



# THE IVY SCHOOL

**A PROPOSED K-8 BRAIN BASED MUSEUM SCHOOL**

**2026 APPLICATION FOR CHARTER APPROVAL**



## APPLICATION OVERVIEW AND TIMELINE

The timeline below is intended to provide applicants with an understanding of the application process. While SPCSA staff intend to meet this timeline, in the event that there is a change to the SPCSA's board meeting calendar or other factor that impacts this timeline, applicants will be notified via email of any changes.

Date	Activity	Responsible Party
January 30, 2026	Notice of Intent <sup>0F1</sup>	Applicant
April 30, 2026	Application Deadline <sup>1F2</sup>	Applicant
May 1-15, 2026	Completeness Check (see section 7)	SPCSA Staff
May 1-15, 2026 <i>(Applicants are provided with approximately 48 hours to respond)</i>	Response to Completeness Findings	Applicant
May 15-June 19, 2026	Application Evaluation	SPCSA Staff & Review Panel
June 22-July 3, 2026	Send Clarifying Questions	SPCSA Staff
June 22-July 9, 2026 <i>(Applicants are provided with 4 business days to respond)</i>	Response to Clarifying Questions	Applicant
June 29-July 17, 2026 <i>(Date and time for each Applicant will be scheduled based on availability of Applicant and Review Panel)</i>	Capacity Interview	Applicant, SPCSA Staff, & Review Panel
August 13, 2026	Recommendation Published	SPCSA Staff
August 20, 2026	Consideration of Approval/Denial	SPCSA Board
August 24-August 28, 2026	Notice of Denial, if applicable	SPCSA Staff
August 24-September 4, 2026	Meet and Confer on Deficiencies of Denied Application	Denied Applicants who wish to resubmit, SPCSA Staff
September 23-September 27, 2026 <i>(30 days from receipt of Notice of Denial<sup>2F3</sup>)</i>	Resubmission Deadline	Denied Applicants
November 6 or December 3, 2026 <i>(Applicants will be provided with a specific date during the resubmission process)</i>	Resubmission Recommendation Published	SPCSA Staff
November 13 or December 10, 2026 <i>(Applicants will be provided with a specific date during the resubmission process)</i>	Consideration of Approval/Denial of Resubmitted Applications	SPCSA Board

<sup>1</sup> [NAC 388A.260](#) as amended by [Regulation R043-21](#)

<sup>2</sup> [NAC 388A.260](#) as amended by [Regulation R043-21](#)

<sup>3</sup> [NRS 388A.255\(2\)](#)

## 1 APPLICATION COVER SHEET

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### 1.1 GENERAL INFORMATION

Name of Proposed School: The Ivy School

Proposed Opening Year: 2027

Grades Served in Year 1: K-2 Grades Served at Capacity: K-8

Identify the **primary point of contact** for your application. This should be either the primary contact for the Committee to Form OR the primary contact for the non-profit CMO applying directly for sponsorship.

*Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that the founding group receives all general communications promptly. As with all aspects of your application, the names of the Primary Contact will become public information.*

Primary Contact Name: Kimberly Jackson

### 1.2 APPLICANT TEAM INFORMATION

*In accordance with [NRS 388A.249](#), a Committee to Form or a Charter Management Organization may submit an application to the State Public Charter School Authority. For Committee to Form applicants please refer to the membership requirements contained in the table on the next page and note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an Educational Management Organization. A Committee to Form must comply with the membership requirements in [NRS 388A.240](#).*

Is the applicant a Committee to Form or a Charter Management Organization (CMO)?

Committee to Form

Charter Management Organization (CMO)

For CMO Applicants, what is the name of the CMO and any affiliated Nevada nonprofit?

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For CMO Applicants, if approved, what entity will hold the charter?

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**Committee to Form Applicants:** Please list the name, residence, and role of all persons on the Committee to Form in the table below. Each member should be listed in the space that aligns to their membership category pursuant to NRS 388A.240. You may add rows to this table if needed. *Note that the Committee to Form may be different than the proposed Governing Board.*

NRS 388A.240 Membership Category	Full Name	State and County of Residence <i>(list permanent residence)</i>	Role with Proposed School
1(a): a teacher or other person licensed pursuant to chapter 391 of NRS  At least 2 years of experience employed as a teacher, not including employment as a substitute teacher: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Jeneana Ponder  Nevada License Number, if applicable:  <i>NV License No. 112375</i>	Nevada, Clark County	Proposed Board Member
1(b): a teacher or other person licensed pursuant to chapter 391 of NRS or a school administrator  At least 2 years of experience employed as a teacher, not including employment as a substitute teacher: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Dr. Andre Ponder  Nevada License Number, if applicable:  <i>NV License No. 214150</i>	Nevada, Clark County	Proposed Board Chair
1(b): a teacher or other person licensed pursuant to chapter 391 of NRS or a school administrator  At least 2 years of experience employed as a teacher, not including employment as a substitute teacher: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Kimberly Jackson  Nevada License Number, if applicable: NA  <i>MD License No. 1001615012</i>  <i>MO License No. 561027</i>  <i>MS License No. 198081</i>	Nevada, Clark County	Proposed CEO
1(c): a parent or legal guardian who is not a teacher or employee of the proposed school	Yvette Blaess	Nevada, Clark County	Proposed Board Member
1(d): a person with knowledge and expertise in: (3) Law; or	Ayesha Mehdi	Nevada, Clark County	Proposed Board Member
1(d): a person with knowledge and expertise in: (4) Human resources.	Jacinta Raines	California, Los Angeles County	Proposed Board Member
1(d): a person with knowledge and expertise in:	Maya Wilson	Harris County, TX	Proposed Board Member

(2) Financial services			
2: Other (optional)	Amaya Bleu	Nevada, Clark County	Proposed Board Member

For Committee to Form applicants, if there are any proposed board members who are not on the Committee to Form, please provide their information in the table below. You may add rows to this table if needed. **NA**

Full Name	State and County of Residence (list permanent residence)

**CMO Applicants:** Please list members of the Applicant Team including the full governing board of the CMO, key CMO employees, proposed school employees, etc. You may add rows to this table if needed. **NA**

Full Name	Role with Proposed School	Current Employer

For CMO Applicants, if you indicated on page 3 that the current CMO Board will not hold the charter, and instead another entity will hold the charter, please list all proposed board members of the entity that is proposed to hold the charter in the table below. You may add rows to this table if needed. **NA**

Full Name	State and County of Residence (list permanent residence)

For all applicants, as Attachment 1 provide a completed and signed Information Sheet and Resume for each individual who is:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed above,
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school who is not captured in A-C above.

### 1.3 PENDING APPLICATIONS AND SCHOOLS

Does the Committee to Form, proposed Charter Management Organization, or proposed Educational Management Organization have charter school applications under consideration by any other authorizer(s) in the United States?

 Yes

 No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does the Committee to Form, proposed Charter Management Organization, or proposed Educational Management Organization have new schools scheduled to open elsewhere in the United States in the current or coming school years?

 Yes

 No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date

### 1.4 PLANNED ENROLLMENT

Please complete the Planned Enrollment table below. *This should correspond to the Budget Assumptions and the Student Recruitment and Enrollment section of the narrative.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K	68	68	68	68	68	68
1	68	68	68	68	68	68
2	68	68	68	68	68	68
3	0	68	68	68	68	68
4	0	0	66	66	66	66
5	0	0	0	66	66	66
6	0	0	0	88	88	88
7	0	0	0	0	88	88
8	0	0	0	0	0	88
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	204	272	338	492	580	668

**1.5 PROPOSED LOCATION**

Has a facility been identified for the proposed school?

Yes  No

*If a facility has been identified, provide the address and information regarding the facility below.*

Facility Address: \_\_\_\_\_

County: \_\_\_\_\_ Zip Code(s) to be Served by School: \_\_\_\_\_

*If a facility has not yet been identified, provide information below about where the charter school seeks to locate including the geographic area, neighborhood, and/or zip codes, as applicable.*

Describe Intended Facility Location: We are seeking to locate in either 89101, 89104, 89106 or 89107.

County: Clark Zip Code(s) to be Served by School: 89030, 89032, 89101, 89104, 89106, 89107, 89119

**1.6 CHARTER MANAGEMENT ORGANIZATIONS (CMOs) AND EDUCATIONAL MANAGEMENT ORGANIZATIONS (EMOs)**

*Nevada law permits an operator to contract with a for-profit, Educational Management Organization or a non-profit, Charter Management Organization.*

Does the proposed school intend to contract or partner with an Educational Management Organization (EMO) or Charter Management Organization (CMO) to provide school management services?

Yes  No

If yes, identify the name of the EMO or CMO and specify which designation:

\_\_\_\_\_

**1.7 APPLICATION PREPARATION<sup>3F4</sup>**

Was the application prepared by a person(s) that is not a member of the Committee to Form or employee of the CMO applying directly for sponsorship? *This includes a person(s) that is employed by an EMO or CMO, if the CMO is not applying directly for sponsorship.*

 Yes No

Did a person(s) that is not a member of the Committee to Form or CMO applying directly for sponsorship assist in preparing the application? *This includes a person(s) that is employed by an EMO or CMO, if the CMO is not applying directly for sponsorship.*

 Yes No

*If you answered yes to either of the previous two questions, complete the table below.*

The name(s) of the person(s) that prepared or assisted in preparing the application	
The name and contact information of the employer of any person(s) that prepared or assisted in preparing the application	
The name and address of any public or private school with which the above-referenced person(s) has been or is currently affiliated, and the dates on which the person(s) was affiliated with the school(s)	
Provide a resume for the person(s) that prepared or assisted in the preparation of the application as Attachment 2	

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<sup>4</sup> [NAC 388A.160\(8\)](#)

1.8 APPLICANT CERTIFICATION

*Applicant Responsibilities*

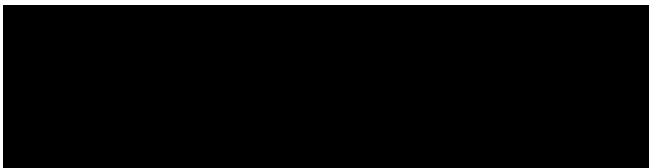
- **Public Posting of Applications:** The SPCSA is required to post a public copy of new charter school applications to our website. The SPCSA will redact any personal contact information for members of the Committee to Form, CMO, EMO, proposed board members, proposed employees, and individuals representing proposed partner organizations. The SPCSA will also redact all personally identifiable information for any student or parent who has expressed interest in enrolling in the proposed school. Should the applicant believe that other information contained within the application should remain confidential pursuant to NRS 388A.247, such as proprietary or copyrighted material, the applicant is responsible for notifying the SPCSA at the time of submission of the application. The SPCSA may, following the submission of the application, require the applicant to furnish a redacted copy pursuant to NAC 388A.265.
- **Material Changes to Information Contained in the Application After Submission:** If any of the information contained within this application materially changes after submission of this application to the SPCSA, applicants are under a continuing obligation to supplement this application with any such information as soon as is practicable. *Examples include but are not limited to changes in the proposed facility, changes in the proposed board members, instances where a school affiliated with the applicant is subject to an intervention from its authorizer, etc.* It is the applicant’s responsibility to reach out to the SPCSA should you have questions, or you are unsure of whether new information should be disclosed. Applicants may contact Katie Broughton ([kbroughton@spsca.nv.gov](mailto:kbroughton@spsca.nv.gov)) with any information or questions.
- **Original Proposals from Applicants:** During the drafting of the application, applicants are encouraged to review prior applications submitted to the SPCSA. However, it is the SPCSA’s expectations that all applications are original work reflecting the proposed school model of the Committee to Form or CMO. Therefore, under no circumstance should information contained in an application be taken verbatim from a previous application or another published document, and applicants are required to properly cite or attribute any reference contained within their application. If portions of an application are substantially similar to a previous application or other published document without proper citation, it will raise significant questions for the SPCSA about the coherence of the proposal and the capacity of the Committee to Form or CMO. As part of the completeness check (see Section 7) the SPCSA utilizes a plagiarism checker and sections of application that contains portions that are substantially similar to a previous application or other published document without proper citation will be returned to the applicant for revision.

I acknowledge the Applicant Responsibilities above, the responsibility to continuously supplement the application with any material changes that occur after submission and certify that the information provided within this application is true and accurate to the best of my knowledge.

Kimberly Jackson

4/20/2026

Date



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## 2 MEETING THE NEED

### 2.1 MISSION AND VISION

*The mission is a measurable statement of the fundamental purpose of the school, describing why it should exist. The vision of your school should describe success for students, for the school as a whole, and for any other entities that are critical to your mission.*

#### 1) Provide the mission and vision for the proposed school.

At The Ivy School (hereafter known as "The Ivy", please see Appendix 1 for a glossary of terms used hereafter), the Committee to Form aims to achieve outcomes that will improve the long-term quality of life of all students served, particularly students with neurodivergences, specifically Dyslexia & Giftedness, English Language Learners, economically disadvantaged students, at-risk students, and students above or below grade level. At The Ivy, we recognize Neurodivergence not as a pathology to be cured, but as a natural variation in the human genome where the brain functions, learns, and processes information differently than society's typical expectations<sup>5</sup> <sup>6</sup>. Our model is specifically engineered for the Cognitive Outliers of Las Vegas—students whose potential is often masked by Dyslexia, Giftedness, and/or affected by Trauma. As such, we have written our mission and vision according to the needs within our targeted communities, the ethos of those communities, the voice of those communities and to drive high outcomes. The mission and vision for The Ivy appear below. Our mission and vision are uniquely tailored to our target zip codes of 89030, 89032, 89101, 89104, 89106, 89107, 89107, 89119 and our unique intended student population (for more on our intended student population, see Section 1, Question 2 and Section 2.2, Questions 1-3.)

#### Mission

The mission of The Ivy is to unleash the limitless potential in every student by pioneering a fusion of brain-based practices and museum inquiry. We empower every child to spark Passion, uncover their Purpose, and grow their Power, ensuring 100% of our graduates achieve academic success and become agents of change committed to justice and equity.

#### Vision

At The Ivy, every child ignites & explores their Passion, uncovers their Purpose and grows the Power to learn, lead and thrive with excellence and integrity. Upon graduation, our students emerge as courageous leaders and strategic innovators who create positive change and build a more just world.

#### 2) Briefly describe how the mission and vision statements serve as the foundation for the proposed school, including:

##### a) The students and community to be served,

The Ivy's Mission and Vision serve as the clinical and operational foundation, explicitly linking our academic model to the demographic realities of our target zip codes. We do not view our students through a deficit lens; rather, our mission mandates a Neurodiversity Paradigm that dictates every aspect of our strategy, from instructional dosage to community engagement. The Neurodiversity Paradigm is a specific philosophical and clinical framework that shifts the understanding of neurological differences—such as Dyslexia and Giftedness—from disorders to be cured to natural and valuable variations of the human genome (Singer, 1998). Within this paradigm, there is no normal or right type of brain; instead, human diversity in neurocognitive functioning is viewed as a biological necessity similar to biodiversity in an ecosystem (Walker, 2021).

At The Ivy, this means we reject the pathology paradigm that labels our students as fundamentally broken. Instead, we recognize that neurodivergence occurs not within the student's brain, but in the friction between a neurodivergent brain and an environment designed for a typical learner (Armstrong, 2011). Our mission dictates that we adjust the instructional dosage and the ecosystem, not the student's identity.

#### The Students and Community to be Served

The Ivy is honored to work with, co-create and serve our targeted zip codes. Our mission is uniquely tailored to address the profound economic and academic challenges within our seven target zip codes in Clark County: 89101, 89104, 89106, 89107, 89119, 89030, and 89032.

<sup>5</sup> Singer, J. (1998): *Odd People In: The Birth of Community amongst people on the Autistic Spectrum.*

<sup>6</sup> Walker, N. (2021): *Neuroqueer Heresies: Notes on the Neurodiversity Paradigm, Autistic Empowerment, and Postnormal Possibilities.*

Critical learnings from engaging our targeted zip codes that informed our school design are,

- **Economic Need:** These zip codes feature high poverty, with median household income across the target area being significantly lower than the Clark County average of \$72,504. Poverty rates range from 10.70% to 28.30%. This creates a high proportion of students qualifying for Free and Reduced Lunch (FRL) and being categorized as at-risk. We anticipate 100% of our population will be FRL.
- **Academic Need:** Our mission's goal of ensuring 100% of graduates are prepared for academic success is essential, as the majority of schools in this service area are rated 1- or 2-star schools (consistently underperforming).
- **Childcare Deserts:** According to the Childcare Policy Report<sup>7</sup> prepared by the Governor's Office of Workforce Innovation (GOWINN) and approved by the Governor's Workforce Development Board (GWDB) in February 2023, Nevada is considered a childcare desert, with 74% of children aged 0-5 lacking access to licensed childcare. In Southern Nevada, there are approximately 177,000 children under age 5 but only 445 licensed childcare facilities, creating severe imbalances in high-need urban zones.<sup>8</sup> Childcare deserts in Las Vegas, defined as areas with limited licensed options for children under age 5, are notably prevalent in the 89106, 89107, and 89101 ZIP codes, three of The Ivy's targeted zip codes. These areas, along with others in the region, are experiencing high demand for care, often resulting in long waiting lists. Further, childcare costs in Nevada often exceed the cost of college tuition. While best practices suggest childcare should not exceed 10% of a family's budget, Nevada families often pay between 40% and 76%. This means not only is there a lack of high quality options for Pre K and childcare, but students do not receive critical early identification and intervention, nor do these students receive high quality learning experiences. Early learning experiences are the architects of the brain's circuitry. Students in high-quality programs are exposed to rich oral language, inquiry-based play, and social-emotional regulation, the very components of The Ivy's school design. In contrast, students in childcare deserts often experience triage care or isolated home environments where they lack access to the hands-on, real-world objects that spark curiosity and learning through interactive conversations that build the pre-literacy skills required for Read-By-Grade-3 success.
- **Lack of enough seats in High Quality Pre K and Kindergarten Programs:** High-quality Pre-K acts as the first line of defense for students with Language-Based Learning Disabilities. In childcare deserts, students miss the critical window for early screening of phonological processing and executive function. Without this early start, neurodivergent students<sup>9</sup> enter Kindergarten already behind, lacking the foundational multisensory interventions (such as Structured Literacy) that are most effective when applied during the brain's peak neuroplasticity. (Al Otaiba et al., 2022.) A primary factor in dropout rates is the transition from learning to read (K-3) to reading to learn (Grade 4 and beyond). Nearly 90% of high school dropouts nationally were identified as struggling readers in the third grade. Students who do not read proficiently by third grade are four times more likely to leave school without a diploma than proficient readers.<sup>10</sup>
- **Intended Population:** Our focus on every student and lifelong change directly addresses the needs of English Language Learners (ELLs), Students with Disabilities (SWD), particularly those with neurodivergences of Language Based Disabilities such as Dyslexia or Giftedness, and economically disadvantaged students, and At-Risk students. These groups, which are student groups that either consistently underperform on state assessments, have increased rates of absenteeism and are more likely to eventually drop out.
- **High Crime Rates:** According to Neighborhood Scout<sup>11</sup>, Las Vegas has a Total Crime Index Score of 7. This means 93% of cities in the United States have a lower combined violent and property crime rate than Las Vegas. Students coming from high-crime areas often arrive in the classroom in a state of Hyperarousal<sup>12</sup>. Children living in neighborhoods with high levels of violence show higher levels of amygdala reactivity. The amygdala is the part of the brain that is similar to a smoke detector, responsible for processing threats; reactivity refers to how quickly and intensely this detector sounds the alarm in response to stress. This is an adaptive survival mechanism that becomes a

<sup>7</sup> Governor's Office of Workforce Innovation (GOWINN) (2023). Childcare Policy Report [https://owinn.nv.gov/wp-content/uploads/2023/08/Childcare-Report\\_GOWINN\\_GWDB\\_FINAL.pdf](https://owinn.nv.gov/wp-content/uploads/2023/08/Childcare-Report_GOWINN_GWDB_FINAL.pdf)

<sup>8</sup> Foreman, Naoka. "Temporary Funds Boost Nevada Child Care Sector, But What Will Last?" *The Nevada Independent*, 4 Sept. 2022, <https://thenevadaindependent.com/article/temporary-funds-boost-nevada-child-care-sector-but-what-will-last>.

<sup>9</sup> This term, neurodivergent, refers to individuals whose neurological development and cognitive functioning differ from dominant societal norms. At The Ivy, we recognize neurodivergence not as a deficit to be cured, but as a diverse range of brain architectures—including Dyslexia, ADHD, and Autism—that require specialized, multisensory instruction and brain-aligned environments to thrive.

<sup>10</sup> Hernandez, D. J. (2011). *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation*. Annie E. Casey Foundation.

<sup>11</sup> Cotality. (2026). *Las Vegas, NV crime rates*. NeighborhoodScout. <https://www.neighborhoodscout.com/nv/las-vegas/crime>

<sup>12</sup> *Hyperarousal* is an emotional state characterized by high energy, anger, panic, irritability, anxiety, hypervigilance, overwhelm, chaos, fight-or-flight instincts, and startle response (to name just a few characteristics).

hindrance in a classroom setting where safety is required for learning.<sup>13</sup> Their window of tolerance<sup>14 15</sup> is narrow. A loud noise, a stern tone from a teacher, or a crowded hallway can trigger a fight or flight response because their environment has taught them that the world is unpredictable.<sup>16</sup> In some violent neighborhoods, up to 30% of children meet the full criteria for Post Traumatic Stress Disorder (PTSD)—a rate comparable to children in war-torn countries like Palestine or Sudan.<sup>17 18</sup>

- Newcomer Status<sup>19</sup>:** While Clark County School District does not officially track immigration status to protect student privacy and safety, according to the UNLV Center for Business and Economic Research<sup>20</sup> in 2024, Clark County's Newcomer population was projected to increase and remain a critical driver of the region's growth through 2060. The spike in total migration projected for 2026 (43,200 total newcomers across all age groups) corresponds with the largest projected single-year increase in the 0–14 age group (+5,060 children). Research into the mental health of newcomer children suggests that crossing the border is rarely an isolated event; rather, it is the middle stage of a triple trauma (pre-migration, the journey, and post-migration/detention). This is compounded when the child is not fluent in English. Newcomer children are more prone to Hypoarousal<sup>21</sup> states.

Feature	Hyperarousal (Trauma Response: Fight or Flight)	Hypoarousal (Trauma Response: Freeze or Collapse)	Impact on Learning (Both States)
Physical Presenting	Restless, agitated, over-clocked energy; physically reactive to small triggers.	Spaced out, numb, slow movement; appearing day dreamy or mentally detached.	<b>Survival Mode:</b> The brain's amygdala is hyper-reactive, prioritizing immediate safety over the cognitive functions of the prefrontal cortex.
Brain Mode	Narrowed Window of Tolerance; students are pushed easily into a state of agitation.	Narrowed Window of Tolerance; students are pushed easily into a state of withdrawal.	<b>Disrupted Memory:</b> Chronic stress prevents the synchronization of visual, auditory, and kinesthetic-tactile pathways required for retention.
Interpersonal	Aggressive, verbally explosive, or defiant; prone to challenging authority figures or peers.	Withdrawn, silent, avoids eye contact; resists collaboration and group participation.	<b>Impaired Regulation:</b> Students struggle to self-soothe or co-regulate emotions, leading to frequent meltdowns or complete emotional shutdowns.
Classroom Behavior	Disruptive and impulsive; frequently out of their seat or unable to wait their turn.	Passive and excessively compliant but often masking a total lack of genuine engagement.	<b>Cognitive Block:</b> Students cannot engage in open-ended investigations when the brain is locked in a survival state.
Academic Performance	Struggles with tasks requiring self-regulation; easily frustrated by complex problems.	Fails to follow multi-step directions; appears to forget information immediately after instruction.	<b>Lower Academic Power:</b> Chronic exposure to high violence/bullying environments creates a biological barrier to mastery.
Inquiry Role	Reacts aggressively to prompts; perceives peer questions as personal attacks or threats.	Remains silent during group inquiry; detaches emotionally from artifacts or interactive lessons.	<b>Absence of Wonder:</b> Environmental stressors extinguish natural curiosity, making rote recall the only accessible (but ineffective) learning mode.

Figure 1 Hyperarousal & Hypoarousal Manifestations in K-8 students and the Impact on Learning

In addition to learning from parents and community members we look forward to building upon the assets of our target zip codes. Indeed, our targeted area is a rich, vibrant community:

Zip	Description
89030	Located in the central and southern portions of North Las Vegas, this zip code represents the historic core of the city. Originally incorporated in 1946, this area was a landing spot for many families who worked in the nearby magnesium plants and railroad yards during the mid-20th century. Historically, this area faced significant underinvestment compared to the newer suburbs. As a predominantly working-class and minority community, it felt the ripple effects of the segregation occurring in neighboring Las Vegas. For decades, it was characterized by a lack of modern infrastructure and a high concentration of affordable housing. Today, it remains one of the most affordable areas in the valley and is home to a vibrant, diverse population (predominantly Hispanic and Black). While challenges with poverty and older infrastructure persist, it is currently the focus of significant redevelopment

<sup>13</sup> Suarez, G. L., & Hyde, L. W. (2024). Living in a violent neighborhood affects children's brain development: Amygdala reactivity to fearful and angry faces. *University of Michigan News / Developmental Psychology*.

