report on Filing of Articles of Incorporation

Motion to direct Candie Massey of this corporation to make a copy of the signed and certified articles of incorporation and place them in a corporate binder to be kept at 3876 W Newland St., Meridian ID 83642 was made by Founder Crossley and seconded by Founder A Weaver. All ayes, motion carried.

Adopt of the Bylaws of Ignite Leadership School

Motion to adopt the presented bylaws as the bylaws of Ignite Leadership School and allow temporary chair W Weaver to sign said bylaws and put in the binder with the Articles of Incorporation with other important documents was made by Founder Crossley and seconded by Founder Wright. All ayes, motion carried.

Appointment of Officers

Motion to appoint William Weaver to continue as Chair was made by Founder Massey and seconded by Founder Crossley. All ayes, motion carried.

Motion to appoint Dacia Crossley as Vice Chair was made by Founder Earl and seconded by Founder A Weaver. All ayes, motion carried.

Motion to appoint Candie Massey as combine Secretary and Treasurer until such time to separate was made by Founder A Weaver and seconded by Founder Crossley. All ayes, motion carried.

Designate Principal Office

Motion to make the principal office of Ignite Leadership School be located at 6463 S. Warwickshire, Boise, ID 83709 was made by Director A Weaver and seconded by Vice-Chair Crossley. All ayes, motion carried.

Corporate Bank Account

Motion item F Corporate Bank Account was made by Vice-Chair Crossley and seconded by Director A Weaver. All ayes, motion carried.

File for Tax Exemption

Motion to authorize Director Massey to apply for tax-exempt status as a charitable organization under Section 501(c)(3) of the Internal Revenue Code was made by Director Wright and seconded by Director Crossley. All ayes, motion carried.

Letter of Intent to Purchase Land

Motion to table Letter of Intent to Purchase Land until next meeting when the letter has been received by Steve Vlassek with Cushman and Wakefield for the property located at TBD South Florida Ave., Caldwell, ID 83607 was made by Director Wright and seconded by Director Earl. All ayes, motion carried.

File Required State Reports

Motion to table to a later date as reports come up was made by Director A Weaver and seconded by Vice-Chair Crossley. All ayes, motion carried.

Work Study – Facebook Survey

Went over the questions the Founders would like to ask the Nampa, Caldwell, Homedale families to gauge interest in a Leadership Charter School in their area.

Set Meeting Dates

Next meeting will be held April 10th at 6:30.

Meeting adjourned at 8:02 pm was made by Director Wright and seconded by Vice-Chair Crossley.

Dated the ____ day of _____, 2025.

Chairman Weaver

Secretary

Board of Founders Meeting convened and held pursuant to appropriately provided and received electronic Notice of Regular Board Meeting with posted agenda.

Series F – Education Services Provider

N/A

Series G – District Notification Letters

N/A

Series H – Additional Appendices

Measurable Results Assessment (MRA)

LeaderinMe® | Measurable Results Assessment

Alignment: Measurable Results & 4.0 Framework

LEADERSHIP MEASURES	MRA	4.0 Framework
	STAFF LEADERSHIP	
	Personal Effectiveness	• Principal & Coordinator Development • New & Ongoing Staff Learning
	Interpersonal Effectiveness	• Lighthouse & Action Teams
	Student Leadership Support	• Principal & Coordinator Development • Direct Lessons • Integrated Approach • Service Learning • Student Voice • Social-Emotional Environment • Empowering Instruction
	STUDENT LEADERSHIP	
	Personal Development	• Integrated Approaches • Direct Lessons
	Interpersonal Development	• Service Learning • Leadership Events • Leadership Roles
	Positive Wellbeing	• Student Voice • Social-Emotional Environment
	Self-Advocacy	• Student-Led Conferences • Empowering Instruction
	Prosocial Behaviors	• Leadership Portfolios • Individual Goals
	FAMILY & COMMUNITY ENGAGEMENT	
	School & Family Partnerships	• Family & Community Partnerships • Social-Emotional Environment
	Family Engagement	• Student-Led Conferences
	Community Engagement	• Family & Community Partnerships • Social-Emotional Environment • Student Voice

LeaderinMe Measurable Results Assessment

Alignment: Measurable Results & 4.0 Framework

	MRA	4.0 Framework
	SUPPORTIVE ENVIRONMENT FOR STAFF	
	Staff Voice	- Principal & Coordinator Development - New & Ongoing Staff Learning (Habir 8)
	Collective Efficacy	- Lighthouse & Action Teams - Social-Emotional Environment - Empowering Instruction (Collaborative Planning and Reflection)
	SUPPORTIVE ENVIRONMENT FOR STUDENTS	
	School Climate	- Physical Environment - Social-Emotional Environment - Leadership Events
	School Belonging	- Leadership Roles - Student Voice - Empowering Instruction
	Student Empowerment	- Direct Lessons - Integrated Approaches - Service Learning - Physical Environment - Social-Emotional Environment - Leadership Events - Leadership Roles - Student Voice - Student-Led Conferences - Empowering Instruction
	Trusting Relationships	- Physical Environment - Social-Emotional Environment - Empowering Instruction (Trust Behaviors)