<sup>14</sup> The *Window of Tolerance* is a term coined by Daniel J. Siegel, a clinical professor of psychiatry at the UCLA School of Medicine, to describe the optimal emotional zone we can exist in, to best function and thrive in everyday life. On either side of the "optimal zone" are two other zones: the hyper-arousal zone and the hypo-arousal zone.

<sup>15</sup> Siegel, D. J. (2020). *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are* (3rd ed.). Guilford Press.

<sup>16</sup> Perry, B. D., & Szalavitz, M. (2017). *The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook*. Basic Books.

<sup>17</sup> Mazza, J. J., & Reynolds, W. M. (1999). Exposure to violence, victimisation, and depression: Protective factors among 1,000 adolescents. *Journal of School Psychology, 37*(2), 153–174.

<sup>18</sup> Biset, G., et al. (2026). Post-traumatic stress disorder among children and adolescents affected by armed conflict: A systematic review and meta-analysis. *Journal of Adolescent Mental Health*.

<sup>19</sup> Students who have recently arrived in the U.S. and are often the most affected by the trauma mentioned earlier.

<sup>20</sup> Center for Business and Economic Research. (2024). *2024-2060 population forecasts: Long-term projections for Clark County, Nevada*. University of Nevada, Las Vegas.


<sup>21</sup> *Hypoarousal*, by contrast, is an emotional state characterized by shutting down, numbness, depressiveness, withdrawal, shame, flat affect, and disconnection (to name but a few characteristics).



	efforts, including new community resource centers like the Dolores Huerta Resource Center, aimed at bridging the resource gap created in previous generations.
89032	<p>This zip code sits just west of the 89030 area and serves as a bridge between the older city core and the newer master-planned developments to the north. It is known for its family-friendly parks (like Craig Ranch Regional Park) and the North Las Vegas Airport. Unlike the older core, 89032 saw a massive housing boom starting in the late 1990s and early 2000s. It was part of a second wave of growth where developers bought large swaths of desert land for single-family residential tracts.</p> <p>This area generally has better access to modern commercial resources—such as large retail centers, grocery stores, and newer schools—than its neighbors to the east. However, because it borders the historic city, it still experiences the demographic diversity and economic variability typical of North Las Vegas. It represents the growing pains of the city: a mix of established older neighborhoods and newer, gated communities striving to create a cohesive suburban identity.</p>
89101	This zip code is primarily in downtown Las Vegas, encompassing areas like the Fremont Experience and the Plaza Hotel & Casino. It's known for its entertainment and casino-focused attractions, with some residential areas as well.
89104	This zip code is largely known for encompassing a significant portion of the Las Vegas Strip, including many major hotels and casinos. While a tourist and commercial hub, the zip code also includes residential areas with a population of over 41,000, a median household income around \$50,000, and some public schools.
89106	<p>This zip code is situated just northwest of downtown Las Vegas and encompasses neighborhoods such as Sunset Manor, Summit Hills, and Vegas Heights. While the area offers a mix of vintage homes and newer residential projects, it is most defined by the Historic Westside. For much of the 20th century, this community was the only area where Black residents were permitted to live and own businesses due to institutional redlining and discriminatory housing covenants.</p> <p>While this zip code has a rich cultural history and a legacy of resilience, the systemic exclusion of the past led to generations of disinvestment, resulting in a historical lack of essential resources—such as grocery stores, healthcare facilities, and modern infrastructure—that community leaders are still working to overcome today.</p>
89107	This zip code is also in the northwest area of Las Vegas, featuring neighborhoods like Rancho Bel Air and Rancho Circle. It's known for its established neighborhoods with a mix of housing styles.
89119	This zip code is known for its proximity to the Las Vegas Strip, with numerous hotels, casinos, and entertainment venues, along with some large condominium complexes. Also located in 89119 is the University of Nevada, Las Vegas, which significantly impacts the Las Vegas economy, generating substantial economic activity and supporting jobs through its operations, research, athletics, and contributions to the workforce.

### b) The key components of your educational model

The Ivy is a free, public charter school pioneering a revolutionary Brain-Based Museum Learning Model. Our approach is built on the core belief that learning must be active, personalized, and aligned with the Neurodiversity Paradigm, which views cognitive differences as natural human variations and potential sources of specialized talent rather than pathologies (Singer, 1998; Walker, 2021). We codify this within our P<sup>3</sup> Framework: Powe, Passion and Purpose.

#### P<sup>3</sup> Framework: Power, Passion, and Purpose

P <sup>3</sup> Value / Core Value	Pillar / Component	Brief Explanation
Power 	Applied Neuroscience & Multisensory Practice (Brain Science & Brain Based Teaching) → (Rooted in) Cognitive Compass	<b>Power's Cognitive Compass</b> provides the tool by equipping students with brain-based strategies to take control of their learning and build cognitive skills for leadership. This ensures measurable academic achievement. <i>Every child masters their Power through their Cognitive Compass to navigate challenges and take command of their learning.</i>

<p>Passion</p> 	<p>Museum-Based Inquiry &amp; Epistemic Agency → (Branching out into) The Explorer's Journey</p>	<p><b>Passion's Explorer's Journey is the path.</b> It inspires a love for discovery by connecting academic concepts to the real world through Museum Learning and our rigorous REX (Research, Evaluate, X-Factor) inquiry. <i>Every child ignites and pursues their passions through their Explorer's Journey of real-world discovery.</i></p>
<p>Purpose</p> 	<p>Personalization → (Cultivating) The Curated Legacy</p>	<p><b>Purpose's Curated Legacy is the active process of self-actualization</b> where students identify their unique identity, strengths, and needs to navigate their world with intentionality. Supported by SEL Boost and personalized Intervention (SPARK) Plans, students use WIN Block/ WIN Time and SPARK (MTSS) as tools for self-advocacy and course correction. <i>By mastering their own narrative and claiming their purpose, every child curates a life of excellence and becomes a purposeful leader in their community.</i></p>

### Key Components of the Educational Model

We developed our Key Components in alignment with our Mission, Vision and P3 Framework.

Key Component	P <sup>3</sup> Framework Alignment	Definition and Methodology
<p>Applied Neuroscience &amp; Multisensory Practice (The Cognitive Compass)</p>	<p>Power &amp; Passion</p>	<p>Aligns instruction with how the brain naturally processes information<sup>22</sup>. Grade-level teams select core standards, which are then reinforced through cross-curricular teaching across all subjects. This thematic approach ensures that concepts are not learned in isolation but are woven into Themed Units that culminate in the REX Project (Research, Evaluate, X-Factor, described later in this chart).</p> <p>Research into interdisciplinary instruction indicates that this cross-curricular model enhances higher-order thinking, as students are required to apply knowledge in multiple contexts, leading to significantly deeper conceptual understanding and long-term retention compared to traditional departmentalized models.<sup>23</sup></p> <p>To drive this integration, The Ivy utilizes Museum-Based Inquiry<sup>24</sup> and a hybrid of Problem and Project-Based Learning<sup>25 26</sup>(PBL/PjBL, this is described in the Museum Inquiry and REX sections of this chart). By treating the classroom as a living museum, students engage with artifacts of wonder through Visual Thinking Strategies (VTS) (Yenawine, 2013). This inquiry-led approach shifts the student from a passive consumer to an active researcher who solves real-world problems Research demonstrates that PBL/PjBL increases long-term retention and improves students' ability to apply mathematical and scientific concepts to novel situations.</p> <p>This framework includes,</p>

<sup>22</sup> Jensen, E. P. (2005). *Teaching with the brain in mind* (2nd ed.). Association for Supervision and Curriculum Development.

<sup>23</sup> Paraskevopoulos, E., et al. (2025). Multisensory vs. unisensory learning: How they shape effective connectivity networks subserving unimodal and multimodal integration. *Frontiers in Human Neuroscience*, 19. <https://doi.org/10.3389/fnhum.2025.1641862>

<sup>24</sup> Yenawine, P. (2013). *Visual Thinking Strategies: Using Art to Deepen Learning Across School Disciplines*. Harvard Education Press.

<sup>25</sup> Strobel, J., & van Batnevel, A. (2009). *When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms*. *Interdisciplinary Journal of Problem-Based Learning*, 3(1).

<sup>26</sup> Larmer, J., Mergendoller, J., & Boss, S. (2015). *Setting the Standard for Project-Based Learning*. ASCD.

		<ul style="list-style-type: none"> <li>• <b>The Science of Reading</b><sup>27</sup>, specifically Structured Literacy<sup>28</sup>. In the context of Structured Literacy, micro-level multisensory techniques—such as attending to articulatory mouth movements—have been specifically linked to improved phonemic awareness and decoding skills<sup>29 30</sup>.</li> <li>• <b>The Science of Math</b><sup>31</sup> aligned curriculum, specifically Concrete, Representational, Abstract<sup>32</sup> (CRA) Math to minimize cognitive load while maximizing retention.</li> <li>• <b>Universal Design for Learning</b><sup>33</sup> lesson planning,</li> <li>• <b>Multisensory (learning through the senses) instruction</b>. Research indicates that multisensory training can accelerate learning and recall by up to 80% compared to unisensory methods<sup>34</sup>.</li> </ul>
<p>Museum-Based Inquiry &amp; Epistemic Agency (The Explorer's Journey) Problem Based Learning (PBL) and Project Based Learning (PjBL)</p>	<p>Passion &amp; Purpose</p>	<p>The Ivy utilizes museum collections and community resources to provide interactive learning that transcends traditional classroom boundaries<sup>35</sup>. The Ivy model operationalizes a shift from passive consumption to active interpretation, where the museum—and by extension, the school—acts as a partner for dialogue instead of a lecturer<sup>36</sup>. Where the museum and school act as a partner for dialogue instead of a lecturer, it fosters Epistemic Agency<sup>37</sup>. We define this as the learner's autonomy to take an active, intentional role in the production of knowledge. By shifting from passive consumption to active interpretation, students recognize themselves as legitimate contributors to their own discoveries. They are empowered to act as creators and evaluators within a community of inquiry, transcending traditional classroom boundaries.</p> <p><b>The Ivy Inquiry Architecture:</b></p> <ul style="list-style-type: none"> <li>• <b>Museum Inquiry Sparks the Wonder: Using Visual Thinking Strategies (VTS) and object-based learning</b><sup>38</sup>, students develop foundational observation and critical thinking skills. Research shows that engaging with primary artifacts increases student engagement and develops historical empathy and evidentiary reasoning. (Yenawine, 2013)</li> <li>• <b>Problem-Based Learning (PBL)</b><sup>39</sup> <b>Structures the Investigation:</b> Once wonder is ignited, teachers and later as students move into upper grade levels, students identify a problem related to the theme. This phase utilizes the</li> </ul>

<sup>27</sup> The Consensus Report: National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. National Institute of Child Health and Human Development.

<sup>28</sup> Al Otaiba, S., McMaster, K., Wanzek, J., & Zaru, M. W. (2022). What we know and need to know about literacy interventions for elementary students with reading difficulties and disabilities, including dyslexia. *Reading Research Quarterly*, 58(2), 313–332. <https://doi.org/10.1002/rq.458>

<sup>29</sup> Boyer, N., & Ehrli, L. C. (2011). Contribution of phonemic segmentation instruction with letters and articulation pictures to word reading and spelling in beginners. *Scientific Studies of Reading*, 15(5), 440–470.

<sup>30</sup> Pieretti, R. A., Kaul, S. D., Zarchy, R. M., & O'Hanlon, L. M. (2015). Using a multimodal approach to facilitate articulation, phonemic awareness, and literacy in young children. *Communication Disorders Quarterly*, 36(3), 131–141.

<sup>31</sup> The Consensus Report: National Mathematics Advisory Panel. (2008). *Foundations for success: The final report of the National Mathematics Advisory Panel*. U.S. Department of Education.

<sup>32</sup> Kaya, S., & Yildiz, N. G. (2023). Using the concrete–representational–abstract sequence to teach math skills to a student with autism spectrum disorder in a general education classroom. *International Journal of Developmental Disabilities*, 70(6), 1398–1409. <https://doi.org/10.1080/20473869.2023.2180539>

<sup>33</sup> Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. CAST Professional Publishing.

<sup>34</sup> Paraskevopoulos, E., et al. (2025). Multisensory vs. unisensory learning: How they shape effective connectivity networks subserving unimodal and multimodal integration. *Frontiers in Human Neuroscience*, 19. <https://doi.org/10.3389/fnhum.2025.1641862>

<sup>35</sup> Hooper-Greenhill, E. (2007). *Museums and Education: Purpose, Pedagogy, Performance*. Routledge.

<sup>36</sup> Schmidt, L., & Hammershøj, L. S. (2007). *Det dannelsesorienterede museum* [The Edification-Oriented Museum]. Aarhus Universitetsforlag.

<sup>37</sup> Epistemic Agency refers to the capacity and autonomy of a learner to take an active, intentional role in the production and evaluation of knowledge. A student with high epistemic agency does not merely do school; they recognize themselves as a legitimate contributor to a community of inquiry.

<sup>38</sup> Object-Based Learning is an active, inquiry-led instructional method that uses physical artifacts of wonder—ranging from historical documents and scientific specimens to works of art and everyday items—as the primary text for discovery.

<sup>39</sup> While often used interchangeably, Problem-Based Learning (PBL) is a distinct investigative subset of the broader Project-Based Learning (PjBL) framework. The primary nuance lies in the starting point and the intended outcome. PBL begins with the Messy Problem, a complex, messy, and open-ended problem that lacks a single right answer. PBL continues into the Investigation: this phase utilizes Constructivist Learning Theory, where students build mental models and evidentiary reasoning by resolving these challenges. While Problem-Based Learning (PBL) focuses on the messy inquiry and the search for solutions, Project-Based Learning (PjBL) is the broader umbrella that transforms those solutions into a high-stakes, professional-grade output.

		<p>Constructivist Learning Theory, where students build mental models by resolving complex, open-ended challenges<sup>40</sup>.</p> <ul style="list-style-type: none"> <li>• <b>Project-Based Learning (PjBL) Produces REX Results:</b> The journey culminates in a Public Product (The REX Project or REX Exhibit). Students share their solutions &amp; findings in a public forum during Museum Week. This phase aligns with Gold Standard PBL, which requires students to demonstrate mastery through a high-stakes, community-facing performance of understanding<sup>41</sup> <sup>42</sup>. REX is described later in this chart.</li> </ul>
Early Identification, Intervention and Support	Power & Purpose	<p>Utilizes universal screening within the first 45 days of enrollment (via AimswebPlus) for early identification of Dyslexia and Dyscalculia. This proactive approach ensures that students indicated with high probabilities for learning differences are immediately provided with targeted, multisensory interventions through the SPARK (MTSS) process. This foundational support empowers student Power by removing academic barriers early and fulfills our Purpose by providing the specialized dosage of instruction required to master Nevada Academic Content Standards (NVACS).</p> <ul style="list-style-type: none"> <li>• <b>GATE Identification:</b> In alignment with Nevada's commitment to extending learning for high-achieving pupils, all students are tested for Gifted and Talented Education (GATE) in the 2nd grade. This universal screening helps avoid the under-identification of giftedness in historically underserved student groups.</li> <li>• <b>Dual-End Support:</b> Our model recognizes that Power is maximized when we differentiate for the specific needs of intellectually gifted students through tailored, unique opportunities that extend their learning trajectories.</li> <li>• <b>IEP/GATE Synergy:</b> For students identified as twice exceptional (2e), the SPARK process ensures that both their remedial needs and their advanced cognitive abilities are supported through integrated instructional plans.</li> </ul>
The WINs: WIN Time & WIN Block and SPARK/MTSS	Purpose & Power	<p>WIN (What I Need) is The Ivy's operational strategy for delivering personalized instruction. It is executed through two distinct temporal structures to ensure that every student's Cognitive Compass remains aligned with grade-level standards.</p> <p><b>WIN Time: WIN Time: Integrated Tier 1 Differentiation</b></p> <ul style="list-style-type: none"> <li>• <b>Structure:</b> A flexible period embedded within each 75-minute Core Content Block.</li> <li>• <b>Methodology:</b> Teachers utilize real-time, data-driven insights to provide content-specific differentiation.</li> <li>• <b>Rationale:</b> By addressing the structural limitations of traditional fixed pacing, WIN Time ensures core instruction is immediately adapted to the learner's needs, allowing for the flexible pacing required in a competency-based environment.<sup>43</sup> By addressing the structural limitations to flexible pacing, this time ensures that core instruction is adapted to the immediate data-driven needs of the learner.</li> </ul> <p><b>WIN Block: Dedicated Tier 2/3 Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>Structure:</b> A daily, protected 40-minute block separate from core content instruction as the first block of the day.</li> <li>• <b>Methodology:</b> This time is exclusively reserved for intensive, high-dosage interventions and enrichment.</li> </ul>

<sup>40</sup> Strobel, J., & van Barneveld, A. (2009). When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms. *Interdisciplinary Journal of Problem-Based Learning*, 3(1). <https://doi.org/10.14434/ijpbl.v3i1.1114>

<sup>41</sup> Larmer, J., Mergendoller, J., & Boss, S. (2015). *Setting the Standard for Project-Based Learning*. ASCD.

<sup>42</sup> Barron, B., & Darling-Hammond, L. (2008). *Teaching for Meaningful Learning: A Review of Research on Inquiry-Based and Cooperative Learning*. Edutopia / George Lucas Educational Foundation.

<sup>43</sup> Sutherland, D., Strunk, K., Nagel, J., & Kilbride, T. (2022). Boxed in: Structural limitations to flexible pacing in Michigan competency-based education pilot districts. *Journal of Educational Change*, 24, 837–869. <https://doi.org/10.1007/s10833-022-09466-2>

- **Pathways:**
  - **English Language Development (ELD):** Utilizing the EL Achieve curriculum to ensure language barriers do not impede academic progress<sup>44</sup>.
  - **Clinical Dyslexia Remediation:** Implementation of Ivy LEAP (Dyslexia Remediation) for students with significant word-level reading deficits.
  - **Enrichment/GATE:** Tailored trajectories for gifted and high-potential learners to prevent disengagement and increase Epistemic Agency.
  - **Responsive Intervention and High-Interest Enrichment:**
    - **P<sup>3</sup> Mentor Huddle & Identity Mapping (Purpose):** Small-group sessions facilitated by staff provide informal mentoring and behavior coaching. By connecting current academic efforts to a student's Curated Legacy, we build the Relatedness and positive identity necessary for intrinsic motivation.
    - **Data Logic Loops & Self-Advocacy (Accountability):** Students on Tier 2 or 3 SPARK Plans engage in Self-Charting of their academic and behavioral milestones. This fosters Epistemic Agency by moving students from passive recipients of support to active managers of their own 30/60/90-day monitoring cycles.
    - **Proactive Restorative Circles (Passion):** This track utilizes Classroom Peace Circles and conflict resolution strategies to address community friction points. The goal is to repair harm and strengthen community ties without the use of punitive exclusion, protecting vital instructional minutes. Beginning in the 5<sup>th</sup> grade, selected students will be trained as Student Meditators with support of Ivy personnel who will mediate student concerns before it becomes a major behavioral issue.

#### **SPARK: The Ivy's P<sup>3</sup> MTSS Programming**

The SPARK process is the diagnostic and monitoring arm of our MTSS framework, ensuring that WIN (What I Need) activities are precisely targeted to unleash student potential.

#### **Power: Securing the Cognitive Compass**

SPARK acts as the quality-control mechanism for a student's Power. By identifying and removing neuro-biological barriers early, we ensure that every student's Cognitive Compass is functional.

- **Tier 3 Precision:** For students requiring the highest level of support, SPARK triggers an individual Student Support Plan, called the SPARK Plan, providing the specialized dosage of multisensory instruction required to master Nevada Academic Content Standards.
- **Early Intervention:** SPARK utilizes universal screening within the first 45 days for early identification of dyslexia and dyscalculia and GATE in 2<sup>nd</sup> grade, proactively equipping students with the tools to take command of their learning.

#### **Purpose: Engineering the Curated Legacy**

SPARK is the ultimate tool for Personalization. It allows students to engage in self-advocacy and course correction, which is the heartbeat of a Curated Legacy. Our SPARK

<sup>44</sup> Saunders, W. M., & Goldenberg, C. (2010). Research to guide English Language Development instruction. In California Department of Education (Ed.), *Improving education for English Learners: Research-based approaches*. CDE Press.

		<p>Process provides personalized support for students in Academics, Attendance and/or Behavior.</p> <ul style="list-style-type: none"> <li>• <b>Accountability and Agency:</b> Progress is measured via a 30/60/90-day monitoring cycle. This shifts the focus from passive waiting to active, evidence-based intervention, teaching students to use their individual support plans as a roadmap for self-actualization.</li> <li>• <b>IEP/GATE Synergy:</b> SPARK ensures that a student's unique identity—whether they require remedial support, advanced acceleration (GATE) or dual differentiation—is protected. This ensures that a student's Purpose is defined by their strengths, not their deficits.</li> </ul> <p><b>Passion: Protecting the Explorer's Journey</b> By stabilizing a student's academic and behavioral needs through SPARK, we protect their ability to engage in the high-level inquiry of the Explorer's Journey.</p> <ul style="list-style-type: none"> <li>• <b>Holistic Goal:</b> This aligns with the mission uncovering their purpose and growing their power by creating a climate where unique needs are met through specialized instructional dosages.</li> <li>• <b>Equity and Justice:</b> By reducing the overidentification of Students with Disabilities (SWD), SPARK ensures that students from historically underserved groups remain agents of change rather than being sidelined by systemic mislabeling.</li> </ul> <p>SPARK provides personalized, individual support where every student's unique needs are met through evidence-based interventions<sup>45</sup>.</p>
<p>REX Inquiry Block (Research, Evaluate, X-Factor) Problem Based Learning (PBL) and Project Based Learning (PjBL)</p>	<p>Power &amp; Passion</p>	<p><b>The REX Unit (a 9-week interdisciplinary unit) begins with a Messy Problem that is aligned to the theme and standards with the core content classes. The Messy Problem does not have an easy or simple yes or no answer.</b></p> <p>1) <b>R → Research</b> (Primary sources) Students engage with historical documents to build a foundation of inquiry to begin to learn about and either solve the problem, create solutions or evaluate the problem or solutions. This approach moves beyond rote memorization to foster critical student agency, allowing students to lead their own discovery of community history.<sup>46</sup>;</p> <p>2) <b>E → Evaluate</b><sup>47</sup> (Analysis of evidence); Students perform a rigorous multidimensional evaluation of their research. This stage ensures that their final conclusions are rooted in a critical analysis of diverse and sometimes conflicting data points.</p> <p>3) <b>X → X-Factor</b> (Design of a solution/project/exhibit supported by community Griots<sup>48</sup> <sup>49</sup>). The culmination of the unit involves designing a solution and exhibit (called the REX Project) mentored by community Griots (community experts). This honors the causal effects of cultural relevance, which has been shown to drastically improve student attendance and GPA by connecting classroom learning to lived community experiences.</p>

<sup>45</sup> Darling-Hammond, L., & Cook-Harvey, C. (2018). Educating the whole child: Improving school climate to support student success. *Learning Policy Institute*.  
<https://doi.org/10.54300/145.655>

<sup>46</sup> Schaefer, S., et al. (2024). Critical student agency in an integrated social studies unit: Centering tribal sovereignty and treaties. *Education Sciences*, 14(2).  
<https://doi.org/10.3390/educsci14020227>

<sup>47</sup> Al Otaiba, S., Lan, P., Rivas, B., Wanzek, J., & Petscher, Y. (2022). Comparing Tier 1 reading instruction with Tier 3 or special education intervention through an observational snapshot of school-implemented response to intervention across Grades 1–5. *Journal of Learning Disabilities*, 56(2).

<sup>48</sup> Historically, a Griot (pronounced *gree-oh*) is a West African historian, storyteller, praise singer, poet, and/or musician. As a repository of oral tradition, the Griot traditionally served as a counselor to royal families and a communal memory-keeper, ensuring the transmission of a village's history, genealogy, and cultural values across generations. Beyond mere storytelling, the Griot's role was essential for social cohesion, acting as a mediator and an educator who connected the community's past to its present aspirations. At The Ivy School, the term Griot is operationalized as a Community Expert and Mentor who serves as a vital bridge between the classroom and the real world.

<sup>49</sup> Dee, T. S., & Penner, E. K. (2016). The causal effects of cultural relevance: Evidence from an ethnic studies curriculum. *American Educational Research Journal*, 54(1), 127–166.  
<https://doi.org/10.3102/0002831216677002>

SEL Boost (Social-Emotional Foundation, Trauma Informed Practices)	Purpose & Passion	<p>SEL Boost is grounded in the Science of Compassion<sup>50</sup> and Self-Determination Theory<sup>51</sup>. Science of Compassion is grounded in the work of Neff (2003), teaches students to treat themselves with the same kindness they would show a friend. By fostering a stable sense of self-worth, we reduce the internal emotional noise that prevents students from taking the risks necessary for high-level learning. This is particularly important for students who have experienced trauma, students from historically underserved student groups, and those who consistently underperform on state assessments. When teachers use trauma-informed practices (like restorative circles or predictable routines), they are using compassion as a tool to regulate the student's nervous system. This is supported by Polyvagal Theory<sup>52</sup>, which suggests that social connection is a biological necessity for safety. Furthermore, our SEL Boost explicitly meets student needs for Autonomy (agency over their learning) and Relatedness (connection to peers and mentors). SEL Boost is designed to up-regulate hypoaroused students and down-regulate hyperaroused students. According to Ryan and Deci (2020), meeting these needs is the primary driver of intrinsic motivation, shifting students from simply complying with rules to actively desiring academic mastery.</p> <p>The Science of Human Behavior tells us their brains are wired for survival, which hinders academic performance. However, the Science of Compassion proves that by implementing trauma-informed practices, we can provide the co-regulation necessary to shift them out of fear and back into learning.<sup>53</sup> Combining these to form our SEL Boost explicitly meets student needs for Autonomy and Relatedness to drive intrinsic motivation and reduce emotional noise increasing student achievement.</p> <p>SEL Boost is integrated within the classroom environment and design, within the culture and climate, and as separate instruction using SEE Learning Curriculum.</p>
The Ivy School & YMCA Partnership: Before Care, After Care, Friday Care, Summer Camp and Holiday Camp	Power & Purpose	<p>Partnering with the YMCA to provide daily Before and After Care, alongside Friday Care, fulfills our Purpose of institutional support by reducing logistical barriers for families in our priority zip codes. Friday sessions specifically allow students to engage in their Passion through enrichment activities while staff participate in the Teacher Innovation Lab to ensure 100% model fidelity. Summer and Holiday Camps provide extended learning opportunities for not only students, but their siblings as well. In Year 3, we will launch our Perspective Scholar Summer Camp, inviting current 5<sup>th</sup> graders from other schools who are perspective 6<sup>th</sup> grade Ivy students to join us for 4 weeks to engage in the Ivy ecosystem and learn more about us. In Year 4, we will open Summer Camp for Enrolled 6<sup>th</sup> Graders to meet their classmates, have an educational and safe space for the summer while reducing summer learning loss. While Summer Camp is fee based, partnerships the YMCA already has in place allow for 4 weeks of FREE summer camp for students who qualify. Our partnership for Pre K &amp; Summer Camp not only supports our community, which is located in a childcare desert, but also supports student learning and provides a feeder pipeline for our kindergarten and middle school, the 2 entry points for perspective students after Year 1.</p>
Extended Day, Fifth Day Fridays, Enrichment, Engagement &	Power, Passion, Purpose	<p>The Ivy maximizes student Power through increased instructional minutes via a 4 day/extended-day schedule (Monday–Thursday, 8:00 AM – 4:00 PM) to ensure deep academic engagement and ample time for REX Inquiry.</p>

<sup>50</sup> Neff, K. D. (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and Identity*, 2(2), 85–101. <https://doi.org/10.1080/15298860309032>

<sup>51</sup> Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, sheds, and mechanisms. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>

<sup>52</sup> Seppälä, E. M., et al. (2017). *The Oxford Handbook of Compassion Science*. Oxford University Press.

<sup>53</sup> National Center for Trauma-Informed Care (NCTIC). (2026). *Building a Trauma-Informed Learning Environment in Urban Settings*. Substance Abuse and Mental Health Services Administration (SAMHSA).

<p>Teacher Innovation Lab</p>		<p><b>For Students (Passion &amp; Purpose):</b> On Fifth Day Fridays, students engage in a high-interest enrichment half day from 8am to 12pm. Moving beyond traditional seat time, The Ivy partners with the YMCA and local Griots to offer clubs and activities (e.g., Coding, Urban Gardening, Robotics, or Advanced Arts) tailored to student choice. This builds Autonomy and strengthens community Relatedness, ensuring Friday is a day of deep joy and exploration rather than passive childcare. Upon approval, The Ivy will work with our families to align activities on Fifth Day to our students' choice.</p> <p><b>For Teachers (Power &amp; Fidelity):</b> While students are in enrichment, staff are immersed in the Teacher Innovation Lab (TIL). This 6-hour weekly block institutionalizes the Self-Correcting Data Cycle. Teachers move through four critical Clinics:</p> <ul style="list-style-type: none"> <li>• <b>Data Dive:</b> Analyzing i-Ready and AimswebPlus results to adjust SPARK interventions.</li> <li>• <b>Multisensory &amp; Instructional Coaching &amp; Professional Development:</b> Peer-led labs on IMSE Orton-Gillingham, CRA Math, Museum Inquiry, PBL &amp; PjBL to maintain 100% clinical fidelity.</li> <li>• <b>REX Architecture:</b> Interdisciplinary planning sessions to design high-level, ceiling-less Museum Inquiry projects.</li> </ul> <p><b>Teacher Mentoring:</b> Teachers work with their Mentor to provide support, practice lessons, and work through Problems of Practice.</p>
<p>The VINE (School Wide Positive Behavior Interventions and Supports)</p>	<p>Power and Purpose</p>	<p><b>The VINE</b> is The Ivy's School Wide Positive Behavior Interventions and Supports (SWPBIS) framework, anchored in Behavioral Economics—the study of social, cognitive, and emotional factors that influence individual decisions—Restorative Justice, and Social-Emotional Research. Engineered through the Science of Human Behavior and the Science of Compassion, The VINE shifts from punitive, zero-tolerance models to a focus on prosocial skill acquisition to stabilize the learning environment for students impacted by chronic stress.<sup>54</sup></p> <ul style="list-style-type: none"> <li>• <b>P<sup>3</sup> Squads (Relatedness):</b> Based on Self-Determination Theory, students operate in small squads to build social connection—a biological necessity for safety. (Seppälä et al., 2017)</li> <li>• <b>Hoot Loot &amp; The Hoot-tique (Token Economy):</b> A gamified reinforcement system based on our mascot, Odie, the Great Gray Owl, that utilizes Behavioral Economics to strengthen executive function and delayed gratification.<sup>55</sup></li> <li>• <b>Restorative VINE Circles:</b> Utilized for co-regulation and conflict resolution. This practice expands the Window of Tolerance by addressing the root cause of dysregulation through the Science of Compassion.<sup>56</sup></li> </ul> <p><b>The VINE: Ceremonies, Celebrations, and Social Anchors</b></p> <ul style="list-style-type: none"> <li>• <b>VINE Ceremonies &amp; Purpose Celebrations (Identity Affirmation):</b> We utilize structured rituals, including the Kindergarten Cognitive Compass Ceremony, 6<sup>th</sup> Grade end of the year Neo Griot Inductions and the 8<sup>th</sup> grade end of the year Legacy Crossing, to publicly affirm student progress in achieving Epistemic Agency. These identity-based rituals are engineered to stimulate dopamine pathways, reinforcing the Incentive Salience of pro-social behavior and academic mastery.</li> <li>• <b>Recitals &amp; Showcases (The Harmonic Key in Action):</b> To celebrate progress in our Piano &amp; Literacy Fusion, students participate in biannual recitals. These performances build courageous leadership and allow students to demonstrate the</li> </ul>

<sup>54</sup> Horner, R. H., Sugai, G., & Lewis, T. J. (2020). Is school-wide positive behavior support an evidence-based practice? *Journal of Positive Behavior Interventions*, 22(1).

<sup>55</sup> Sugai, G., & Horner, R. H. (2002). The evolution of discipline practices: School-wide positive behavior supports. *Child & Family Behavior Therapy*.

<sup>56</sup> Zehr, H. (2015). *The Little Book of Restorative Justice*. Good Books.

		<p>spatial-temporal reasoning and finger-movement feedback loops mastered through The Harmonic Key. As students conclude their core piano requirement, they participate in a Solo Flight recital. This ceremony marks their mastery of Dual-Staff Mapping and spatial-temporal reasoning, granting them the Harmonic Key Patch and the agency to choose their next instrument for the 4th-grade transition.</p> <ul style="list-style-type: none"> <li>• <b>Parent Celebrations &amp; Social Events (Community Ecosystem):</b> Consistent with our mission to co-create with our community, we host regular Parent Celebrations. These social events act as a vital bridge between the classroom and home, fulfilling our Purpose of institutional support by reducing the internal emotional noise often caused by community trauma and disinvestment.</li> <li>• <b>Quarterly Kids' Choice Day (Autonomy &amp; Market Dynamics):</b> Grounded in Self-Determination Theory and Behavioral Economics, Kids' Choice Day serves as the high-stakes culmination of the school's token economy. Students utilize their earned Hoot Loot to purchase differentiated experiences and rewards, such as off-campus field trips, in-school enrichment activities, or limited-edition tangible items.</li> <li>• <b>Applied Math &amp; Financial Literacy:</b> Managing a Hoot Loot budget requires students to engage in real-world mathematical applications, including addition, subtraction, and multi-step percentage-based savings calculations. This methodology operationalizes the Science of Math and CRA (Concrete-Representational-Abstract) framework by providing a tangible, high-incentive environment to practice mental math and resource allocation.</li> </ul> <p><b>Life Skills &amp; Executive Function:</b> By requiring students to prioritize spending, save for high-value items (delayed gratification), and track their balance over time, we reinforce the Power pillar's goal of equipping students with Cognitive Compass tools. This practice builds courageous leadership and the strategic innovation described in our vision by forcing students to make intentional, analytical decisions within a complex marketplace.</p>
The Mindfulness Studio	Power & Purpose	<p>The VINE is supported by a dedicated Mindfulness Studio, a specialized environment designed for sensory regulation and cognitive reset. Because our target zip codes present higher instances of community trauma, the Mindfulness Studio acts as a critical intervention to lower cortisol levels and increase the neural plasticity required for academic growth. This studio operationalizes the Science of Compassion by providing a dedicated space for students to practice the self-regulation techniques taught in the SEE Learning Curriculum.</p> <ul style="list-style-type: none"> <li>• <b>The Neuro-Reset:</b> Students utilize the studio to transition from Hyperarousal or Hypoarousal back into their Window of Tolerance through guided VTS, breathwork, and sensory integration.</li> <li>• <b>Co-Regulation Space:</b> The studio serves as the primary site for Restorative VINE Circles, providing a neutral, calm environment that facilitates the social connection required by Polyvagal Theory.</li> <li>• <b>Mindful Agency:</b> Rather than a time-out room, the studio is a center for Autonomy, where students can self-advocate for a VINE Break to optimize their readiness for the high-level inquiry of the REX Block.</li> </ul>
Middle School Community Service (The Neo Griot Service Initiative)	Passion & Purpose	<p>Middle school students engage in a 3-year community service arc consisting of 8 hours per school year. This is not passive volunteering; it is an inquiry-led process where students identify community-based problems each year, design strategic action plans, and implement solutions. In this way, students become the New Griots or Neo Griots. This initiative operationalizes Epistemic Agency by moving students from classroom researchers to community changemakers.</p> <p><b>Methodology</b></p>

		<ul style="list-style-type: none"> <li>• <b>Identification:</b> In a museum context, an artifact is a piece of evidence used to understand a story. Students use Inquiry to research local needs and identify what we call Artifacts of Challenge within their neighborhoods.</li> <li>• <b>Design:</b> Students partner with Griots (community experts) to develop rigorous action plans that align with social justice and equity goals.</li> <li>• <b>Implementation:</b> Students execute their plans, culminating in a NEO Service Exhibit (REX Service Exhibit) during 4<sup>th</sup> Quarter Museum Week to demonstrate their impact and civic growth. Success is measured by the NEO Service Rubric.</li> </ul>
Piano & Literacy Fusion (The Harmonic Key)	Power & Passion	<p>All students in grades K-3 receive structured piano instruction as a core academic requirement. The Harmonic Key utilizes music theory and keyboarding as a biological engine to accelerate reading acquisition and cognitive executive function. Mandatory piano instruction happens for 4 years, from kindergarten to 3<sup>rd</sup> grade. In 4<sup>th</sup> grade, students leverage this foundational theory to transition into specialized instrumental or vocal paths within the Explorer’s Journey.</p> <p><b>Methodology</b></p> <ul style="list-style-type: none"> <li>• <b>Phonemic Sync:</b> Instruction focuses on pitch and rhythm discrimination, which neuroscientifically mirrors the auditory processing required for decoding language.</li> <li>• <b>Dual-Staff Mapping:</b> Students learn to read grand staff notation, strengthening spatial-temporal reasoning and the crosstalk between brain hemispheres. It is the interplay between the brain hemispheres that creates the neural pathways needed to read fluently.</li> <li>• Learning to play the piano is a prime example of multisensory training, where the brain must simultaneously process music notation (visual), execute precise finger movements (kinesthetic/motor), and monitor the resulting sound<sup>57</sup> (auditory.) Research indicates that this integrated approach is superior to unisensory learning because the human brain has evolved to operate optimally in environments where information is fused across multiple sensory modalities.<sup>58 59</sup></li> <li>• In piano education, this loop creates significant neuroplastic changes. Even short-term training can induce structural and functional modifications in brain regions responsible for auditory and motor processing, strengthening the effective connectivity between these systems<sup>60</sup>. Long-term instrumental training in childhood is associated with structural brain changes that lead to superior performance in verbal intelligence and nonverbal reasoning<sup>61</sup>. Specifically, children with at least three years of training have been found to outperform control groups in auditory discrimination and vocabulary.</li> </ul>
The Patch Ceremony	Power, Passion, and Purpose.	<p>Held quarterly during the Honors Ceremony, the Patch Ceremony is The Ivy’s version of a high-stakes Pinning Ceremony where students are publicly recognized for mastering specific milestones of the P<sup>3</sup> Framework. Families can iron these patches onto student uniforms, creating a walking resume of their growth and Epistemic Agency.</p> <p><b>Methodology</b></p>

<sup>57</sup> Shams, L., & Seitz, A. R. (2008). Benefits of multisensory learning. *Trends in Cognitive Sciences*, 12(11), 411-417. <https://doi.org/10.1016/j.tics.2008.07.006>

<sup>58</sup> Shams, L., & Seitz, A. R. (2008). Benefits of multisensory learning. *Trends in Cognitive Sciences*, 12(11), 411-417. <https://doi.org/10.1016/j.tics.2008.07.006>

<sup>59</sup> Shams, L., Wozny, D. R., Kim, R., & Seitz, A. (2011). Influences of multisensory experience on subsequent unisensory processing. *Frontiers in Psychology*, 2. <https://doi.org/10.3389/fpsyg.2011.00264>

<sup>60</sup> Worschech, F., Passarotto, E., Losch, H., Oku, T., Lee, A., & Altenmüller, E. (2024). What does it take to play the piano? Cognito-motor functions underlying motor learning in older adults. *Brain Sciences*, 14(4), 405. <https://doi.org/10.3390/brainsci14040405>

<sup>61</sup> Sofologi, M., Papatzikis, E., Kougioumtzis, G., Kosmidou, E., Klitsioti, A., Droume, A., Sourbi, A. A., Chrisostomou, D., & Efstratopoulou, M. (2022). Effectiveness of musical training on reading comprehension in elementary school children. Is there an associative cognitive benefit? *Frontiers in Education*, 7, 875511. <https://doi.org/10.3389/educ.2022.875511>

		<ul style="list-style-type: none"> <li>This ritual utilizes the Incentive Salience of a status-based reward system to strengthen long-term motivation and Delayed Gratification. By physically wearing their achievements, students solidify their identity as Neo Griots and agents of change.</li> </ul>
<p>Gifted and Talented Education (GATE)</p>	<p>Power, Passion, Purpose</p>	<p>The Ivy utilizes a Dual-Differentiation model for GATE, ensuring that high-potential students in underperforming zip codes are not just remediated, but accelerated. We move beyond the deficit perception to identify the Strategic Innovator within each gifted child, specifically targeting the Dropout Paradox where 15–25% of dropouts are in the gifted range.</p> <p><b>Methodology</b></p> <ul style="list-style-type: none"> <li><b>Universal Screening:</b> To disrupt historical under-identification in high-poverty communities, all students undergo universal screening in the 2nd grade. This bypasses teacher-referral bias and ensures equitable access to advanced programming for ELL and FRL subgroups.</li> <li><b>Asynchronous Support:</b> We acknowledge the gap between intellectual capacity and emotional maturity. GATE is structured to not only provide high-velocity curriculum but ensure the social and emotional safety of students.</li> <li><b>Ceiling-less Inquiry:</b> During the REX Inquiry Block, GATE students are provided with increased complexity and Messy Problems that allow for Epistemic Agency. They serve as lead researchers, mentored by community Griots to ensure their high-level executive function is applied to real-world community impact.</li> <li><b>The 2e SPARK:</b> Twice exceptional (2e) learners receive integrated plans that provide Power interventions for their neurodivergence (e.g., Dyslexia) while simultaneously providing Passion extensions for their giftedness, preventing the Masking Effect or the conscious or unconscious suppression of natural responses and symptoms to appear typical or to meet societal expectations.</li> </ul>
<p>Ivy LEAP: Dyslexia Remediation Program</p>	<p>Power</p>	<p>Ivy LEAP (Language Empowerment &amp; Academic Proficiency) is a specialized, high-dosage clinical intervention designed specifically for students with Dyslexia or significant word-level reading deficits. Ivy Leap moves beyond standard Tier 1 instruction to provide the Power necessary for students to decode language and access the Passion of the broader curriculum.</p> <p><b>Methodology:</b></p> <ul style="list-style-type: none"> <li><b>Orton-Gillingham (OG) Immersion:</b> Utilizing the IMSE (Institute for Multi-Sensory Education) and UFLI (University of Florida Literacy Institute) approach, students receive explicit, systematic, and cumulative instruction. This engages the visual, auditory, kinesthetic, and tactile (VAKT) pathways simultaneously to strengthen the neural connections required for fluent reading (Al Otaiba et al., 2022).</li> <li><b>The Intensity Ratio:</b> To close the achievement gap, Ivy LEAP provides a specialized instructional dosage of 40 minutes daily in small, homogeneous groups during WIN Block, ensuring every student receives immediate corrective feedback and individualized pacing.</li> <li><b>Speech-to-Print Mapping:</b> Instruction emphasizes the articulatory mechanics of speech sounds, helping students map phonemes (sounds) to graphemes (letters) using mouth-position mirrors and tactile cues. This multisensory precision has been shown to accelerate decoding skills by up to 80% in students with language-based disabilities.</li> </ul> <p><b>Unmasking 2e Potential:</b> LEAP works in tandem with the GATE program for twice exceptional (2e) learners, providing the remediation needed to unmask their high-level</p>

	cognitive abilities, ensuring their disability does not act as a ceiling to their Epistemic Agency.
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This holistic approach ensures 100% of our graduates are prepared for academic success, leadership, and lifelong change. The synergy between the components drives our targeted outcomes:

- **Accelerated Academic Growth:** Brain-Based Teaching utilizes research-backed curricula to maximize proficiency, directly addressing the NSPF Index Score Indicator.
- **Equitable Access:** Personalization ensures that At Risk Students, English Learners (EL Achieve) and Students with Disabilities (using Unique Learning System curriculum) receive the specific dosage of support required to outperform state averages, aligning with the Student Group Comparison Indicator.
- **Graduates as Change Agents:** Our REX Block ensures students emerge as courageous leaders who can apply academic knowledge to real-world social justice and community needs.

c) **The outcomes and goals you expect to achieve for students and the school overall, and**

The Ivy is committed to earning a 4- or 5-star rating and to ensuring that all students succeed, including those from historically underserved student groups, by the end of our first charter term, by aligning our key features to what neuroscientific research states is best practice for increasing student achievement, memory and intrinsic motivation, but also the goals of the SPCSA K-3 Academic Performance Framework before transitioning to and Nevada School Performance Framework (NSPF).

At The Ivy we expect to achieve this for our students and overall:

Growth Phase	Primary Outcome Goal	Framework & Metric Alignment
Years 1–3 (K-2/3 focus)	Early Childhood Mastery	<b>Kindergarten Entry Assessment (KEA) Indicator:</b> ≥75% of Kindergarteners meet/exceed expectations on all 11 Teaching Strategies GOLD (TSG) dimensions by Spring.
Years 1–3 (K-2/3 focus)	Read-By-Grade-3 Proficiency	<b>Read-by-Grade-3 (RBG3) Indicator:</b> ≥48% of students reach Mid-on-Grade Level or above on the Spring i-Ready Diagnostic. We specifically target the Growth Comparison to Zip Code by ensuring students achieve i-Ready Stretch Growth targets.
Years 4+ (Adding 4-8)	4- or 5-Star NSPF Rating	<b>Nevada School Performance Framework (NSPF) Index Score:</b> Achieve an adjusted index score ≥65 through high Smarter Balanced Assessment Consortium (SBAC) proficiency and high Median Growth Percentiles (MGPs).
Years 4+ (Adding 4-8)	Closing Opportunity Gaps	<b>Student Group Comparison:</b> Outperform the local district MGP for English Language Learners (ELLs) Students with Disabilities (SWD) populations in both ELA and Math.

d) **Key supporters, partners, or resources that will contribute to your school’s success.**

The Committee to Form aims to achieve outcomes that will improve the long-term quality of life of all students served, including students with disabilities, particularly those with Language Based Disabilities such as Dyslexia, English Language Learners, economically disadvantaged students, at-risk students, gifted and talented students, and students above or below grade level. To meet these priorities, The Ivy is co-designed with our community and experts within the fields of education, reading acquisition, Science of Reading, Science of Math, Science of Human Behavior, Museum Based Instruction, Language Based Learning Disabilities, Autism and Special Education to leverage up to date brain based research and community assets so we can meet our community’s needs. Our executive leadership training and support through Opportunity 0180’s Propel Fellowship, the National Accelerator for Autism Charter Schools (NAACS,) the Tiny Fellowship, the Camelback Ventures Fellowship, Z Combinator Fellowship and the Nevada SchoolOps (School Operations) Fellowship as well as our research into brain based practices, museum based practices, neuroscience, memory and motivation has included working with experts, visits to innovative, high-quality schools from across the country and Las Vegas including Nevada Rise Academy, Futuro Academy, University Prep (Denver, CO,) Mountain Prep Fletcher (Denver, CO), Zeta Charter Schools (NYC) and the Arizona Autism Charter School (AZ.) Our collaboration and discussions with The Museum School of Avondale Estates (GA,) the Arizona Autism Charter School, former & current school leaders across Baltimore City Schools, DC Public Schools, Georgia, community members, community comment and empathy interviews within the Las Vegas community greatly

informed our model. Additionally we designed and implemented two pilots, K-3 Pilot (Brain Based Teaching and Learning/ Structured Literacy) and 4-8 (Brain Based Teaching and Learning/ Project based learning) pilots with the support of Opportunity 0180 Propel Fellowship, the Tiny Fellowship and community partners within Las Vegas area schools to inform best practices for students, staff, and community engagement that have ensured a culture of continuous growth and iterative improvement to our initial design plans. The Ivy is a member of the National Association of Museum Schools and the International Dyslexia Association to ensure that all students receive a high-quality education. The Ivy students excel using our community as our learning ecosystem, leveraging our neighbors, elders, organizations, and strategic partnerships. A full list of supporters and partners is provided in the Parent Community Involvement section.

- 3) Identify the statutory purpose(s)<sup>62</sup> that the school will fulfill and explain the alignment to the school's mission and vision. *(The six statutory purposes are: a) Improving the academic achievement of pupils, b) Encouraging the use of effective and innovative methods of teaching, c) Providing an accurate measurement of the educational achievement of pupils, d) Establishing accountability and transparency of public schools, e) Providing a method for public schools to measure achievement based upon the performance of the schools, and f) Creating new professional opportunities for teachers.)*

The Ivy's model is designed to fulfill three of the Nevada statutory purposes, as they directly align with our mission to unleash potential and pioneer a fusion of practices:

Improving the Academic Achievement of Pupils		
Mission/Vision	Connection	Ivy School Alignment
<b>Mission:</b> Ensuring 100% of our graduates are prepared for academic success.	<b>The Connection:</b> To achieve 100% success, we must remove the guessing game of traditional instruction by using methods proven to work for every brain.	<b>Applied Neuroscience (Brain Science) / Cognitive Compass (Power &amp; Passion):</b> We directly improve academic achievement by utilizing Brain-Based Teaching & Learning to ensure core standards are reinforced through Thematic, Cross-Curricular units. By integrating Multisensory Structured Literacy (Science of Reading) and CRA (Concrete-Representational-Abstract) Math, we minimize cognitive load and accelerate recall by up to 80%. This brain-aligned foundation ensures measurable growth in ELA and Math proficiency, leading directly to the NSPF's Academic Achievement Indicator and the successful culmination of the REX Inquiry Project.
<b>Vision:</b> Graduates emerge as courageous leaders and strategic innovators.	<b>The Connection:</b> Leadership and innovation are impossible if a student is hindered by academic gaps or emotional dysregulation.	<b>Personalization / SEL Boost (Purpose &amp; Passion):</b> We realize this vision through SPARK (a tiered MTSS) system that addresses the roots of nonachievement. Grounded in Self-Determination Theory and Polyvagal Theory, our SEL Boost (utilizing the SEE Learning Curriculum) provides the co-regulation necessary to up-regulate hypoaroused students and down-regulate hyperaroused students. By meeting essential needs for Autonomy and Relatedness, we reduce emotional noise, allowing at-risk populations and special groups (FRL, ELL, SWD) to expand their Window of Tolerance and transition from mere compliance to the intrinsic desire for academic mastery.