LeaderinMe Measurable Results Assessment

Alignment: Measurable Results & 4.0 Framework

ACADEMIC MEASURES	MRA	4.0 Framework
	EMPOWERING TEACHERS	
	Instructional Efficacy	• Principal & Coordinator Development • New & Ongoing Staff Learning • Leadership Portfolios • Student-Led Conferences • Empowering Instruction
	Student-Led Practices	• Integrated Approaches • Service Learning • Individual Goals • Leadership Portfolios • Student-Led Conferences • Empowering Instruction
	EMPOWERING LEARNERS	
	Social Supports	• New & Ongoing Staff Learning • Social-Emotional Environment • Empowering Instruction • Leadership Portfolios
	Academic Self-Efficacy	• Integrated Approaches • Service Learning • Direct Lessons • Student Voice • Individual Goals • Leadership Portfolios • Student-Led Conferences • Empowering Instruction

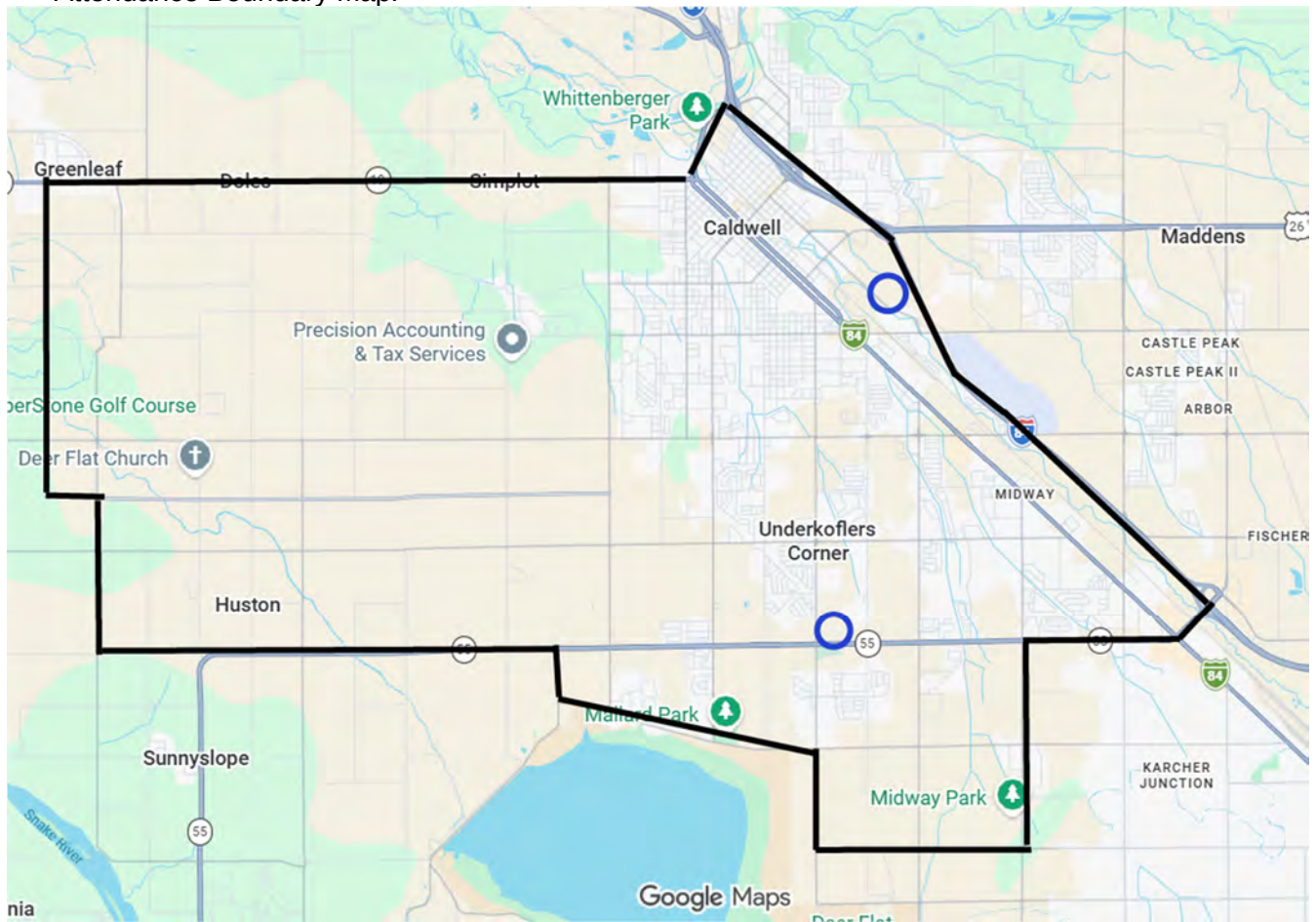
LeaderinMe Measurable Results Assessment