Encouraging the use of Effective and Innovative Methods of Teaching		
Mission/Vision	Connection	Ivy School Alignment
<b>Mission:</b> Pioneering a fusion of brain-based practices and museum inquiry.	<b>The Connection:</b> Innovation at The Ivy is defined by The Fusion—using neuroscience to unlock the brain so that museum inquiry	<b>Pioneering Pedagogical Fusion (Power &amp; Passion):</b> Our model represents a fundamental departure from traditional instruction by fusing Applied Neuroscience with Museum-Based Inquiry. This innovative method utilizes Object-Based Learning and Visual Thinking Strategies (VTS) to move beyond passive delivery. By treating the classroom as a living museum, we ensure students with language-based disabilities (such as Dyslexia) achieve mastery through an Inquiry Architecture that bridges concrete artifacts with

<sup>62</sup> [NRS 388A.246\(2\)](#)

	can deepen the mind.	abstract academic standards, accelerating recall by up to 80% through multisensory integration.
<b>Vision:</b> . . . Explores their Passion, uncovers their Purpose and grows the Power to learn, lead and thrive. . .	<b>The Connection:</b> To thrive in the 21st century, students must move beyond rote recall to become the expert of their own discoveries.	<b>Museum-Based Learning (The Ivy Inquiry Architecture):</b> We utilize the REX (Research, Evaluate, X-Factor) Block as our primary innovation vehicle. This model operationalizes a shift where the teacher moves from lecturer to facilitator/ partner for dialogue, and deep learning. Through our three-phase Inquiry Architecture—spanning Museum Inquiry (Sparking Wonder), Problem-Based Learning (Structuring Investigation), and Project-Based Learning (REX Results)—students partner with Griots to investigate artifacts and solve complex, community-based problems. This approach fosters Epistemic Agency, transforming the classroom into a laboratory of discovery where public-facing exhibits serve as authentic, Gold Standard evidence of 4- and 5-star academic performance.

Creating New Professional Opportunities for Teachers		
Mission/ Vision/ P <sup>3</sup>	Connection	Ivy School Alignment
<b>Mission:</b> Unleashing limitless potential through a fusion of brain-based practices and museum inquiry.	<b>The Connection:</b> A limitless mission requires a limitless teacher; we move beyond standard certification to train educators as clinical specialists.	<b>Specialized Practitioner Roles:</b> We create unique professional opportunities by requiring teachers to become practitioners in Applied Neuroscience and Inquiry-Based Museum Pedagogy. Ivy teachers operate as Teachers, utilizing specialized training in Multi-Sensory Instruction and Structured Literacy to serve students with language-based disabilities like Dyslexia, elevating their role to that of specialized clinical practitioners.
<b>Vision:</b> Graduates emerge as strategic innovators who build a more just world.	<b>The Connection:</b> To lead students toward innovation, teachers must first be given the space and time to be innovators themselves.	<b>Innovative Operational Design:</b> Our extended-day, 4-day school week provides teachers with dedicated, high-impact professional development and common planning time on the fifth day. This structure allows for deep collaboration with colleagues to co-design original, interdisciplinary projects, analyze data and develop professionally as well as design REX (Research, Evaluate, X-Factor) inquiry units.
<b>Pillar 3:</b> <b>Personalization</b> → <b>(Cultivating) The Curated Legacy</b> Empowering students to advocate for their needs and optimize their journey.	<b>The Connection:</b> Personalization for students requires advanced leadership from teachers who can manage complex data and specialized interventions.	<b>Instructional Leadership Pathways:</b> Ivy School empowers teachers through advanced roles such as ELL Teacher Leaders. By leading the implementation of SPARK, The Ivy's MTSS strategy and monitoring progress toward P3 Framework goals, teachers have clear, data-driven pathways for professional advancement within the charter school setting.

## 2.2 TARGETED PLAN

### 1) Building on the school's mission and vision, describe the community that the school plans to serve, including the intended student population and the educational options currently available.

Building on The Ivy's mission to unleash limitless potential and cultivate compassionate, socially just leaders, The Ivy will serve a high-need, diverse community spanning seven zip codes in Clark County, Nevada: 89030, 89032, 89101, 89104, 89106,

89107, and 89119. The data confirms that the community benefits from the addition of a high-quality option due to significant academic and demographic needs.

### Intended Student Population (Demographic Need)

Our intended student population demonstrates several demographic needs identified by the SPCSA:

- **Poverty/FRL:** Median household income across our target zip codes is significantly lower than the Clark County average of \$72,504, with poverty rates ranging from 10.70% to 28.30%. This indicates a high proportion of students qualifying for Free or Reduced-Price Lunch (FRL). We anticipate that 100% of our students will qualify for FRL.
- **English Language Learners (ELLs):** The population includes substantial percentages of ELLs. In multiple zip codes, the percentage of ELLs is close to or over 30%. One zip code (89104) has the largest percentage of ELLs (38.02%), which drives the need for effective multilingual instruction.
- **Racial/Ethnic Diversity:** The community is highly diverse, with a significant majority being Hispanic (ranging from 38.48% to 69.59%). The Black population is also a major group, reaching 37.48% in 89106.
- **Educational Attainment:** Low college attainment rates persist, with an average of only 10% across all zip codes having attained a bachelor's degree. This creates a clear need for a school focused on academic success and lifelong change.

Zip Code	% of 1-2 Star Elem/ Middle Schools	# of 4-5 Star Elem/ Middle Schools
89030	67%	2
89032	100%	0
89101	91%	1
89104	78%	1
89106	64%	0
89107	73%	0
89119	100%	0

Figure 2 Opportunity 180 Achievement Data 2024-2025

### Educational Options Currently Available (Academic Need)

The current educational landscape is characterized by a severe lack of high-performing options, making the proposal necessary to address the academic need: Geographies with Consistently Underperforming Schools. The statistics are disappointing.

- **Pervasive Underperformance:** Across the seven target zip codes, between 67% and 100% of elementary or middle schools are rated 1- or 2- stars. This figure is inclusive of both public & charter schools.

- **Lack of 4- to 5- Star School Choice:** Across the seven target zip codes, there are only four 4- or 5- STAR elementary or middle schools. For example, in 89030, only one elementary school and one charter middle school had a 4- or 5-star rating. However, in 89032, 89106, 89107 and 89119, there are no 4- or 5- star schools.

- **SWD Underservice:** The data, coupled with external legal findings, indicates local schools struggle to serve SWD. For example, in the 2021 *O.R. v.*

*Clark County Schools* <https://www.wrightslaw.com/law/art/nv.or.clark.county.dyslexia.htm> decision<sup>63</sup> against Clark County Schools District (CCSD) and, a new special education class action lawsuit filed on September 25, 2024, *C.W. v. Nevada Dept of Ed* alleges additional civil rights violations under the 20 U.S.C. § 1401 of the Education for All Handicapped Children Act of 1975.

- **GATE Access and the Deficit Perception:** While Nevada law emphasizes extending learning for high-achieving pupils, there is a pervasive under-identification of giftedness in high-poverty, minority communities. In our target zip codes, where 1- and 2-star schools predominate, advanced programming is often non-existent or a secondary concern to remediation.<sup>64</sup> Furthermore, in high-stress environments, giftedness can often be perceived as a deficit or a behavioral challenge. High-ability students who are not intellectually engaged often exhibit asynchronous development, where their cognitive speed outpaces their emotional regulation, leading to Hypoarousal (shutdown) or Hyperarousal (disruption) that traditional schools mislabel as defiance or lack of motivation.<sup>65</sup>
  - **Vulnerability to Manipulation and Exploitation:** The lack of specialized gifted programming creates a unique safety risk. Research indicates that gifted children in marginalized communities are at a higher risk for exploitation and manipulation by adults, including being recruited into criminal activities or gang structures. Because of their advanced executive functioning, strategic thinking, and ability to navigate complex social systems, these strategic innovators are often targeted by older individuals to act as lookouts, facilitators, or problem solvers within illicit networks. Without collaborative support, these students' potential is often

<sup>63</sup> <https://www.wrightslaw.com/law/art/nv.or.clark.county.dyslexia.htm>

<sup>64</sup> Plucker, J. A., & Peters, S. J. (2018): *Excellence Gaps in Education*.

<sup>65</sup> Ford, D. Y. (2021): *Recruiting and Retaining Gifted Students from Diverse Backgrounds*.

weaponized against them, leading to early involvement with the justice system rather than the academic success they are capable of achieving.<sup>66</sup> This vulnerability is rooted in Asynchronous Development—a gap between intellectual capacity and developmental maturity identified by Roedel (1984) that creates a masking effect of maturity.

- **The Risk:** A child may be able to discuss complex abstract concepts with an adult, leading the adult to treat them like a peer. This adultification makes the child feel uniquely seen and valued, but it masks the fact that the child still lacks the life experience and emotional maturity to recognize a predatory power dynamic.
- **The Risk:** Intense emotional responsiveness can cause a child to over-attach to an adult who provides positive reinforcement. If a gifted child feels purposeless or bored in a traditional classroom, a predator can provide a false sense of importance, authority, or belonging that the child desperately craves.
- **Grooming Tactic:** Predators often use intellectual grooming, engaging the child in high-level debates or specialized topics to build a special bond that the child's same-age peers cannot provide.

Consequently, while schools are often tempted to accelerate gifted students into higher grade levels based on academic parity, this practice frequently ignores their social-emotional needs. Placing a child with significantly older peers can cause emotional harm, exacerbate social isolation and increase the risk of exploitation due to the widened gap between their cognitive abilities and developmental maturity.

- **The Chronic Absenteeism Connection:** While Clark County reports a 28.2% chronic absenteeism rate, this figure often masks intellectual truancy among gifted students. Gifted learners in underperforming environments are at high risk for chronic absenteeism as a coping mechanism for chronic boredom and social isolation. When the school environment fails to provide a Window of Tolerance for this type of neurodivergent learner, these students often physically or mentally check out, leading to a loss of Epistemic Agency and a breakdown in school-student relatedness.
- **The Dropout Paradox:** Contrary to the assumption that high-ability students will be fine on their own, they are significantly more likely to drop out when their environment lacks complexity and safety. Studies show that up to 15% to 25% of high school dropouts are in the gifted range.<sup>67</sup>

### **The Hidden Need: Twice Exceptional (2e) Masking: 2e Under-identification**

In our target zip codes, 2e students—those possessing high cognitive potential alongside disabilities like Dyslexia or ADHD—suffer from a masking effect. In underperforming 1- and 2-star schools, giftedness often hides disability, or vice versa, leading to a total lack of specialized programming<sup>68</sup>. Minority students in high-poverty areas are statistically the least likely to be identified for either gifted or special education services<sup>69</sup>. Without an environment informed by Applied Neuroscience, these students face chronic Intellectual Truancy, leading to the high rates of Chronic Absenteeism and dropout risks noted in our demographic profile<sup>70</sup>.

<sup>66</sup> Kitsantas, A., et al. (2017). *The Exploitation of Intelligence: Giftedness and Delinquency*.

<sup>67</sup> Renzulli, J. S., & Park, S. (2020). *Giftedness and High School Dropouts*.

<sup>68</sup> Foley-Nicpon, M., Allmon, A. L., Sieck, B., & Stinson, R. D. (2011). Empirical investigation of twice-exceptionality: Where have we been and where are we going? *Gifted Child Quarterly*, 55(1), 3–17.

<sup>69</sup> National Association for Gifted Children (NAGC). (2022). *Ensuring Equity in Gifted Education: A Report on Identifying and Serving Neglected Populations*. Washington, DC.

<sup>70</sup> Baldwin, L., Baum, S., Pereles, D., & Hughes, C. (2015). Twice-Exceptional Learners: The United States Perspective. *Gifted Child Today*, 38(4), 206–214.

- **School Safety:** With a total enrollment of 301,697 students within CCSD, the incident figures according to the

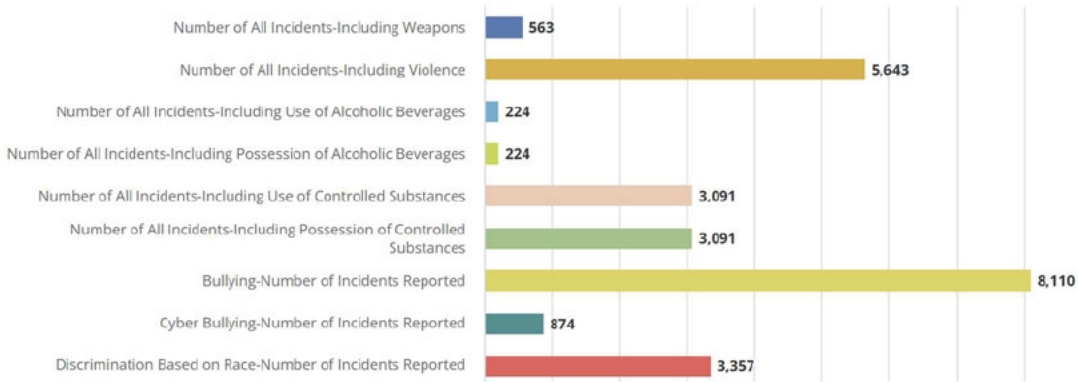


Figure 3 Nevada Accountability Portal Clark County School District Discipline Data 2024-2025

Nevada Accountability Portal reveal a significant impact on the student population, particularly regarding social and physical safety.

- Additionally, CCSD Chronic Absenteeism rate is 28.2%<sup>71</sup>.

When these raw numbers are contextualized against total enrollment, the statistical probability of a

student being involved in or witnessing these events becomes clear:

- **Bullying:** With 8,110 incidents, approximately *1 in every 37 students* is reported as being involved in a bullying incident.
- **Violence:** The 5,643 incidents of violence mean that roughly *1 in every 53 students* is affected by a violent act.
- **Race-Based Discrimination:** With 3,357 incidents, about *1 in every 90 students* experiences (reported.)
- **Weapons:** While the smallest category at 563, this still represents nearly *two weapon-related incidents for every 1,000 students*.

**A Special Note: The Reporting Iceberg (Gap) Effect**



- **The National Center for Education Statistics (NCES):** NCES’ data consistently indicates a significant Reporting Gap in schools. Their research shows that only about 36% to 40% of students who are bullied or experience discrimination notify an adult at school<sup>72</sup>. Applying a 3x multiplier is a conservative approximation of the incidents that never reach official school records.

- **The Pew Research Center:** Studies on student safety and digital/physical harassment often find that a majority of students do not report incidents due to a normalization of conflict or fear that adult

intervention will worsen the situation.<sup>73</sup> This supports the Iceberg Theory that official district data represents only the most visible, severe subset of student conflict.

- **The Iceberg Effect:** In a district of over 300,000 students, 3,357 reported incidents represent a 1-in-90 probability of *formal* involvement. However, the actual prevalence is likely closer to 1 in 30 students, as reported data usually only captures the most severe or public infractions that require administrative intervention.

<sup>71</sup> <https://nevadareportcard.nv.gov/DI/nv/clark/2025>

<sup>72</sup> National Center for Education Statistics (2022). *Student Reports of Bullying: Results From the 2019 School Crime Supplement to the National Crime Victimization Survey*. U.S. Department of Education.

<sup>73</sup> Pew Research Center (2022). *Teens and Cyberbullying 2022*.

The absolute reality is that a school cannot punish away biological survival responses. Instead, The Ivy is charged with providing the specialized environment necessary for students to navigate these challenges and shift back into a state of readiness for learning.

### **Our Collaborative Goal:**

This information is not stated to disparage the Clark County School District (CCSD) or other charter schools; rather, it is used to contextualize the biological, societal, and academic reality that our students navigate daily. The Ivy recognizes that the systemic challenges facing Southern Nevada—characterized by high rates of chronic absenteeism, academic underperformance, and community trauma—cannot be solved through a one-size-fits-all methodology. We embrace the proverb, *“It takes a village to raise a child.”* The Ivy serves as a specialized laboratory for Southern Nevada, piloting neuro-aligned solutions to benefit the broader educational community and help solve the systemic challenges facing Clark County.

### **Selected Strategic Memberships & Partnerships:**

To ensure high-fidelity implementation, we maintain active memberships and partnerships with leading organizations. This is not an exhaustive list. More about these and our other partnerships can be seen in Section 2.3, Question 6:

- **National Association of Museum Schools:** Supporting our commitment to Museum-Based Inquiry and Epistemic Agency.
- **International Dyslexia Association:** Ensuring our Ivy LEAP and SPARK programs remain at the forefront of literacy remediation.
- **Epic Change Education:** Collaborating within a consortium of new charter schools to pilot and share innovative solutions across the Las Vegas valley.
- **YMCA of Southern Nevada:** Providing essential institutional support through childcare and Culture Bridge programming to reduce logistical barriers for families.
- **NV Robotics @ DRI:** Providing training and VEX robotics kits to teachers to implement robotics programming, access to VEX/robotics lending library and support for 4<sup>th</sup> grade and onward Robotics Team.
- **Village of School Innovation:** The Ivy functions as an active participant in a national village of innovators, acknowledging that true student transformation requires a cohesive ecosystem of support that extends beyond our own walls. We maintain positive relationships for peer-to-peer collaboration with fellows and school founders from Z Combinator, National Association of Autism Charter Schools (NAACS), Opportunity 180, and Camelback Ventures. We leverage these relationships to ensure our P<sup>3</sup> Framework remains at the cutting edge of school design.

Our goal is to continue expanding these partnerships including with Clark County School District and fellow charter schools, sharing data-driven results from our Teacher Innovation Lab to help raise the bar for all students in Nevada.

The challenges present in Clark County, particularly within our targeted zip codes, represent more than just data points; they are the primary drivers of the P<sup>3</sup> Framework. Our P<sup>3</sup> Framework led to the development of our fusion of Applied Neuroscience & Museum Inquiry, as well as our SPARK (MTSS) and VINE (SWPBIS) frameworks. By acknowledging these challenges with transparency and in a spirit of partnership, we move beyond traditional schooling to provide a specialized, neuroscientifically informed environment. Through our cohesive ecosystem of support, we address the foundational physiological and safety gaps created by both reported and unreported trauma and neurodivergences specifically Language Based Learning Disabilities and Giftedness. This approach enables students to shift into the Window of Tolerance, which is necessary to transform these obstacles into the Power our students need to thrive.

The Ivy fills a unique program gap; **The Ivy is the first of its kind and the only brain-based or museum school proposed in Nevada.** The Ivy provides a demonstrably unique option that addresses the strong demand for quality alternatives, especially given the long waitlists at existing charter 4- & 5-star schools. In a district where 301,697 students face over 21,000 combined incidents of bullying, violence, and substance use, a Trauma-Informed approach is not just a bonus— it is a biological prerequisite for academic success. The Ivy’s Brain Based Museum model is specifically designed not only to address the extremely limited number of 4- or 5- star elementary and middle schools but to provide highly effective programming for all students, particularly those with Language Based disabilities such as Dyslexia. The Ivy also addresses the trauma and linguistic needs prevalent in these specific zip codes by giving students the tools to process their environment while equipping all students with the necessary Power, Passion, and Purpose to succeed.

2) Provide a brief executive summary of your educational model and how it meets the needs of the community you wish to serve.

The Ivy was founded to address significant academic and demographic gaps within the Las Vegas Valley, specifically serving zip codes 89030, 89032, 89101, 89104, 89106, 89107, and 89119. These target areas are characterized by a high concentration of consistently underperforming schools, with an average of 82% of schools in each zip code currently rated as 1- or 2-star institutions. Furthermore, the community faces average poverty rates of 20%, creating an urgent need for high-quality, free public options tailored to support English Language Learners (ELL) and Students with Disabilities (SWD).

### The Innovative Educational Model: The P<sup>3</sup> Framework

Our model represents a fundamental departure from traditional teacher-centered, lecture-and-listen environments through three core pillars:

- **Power (Applied Neuroscience & Multisensory Practice):** The Ivy utilizes Applied Neuroscience to remove emotional and cognitive barriers to learning. By integrating the Science of Human

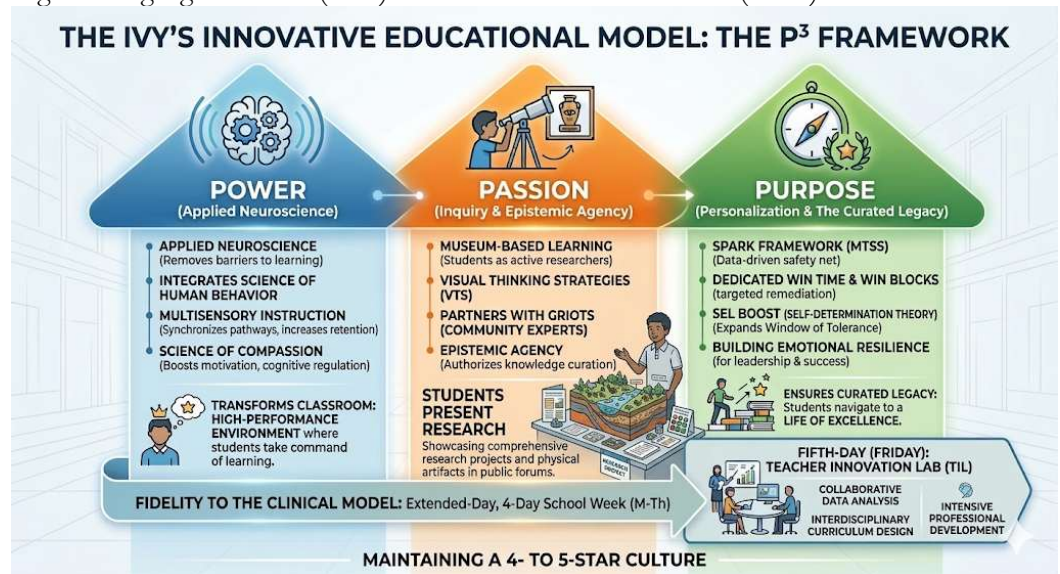
Behavior with high-dosage multisensory instruction, we synchronize visual, auditory, and kinesthetic-tactile pathways to accelerate memory and retention. This brain-aligned approach, rooted in the Science of Compassion, increases student intrinsic motivation and cognitive regulation, transforming the classroom into a high-performance environment where every child masters the tools to take command of their learning.

- **Passion (Inquiry & Epistemic Agency):** Through Museum-Based Learning and the REX (Research, Evaluate, X-Factor) Inquiry Block, students transition from passive consumers to active researchers. By utilizing Visual Thinking Strategies (VTS) and partnering with community Griots (experts), students develop Epistemic Agency—the authority to curate and evaluate knowledge. This culminates in public-facing museum exhibits where students demonstrate deep mastery of the Nevada Academic Content Standards through real-world application. Through Museum-Based Learning and the REX (Research, Evaluate, X-Factor) Inquiry Block, students transition from passive consumers to active researchers. By utilizing Visual Thinking Strategies (VTS) and partnering with community Griots (experts), students develop Epistemic Agency—the authority to curate and evaluate knowledge. This culminates in public-facing museum exhibits where students demonstrate deep mastery of the Nevada Academic Content Standards through real-world application.
- **Purpose (Personalization & The Curated Legacy):** To ensure every child curates a life of excellence, our SPARK (MTSS) framework provides a data-driven safety net. Through dedicated WIN (What I Need) Time and WIN Blocks, we provide targeted, personalized remediation that removes academic barriers in real-time. This is synchronized with an SEL Boost—grounded in Self-Determination Theory—to expand the student's Window of Tolerance, building the emotional resilience and self-advocacy necessary for long-term leadership and success.

To ensure absolute fidelity to this clinical model, The Ivy utilizes an extended-day, 4-day school week (Monday through Thursday). The fifth day is reserved for our dedicated Teacher Innovation Lab. This provides our educators with unparalleled professional opportunities for collaborative data analysis, interdisciplinary curriculum design, and intensive professional development to maintain a 4- to 5-star culture.

### Measuring Success: Phased Accountability

The Ivy is committed to achieving a 4- or 5-star rating. As we scale from K–2 to K–8, our success will be measured through a technically aligned, phased approach.



- **K–3 Framework Phase (Years 1–3):** During the initial years, we aim for maximum points in the Kindergarten Entry Assessment (KEA) and Read-By-Grade-3 (RBG3) indicators.
- **Standard NSPF Phase (Years 4+):** As we add upper grades, we will transition to the standard Nevada School Performance Framework (NSPF) star rating, driven by rigorous Smarter Balanced (SBAC) proficiency and growth targets.

### Strategic Wrap-Around Services: Leveraging YMCA Community Partnerships

The YMCA of Southern Nevada leverages a high-capacity network of community, municipal, and philanthropic partnerships to provide Ivy School Families with a comprehensive Safety Net of wrap-around services. This structure ensures that non-academic barriers—such as food insecurity, healthcare access, and childcare instability—are addressed in real-time, allowing students to focus on academic Power.

### Integrated Partnership Ecosystem

The YMCA acts as a central hub, connecting families to a myriad of specialized resources through established collaborative agreements:

- **Financial Accessibility & Subsidies:** The YMCA partners with a variety of agencies such as Medicaid Plan Providers SilverSummit and UnitedHealthcare as well as other agencies to provide facilitate childcare subsidies, Y Memberships, and 4 weeks of free Summer Camp. This ensures that high-quality early learning and wrap-around care remain affordable, removing financial barriers for Ivy students, who are anticipated to be 100% FRL.
- **Health & Wellness Navigation:** Through partnerships with local insurance providers and healthcare organizations, the YMCA offers families access to health and fitness screenings, Medicaid-supported targeted programs, and physician-led seminars. Preschoolers also receive free swimming lessons, promoting physical safety and drowning prevention.
- **Food Security Network:** In collaboration with regional food banks and distribution partners, the YMCA provides thousands of free meals and snacks to students and families, directly combating food insecurity within the urban core.
- **Emergency & Crisis Support:** The YMCA maintains deep ties with Clark County and North Las Vegas municipalities to respond to local issues. This includes facilitating access to rental assistance, COVID-19 testing, and wellness checks for seniors within the family unit.
- **Specialized Student Advocacy:** Strategic partnership allows the YMCA and The Ivy to use data to intentionally serve the county's most severe childcare deserts, ensuring that resources are deployed where the academic and demographic need is greatest.

### The Whole Family Impact

By integrating these wrap-around services into the daily campus life, the partnership fulfills the Purpose pillar of the P<sup>3</sup> Framework:

- **Parent-Teacher Relationships:** Utilizing a secure platform for real-time updates and photos, the partnership builds trust and transparency with caregivers.
- **Collective Social Responsibility:** Families are invited to participate in family engagement events and volunteer opportunities, fostering a sense of Relatedness and belonging that drives student intrinsic motivation.
- **Removing Attendance Barriers:** By providing on-site care through community partners, the school mitigates common causes of chronic absenteeism, supporting the school's NSPF growth targets.

### 3) Describe how the proposal meets at least one of, and preferably multiple, academic, or demographic needs identified in the SPCSA's Academic and Demographic Needs Assessment<sup>5F74</sup>: 1) Demographic Need, 2a) Academic Need: Geographies with Consistently Underperforming Schools, and/or 2b) Academic Need: Students at Risk of Dropping Out of School. *For details on the identified needs, refer to the [SPCSA's Academic and Demographic Needs Assessment](#).*

The Ivy's proposal is explicitly designed to meet all three needs identified in the SPCSA's 2026 Academic and Demographic Needs Assessment by establishing a high-quality option in the high-priority Las Vegas Valley corridor.

### Demographic Need: Historically Underperforming Groups

<sup>74</sup> [NRS 388A.220\(6\)](#) and [NRS 388A.249](#)

The school is intentionally designed to serve and accelerate the academic growth of student groups that historically perform below state averages in Math and ELA. Our target service area (Zip Codes: 89101, 89104, 89106, 89107, 89119, 89030, 89032) demonstrates acute need:

- **Economically Disadvantaged (FRL):** The area features poverty rates ranging from 10.70% to 28.30%. To alleviate barriers to access, The Ivy will provide meals through the National School Lunch Program (NSLP) and provide student transportation.
- **English Language Learners (ELLs):** These zip codes have substantial ELL populations, a group that historically demonstrates significant proficiency gaps.
- **Students with Disabilities (SWD):** The Ivy utilizes Pillar 1 (Power/Brain Science → Cognitive Compass) and Pillar 3 (Personalization → SPARK/MTSS & SEL Boost) to provide the robust, tailored support necessary to drive growth for this historically underperforming group.

#### Academic Need (2a): Geographies with Consistently Underperforming Schools

The Ivy directly addresses the need for high-quality alternatives in inadequate geographies.

- **Location Rationale:** Between 67% and 100% of schools in our target zip codes are rated 1- or 2-stars (defined as consistently underperforming).
- **Critical Choice Gap:** Specifically, four of our target zip codes (89032, 89106, 89107, and 89119) currently have zero 4- or 5-star schools available to families.
- **Establishing Trust:** By partnering with local Griots (community experts), we build upon identified community assets to ensure our museum model is culturally relevant and responsive.

#### Academic Need (2b): Students At Risk of Dropping Out

While beginning as a K–2 school, The Ivy proactively addresses dropout risk by focusing on the most critical early indicator: 3rd-grade literacy.

- **Early Intervention:** Research indicates that students who do not read proficiently by 3rd grade are four times more likely to leave school without a diploma.<sup>75</sup>
- **Pillar 1 Strategy:** Our Power pillar utilizes Applied Neuroscience and Multisensory Practice to ensure students hit foundational reading milestones, putting them on a long-term trajectory toward high school completion and economic success.

### 2.3 PARENT AND COMMUNITY INVOLVEMENT

#### 1) Describe the Committee to Form or CMO's ties to and/or knowledge of the target community. *Please see full resumes in Attachment 1.*

The Ivy Committee to Form is a unique collective of individuals who have been personally impacted—either directly or through our loved ones—by disability and/or neurodivergence. For this committee, founding The Ivy was never a resume builder; it is the culminating sum of our lived experiences and a relentless passion for transforming the educational trajectory of all students.

We recognize that for many in our community, the traditional system has been a place of invisible struggle. By moving beyond a standard administrative approach, we leverage our collective Power, Passion and Purpose to architect a school that is a sanctuary for diverse learners. The Ivy is our Curated Legacy—a commitment to ensuring that every student in Clark County is seen, regulated, and empowered to emerge as a strategic innovator in a more just world.

Committee to Form Member	Expertise	Ties to the Community
Kimberly Jackson Proposed School Leader	Proposed CEO/ Head of School	Kimberly Jackson is a seasoned veteran in education, world ranked slam poet and award winning writer. Ms. Jackson holds licenses across 3 states with certifications in Birth-8th Grade (all subjects,) English 7-12, Speech 7-12, Theater 7-12, Principal and Superintendent. Additionally, she has completed training in Orton Gillingham (K-2, 3-6 and Writing/Grammar,) received extensive training and has an expert level of expertise in Common Core, Differentiated Instruction, Arts Integrated

<sup>75</sup> Hernandez, D. J. (2011). *Double jeopardy: How third-grade reading skills and poverty influence high school graduation*. The Annie E. Casey Foundation.

		<p>Instruction, Problem Based Learning (PBL) and Project Based Learning (PjBL.) She has been a teaching artist, taught a variety of subjects across Pre K - 8th Grade, has served as a School Turnaround Principal, a Founding Principal, as a Special Education Advocate (with specialties in Dyslexia, Autism &amp; Mental Health,) chaired the Student Support Team (Baltimore City Public School's Tier 3 MTSS Programming &amp; 504 Coordination) designed systems and processes for progress monitoring and tracking student progress through the implementation of Student Support Plans (Intervention Plans,) 504 Plans as well as IEPs. As a School Turnaround Specialist, working with 9 of the lowest performing elementary schools in Washington, DC, Ms. Jackson wrote Needs Assessments, supported Principals in writing School Improvement Plans and tracking progress. Her work also consisted of evaluating schools in turnaround, providing feedback. She served on the team designed the evaluation tool used to evaluate turnaround schools for OSSE (Office of the State Superintendent of Education, Washington, DC.) Her work with teams has led to double digit gains in both English and Math and has also included evaluating literacy programming and restructuring Special Education programming to ensure compliance. Additionally, as a grade level administrator, Ms. Jackson served as the de facto, on-site disciplinary hearing officer for her assigned grade level, conducting investigations, writing recommendations / referrals and running the hearings. She also served on the IEP Team, sitting in and supporting IEP meetings and manifestation hearings.</p> <p>While Ms. Jackson has vast experience in education, her journey began as a child watching loved ones struggle in school with undiagnosed neurodivergences (Dyslexia &amp; Autism) and the impact of the lack of supports on their lives. Protecting the rights of students with disabilities became natural and necessary. However, it was becoming disabled &amp; neurodivergent from a stroke that reenergized her dedication to protecting the rights of those with disabilities and neurodivergences. Waking up from the stroke, she learned she now had Aphasia, a language disability that affects her ability to read, write, speak and comprehend language. With a lack of support from the medical field, but a background in remediating, Ms. Language Based Disabilities now had to remediate her own Language Based disability. Finding success in her recovery using these same strategies led her to want to pursue creating a school for kids who needed them just as much as she did when she suddenly struggled to read. Ms. Jackson became an award winning poet with multiple publications after acquiring Aphasia.</p> <p>Since her move to Las Vegas, Ms. Jackson was a fellow with Opportunity 0180's Propel Fellowship and Nevada School Operations Management Fellowship in addition to the Tiny Fellowship, the National Accelerator of Autism Charter Schools Fellowship, Z Combinator Fellowship and Camelback Ventures Fellowship &amp; Funding. She is also a member of Education Leaders of Color. Ms. Jackson has developed deep connections within the community, having conducted two pilots in partnerships with local Las Vegas schools and organizations.</p>
Shannon Yvette Blaess, Proposed Board Member	Parent, Dyslexia Advocate	Shannon Blaess, known affectionately as Yvette, is a visionary nonprofit founder and passionate advocate for neuro-inclusive learning, whose work is deeply rooted in her personal journey as a learner with ADHD and Dyslexia. Diagnosed in the third grade, Yvette navigated the challenges of a traditional system that often failed to see her potential, eventually teaching herself the strategies necessary for academic and professional success. This firsthand experience while also successfully modeling and competing in national pageants perfectly illustrates the Iceberg Effect of learning differences—where the internal struggle is often invisible to the outside world—became the primary driver for her lifelong mission to ensure no child is defined by their diagnosis.

		<p>Mrs. Blaess founded the Nevada Chapter of Decoding Dyslexia. Through collaboration and determination, Decoding Dyslexia has built a community where families feel empowered, educators receive resources, and children discover their potential. Decoding Dyslexia strives to ensure that every child with dyslexia in Nevada has access to the tools, understanding, and opportunities they deserve.</p> <p>Beyond her local work, Mrs. Blaess serves as a global ambassador for The Dyslexia Foundation, traveling internationally to share her story and advocate for systemic change in how the world perceives and supports diverse learners. At The Ivy, Mrs. Blaess leverages her unique fusion of activist energy and executive leadership to ensure the school remains a village for every student. Her leadership ensures that the P<sup>3</sup> Framework is not just an academic strategy, but a lived commitment to unleashing the limitless potential of every strategic innovator, regardless of their starting point.</p>
Amaya Bleu Proposed Board Member	School Founder of Foothills Montessori (retired)	<p>With over two decades of experience shaping young minds through the Montessori method, Amaya Bleu is a dedicated teacher and impactful educational leader. Her entrepreneurial spirit led to the successful founding and launch of a private Montessori school, Foothills Montessori School, in Henderson, NV, where she cultivated a thriving learning community as well as managing all day-to-day operations, including instruction, compliance and Human Resources. Ms. Bleu's deep expertise encompasses not only school leadership and core Montessori principles but also innovative World teaching &amp; learning approaches<sup>76</sup>, practical world teaching methodologies, and the intricacies of school founding. After retirement, Ms. Bleu traveled Europe providing schooling using Montessori techniques for American expat families and gained the valuable insights when she shifted to museum archiving. As a painter, sculptor, ceramicist and owner of Bleu Raven Fine Art, Amaya harmonizes the beauty of the natural world with the expressive power of her chosen mediums. Her career reflects a commitment to fostering holistic development and a lifelong love of learning.</p>
Ayesha Mehdi Proposed Board Member	Legal	<p>Ayesha Mehdi, JD, MHSA, is a Partner in Charge at a Las Vegas area law firm, bringing a unique blend of legal and healthcare administration expertise to her practice. Mrs. Mehdi is a 2025 graduate of the LL.M. in National and Global Health Law. She is originally from Pakistan. Mehdi graduated with honors from Walsh College of Accountancy and Business Administration in Michigan with a bachelor's degree in business administration. She earned a master's degree in health services administration and a J.D. from the University of Kansas, where she is currently serving her second term on the law school's Board of Governors.</p> <p>Mrs. Mehdi provides comprehensive corporate and regulatory counsel to healthcare entities, guiding them through complex transactions, compliance matters, and regulatory challenges. Additionally, Mrs. Mehdi serves as a trusted legal advisor to entrepreneurs and growth-focused companies in Nevada and nationally (as permitted by law), offering strategic guidance for their business objectives. Throughout her career, Mrs. Mehdi has actively volunteered in leadership roles, including vice president of the Las Vegas South Asian Bar Association and chair of the American Bar Association's Healthcare Fraud &amp; Compliance Interest Group. In addition to her private practice, Mrs. Mehdi devotes time to pro bono cases through collaborations with the Legal Aid Center of Southern Nevada's Children's Attorneys Project and the American Civil Liberties Union.</p>
Jacinta Raines	Human Resources	<p>Jacinta Raines is a dynamic Human Resources Director with a proven track record of building high-performing HR departments from the ground up. Earning her</p>

<sup>76</sup> World teaching strategies refer to comprehensive, often globally informed, pedagogical approaches and methods that educators use to create engaging learning environments, foster critical thinking, and meet diverse student needs. These strategies are designed to prepare students for a rapidly changing world by connecting classroom lessons to real-world topics, cultural awareness, and active learning.

Proposed Board Member		bachelor's degree in education but later switching to Human Resources, she has expertise in talent acquisition, employee relations, and strategic change management, successfully scaling organizations to over \$300 million in revenue. Ms. Raines' experience spans leadership roles at UnitedHealth Group, AbbVie, and Providence Cedars-Sinai, where she implemented data-backed strategies that reduced organizational turnover by 18% and enhanced productivity by 86%. She holds a Master of Arts in Human Resource Management and a bachelor's degree in education.
Jeneana Ponder Proposed Board Member	Special Education / Education	Jeneana Ponder is a results-driven educational leader with over 10 years of experience specializing in program management, instructional coaching, and special education advocacy. She currently serves as a Special Education Coordinator and Program Compliance Manager at a Las Vegas area school, where she successfully reduced IEP compliance violations by 70%. Her extensive background includes serving as a Director of Student Support Services and an Instructional Coach, supporting over 200 teachers in implementing high-impact teaching strategies. Mrs. Ponder holds a Master of Education in Educational Leadership and Innovation as well as a master's in special education. She is a Harvard Data Wise Institute Fellow and holds a Nevada School Administrator Certification.
Dr. Andre Ponder Proposed Board Chair	Education/ Finance	<p>Dr. Andre L. Ponder is a seasoned educator, veteran, and transformational leader with a career rooted in service, equity, and empowerment. He is the former Director of the Battle Born Youth ChalleNGe Academy and the current CEO of Meant to Lead (Mn2Ld)—an inclusive mentoring and educational leadership platform committed to nurturing and elevating diverse voices in education and student leadership.</p> <p>With a strong foundation in education, Dr. Ponder launched his career as a classroom teacher at Arthur Ashe Middle School before transitioning into administrative roles at Forest Glen Middle School. He has held key leadership positions across the globe, including serving as a Western Male Principal for the Abu Dhabi Department of Education and Knowledge/Ministry of Education in the United Arab Emirates. In the United States, he has served as a district superintendent in both Arizona and Nevada, where he led strategic initiatives to improve student outcomes and organizational culture.</p> <p>Dr. Ponder is also a veteran and former law enforcement officer, having proudly served as a Sergeant in the United States Army and the Florida Army National Guard. His diverse leadership experience informs his commitment to structure, accountability, and servant leadership—values he consistently models in every professional setting.</p>
Maya Wilson	Proposed Board Member	Maya Wilson's work in finance and now in college admissions has allowed her opportunities to reach both students and professionals across the US. Having seen what the final outcome has been for students who have Language Based Disabilities, are FRL, multilingual learners, Mrs. Wilson is dedicated to ensuring that every student has access to an educational environment that prioritizes their emotional safety and neurological needs before they reach the point of crisis in adulthood. Her goal is to ensure all Ivy students are prepared to be successful in college, career and beyond.

**2) Describe the role to date of parents and community members in the development of this application. What specific strategies have been implemented to engage parents and community members? Provide specific examples of how input from parents, neighborhood and community members has impacted the application.**

**Parent and Community Involvement to Date**

The development of The Ivy's application has been a collaborative co-design process, deeply informed by the insights of parents, students, educators, and community advocates from 2024 to 2026. We have spoken to over 200 families (please see

Attachment 15 for sign in sheets.) This comprehensive engagement strategy ensured that our core pillars—Power (Brain Science), Passion (Museum Inquiry), and Purpose (Personalization)—are direct reflections of the community’s authentic needs and aspirations.

### Multifaceted Engagement Strategy

To capture a diverse range of perspectives, the Committee to Form utilized a meeting them where they are approach:

- **Targeted Advocacy Groups:** Conducted listening sessions at Dyslexia Parent Meetups, Special Education attorneys, school founders and partnered with organizations such as the WIC office to understand the specific gaps in local special education services.
- **Grassroots Outreach:** Tabled at high-traffic community hubs, including John’s Incredible Pizza and the YMCA, to engage in organic 1 on 1 empathy interviews with over 50 families and students regarding their current school experiences and future desires.
- **Educational Pilot Programs:** Launched two distinct pilots to test our theory of action. These pilots served as laboratories of engagement, allowing us to gather real-time feedback from students on our multisensory and project-based approaches.
  - **Pilot 1 (Reading Acquisition):** Evaluated brain-based practices, specifically using IMSE’s Orton Gillingham Structured Literacy Programming for ten 3rd graders reading between a 1<sup>st</sup> and 2<sup>nd</sup> grade level. **Result:** 92% of students participating demonstrated growth, with one student testing out of reading intervention within four weeks.
  - **Pilot 2 (Engagement & Retention):** Tested the impact of project-based learning and the Science of Compassion through poetry chapbook publication. **Result:** 100% of students, including a primarily non-verbal student with a developmental delay—successfully identified parts of speech and produced original work. Students become 100% proficient in parts of speech. Engagement data showed students were on-task at least 80% of the time, overcoming prior struggles with persistence. Students produced a poetry chapbook that was published by AvantPop Books, a local book publisher.
- **Practitioner Roundtables:** Engaged local educators to identify what professional supports are either missing in traditional settings, or they would like to have access to, leading directly to the creation of our fifth day Friday being a whole day Teacher Innovation Lab.

### Top Key Findings from Stakeholder Engagement:

- **Desire for Specialized Support:** Parents consistently expressed a critical need for educators trained in evidence-based interventions for dyslexia (e.g., Orton-Gillingham) and instruction aligned with how the brain learns.
- **Need for Inclusive Learning:** Students highlighted a desire for hands-on, engaging environments where accommodations are destigmatized, and interdisciplinary projects replace passive instruction. Dyslexic students reported that accommodations & interventions they received were embarrassing. For example, a 12<sup>th</sup> grade student stated she received access to a Dyslexia Pen (a device that will read text when you glide it across the passage.) However, the pen read slowly, and she could not put on earbuds to listen to it privately. All the other kids heard it read to her and it was embarrassing. She also stated she would rather refuse the intervention than deal with the teasing. Her mother stated that as a family, they took many trips to historical sites. She stated visiting those sites and having hands on experiences (such as going to a Civil War reenactment when visiting Virginia) were much more powerful because she was actually doing something she enjoyed, rather than just struggling to read about it in a textbook that made her feel different from everyone else.
- **Importance of Holistic Development:** Stakeholders emphasized the significance of emotional well-being and a positive school culture with clear, structured expectations and restorative practices.
- **Need for Childcare:** Stakeholders expressed a need for affordable & high quality childcare.
- **Desire for Integrated and Protected time for English Language Development:** Parents of multilingual learners expressed a desire for more supports and direct instruction in English Language Development.
- **Need for Learning Opportunities for Gifted Students:** Parents expressed they felt their child was held back because the focus was only on kids who were struggling. Parents felt their children were not getting advanced material and remaining stagnant.
- **Need for Safety:** Students stated that bullying was a problem, especially when students are struggling with work.

### From Input to the P<sup>3</sup> Framework

This engagement was not merely performative; it fundamentally shaped the school's design:

- **Power:** Feedback from parents of neurodivergent students led to the adoption of Structured Literacy, CRA Math and EL Achieve as Tier 1 universal strategies.
- **Passion:** Direct interviews with students revealed a profound desire for hands-on, experiential learning, which solidified our Museum-Based Inquiry model and integration of both problem based learning and project based learning.
- **Purpose:** Conversations at the YMCA regarding the Childcare Desert in our target zip codes informed our YMCA Partnership and the integration of wrap-around care.
  - **Destigmatized Interventions:** Students' feedback regarding the embarrassment of pull-out services led to developing our WIN Time. Additionally, so no child feels singled out for remediation we have designed our classroom instruction and ethos to incorporate the Science of Human Behavior and provide interventions and accommodations for all students. We also selected the SEE Learning curriculum to integrate the Science of Compassion.
- **English Language Development (EL Achieve):** Community data regarding high ELL populations in zip codes like 89101 and 89030 and empathy interviews with families of multilingual learners led to the implementation of EL Achieve to ensure explicit language support for academic success.
- **Restorative Culture:** Parent requests for a more positive communication loop informed our SEL Boost and VINE, our SWPBIS, incorporating Restorative Justice and consistent positive reinforcement.

3) Describe how you would continue to engage parents, neighborhood and community members from the time the application is approved through the opening of the school and once the school is operating. What specific strategies would you rely on to establish buy-in and to understand and respond to parent priorities and concerns during the transition process and post opening?

The Ivy's strategy for engaging parents, neighborhood, and community members is phased and driven by the P<sup>3</sup> Framework (Power, Passion, Purpose) to ensure a safe and positive school, strong partnerships, and continuous responsiveness to the Las Vegas community.

#### Incubation Year: Establishing Buy-In and Foundation

During the Incubation Year, the focus is on maximizing enrollment, buy-in and ensuring families understand the Science of Learning behind our model.

P <sup>3</sup> Alignment	Strategy	Activity & Buy-In Mechanism
Power (Accessibility)	Targeted Neighborhood Outreach	We will table at preschools, daycares, Mommy & Me groups, and summer camps. We will connect with churches so that we can table at their vents and partner with local restaurants during their Kids' Night events. Additionally, we will hold school tours, send out mailers and emails, and conduct door-to-door campaigns. Moreover, we will conduct multilingual recruitment and info sessions specifically within community centers in zip codes to secure necessary enrollment and ensure families in poverty have equal access. Lastly, we will conduct Mobile Enrollment Tours, creating Mobile Enrollment Centers within community spaces such as libraries and community centers where families can register their child.
Passion & Power (Model Education)	Neuroscience Workshops	Host Brain-Based Learning for Parents workshops to explain the WIN Block and REX Inquiry, Educational Workshops for Parents. Ivy Family Gatherings and Get to Know.
Purpose (Governance)	Founding Owl's Nest (Parent Teacher Organization or PTO)	Establish the Owl's Nest, our version of Parent Teacher Organization.

#### Operational Phase: Sustaining Academic Partnership

Once operating, engagement shifts toward shared ownership of student success through the Passion and Power pillars.

- **Meaningful Involvement (Griots):** Parents and community members are invited to serve as Griots (community experts), sharing their expertise during REX Inquiry cycles. This transforms parents from passive observers into active curriculum partners.
- **Museum Nights:** Families participate in public exhibitions where students present their curated projects. This allows parents to witness Power (academic mastery) in action.
- **Note on Volunteering:** While involvement is encouraged, The Ivy adheres to state laws ensuring there are no volunteering requirements as a condition of enrollment.
- **Student Performances and Festivals:** Once the school launches, we will also hold student performances such as Recitals, Fall Festival, Winter Festival, Black History Festival, Latinx Heritage Festival, and Spring Festival.

### Responsiveness and Feedback Mechanisms

The Ivy maintains a culturally responsive Open Door philosophy to address parent priorities.

- **Responsive Feedback Loop:** We utilize regular, multilingual surveys and quarterly Town Halls to understand parent concerns. An ELL Family Liaison is dedicated to facilitating outreach for non-English speaking households.
- **Special Needs Collaboration:** Families of Students with Disabilities (SWD) are engaged through flexible IEP meeting schedules and clear, accessible explanations of performance data, protecting their rights to active participation.
- **Objection Process:** The Ivy maintains a transparent process for resolving objections to policies. Stakeholders first meet with the School Leader; if unresolved, a formal written grievance is submitted for Governing Board review, ensuring accountability.

#### 4) What programs, activities, and procedures will be implemented to encourage the participation of all parents, including parents of students with disabilities and English language learners?

At The Ivy, we believe parents are the primary Griots or the experts of their child's history and storytellers of their children's lives. To ensure every child cultivates their legacy, we implement a tiered system of parent engagement that mirrors our P<sup>3</sup> Framework (Power, Passion, Purpose), focusing on removing barriers to participation.

### Universal Programs for All Parents

- **The Owl's Nest:** We will establish a formal PTO called The Owl's Nest (after our mascot, Odie the Owl) to provide input on school-wide priorities. Meetings are held with flexible scheduling (evening and virtual options) to accommodate working families.
- **Principal Selection:** Opportunities to join the Principal Selection team and have their voice heard in leadership selection.
- **Griot Mentorship Integration:** Parents are invited to collaborate in identifying and vetting community Griots (experts) who can provide safe, high-level intellectual outlets for their child's strategic talents. This partnership protects all students, particularly gifted students, from external exploitation by anchoring their need for Impact within a supportive school-home ecosystem.
- **Science of Learning Workshops:** To build parental Power, we host quarterly workshops where Teachers explain the Brain-Based Museum Model, teaching parents how to use multisensory anchors and the VINE (our School-Wide Positive Behavioral Interventions and Supports or SWPBIS with students being members of the P3 Squad) System reinforcement strategies at home.
- **Exhibitions of Passion (Museum Week):** Quarterly Museum Week Exhibitions where our students become docents<sup>77</sup> of showcasing their research and student REX projects. This transform parents from passive observers into active audience members and evaluators of student mastery.
  - **The Ivy Student Docent: From Explorer to Expert**
    - At The Ivy, a Student Docent is an Explorer who has achieved mastery within a REX (Research, Evaluate, X-Factor) cycle and transitioned into the role of community educator. During Museum Week, students move beyond the role of learner to become the authoritative guides of not only their own discovery, but of the knowledge they have.
  - **The Docent's Mandate during Museum Week**

<sup>77</sup> At a museum, a docent is a volunteer or staff member who serves as a professional guide and educator. They are the vital link between the museum's complex collections and the visiting public. At The Ivy

- **Knowledge Reciprocity:** Docents serve the Owl's Nest and the broader community by giving their learning back, ensuring that knowledge at The Ivy is a shared public resource rather than a private academic exercise.
- **Interpretive Facilitation:** Rather than simply reciting facts, Student Docents use inquiry-based techniques to engage visitors, prompting them to think critically about the artifacts and findings displayed in the galleries.
- **The Artifact Narrative:** Every Docent is responsible for interpreting their REX Project or Signature Artifact, explaining the Cognitive Compass (the process/struggle) and the Relatedness (the real-world impact) of their work.