Alignment: Measurable Results & 4.0 Framework

ACADEMIC MEASURES	MRA	4.0 Framework
	GOAL ACHIEVEMENT	
	Student Goals	• Direct Lessons • Integrated Approaches • Leadership Events • Student Voice
	Student Goal Support	• Individual Goals • Leadership Portfolios • Student-Led Conferences • Empowering Instruction
	School Goals	• New & Ongoing Staff Learning • Physical Environment • Social-Emotional Environment • Leadership Events • Team Goals • Aligned School Goals
	LIFE READINESS <i>(Secort4aty)</i>	
	Group Collaboration	• Integrated Approaches • Direct Lessons • Service Learning • Lighthouse & Action Teams • Leadership Events • Leadership Roles • Team Goals • Empowering Instruction
	Future-Focus	• Family & Community Partnerships • Leadership Events • Leadership Roles • Student Voice • Individual Goals • Leadership Portfolios • Student-Led Conferences • Empowering Instruction

FraaklioCovay Co. All Ri ht, Rese...,d.v.1:2

Attendance Boundary Map:



Facebook Survey:

	Are you happy with your current school?	Are you interested in a free public charter school?	Do you have school aged children?	What grades are your children currently in? Select all that apply?	What is your zip code?
Are you interested in a free public charter school?: No Count: 10	Select	Count: 10	Select	Select	Select
4/12/2025 16:49:54	Yes	No	Yes	4th Grade, 7th Grade, 9th grade	83687
5/22/2025 22:27:52	Yes	No	Yes	Kindergarten, 1st Grade	83605
5/22/2025 22:43:34	Yes	No	Yes	6th Grade, 8th Grade, 10th Grade	83607
5/23/2025 4:54:40	Yes	No	Yes	1st Grade, 2nd Grade, 8th Grade	83687
5/23/2025 6:02:26	Yes	No	Yes	2nd Grade, 8th Grade	83605
5/23/2025 21:27:41	Yes	No	No	None	83607
5/24/2025 11:08:36	Yes	No	Yes	Preschool, 8th Grade	83605
5/27/2025 23:21:42	Yes	No	Yes	Kindergarten, 1st Grade, 2nd Grade	83605
5/30/2025 8:10:45	Yes	No	Yes	8th Grade	83676
6/21/2025 12:03:25	Yes	No	Yes	Kindergarten, 2nd Grade, 5th Grade, 6th Grade	83676
Are you interested in a free public charter school?: Yes Count: 22	Select	Count: 22	Select	Select	Select
4/10/2025 20:55:29	Yes	Yes	Yes	Preschool, 3rd Grade	83704
4/11/2025 12:32:04	No	Yes	Yes	6th Grade	83605
4/11/2025 16:48:52	Yes	Yes	Yes	7th Grade, 8th Grade	83607
4/12/2025 14:43:16	No	Yes	Yes	8th Grade	83651
4/12/2025 19:53:11	No	Yes	Yes	Preschool	83651
4/12/2025 21:43:47	Yes	Yes	Yes	4th Grade, 8th Grade	83605

Ignite Leadership School | October 12, 2025

4/13/2025 14:54:22	Yes	Yes	Yes	Preschool	83651
4/14/2025 6:27:18	No	Yes	Yes	Preschool, Kindergarten, 3rd Grade, 4th Grade, 10th Grade, 11th Grade	83686
4/14/2025 9:04:07	Yes	Yes	Yes	1st Grade, 4th Grade, 6th Grade	83607
4/14/2025 13:56:45	No	Yes	Yes	3rd Grade, 5th Grade	83639
4/14/2025 19:25:58	Yes	Yes	Yes	Preschool, 1st Grade	83634
5/22/2025 22:50:06	No	Yes	Yes	Kindergarten, 4th Grade, 6th Grade	83686
5/24/2025 16:55:06	No	Yes	Yes	9th grade, 12th Grade	83605
5/29/2025 19:53:53	No	Yes	Yes	Kindergarten	83605
5/31/2025 20:03:00	Yes	Yes	Yes	4th Grade, 10th Grade	83676
3/31/2026 7:46:02	No	Yes	Yes	1st Grade, 4th Grade, 6th Grade	83605
3/31/2026 8:01:15	Yes	Yes	Yes	Preschool, 9th grade, 11th Grade, 12th Grade	83607
3/31/2026 8:38:37	Yes	Yes	Yes	Preschool, 5th Grade, 9th grade	83605
3/31/2026 9:27:32	Yes	Yes	Yes	Preschool	83686
3/31/2026 10:36:46	Yes	Yes	Yes	3rd Grade, 11th Grade	83605
3/31/2026 11:04:34	No	Yes	Yes	Kindergarten, 1st Grade, 3rd Grade	83605
3/31/2026 23:55:27	Yes	Yes	Yes	Preschool, 2nd Grade, 3rd Grade, 6th Grade	83605