### Specialized Procedures for English Language Learners (ELLs)

- **Multilingual Communication:** All school-to-home communication, surveys, and the Parent-Student Handbook are provided in both English and Spanish.
- **ELL Family Liaison:** A dedicated staff member facilitates outreach, ensuring non-English speaking households understand WIDA scores and program placement decisions.
- **Bilingual Workshops:** We offer specific sessions on the EL Achieve, empowering parents to support English Language Development while maintaining native language pride.

### Dedicated Support for Parents of Students with Disabilities (SWD)

- **Collaborative IEP/504 Process:** We move beyond compliance by offering Friday (in person or remote) IEP/504 meeting schedules and providing parents with clear, visual performance data from AimswebPlus and iReady before meetings.
- **SPARK Team Consultations:** Parents of students in SPARK Tier 3 meet monthly with the SPARK Team to co-create and monitor individual student support plans, ensuring a seamless bridge between school and home behavioral engineering.

### Dedicated Support for Parents of Gifted & Talented Students

- **2e Synergy Consultations:** For parents of Twice Exceptional (2e) learners, we facilitate integrated meetings that address both the student's Power needs (remediation for disabilities like Dyslexia) and Passion needs (acceleration for giftedness). This prevents the Masking Effect where a child's brilliance hides their struggle, or vice versa.
- **SPARK Team Consultations:** Parents of students in SPARK Tier 3 meet monthly with the SPARK Team to co-create and monitor individual student support plans, ensuring a seamless bridge between school and home behavioral engineering.
- **Asynchrony Advocacy Training:** We provide specialized workshops for parents to understand Asynchronous Development—the gap between their child's advanced intellect and their emotional maturity. These sessions help families navigate the unique social-emotional needs of high-potential children.

### Proactive Procedures to Reduce Barriers

- **No-Cost Participation:** In strict adherence to NAC 388A.538(1), The Ivy prohibits requiring family volunteering as a condition of enrollment. All activities are designed to be voluntary and accessible, with the school providing childcare and meals during major evening events to ensure economically disadvantaged families (FRL) can attend.

### Student Onboarding

The Ivy utilizes a strategic, three-phase onboarding journey designed to transition applicants into Explorers before their first day of instruction. This proactive model ensures that the Cognitive Compass (Power) is calibrated and a sense of Relatedness (Purpose) is established early.

- **The Ivy Tour:** All prospective families participate in a guided tour of The Ivy Campus. This is not a passive walk-through; it is an interactive introduction to the REX Labs and Museum Galleries, allowing students to see where their Explorer's Journey will begin.
- **The Practice Day (Pre-Opening):** Students and parents engage in a Simulated School Day. During this session, families meet their teachers, walk through their personalized schedules, and practice their classroom's core routines, learn the rules and learn about rewards within The VINE such as Hoot Loot and the Hoot-tique, our student store.
- **The Shadow Experience (Rolling Admissions):** For students starting after the first day of school, The Ivy provides a half-day Shadow Day. New students are paired with a Student Ambassador from the P<sup>3</sup> Squad who mentors them through the daily flow, from morning circle to the WIN Block, ensuring a Safe-to-Learn transition.

- **Accessibility:** Tours are offered during evening and weekend windows with bilingual guides to ensure 100% of our families, including those in our target zip codes (e.g., 89101, 89030), can attend without work-related barriers.

#### Parent Onboarding Workshops

- **Building Parental Power:** We host a series of Science of Learning Workshops where parents are trained on the school's clinical tools.
  - **Clinical Tools:** Families learn the basics of IMSE Structured Literacy and TouchMath so they can mirror multisensory support at home.
  - **Behavioral Alignment:** We introduce the VINE (SWPBIS) system and the Science of Human Behavior, empowering parents to use the same high-dosage positive reinforcement language we use in the classroom.
- **Collaborative Goal Setting:** For parents of Students with Disabilities (SWD) and ELLs, these workshops include specialized breakouts to review WIDA scores or AimswebPlus data, ensuring parents enter the year as informed partners in their child's SPARK Plan.

#### Proactive Cultural Asset Outreach

- **Understanding the Family Story:** Teachers and the ELL Family Liaison, our ELL Teacher Leader conduct proactive outreach —via community meet-ups— to every new family.
- **Asset Mapping:** During these sessions, we utilize a Cultural Asset Survey to identify the unique skills and histories families bring.
  - **Community Expertise:** This data is used to recruit parents to serve as Community Griots for upcoming REX Inquiry Blocks, ensuring our curriculum is a direct reflection of the neighborhood's identity.
- **Curating Legacy:** This outreach allows the school to understand each student's personal interests and challenges, ensuring the Explorer's Journey is personalized from Day 1 to prevent disengagement.

### 5) Describe any opportunities for parent volunteer activities as well as any policies related to parent volunteering.

#### Core Policies and Statutory Compliance

The Ivy's volunteer policy is governed by state regulation and core safety measures:

Policy Area	Procedure and Statutory Compliance
Volunteering as Condition of Enrollment	The Ivy strictly adheres to NAC 388A.538(1), which prohibits requiring family members to volunteer, pay a fee, or have their children tested as part of the enrollment process. All opportunities are strictly voluntary.
Safety and Compliance	All volunteers must undergo criminal background checks in accordance with NRS 388A.516. Volunteers receive mandatory training on Mandated Reporting obligations, student confidentiality (FERPA), and school-wide safety protocols.
Supervision and Accountability	Volunteers work under the direct supervision of school staff to ensure activities align with instructional goals and maintain the integrity of the learning environment.

#### Model-Aligned Volunteer Opportunities

Opportunities are designed to be flexible and align with the P<sup>3</sup> Framework, providing parents with meaningful ways to contribute regardless of their professional background or language profile.

- **Museum and Community Griot Support (Passion & Purpose):** Parents and Community Experts collaborate with students on REX Inquiry projects. This includes accompanying classes on community visits, supporting students by acting as Griots (community experts), or serving as a Griot themselves to share their own cultural or professional expertise.
- **Classroom Academic Support (Power):** Parents assist teachers with small group instruction and facilitating multisensory, hands-on activities, directly supporting our Brain-Based Teaching & Learning approach and maximizing instructional minutes.
- **SEL Boost Enrichment (Purpose):** Parents share unique skills by assisting with enrichment activities such as yoga, art, music, or drama, supporting the SEL Boost component and fostering collective emotional well-being.
- **Inclusive Participation & Owl's NEST (PTO):** To ensure equitable access for all families, including those of ELL and SWD students, The Ivy provides multilingual volunteer training materials and offers flexible scheduling, including evening and virtual training and Owl's NEST meetings.

### Responsiveness and Feedback

The Ivy recognizes that parent voice is a community asset. In addition to traditional volunteering, parents participate in the Owl's NEST (PTO) to provide input on school-wide priorities and help the school maintain its culturally responsive mission.

- **SEL Boost Enrichment (Purpose):** Parents share unique skills by assisting with enrichment activities such as yoga, art, music, or drama, supporting the SEL Boost component and fostering collective emotional well-being.
- **Inclusive Participation & Owl's NEST (PTO):** To ensure equitable access for all families, including those of ELL and SWD students, The Ivy provides multilingual volunteer training materials and offers flexible scheduling, including evening and virtual training and PTO meetings.

- 6) Complete the table (duplicate as needed) below for EACH strategic partnership your school has established with community organizations, businesses, or other educational institutions (do not include the CMO/EMO identified, dual-credit partners discussed in subsequent sections, or proposed vendors). Provide, as Attachment 3, existing evidence of support from each of the community partners identified such as letters of intent/commitment, memoranda of understanding, and/or contracts. *Although the SPCSA welcomes general letters of support for the proposed charter school, this section seeks information regarding specific partnerships with community partners and specific information regarding community partner's commitments to the proposed charter school. Please refer to the rubric for additional details.*

Partner: Greater Youth Sports Association (GYSA)	
<p>Briefly describe this partnership</p>	<p>GYSA provides a comprehensive school sports solution that integrates year-round athletic programming with character development and academic support. This partnership is designed to foster Passion and Power by providing high-quality sports experiences that are historically inaccessible to students in our target zip codes.</p>
<p>Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities</p>	<p>The partnership with GYSA is a managed services agreement providing the physical and operational infrastructure for a robust after-school sports league.</p> <ul style="list-style-type: none"> <li>• <b>Year-Round Athletic Solutions:</b> GYSA implements seasonal sports leagues, including Flag Football, Soccer, and Basketball, with potential expansion into Volleyball and Cheerleading. This ensures students have consistent outlets for physical regulation and teamwork.</li> <li>• <b>On-Site Coordination:</b> The partnership includes a paid Site Coordinator provided by GYSA to manage daily operations, registrations, and parent communication, ensuring that the school's leadership can remain focused on instructional fidelity.</li> <li>• <b>Qualified Coaching:</b> GYSA recruits and manages paid coaches (seasonal stipends) who lead practices and games, providing students with positive adult mentorship and character coaching.</li> <li>• <b>Logistical Management:</b> GYSA manages the full stack of sports operations, including team uniforms, league scheduling, and performance reporting, which reduces the administrative burden on The Ivy staff.</li> </ul> <p><b>Fees &amp; Commitments:</b></p> <ul style="list-style-type: none"> <li>• <b>Annual Partnership Fee:</b> The Ivy School has budgeted an annual \$6,000 partnership fee, payable at the start of each academic year to secure the</li> </ul>

	<p>GYSA Site Coordinator and administrative infrastructure.</p> <ul style="list-style-type: none"> <li>• <b>Registration Model:</b> Families pay a registration fee of \$55 per sport, which covers uniforms and league participation. The school and GYSA work together to leverage community sponsorships to ensure that financial constraints are never a barrier to participation.</li> <li>• <b>Facility Use:</b> The Ivy School provides the necessary facilities for practices as an in-kind contribution, while GYSA manages all logistics for external tournaments and games.</li> </ul>
<b>Partner Name 22Beacon</b>	
<p><b>Briefly describe this partnership</b></p>	<p>22Beacon is the nation’s largest non-profit developer and Community Development Financial Institution (CDFI) dedicated exclusively to the financing and facility needs of charter schools. They specialize in a lease-to-own model that allows school leaders to focus on instruction while 22Beacon manages the financing, design, and construction of the facility.</p>
<p><b>Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities</b></p>	<p>The partnership with 22Beacon is a long-term facility development and financing agreement designed to deliver a safe, modern, and neuro-aligned educational environment for The Ivy School.</p> <ul style="list-style-type: none"> <li>• <b>Customized Facility Design:</b> 22Beacon is committed to advancing The Ivy’s distinctive Brain-Based Museum model by financing and developing specialized learning environments, including REX Labs and a dedicated piano room, which are central to the school’s instructional vision.</li> <li>• <b>Direct Lending &amp; Financing:</b> The scope of services includes access to 22Beacon’s direct lending program for site acquisition, development, construction financing, and leasehold improvements. This ensures the school can leverage private capital to secure a high-quality facility in underserved Las Vegas communities.</li> <li>• <b>Lease-to-Own Model:</b> Through this innovative model, 22Beacon provides the school with a sustainable path to facility ownership, allowing public funds to eventually build equity for the school rather than strictly paying rent to a third-party landlord.</li> <li>• <b>Fiduciary Confidence:</b> 22Beacon’s commitment is based on a rigorous due diligence process of The Ivy’s financial health, leadership capacity, and enrollment projections, providing the SPCSA with external validation of the school’s viability.</li> </ul> <p><b>Fees &amp; Commitments:</b></p> <ul style="list-style-type: none"> <li>• <b>Project-Based Funding:</b> 22Beacon manages the heavy lifting of private capital financing (leveraging a network that has deployed over \$1 billion nationally) to ensure the school’s facility needs are met without draining start-up cash flow.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Budget Alignment:</b> All lease and financing terms are negotiated to remain within the parameters of The Ivy's \$540,000 Year 1 facility budget, ~15% of The Ivy budget.</li> </ul>
Partner Name Epic Change Education (ECE)	
<p><b>Briefly describe this partnership</b></p>	<p>Epic Change Education (ECE) is a non-profit school incubator dedicated to the development and replication of innovative, engaging, and empowering school models. ECE provides The Ivy School with critical infrastructure support, specifically focusing on facility development, strategic marketing, and collaborative networking within the Southern Nevada educational ecosystem.</p>
<p><b>Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities</b></p>	<p>The partnership with ECE is a technical assistance and strategic support agreement designed to ensure The Ivy School's innovative model is successfully launched through robust operational systems.</p> <ul style="list-style-type: none"> <li>• <b>Owner's Representative Services:</b> ECE offers Owner's Representative to navigate the complexities of facility acquisition. They would coordinate efforts between the school, non-profit charter developers (such as 22 Beacon), and local real estate experts (Hiltz Commercial Group) to secure and renovate a facility that meets the clinical needs of our neurodiverse students.</li> <li>• <b>Strategic Marketing &amp; Recruitment:</b> ECE provides grant-funded marketing support to drive student enrollment. This includes collaborative community tabling events and the development of outreach materials that communicate The Ivy's unique Safe-to-Learn and REX Inquiry model to parents in our target zip codes.</li> <li>• <b>Operational Efficiencies &amp; Co-location:</b> ECE facilitates connections between The Ivy and other upcoming charter schools to explore group efficiencies, and the feasibility of co-locating services to mitigate long-term facility and operational costs. The school that would be co-locating with The Ivy would pay rent to The Ivy, creating a new funding stream.</li> <li>• <b>Ecosystem Development:</b> ECE ensures that The Ivy School is integrated into a healthy educational ecosystem, providing a village of support that extends from startup through operational maturity.</li> </ul> <p><b>Fees &amp; Commitments:</b></p> <ul style="list-style-type: none"> <li>• <b>In-Kind Support:</b> All strategic marketing is provided by ECE are grant-funded and provided as an in-kind benefit to The Ivy School.</li> <li>• <b>No General Fund Impact:</b> This partnership represents a significant cost savings for the school, as it utilizes external non-profit funding to manage high-cost professional services (real estate and marketing) that would otherwise require general fund expenditures.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Owner’s Rep Services:</b> While there is currently no commitment to utilize Owner’s Rep Ser</li> </ul>
<b>Partner: YMCA of Southern Nevada</b>	
<p><b>Briefly describe this partnership</b></p>	<p>The YMCA of Southern Nevada serves as a primary community Anchor Partner, providing essential wraparound care, licensed Pre-K programming, and a high capacity before care, after care, Friday care and holiday/summer camp helping to solve the critical Childcare desert within The Ivy’s target zip codes.</p>
<p><b>Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities</b></p>	<p>The partnership is a multi-tier community-alignment agreement designed to eliminate logistical barriers to education and ensure a seamless education from Pre-K through Grade 8.</p> <ul style="list-style-type: none"> <li>• <b>Nevada Ready! Pre-K Feeder:</b> The YMCA provides high-quality, licensed preschool utilizing the HighScope curriculum, which mirrors The Ivy’s focus on hands-on, inquiry-based learning. This acts as a developmental pipeline, ensuring incoming Kindergarteners possess the foundational social-emotional and literacy skills required for the P<sup>3</sup> Framework.</li> <li>• <b>Friday Care &amp; Wraparound Solutions:</b> To support working families during The Ivy’s 4-day instructional week, the YMCA provides structured Friday Care, as well as before and after-school programming. This ensures student safety and engagement while removing childcare as a barrier to school choice.</li> <li>• <b>Health &amp; Wellness (Relatedness):</b> Through this partnership, families that qualify gain access to YMCA resources, including swim lessons, water safety, and gym facilities. This supports the Relatedness pillar by fostering holistic family wellness beyond the classroom.</li> <li>• <b>Holiday &amp; Summer Enrichment:</b> The YMCA provides childcare during breaks. Leveraging existing partnerships with SilverSummit and UnitedHealthcare, many students qualify for up to 4 weeks of summer camp at \$0 cost to the family, ensuring the Passion for learning continues year-round.</li> <li>• <b>Summer Bridge:</b> Via Summer Camp, prospective students for The Ivy will have access to programming as a bridge from their sending school to The Ivy. Prospective kindergarteners not enrolled in Pre-K will have access in Year 2. Beginning in Year 3, prospective 6<sup>th</sup> grade students will be allowed access to camps. This supports enrollment by creating a feeder into kindergarten and the middle school, which launches simultaneously with 5<sup>th</sup> grade with new to Ivy students.</li> </ul> <p><b>Fees &amp; Commitments:</b></p> <ul style="list-style-type: none"> <li>• <b>No Cost to School:</b> All Pre-K, Summer Camp, and Before/After care programs are funded through the YMCA’s existing state grants (Nevada Ready!) or as a</li> </ul>

	<p>benefit on (Medicaid) insurance. As a school projected to have 100% FRL, most students will qualify. This partnership requires \$0 in funding from The Ivy School's general fund.</p> <ul style="list-style-type: none"> <li>• <b>In-Kind Value:</b> The YMCA provides direct recruitment channels and community event space, representing a significant in-kind contribution to the school's Relatedness and student recruitment efforts..</li> </ul>
<b>Partner Name: Luck of Legends</b>	
<p><b>Briefly describe this partnership</b></p>	<p>Luck of Legends provides a specialized, play-based creative writing curriculum utilizing a tabletop role-playing game (TTRPG) framework, specifically Dungeons &amp; Dragons, to foster literacy, collaborative problem-solving, and executive functioning.</p>
<p><b>Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities</b></p>	<p>The partnership with Luck of Legends is a curricular and professional development agreement designed to ignite student Passion through immersive, narrative-driven learning experiences.</p> <ul style="list-style-type: none"> <li>• <b>Creative Writing Integration:</b> Luck of Legends provides the instructional tools to implement a game-based creative writing program. Students act as strategic innovators, using TTRPG mechanics to build complex worlds, develop character arcs, and practice narrative structure, which directly addresses the academic need for high-interest literacy interventions.</li> <li>• <b>Neuro-Aligned Engagement:</b> The play-based approach serves as a Brain-Aligned strategy to reduce Hypoarousal (shutdown) and Chronic Boredom, which are leading factors in the underachievement for gifted and neurodivergent students. By providing a high-stakes, low-threat environment for academic risk-taking, the program helps students stay within their Window of Tolerance.</li> <li>• <b>Executive Functioning &amp; Collaboration:</b> The game framework requires students to manage complex information, evaluate knowledge (Epistemic Agency), and practice social-emotional regulation within a group, fulfilling the Purpose pillar of our model.</li> <li>• <b>Teacher Training:</b> The partnership includes specific Professional Development for The Ivy staff, ensuring teachers are equipped to facilitate TTRPG-based learning and integrate it seamlessly into the REX Inquiry blocks.</li> </ul> <p><b>Fees &amp; Commitments:</b></p> <ul style="list-style-type: none"> <li>• <b>Curricular License:</b> Luck of Legends and The Ivy will negotiate a mutually agreed upon within 30 days of commencement, pending grant funding.</li> <li>• <b>PD Alignment:</b> Implementation training is integrated into the school's broader \$10,800 Year 1 PD budget.</li> <li>• <b>In-Kind Commitment:</b> Luck of Legends provides ongoing technical support and community</li> </ul>

	connection to the broader TTRPG educational network as an in-kind benefit to the partnership.
<b>Southern Nevada Black Educators Initiative</b>	
Briefly describe this partnership	SNBEI is a professional network dedicated to the recruitment, retention, and professional development of high-quality educators in Southern Nevada. They serve as a critical talent pipeline, ensuring The Ivy can attract and retain educators who possess both the clinical skill and the cultural relatedness required to serve our neurodiverse student population.
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	<p>The partnership with SNBEI is a dual-track human capital agreement focused on both the acquisition and the mastery of instructional talent.</p> <ul style="list-style-type: none"> <li>• <b>Strategic Teacher Recruitment:</b> SNBEI actively supports The Ivy's recruitment efforts by connecting the school with a pool of qualified, local candidates who specialize in urban education instruction. This partnership helps mitigate the risk of teacher shortages and ensures our staff reflects the diversity of the seven target zip codes we serve.</li> <li>• <b>Clinical Mentorship:</b> SNBEI provides 1-on-1 mentorship for Ivy teachers, focusing on the transition from traditional instruction to the P<sup>3</sup> Framework and Museum-Based Inquiry.</li> <li>• <b>Teacher Innovation Lab (TIL) Integration:</b> Mentors participate in the school's TIL to provide high-dosage feedback and modeling, ensuring that teachers reach proficiency in the Danielson Framework quickly.</li> <li>• <b>Retention through Support:</b> By providing both a pipeline for entry and an external layer of professional mentorship, SNBEI helps build a sustainable village of educators, reducing turnover and protecting the school's instructional fidelity.</li> </ul> <p><b>Fees &amp; Commitments:</b></p> <ul style="list-style-type: none"> <li>• <b>Fee-Based Commitment:</b> The Ivy has explicitly budgeted \$1,500 per teacher mentor for mentor services. In Year 1, The Ivy has budgeted for 3 mentors in Year 1, one per grade level.</li> <li>• <b>Annual Investment:</b> For Year 1, the school has allocated \$4,500 for these services, with the commitment to add at least one additional mentor each year as the teaching staff grows.</li> <li>• <b>Recruitment Value:</b> The recruitment support is provided as an in-kind benefit of the partnership, significantly reducing the school's reliance on costly external headhunting or broad-scale marketing for instructional roles.</li> </ul>
<b>Opportunity 180</b>	
Briefly describe this partnership	Opportunity 180 is a Nevada-based non-profit organization focused on ensuring every child has access to a high-quality school in their neighborhood. They function as a strategic investor and connector, providing the infrastructure

	<p>necessary to launch and sustain high-performing charter schools in Las Vegas's most under-resourced zip codes.</p>
<p>Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities</p>	<p>The partnership with Opportunity 180 is an <b>in-kind and technical support agreement</b> designed to ensure the school's clinical model is backed by robust operational systems.</p> <ul style="list-style-type: none"> <li>• <b>Executive &amp; Governance Leadership:</b> Opportunity 180 provides the CEO with executive leadership development and clinical coaching, while simultaneously offering the Board of Directors professional development in fiduciary oversight and Nevada-specific governance standards.</li> <li>• <b>Technical Assistance:</b> The partnership includes high-level technical support in the areas of facility acquisition, student recruitment strategies, and state compliance to ensure Day 1 Readiness.</li> <li>• <b>Fiscal Pipeline &amp; Grants:</b> Opportunity 180 facilitates access to critical startup funding streams, including the federal Charter School Program (CSP) Grant, the Year 0 Startup Grant, and the Facilities Fund to mitigate initial capital outlay risks.</li> <li>• <b>Operational Consortia:</b> The Ivy School will participate in the O180 Food Service Consortium, allowing the school to leverage collective bargaining power for high-quality student breakfast and lunch programs, ensuring nutritional needs are met without excessive administrative overhead.</li> <li>• <b>Community Advocacy:</b> Opportunity 180 serves as a liaison between the school and the broader Las Vegas community, helping to build the village of support necessary for effective student recruitment and long-term relatedness.</li> </ul> <p><b>Fees &amp; Commitments:</b> There are no service fees paid to Opportunity 180 from the school's general fund. All services are provided as in-kind support or through competitive grant opportunities intended to enrich student learning and operational stability.</p>
<b>Camelback Ventures</b>	
<p>Briefly describe this partnership</p>	<p>The partnership with Camelback Ventures is a strategic foundational support alliance designed to increase the organizational capacity and long-term sustainability of The Ivy School. This partnership serves as an executive incubator, connecting the proposed CEO to a national network of education and EdTech founders to share best practices in neuro-aligned school design.</p>
<p>Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities</p>	<ul style="list-style-type: none"> <li>• <b>The Expert Bench:</b> Camelback provides the CEO with an annual in-kind commitment of up to 6 hours of high-level consulting per year.</li> <li>• <b>Specialized Expertise:</b> This bench includes seasoned professionals in Legal, Finance, Marketing, and Instructional Design, allowing the school to access specialized advice on complex issues such as NAC 387 compliance or Safe-to-Learn marketing</li> </ul>

	<p>strategies without additional general fund expenditures.</p> <ul style="list-style-type: none"> <li>• <b>Governance Support:</b> Previously awarded funds have supported The Ivym including to pay for the school’s annual subscription to Board on Track (\$3,995 value) during the Application Year/Year 0 startup phase, ensuring the Board has the technical tools necessary for effective fiduciary oversight.</li> <li>• <b>Training Support:</b> Camelback provides additional funding for the proposed CEO to attend Guardian Summit 2026. This year’s Summit anchors around Building a New Blueprint, an innovative and bold vision for the next decade of entrepreneurship, led by Camelback Ventures and its partners, where opportunity is not a privilege but a promise.</li> <li>• <b>Funder Introductions:</b> Camelback connects founders with funders to continue to grow and support entrepreneurs.</li> </ul> <p><b>Fees:</b> All consulting hours are provided as in-kind donations (totaling over \$10,000 in estimated market value during the startup phase), with no recurring fee-based obligations from the school's general fund.</p>
<p><b>The Hiltz Group</b></p>	
<p><b>Briefly describe this partnership</b></p>	<p>The Hiltz Group is a comprehensive commercial real estate firm specializing in the charter school ecosystem. They provide end-to-end facility solutions, from site identification and feasibility analysis to construction management and final delivery.</p>
<p><b>Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities</b></p>	<p>The partnership with The Hiltz Group is a technical service agreement designed to secure a permanent home for The Ivy School that aligns with our neuro-aligned, museum-based model.</p> <ul style="list-style-type: none"> <li>• <b>Clinical Environment Alignment:</b> The Hiltz Group’s expertise is utilized to design optimal learning spaces that support student focus, engagement, and well-being. This ensures the physical infrastructure provides the necessary Cognitive Compass to reduce emotional noise and maintain a Safe-to-Learn environment.</li> <li>• <b>Infrastructure for Equity:</b> They specialize in securing well-equipped facilities in high-need urban zones, ensuring that students in our target zip codes have equitable access to high-quality learning environments.</li> <li>• <b>Project Management &amp; Compliance:</b> The Hiltz Group provides the critical infrastructure management necessary to implement The Ivy School’s educational model. Their scope includes navigating local zoning, permitting, and Nevada-specific charter school facility requirements to ensure a timely opening.</li> <li>• <b>Operational Foundation:</b> By securing a high-quality facility, The Hiltz Group enables the school to focus on academic goals, such as achieving</li> </ul>

	<p>proficiency rates and reducing opportunity gaps, which are significantly more challenging without proper physical infrastructure.</p> <p><b>Fees &amp; Commitments:</b> Costs anticipated will be covered by the seller. The Hiltz Group assists in the negotiation of these terms to ensure they remain within the budgeted facility services sub-total, maintaining the school's long-term fiscal Power.</p>
<b>Nevada Robotics at DRI</b>	
<b>Briefly describe this partnership</b>	<p>Nevada Robotics, housed within the Desert Research Institute (DRI), is a statewide initiative dedicated to providing equitable access to high-quality robotics and STEM education. They serve as a critical instructional partner, offering curriculum, hardware, and professional development to help The Ivy School implement its Brain-Based and Museum-experience model through hands-on robotics integration.</p>
<b>Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities</b>	<p>The partnership with Nevada Robotics is a multi-tier instructional support agreement focused on enhancing student Passion and Power through technical literacy and problem-solving.</p> <p><b>Scope of Services:</b></p> <ul style="list-style-type: none"> <li>• <b>Curriculum &amp; Equipment Access:</b> Nevada Robotics provides access to robotics equipment and STEM curriculum tailored for elementary and middle school students.</li> <li>• <b>Educator Professional Development:</b> The Ivy staff will receive specialized training and ongoing coaching to effectively integrate robotics into the REX Inquiry block.</li> <li>• <b>Competitive STEM Pathways:</b> The partnership facilitates the creation of robotics teams, allowing Ivy students to participate in statewide competitions and events hosted by Nevada Robotics.</li> <li>• <b>Community &amp; Resource Networking:</b> The Ivy School gains access to a broader network of STEM experts and industry professionals through DRI's institutional reach.</li> </ul> <p><b>Fees &amp; Commitments:</b></p> <ul style="list-style-type: none"> <li>• <b>In-Kind Support:</b> Much of the technical assistance and networking support is provided as an in-kind benefit to foster STEM equity in underserved zip codes.</li> <li>• <b>Grant-Funded Resources:</b> Nevada Robotics will work with The Ivy to identify grant opportunities (such as the Tesla K-12 Education Investment Fund) to cover hardware and registration costs, ensuring no barrier to entry for FRL students.</li> </ul>
<b>BoardOnTrack</b>	
<b>Briefly describe this partnership</b>	<p>BoardOnTrack provides an annual strategic membership centered around a custom-built online platform designed to</p>

	strengthen charter public school governance. The partnership provides The Ivy School with a suite of tools to build institutional memory, establish best practices, and deliver self-paced professional development for the Board of Directors and school leadership.
<p>Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities</p>	<p>The partnership with BoardOnTrack is a Strategic Membership agreement designed to ensure the governing body functions as a high-performance team capable of maintaining model fidelity.</p> <p><b>Scope of Services:</b></p> <ul style="list-style-type: none"> <li>• <b>Expert Coaching:</b> Membership includes access to a dedicated governance expert and personalized strategic coaching sessions at least every 90 days.</li> <li>• <b>Professional Development:</b> Self-paced online resources and on-demand training webinars tailored for charter school leaders and busy volunteers.</li> </ul> <p><b>Fees &amp; Commitments:</b></p> <ul style="list-style-type: none"> <li>• <b>Membership Cost:</b> The annual cost for a Strategic membership is \$4,995. However, for the 2026-2027 service year, The Ivy School has secured a \$1,000 discount, bringing the Year 1 total to <b>\$3,995</b>.</li> <li>• <b>Funding Source:</b> Previously awarded grant funds (Camelback Ventures) have been utilized to support this subscription during the application and startup phase.</li> </ul>

### 3 ACADEMIC PLAN

#### 3.1 TRANSFORMATIONAL CHANGE

In its 2025-2030 [Strategic Plan](#), the SPCSA established goals related to student enrollment and school performance that each charter school applicant should consider when setting their own respective goals:

1. Provide communities with access to excellent schools that students and families want to attend. The SPCSA aims for a majority of schools to be rated as 4- or 5-stars.
2. Provide equitable access to charter schools. The SPCSA aims for sponsored schools to serve a student population that is representative of the state in terms of race/ethnicity and other student groups.

#### 1) How will you ensure that your school earns, or is on track to earn, a 4- or 5-star rating by the end of your first charter term?

##### The Ivy's Strategy: A Community-Driven Engine for Achievement

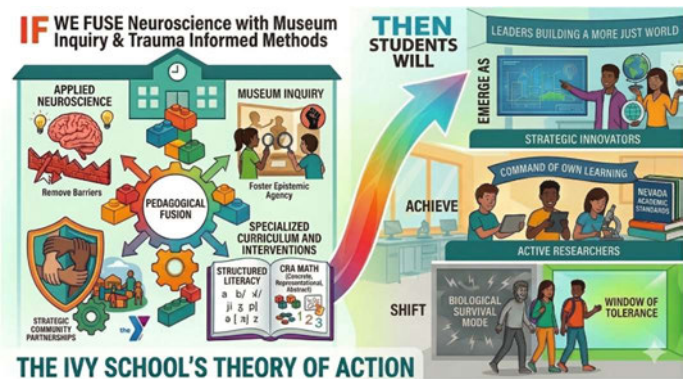
The Ivy's strategy is anchored in our Theory of Action, which serves as the primary engine for academic achievement. This framework did not emerge in a vacuum; it was forged directly from intensive community input, stakeholder feedback, and the core pillars of the P<sup>3</sup> Framework. By listening to the lived experiences of families in our target zip codes—specifically regarding the invisible struggle of neurodivergence and the Iceberg Effect of unreported trauma—we have architected a model that treats emotional regulation as a prerequisite for cognitive power.

We are committed to achieving a 4- or 5-star rating by the end of our first charter term. We achieve this by aligning our specialized clinical model with the SPCSA Academic Performance Framework and the updated Read By Grade 3 (RBG3) assessment requirements. Per Guidance Memorandum 25-05, The Ivy formally elects to use i-Ready as our approved RBG3 assessment to identify student deficiencies and measure growth with clinical precision.

##### The Ivy's Theory of Action

**IF WE** implement a pedagogical fusion of Applied Neuroscience (to remove emotional and cognitive barriers) and Museum Inquiry (to foster epistemic agency), while providing a trauma-informed ecosystem supported by strategic community partnerships (YMCA) and specialized i-Ready informed literacy/math curriculum and interventions (Structured Literacy and CRA Math),

**THEN STUDENTS WILL** be able to shift from a biological state of survival mode into their Window of Tolerance, allowing them to take command of their own learning as active researchers, achieve academic mastery of Nevada standards, and emerge as strategic innovators capable of building a more just world.



##### Phase 1: Early Childhood Excellence (Years 1–2)

During our initial year serving grades K–3, we will maximize points under the SPCSA K-3 Framework:

- **KEA Indicator (44 points):** We target  $\geq 75\%$  of students meeting/exceeding expectations on the 11 required TSG dimensions through our Multisensory/Brain-Based Tier 1 instruction via multisensory Tier 1 instruction.
- **Read-By-Grade-3 (51 points):** Our WIN Time, WIN Block and IMSE Orton-Gillingham curriculum are designed to move  $\geq 48\%$  of students to reach Mid-on-Grade Level or above by the Spring i-Ready Diagnostic. We specifically target the Growth Comparison to Zip Code by ensuring students achieve i-Ready Stretch Growth targets to close opportunity gaps faster than local neighborhood benchmarks.

##### Phase 2: Standard NSPF Star-Rating (Years 3+)

As we expand to K–8, the Brain Based Museum pedagogy is the specific mechanism we use to outperform zoned district schools in the Zip Code Comparison indicator, our P<sup>3</sup> Framework directly targets the indicators of the standard SPCSA Framework:

Theory of Change Pillar	SPCSA Indicator Targeted	Strategy for Achievement
Power (Applied Neuroscience)	NSPF Index Score	Utilizing i-Ready data to prescribe personalized interventions. This ensures foundational Power leads to high Median Growth Percentiles (MGPs) and state-level success.
Passion (Museum Inquiry)	Zip Code Comparison	The REX Block increases engagement. By achieving $\geq 100\%$ of Typical Growth on i-Ready, our students will consistently outperform the NSPF index scores of zoned district schools.
Purpose (Personalization)	Student Group Comparison	i-Ready's prerequisite data identifies gaps for ELL and IEP populations. WIN Block and WIN Time utilizes this for daily targeted remediation, ensuring these groups meet or exceed overall school averages.
Fidelity (The SPARK Process)	Chronic Absenteeism	The Teacher Learning Lab and the SPARK Coordinator utilizes the SPARK MTSS model to analyze real-time data, ensuring a $< 10\%$ absenteeism rate to yield automatic points.

The Ivy will comply with all Nevada Department of Education's (NDE) data and reporting requirements for the i-Ready assessment. Our Principal pulls the clinical oversight trigger, leveraging the professional development necessary to ensure model fidelity and maintain a 4- to 5-star culture.

## 2) How will you accelerate student growth at all achievement levels, particularly among students who are most behind?

The Ivy ensures high-quality instruction is a Day 1 reality through a data-informed, tiered system rooted in Applied Neuroscience to remove barriers and drive proficiency.

### Foundational Instructional Excellence (Tier 1)

- **Maximizing Time:** We implement 75-minute Core Content blocks with integrated 15-minute WIN Time sessions to ensure all students master state standards.
- **Universal Screening:** Within 45 days of enrollment, every student completes screeners for Dyslexia and Dyscalculia (via AimswebPlus), alongside the i-Ready Diagnostic. If data indicates a high probability of learning differences, students immediately receive targeted multisensory interventions through the SPARK (MTSS) process. At 2<sup>nd</sup> grade, all students are screened for GATE.
- **Growth Velocity Targets:** Our strategy utilizes i-Ready to target Stretch Growth—the ambitious growth trajectory required for students below grade level to close opportunity gaps and reach proficiency within one school year.

### The Quarterly Safety Net: Museum Week/Reteach Week (Tier 1)

To prevent achievement gaps from snowballing, the standard curriculum pauses quarterly for Museum Week:

- **AM: The Reteach Block:** Teachers use recent formative data, AimswebPlus data and i-Ready Standards Mastery reports to focus exclusively on the specific standards students struggled with most.
- **PM: The REX Studio:** Students finalize their REX (Research, Evaluate, X-Factor) projects, applying academic knowledge to a public defense of learning.
- **The Exhibition (Museum Night):** Students lead the community through their projects, building the identity affirmation and intrinsic motivation required for long-term resilience.



Figure 4 Rendering of Museum Night with REX Exhibits

### Accelerating Students Most Behind (Tiers 2 & 3)

We utilize WIN Time, WIN Blocks, and the SPARK Process to provide the high-dosage intervention required to reach the i-Ready Mid-on-Grade Level benchmark:

- **Intensive Literacy & Math Intervention:** Students identified with gaps receive University of Florida Literacy Institute's UFLI or TouchMath instruction during daily WIN Time.

- **Primary i-Ready SUPPLEMENT:** K-2 students use computer-adaptive i-Ready personalized instruction to synchronize with their multisensory Tier 1 core.
- **The SPARK Plan:** Students not responding to Tier 2 support receive an individualized SPARK Plan with SMART goals.

### Driving Growth and Removing Barriers

- **Theory of Action Integration:** We shift students from survival mode into their Window of Tolerance by leveraging the Science of Compassion and Self-Determination Theory. By meeting needs for Autonomy and Relatedness, we reduce emotional noise, allowing students to take command of their learning as active researchers.
- **Neuroscience-Aligned Culture:** Universal Tier 1 support, such as the Mindfulness Studio, provides the neuro-reset necessary for deep academic engagement in the REX Block.
- **SPARK Attendance Support:** The SPARK Team monitors absenteeism at the 3, 5, and 7-day marks to identify barriers early and protect growth MGPs.
- **Ivy LEAP:** Ivy LEAP is our dyslexia remediation program, a Tier 3 intervention. Students participate in LEAP during the WIN Block for 40 minutes daily during the first 40 minutes of the day.

### Strategic Integration of SEL Boost via Science of Human Behavior, SEE Learning (Science of Compassion) & SPARK (MTSS)

Utilizing the Emory University's SEE Learning and Integrating the Science of Human Behavior ensure behavioral and social-emotional supports are proactive and Brain-Based:

- **Science of Human Behavior (Functional Support):** We apply the principles of behavioral science to understand the why behind student actions. By conducting Functional Behavioral Assessment, the SPARK Team identifies environmental triggers and teaches replacement behaviors. We utilize Positive Reinforcement Systems to build intrinsic motivation and Autonomy, ensuring that the school environment is engineered for student success rather than simply reacting to non-compliance.
- **Environmental Engineering (Classroom Structure):** To minimize cognitive load and anxiety, every classroom is structured according to the Science of Human Behavior. This includes the universal use of visual timers for transitions, structured/predictable daily schedules, and clearly defined success criteria for all tasks. Teachers prioritize the consistent reinforcement of pro-social behaviors over punitive measures, utilizing a high ratio of positive-to-corrective feedback to maintain a safe-to-learn brain state for all students.
- **SEL Boost:** Our universal Tier 1 support reduces emotional noise, freeing cognitive resources for deep academic engagement.
- **Cognitive Regulation:** SEE Learning practices are integrated into SEL Boost and Mindfulness Studio activities, building the Power of self-regulation required for rigorous REX Inquiry.
- **Systemic Belonging:** The framework fosters Relatedness, ensuring students feel valued and motivated to advocate for their presence.
- **SPARK (MTSS) Attendance Support:** We utilize the SPARK Team to monitor absenteeism at the 3, 5, and 7-day marks, identifying barriers early to hit RBG3 and NSPF growth targets.

### Teacher Innovation Lab (Friday PD) → Structure/Fidelity

The Ivy reserves Fridays for the Teacher Innovation Lab to ensure 100% fidelity to our clinical model.

- **Clinical Data Analysis:** Practitioners analyze weekly i-Ready and formative data to adjust small-group groupings and intervention strategies for the upcoming week.
- **Mathematics & Literacy Training:** PD is aligned with International Dyslexic Association's (IDA) and National Council of Teachers of Mathematics (NCTM) 2020 standards, focusing on the Concrete-Representational-Abstract (CRA) sequence and Structured Literacy to serve students with language-based disabilities.
- **Inquiry-Based Science & Social Studies:** Training is aligned with the National Science Teaching Association (NSTA) Standards for Science Teacher Preparation and the National Standards for the Preparation of Social Studies Teachers, which includes professional standards for Inquiry Learning. This ensures that the REX (Research, Evaluate, X-Factor) Blocks are led by teachers who can facilitate high-level inquiry and treat community assets as primary sources.
- **Inquiry Mastery:** Teachers receive training in Visual Thinking Strategies (VTS) and Object-Based Learning to transform classrooms into laboratories of discovery where students achieve Epistemic Agency.

- 3) Describe the distinguishing features of your school, including programmatic components that make it unique. For each feature, explain how it will be implemented and how it is expected to influence student success, citing evidence from your experience and/or valid research. Key features may include:
- Programs (e.g., curriculum, professional development, afterschool program, parent program, etc.),
  - Principles (e.g., restorative practices, individualized learning, learn at your own pace, etc.), and
  - Structures (e.g., blended learning, small learning communities, small class sizes, etc.).

*Note that this question is aimed at understanding what makes your school unique, how those features are implemented, and how they fit together. If a key feature is described in another portion of the application, you may reference that section rather than repeating information and focus your response to this question on implementation of the key feature.*

The Ivy School is defined by the P<sup>3</sup> Framework (Power, Passion, Purpose), a model that fuses applied neuroscience with museum inquiry to prepare students as strategic innovators and courageous leaders.

Feature (Program, Principle, Structure)	P <sup>3</sup> Alignment	Mission/Vision Alignment	Implementation (The How)
Applied Neuroscience & Multisensory Practice (The Cognitive Compass)	Power (Cognitive Control)	Pioneering a fusion of brain-based practices to grow the power to learn and thrive.	Instruction is governed by the Cognitive Compass, utilizing Applied Neuroscience to align with how the brain naturally processes information. Teachers utilize UDL and SIOP <sup>78</sup> to minimize cognitive load. This includes Structured Literacy (IMSE Orton-Gillingham) and CRA Math (TouchMath) to ensure specialized instructional dosage for all learners.
Museum-Based Inquiry & Epistemic Agency (The Explorer's Journey)	Passion (Curiosity)	Every child ignites and explores their Passion through deep inquiry.	Students treat local museums as primary sources. The model operationalizes a shift from passive consumption to Epistemic Agency—the learner's autonomy to take an active role in knowledge production. Using Visual Thinking Strategies (VTS), students engage with artifacts of wonder to ignite intrinsic motivation.
REX Inquiry Block (Research, Evaluate, X-Factor)	Power (Strategic Innovation)	Graduates emerge as strategic innovators who create positive change.	A 9-week interdisciplinary unit occurring three times annually. Students move through Research (primary sources) and Evaluation (evidence analysis) to the X-Factor—designing an original solution or museum exhibit coached by a community Griot. This aligns with Gold Standard Project-Based Learning (PjBL).
WIN Time, WIN Block, MTSS, & SPARK Process	Purpose (Personalization)	Unleashing limitless potential through personalized academic systems.	WIN (What I Need) Block is a daily 40-minute period for Tier 2/3 ELD, GATE, LEAP or intensive intervention/ enrichment. WIN Time occurs within core blocks for content-specific differentiation. This fuels the SPARK (MTSS) process, which includes universal screening within the first 45 days (AimswestPlus) to identify Dyslexia or Dyscalculia early.
SEL Boost & Mindfulness Studio	Purpose (Prosociality)	Ensuring students thrive with integrity to build a more just world.	Grounded in the Science of Compassion and Self-Determination Theory, students use the Mindfulness Studio for self-regulation to transition from hyper/hypoarousal back into the Window of

<sup>78</sup> Echevarria, J., Vogt, M., & Short, D. J. (2016). *Making content comprehensible for English learners: The SIOP model* (5th ed.). Pearson.

			Tolerance. We utilize SEE Learning to foster emotional literacy and reduce emotional noise.
The VINE (SWPBIS Framework)	Power & Purpose	Stabilizing the learning environment through prosocial skill acquisition.	Anchored in Behavioral Economics and Restorative Justice. Features include P <sup>3</sup> Squads for social connection, Hoot Loot (token economy) to strengthen executive function, and Restorative VINE Circles for co-regulation and conflict resolution.
Teacher Innovation Lab (Fifth Day Friday)	Purpose (Fidelity)	Ensuring 100% of graduates are prepared for academic success.	A 4-day student week (M–Th) allows for the Friday Teacher Innovation Lab. This provides protected time for staff to engage in data analysis, SPARK Team meetings, and multisensory coaching to ensure 100% model fidelity.
Piano & Literacy Fusion (The Harmonic Key)	Power & Passion	Accelerating reading acquisition through biological engines.	All K-3 students receive structured piano instruction to accelerate reading and executive function. Methodology includes Phonemic Sync (pitch/rhythm discrimination) and Dual-Staff Mapping to strengthen spatial-temporal reasoning and cross-hemisphere brain communication.
The Patch Ceremony	Power, Passion, & Purpose	Publicly affirming student progress and Epistemic Agency.	<p>Held quarterly during Honors Ceremonies, The Ivy honors students during the Patch Ceremony. The Ivy's high-stakes version of pinning, the Patch Ceremony is a quarterly recognition event where students are awarded physical markers (patches) for reaching specific P3 Milestones in their academic journey. This ceremony functions as a psychological Neuro-Reset, shifting the school culture from a focus on compliance to a celebration of Self-Actualization and community leadership.</p> <p><b>Clinical Rationale:</b></p> <ul style="list-style-type: none"> <li>• <b>Incentive Salience:</b> The ceremony utilizes status-based rewards to drive Incentive Salience, strengthening long-term intrinsic motivation and the ability to practice delayed gratification.</li> <li>• <b>Public Affirmation:</b> By honoring students' journey of growing their power, pursuing their passions and cultivating their purpose, The Ivy builds a culture where high standards are modeled and celebrated, reinforcing the student's identity as a leader and eventually, the Neo Griot.</li> <li>• <b>Relatedness:</b> This public recognition fosters a sense of Relatedness and community connection, ensuring that behavioral and academic growth is rooted in a positive social identity.</li> </ul>
Pre K, Before care, Aftercare, Friday Care and Summer Camp in Partnership with the YMCA	Power, Passion and Purpose	Building a village of support to dismantle childcare deserts and ensure early intervention.	The YMCA provides Ivy families with high-performing, Nevada Ready! Pre-K as a direct feeder into our Kindergarten program. This partnership offers before care, aftercare, and Friday care to remove logistical barriers for working families. Additionally, YMCA offers summer camp, which not

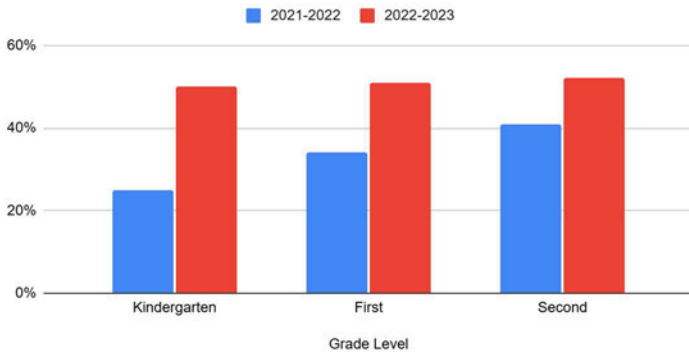
			only addresses the childcare desert, but acts as a feeder for prospective students and a bridge program for new to Ivy students It functions as a strategic Safety Net, providing high-quality early learning.
GATE	Power, Passion and Purpose	Identifying the Strategic Innovator within to disrupt the Dropout Paradox.	To ensure equity, all students undergo Universal Screening in 2nd grade to bypass teacher-referral bias. High-potential students receive Dual-Differentiation, where they are accelerated through ceiling-less inquiry while receiving Asynchronous Support to manage the gap between intellectual and emotional maturity.
Ivy LEAP, Dyslexia Remediation Program	Power and Purpose	Resolving the Phonological Paradox to ensure 100% academic success.	Ivy LEAP serves as our clinical response to Language-Based Disabilities through high-dosage Structured Literacy. Methodology is rooted in the Science of Reading, utilizing IMSE Orton-Gillingham as our Tier 1 literacy instruction and University of Florida Literacy Institute's Structured Literacy programming (Tier 2 & Tier 3) for multisensory phonemic sync and decoding. This program is integrated into the SPARK (MTSS) process, where Tier 3 students receive personalized, 30/60/90-day monitoring to ensure they bridge the gap from learning to read to reading to learn.
NV Robotics	Power, Passion	Igniting strategic innovation through technical literacy.	In partnership with Nevada Robotics at DRI, coding and robotics are integrated into Science and REX Inquiry blocks. Students utilize Vex 123 robots to practice sequencing and logic, providing neurodiverse learners with a tangible, logic-based pathway to mastering both STEM and linguistic syntax. Functional MRI (fMRI) studies have revealed that when programmers read and comprehend code, the brain's Multiple Demand (MD) network (associated with complex cognitive tasks) is active, but the primary heavy lifting occurs in the language processing centers, specifically in the left hemisphere. <sup>79</sup> For students who struggle with traditional phonics due to neurodivergence, coding can provide a high-success environment that exercises the same reading pathways without the emotional noise associated with struggling to read text. <sup>80</sup> This partnership supports the creation of competitive robotics teams, allowing students to demonstrate mastery in public-facing statewide events.

<sup>79</sup> Ivanova, A. A., et al. (2020). "Comprehension of computer code relies primarily on domain-general executive brain regions." Published in *eLife*.

<sup>80</sup> Prat, C. S., et al. (2020). "Relating Reading, Mathematics, and Coding Proficiency: An Investigation of Cross-Domain Similarities and Differences." Published in *Scientific Reports*.

4) Are there any portions of an existing school model that you will utilize in this proposed school? If so, identify the school and describe the student performance results driven by that model.

Cucamonga School District 2021-2022 and 2022-2023 Dibels Reading Scores



our Literacy Instruction, WIN Time and WIN Block interventions achieve the Adequate Growth Percentiles (AGP) required for a 5-star rating.

**Evidence-Based Literacy: Cucamonga School District (IMSE)**

The Ivy School utilizes the **Structured Literacy** methodology implemented by the Cucamonga School District, which adopted the IMSE Orton-Gillingham curriculum as its primary literacy program.

- **Demographic Alignment:** Cucamonga serves a student population that is 69.5% socioeconomically disadvantaged, 13.3% English Learners, and 71% Hispanic—profiles that closely mirror our priority zip codes.
- **Proven Performance:** Following implementation between SY 2021-22 and SY 2022-23, the district saw a significant increase in reading proficiency across all student groups. We adopt this component into our model to ensure

**Thematic Inquiry: The Museum School of Avondale Estates (TMS)**

The Museum-Based Inquiry portion of our model is inspired by The Museum School (TMS) in DeKalb County, Georgia.

- **Model Success:** TMS utilizes an inquiry-based model where students treat community assets as primary sources—the foundation of our REX Block.
- **Academic Excellence:** On the 2024 College and Career Ready Performance Index (CCRPI), TMS middle school students outperformed both district and state peers in every category, while elementary students outperformed peers in all but one category.

**Elementary**

	Georgia	DCSD	TMS
Content Mastery	67.8	58.7	80.4
Progress	86.2	86.6	89.6
Closing Gaps	100.0	100.0	70.0
Readiness	83.2	80.2	91.6

**Middle Grades**

	Georgia	DCSD	TMS
Content Mastery	64.0	52.0	75.6
Progress	82.3	83.2	98.7
Closing Gaps	68.8	66.7	85.7
Readiness	82.8	79.3	91.9

**3.2 CURRICULUM AND INSTRUCTIONAL DESIGN**

*The proposed framework for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.*

1) Provide a description of the proposed instructional design of the school and the type of learning environment the school will provide. Include the planned class size and structure, and the teaching methods that will be used.

The Ivy School’s instructional design is a systematic fusion of cognitive neuroscience and immersive inquiry known as the Brain-Based Museum Learning Model. Our design provides a high-expectation environment described as the Cognitive Compass meeting the Explorer’s Journey, where every student—symbolized by our mascot, Odie, The Great Gray Owl—utilizes brain-based tools to navigate a rigorous path toward their Curated Legacy: the personal destination of identity, self-advocacy, and excellence.

## Learning Environment: Engineering for Success

We provide a supportive environment structured to promote Psychological Safety (Purpose) and Cognitive Growth (Power). Utilizing the Science of Human Behavior, we engineer classrooms to minimize cognitive load and maximize engagement<sup>81</sup>:

- **Universal Design for Learning (UDL) & Brain-Based Alignment:** We implement UDL principles to provide multiple means of representation, action, and expression.<sup>82</sup> This aligns with our multisensory approach (IMSE ELA and TouchMath), engaging visual, auditory, and kinesthetic pathways to capitalize on natural information processing.
  - **Structured Literacy:** The systematic and explicit approach to reading instruction that covers phonemic awareness, phonics, fluency, vocabulary, and comprehension (Al Otaiba et al., 2022). Research consistently demonstrates that this approach is highly effective for improving foundational code-based reading skills (Al Otaiba et al., 2022).
    - **Foundational Skills:** Meta-analyses show that explicit, systematic interventions focusing on decoding and word recognition yield significant improvements in elementary students with reading difficulties, including those with dyslexia<sup>83</sup>.
    - **Comprehension:** While the strongest effects are often seen in decoding, primary-grade interventions also have a meaningful positive impact on reading comprehension (Denton et al., 2022).
    - **Impact on Teachers:** Teachers transitioning to this model report higher confidence as they observe more evident progress in their students' ability to decode and understand words compared to previous balanced literacy methods<sup>84</sup>.
- **Concrete-Representational-Abstract (CRA) Math:** The **CRA sequence** is a three-stage learning process that helps students bridge the gap between physical manipulation and abstract symbols (Kaya & Yildiz, 2023).
  - **The Three Stages**
    - **Concrete:** Students interact with three-dimensional physical manipulatives (e.g., base-ten blocks) to build conceptual understanding (Kaya & Yildiz, 2023).
    - **Representational (Pictorial):** Students transition to using two-dimensional drawings or images to represent the same concepts<sup>85</sup>.
    - **Abstract:** Students solve problems using only numbers and mathematical symbols, supported by the mental frameworks built in the previous stages (Kaya & Yildiz, 2023).
  - **Key Findings**
    - **Concrete:** Students interact with three-dimensional physical manipulatives (e.g., base-ten blocks) to build conceptual understanding (Kaya & Yildiz, 2023).
    - **Representational (Pictorial):** Students transition to using two-dimensional drawings or images to represent the same concepts (Iyamuremye & Burns, 2024).
    - **Abstract:** Students solve problems using only numbers and mathematical symbols, supported by the mental frameworks built in the previous stages (Kaya & Yildiz, 2023).
- **Museum Week:** The quarter culminates in Museum Week where the schedule is pivotally balanced between Tier 2 remediation (Reteaching) and Exhibit Synthesis. This period ensures academic gaps are closed before the next cycle begins, while students finalize their Public Defense of Learning as Museum Docents. The Ivy utilizes a Dual-Track schedule during Museum Week. The morning block is strictly reserved for Data-Informed Reteaching, where students receive targeted, small-group intervention based on end-of-unit assessments. The afternoon block transitions into the REX Studio, where students apply those very standards to their public defense exhibits.
  - Exhibit preparation is the highest form of academic rigor at The Ivy. Students do not just make posters; they must synthesize their research into a coherent narrative. For a student to act as a Museum Docent, they must demonstrate a Lexile-appropriate mastery of their topic and be prepared to answer Griot-level questions from community experts.
  - Museum Week serves as our quarterly Safety Net. Students participate in Reteach during this week. For our high-mastery students, they have opportunities to work on Enrichment Extensions for standards and their

<sup>81</sup> Sweller, J. (2011). Cognitive load theory. *Psychology of Learning and Motivation*, 55, 37–76.

<sup>82</sup> Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. CAST Professional Publishing.

<sup>83</sup> Denton, C. A., Hall, C., Cho, E., Cannon, G., Scammacca, N., & Wanzek, J. (2022). A meta-analysis of the effects of foundational skills and multicomponent reading interventions on reading comprehension for primary-grade students. *Learning and Individual Differences*, 93, 102062. <https://doi.org/10.1016/j.lindif.2021.102062>

<sup>84</sup> Townsend, A. R. (2025). *Tennessee K-3 teachers' perceptions of structured literacy curriculum based on the science of reading: A phenomenological approach* [Doctoral dissertation, East Tennessee State University]. Digital Commons@ETSU.

<sup>85</sup> Iyamuremye, E., & Burns, D. (2024). Concrete-pictorial-abstract instruction: Enhancing students' learning motivation and achievement in mathematics. *Cogent Education*. <https://doi.org/10.2139/ssrn.5036329>

exhibits (e.g., creating a bilingual component), students who have not yet met standard benchmarks work in intensive Power Clinics with lead practitioners to close gaps before the new quarter begins.

- The Museum Night is our Summative Defense of Learning. By assuming the role of a Docent, the student undergoes a verbal assessment of the Nevada Academic Content Standards. This builds the leadership and intrinsic motivation' mentioned in our mission, while providing teachers with authentic data on a student's ability to communicate complex ideas.
- **Seamless Accommodations and Universal Access:** Interventions are woven into the classroom fabric to ensure no student is marginalized. All students can self-select from a suite of supports to foster Autonomy and competence. (Ryan & Deci, 2020)
- **Sensory and Regulation Tools:** Classrooms feature sensory supports to maintain a safe-to-learn brain state. Managing physiological arousal is essential for executive functioning and reducing emotional noise<sup>86</sup>.
- **Visual Schedules and Supports:** Utilizing First/Then Boards, and Activity Schedules provide visual presentations of verbal material, reducing the reliance on constant verbal prompting and lowering cognitive demand.<sup>87</sup>
- **The VINE (SWPBIS System):** We utilize Hoot Loot (reward bucks) as the primary currency for our token economy within our VINE programming (SWPBIS.) SWPBIS is a framework proven to improve social-emotional competence and academic outcomes<sup>88</sup>.
- **Functional Communication Training (FCT):** We replace challenging behaviors with functional communication (e.g., Break or Help cards), ensuring student needs are met immediately and appropriately.<sup>89</sup>
- **The School as an Active Museum:** The campus acts as an immersive museum where artifacts provide context, fostering critical analysis through direct interaction with authentic objects<sup>90</sup>.

### The Multi-Modal Core Block: Rotational Center Model

Our 75-minute Core Content blocks create a self-correcting ecosystem through specialized rotations:

- **Whole Group Anchor (25 mins):** This Tier 1 period utilizes UDL principles and multisensory anchors to introduce Nevada Academic Content Standards.
- **Brain Boost (5 min):** Neurological Reset, movement-based transition to activate both brain hemispheres and regulate the sensory system. (Jensen, 2005).
- **The Mastery Clinic: The Teacher Center/ Small Group Rotation 1 (High-Density Reinforcement):** Focused on targeted Core Content and Discrete Trial Training (DTT). Teachers maintain high density of Hoot Loot reinforcement and utilize Errorless Learning to build high success rates.<sup>91</sup>
- **The Power Clinic: The Intervention/ Enrichment Center/ Small Group Rotation 2 (Targeted Fluency):** Students work on Tier 2/3 interventions or enrichment (TouchMath, AimswebPlus). Station-specific visual checklists guide students to earn Hoot Loot, providing the predictable structure necessary for intensive intervention. (Hume et al., 2021)
- **The Pilot Clinic: The Self-Directed Center/ Small Group Rotation 3 (Promoting Independence):** Students exercise Autonomy through Choice-Making. Students select tasks from Assignment Menus to work on during this clinic. We utilize Anchor Charts and visual checklists to facilitate the transfer of stimulus control from the teacher to the environment. (Cooper et al., 2020; Ryan & Deci, 2020)

### Class Size and Structure

The Ivy School maximizes instructional minutes through an extended-day schedule and a unique structure designed for scale and intimacy:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Grades Served: K-8.</li> <li>● Grade Enrollment: 68 Students.</li> </ul> | <ul style="list-style-type: none"> <li>● School Week: Extended Day (M-Th, 8:00 AM – 4:00 PM).<sup>93</sup></li> </ul> |
|---|---|

<sup>86</sup> Neff, K. D. (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and Identity*, 2(2), 85–101.

<sup>87</sup> Hume, K., et al. (2021). Evidence-based practices for children, youth, and young adults with autism: Third generation review. *Journal of Autism and Developmental Disorders*, 51, 4013–4032.

<sup>88</sup> Sugai, G., & Horner, R. H. (2009). Responsiveness-to-intervention and school-wide positive behavior support: Outcomes of regional and state-level implementation. *Exceptionality*, 17(4), 223–237.

<sup>89</sup> Tiger, J. H., Hanley, G. P., & Bruzek, J. (2008). Functional communication training: A review and practical guide. *Behavior Analysis in Practice*, 1(1), 16–23.

<sup>90</sup> Hooper-Greenhill, E. (2007). *Museums and education: Purpose, pedagogy, performance*. Routledge.

<sup>91</sup> Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis* (3rd ed.). Pearson.

<sup>93</sup> Kidron, Y., & Lindsay, J. (2014). *The effects of increased learning time on student academic and nonacademic outcomes: Findings from a meta-analytic review*. Regional Educational Laboratory Southeast.

- Planned Class Size: 22-23 Students (Average).<sup>92</sup>
  - For students with severe disabilities, we will adhere to the Nevada statutory student-teacher ratio of 22:1 (or lower based on SWD needs).
- Teacher Innovation Lab: Weekly (Fridays) for Professional Learning Communities (PLCs) and data-informed planning.<sup>94</sup>
- IEP, SPARK plan meetings on Fridays to ensure no instructional or planning time is lost.<sup>95</sup>

### The Ivy Culture & Ethos: The Science of Compassion

The Ivy School's culture is grounded in the Science of Compassion, promoting intelligence and self-regulation (Neff, 2003).

- **SEE Learning Integration:** Utilizing Emory University's Social, Emotional, and Ethical (SEE) Learning, we embed social and ethical competencies into the core curriculum to support the development of the whole child.<sup>96</sup>
- **Daily Rituals:** Morning Meetings and Closing Circles foster Relatedness and belonging, which are primary drivers of intrinsic motivation. (Ryan & Deci, 2020)

2) Using the table below, provide a comprehensive list of the school's curricula for core academic subjects<sup>6F97</sup>: English Language Arts, Math, Science, and Social Studies, and describe how these curricula align to Nevada Academic Content Standards<sup>7F98</sup>. *Add rows as needed until the table reflects all grade levels and subjects.*

Grade	Subject	Curriculum	Type	Rationale
K-8	ELA	Imagine Learning: EL Education (K-5) & Guidebooks (6-8)	Tier 1: Gen Ed	EdReports Meets Expectations for all gateways. Educator-created and research-based; explicitly aligned with NVACS to drive high literacy proficiency.
K-3	ELA	IMSE Structured Literacy (Orton-Gillingham)	Tier 1/2: Phonics Supplemental	Aligned with Science of Reading and NVACS. Proven growth in case studies (e.g., Cucamonga, CA) for high-need populations.
K-8	ELA	UFLI Foundations	Tier 2/3: WIN Time Intervention	Research-backed, explicit phonics instruction. Designed to close gaps for students most behind and those with dyslexia.
K-8	ELL	EL Achieve	Tier 2: WIN Block (EL Acquisition)	Specialized for language proficiency growth; aligned with WIDA and NVACS.
K-8	ELL	Imagine Learning (Spanish Language Versions)	Tier 2: WIN Block	Provides native-language support to ensure access to grade-level content while building English proficiency.
K-2	Math	TouchMath	Tier 1: Gen Ed	Multisensory approach meeting NCTM and NAEYC guidelines. Highly effective for early numeracy and neurodiverse learners.
3-8	Math	Kendall Hunt's Illustrative Math	Tier 1: Gen Ed	EdReports Meets Expectations. Focuses on conceptual understanding and procedural fluency aligned with NVACS.
3-8	Math	TouchMath	Tier 2/3: WIN Time	Targeted support for students with dyscalculia or language-based math gaps.

<sup>92</sup> Zngjer, R. (2014). Class size and education in a neo-liberal world: What can we learn from the research? *American Journal of Education Research*, 2(10), 910–920.

<sup>94</sup> Vangrieken, K., Meredith, C., Packer, T., & Kyndt, E. (2017). Teacher communities as a context for professional development: A systematic review. *Teaching and Teacher Education*, 61, 47–59.

<sup>95</sup> Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. A. (2015). Teacher collaboration in instructional teams and student achievement. *American Educational Research Journal*, 52(3), 475–514.

<sup>96</sup> Darling-Hammond, L., & Cook-Harvey, C. (2018). *Educating the whole child: Improving school climate to support student success*. Learning Policy Institute.

<sup>97</sup> [NRS 389.018\(1\)](#)

<sup>98</sup> <https://doe.nv.gov/offices/office-of-teaching-and-learning>

			Supplemental/ Intervention	
6-8	Math	Rapunzl	Tier 1: Supplemental	Connects math to real-world investing. Aligns with NVACS and Nevada Financial Literacy standards.
K-8	Science	Kendall Hunt: OpenSciEd	Tier 1: Gen Ed	EdReports Meets Expectations. Inquiry-based curriculum aligned to NGSS and NVACS.
K-8	Soc. Studies	InquirEd (Inquiry Journeys)	Tier 1: Gen Ed	Aligned to NVACS; mirrors the Museum Model by using inquiry-based investigation of community and history.
6-8	Soc. Studies	Project Citizen	Tier 1: Gen Ed	Promotes civic engagement and public policy analysis. Aligns with NVACS and the Change Agent vision.
K-8	Special Needs	Unique Learning System	Tier 3: Modified Gen Ed	Evidence-based for students with significant cognitive disabilities; ensures accessibility to standards.
K-8	All	SEE Learning	Tier 1: Socio- Emotional Learning	Developed by Emory University, it provides a trauma-informed framework to reduce emotional noise and build the self-regulation required for deep inquiry. Integrates the Science of Compassion to foster a deep sense of belonging and ethical engagement, aligning with our Change Agent vision and NV Health Standards.
K-8	Science/ STEM	Vex Robotics	Tier 1: Integrated Supplemental	<b>Cognitive Sequencing &amp; Structural Logic:</b> Provides a multisensory platform for applying abstract mathematical and linguistic concepts. The VEX curriculum requires students to master logical syntax and procedural sequencing, which directly supports the brain's decoding and narrative organization centers. This interdisciplinary approach bridges STEM access gaps while providing neurodiverse learners with a tangible, success-oriented environment for practicing critical thinking.

### 3) Describe how the school will meet requirements to provide instruction in the arts, computer education and technology, health, and physical education<sup>8F99</sup>.

At The Ivy, we do not view the classroom as a place of static desks and silent rows; we view it as a laboratory for the human spirit. Our P<sup>3</sup> Framework is built on the understanding that the mind does not function in a vacuum—it is housed in a body that craves movement and a spirit that demands expression.

We don't just teach the Arts, Computer Science, Health, and Physical Education; we use them as the biological ignition for the Explorer's Journey. When a student moves, they are not just burning energy; they are fueling the cerebellum, the brain's processor that bridges the gap between physical grace and cognitive grit. Science tells us that movement is the Miracle-Gro of the mind, releasing the proteins that allow new memories to take root.

While the Left Brain deconstructs the world into facts and figures, the Right Brain—the seat of our arts and intuition—is what allows a child to put those pieces back together into something beautiful and new. By embedding creative synthesis into the day, we strengthen the neural bridges that turn a student from a passive receiver of information into a visionary architect of their own future.

#### Physical Education and Health

The Ivy School recognizes that physical movement is a primary driver of neurogenesis and executive functioning (Jensen, 2005). While traditionally viewed as the center for balance, the cerebellum<sup>100</sup> is now recognized as a vital component in the brain's language network. It connects directly to the Broca's Area (speech production) and the frontal cortex (executive

<sup>99</sup> [NRS 389.018\(3\)](#)

<sup>100</sup> The brain's Quality Control Department. While the rest of your brain comes up with the big ideas, the cerebellum makes sure they are executed with precision, timing, and grace.

function). The cerebellum is responsible for taking a new, clunky skill (like sounding out letters) and making it automatic. If the cerebellum is under-stimulated, a student must use their higher-level thinking brain (prefrontal cortex) just to decode words, leaving no cognitive energy for comprehension.<sup>101</sup> Activities that require crossing the midline, balance, and complex sequencing (such as tai-chi, gymnastics, or coordinated ball drills) stimulate the cerebellar-cortical loop. Research from *Frontiers in Education* (2020) found that an 8-week cerebellar challenge program significantly improved procedural learning and motor performance in students at risk of school failure.<sup>102</sup>

**Structure:** Students receive 75 minutes of PE twice weekly, facilitated by a licensed Health/PE Specialist.

- **Brain-Body Alignment:** Our PE program goes beyond traditional athletics by incorporating cerebellar challenge, Mindfulness and Self-Regulation techniques. This aligns with the Science of Compassion, teaching students how to manage physiological arousal through movement.<sup>103</sup> This also increases cerebellar alpha power—a measure of synchronized neural activity—which directly correlates with improved reading speed and phonological fluency.<sup>104</sup>
- **Health Standards:** Health instruction is integrated through the Emory University’s SEE Learning, focusing on nutrition, the science of sleep, and social-emotional wellness, meeting all Nevada Health Content Standards.
- **Greater Youth Sports Association & YMCA:** Students have opportunities to compete in sports teams with students from across the valley. Additionally, students who qualify can receive free swim lessons at the YMCA.

### The Arts

In the Brain-Based Museum Learning Model, the Arts are not merely an elective; they are the primary vehicle through which students synthesize and communicate their Exhibitions of Learning. By integrating artistic expression into the core curriculum, The Ivy provides a clinical hook that engages the brain’s reward systems and strengthens the neural pathways required for academic mastery.<sup>105</sup>

- **The Specials Block:** During the daily 75-minute Specials block, students take visual and/or performing arts led by Teachers and teaching artists.
- **Piano Instruction:** All students in grades K-3 participate in Piano Instruction, learning how to play piano, theory and reading music. Students participate in Fall and Spring Recitals. At the end of 3<sup>rd</sup> Grade, students participate in their Solo Flight Concert, where they lead the music through their own compositions. At the end of the Solo Flight Concert, students receive their Solo Flight patch. Beginning in 4<sup>th</sup> grade, students are able select a new instrument to learn and participate in orchestra.
- **Integrated Inquiry:** Arts instruction is explicitly linked to the REX Inquiry Block. For example, if students are researching Nevada’s ecosystem, their arts block may focus on scientific botanical illustration or 3D modeling of geographic landforms. It may focus on textile arts like quilt-making, weaving, or pottery using locally sourced materials. Students would create large, collaborative tapestries that texturally map the native plant and animal life they researched. This transforms crafting into a form of material critical analysis—a durable artifact of their research where every stitch is a choice—honoring the artisanal traditions of the Mojave’s Indigenous and African American quilters (Hooper-Greenhill, 2007). Or students would research the sound profiles of different biomes (the unique sounds of animals, wind, or water). In the music lab, they would use instruments, digital synthesizers, or found sound to critically compose complex audio maps of the ecosystem, culminating in a collective performance where students’ instruments and voices form a living soundscape that tells the biome’s story, a contemporary echo of the African Griot (Hooper-Greenhill, 2007). This ensures the Arts are a tool for Critical Analysis and high-quality production (Hooper-Greenhill, 2007). Students may be matched with a Griot whose expertise is in quilting, ceramics, CAD (Computer Aided Design,) or music. These projects would become student exhibits during Museum Week.

### Computer Education and Technology: Digital Navigation

The Ivy School moves beyond consumption of technology toward Digital Stewardship and Creation.

- **Computer Science Standards:** We meet the Nevada Computer Science and Integrated Technology Standards through a dedicated 1:1 Chromebook environment.
- **Curricular Integration:** Technology is the primary tool for inquiry. Students utilize digital platforms for:

<sup>101</sup> Nicolson, R. I., & Fawcett, A. J. (2007). "Procedural learning difficulties: Reuniting the developmental disorders?" Published in *Trends in Neurosciences*.

<sup>102</sup> Reynolds, D., & Nicolson, R. I. (2020). "Evaluation of a Cerebellar-Based Exercise Program for Students at Risk of Educational Failure." Published in *Frontiers in Education*.

<sup>103</sup> Immordino-Yang, M. H. (2016). "Emotions, Learning, and the Brain: Exploring the Educational Implications of Affective Neuroscience."

<sup>104</sup> Ben-Soussan, T. D., Glicksohn, J., & Berkovich-Ohana, A. (2014). "From Physical Action to Mental Alignment: The Effect of Quadrato Motor Training on Fine Motor Skills and Brain Resilience." Published in *The Cerebellum*

<sup>105</sup> Catterall, J. S., Chapple, R., & Iwanaga, J. (1999). "Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts." This was published as part of the landmark "Champions of Change: The Impact of the Arts on Learning" report.

- **Research:** Navigating digital archives such as online museum collections in the Library of Congress during the REX block.
- **Creation:** Utilizing software for graphic design, video editing, and coding as part of their museum exhibits.
- **Digital Citizenship:** Explicit instruction in digital ethics and safety is woven into the Purpose pillar, ensuring students act as responsible Agents of Change in a digital world.
- **Coding Instruction via Partnering with Nevada Robotics,** we provide coding instruction using VEX Robotics that is integrated into science and/or REX Blocks.

### Operational Fidelity: The Ivy Schedule

The school's 8:00 AM – 4:00 PM extended-day schedule (Monday–Thursday) secures the necessary time-on-task for these subjects without compromising the 75-minute Core Blocks. By dedicating 75 minutes daily to Specials, we exceed the minimum state requirements while fostering a culture of Well-Rounded Excellence.

- 4) Identify the instructional strategies that will support the education plan. Explain why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students.

The Ivy School utilizes the Brain-Based Museum Learning Model to operationalize our P<sup>3</sup> Framework (Power, Passion, Purpose). These strategies are uniquely suited to our anticipated population of 100% FRL, 15% SPED, and 33% ELL students.

Instructional Pillar	Scientific Strategy	Why it Fits Our Specific Population (FRL, ELL, SPED)
POWER (Cognitive Compass)	UDL & Multisensory Integration (IMSE/TouchMath)	<b>For ELL &amp; SPED:</b> Multisensory instruction provides non-linguistic entry points. For our 33% ELL population, using kinesthetic and visual cues lowers the affective filter and builds vocabulary without relying solely on English proficiency. For our 15% SPED population, it provides the Tier 3 heavy lifting within a Tier 1 setting. <b>For Gifted:</b> UDL allows for compacting. If a student demonstrates mastery during priming, they bypass rote practice and move straight to autonomous application, preventing the boredom-induced defiance often seen in high-ability learners.
PASSION (The Explorer's Journey)	Museum-Based Inquiry & REX Block	<b>For 100% FRL:</b> Students from high-poverty environments often experience compliance-based schooling. By utilizing Museum-Based Inquiry, we restore Epistemic Agency. This validates the cultural capital and lived experiences of our Newcomer students, turning them into curators of their own knowledge rather than passive recipients. <b>For Gifted:</b> The X-Factor in the REX block encourages divergent thinking. Gifted students are challenged to evaluate information through multiple perspectives (Epistemic Agency), moving beyond knowing the facts to curating new connections. <b>For ELL:</b> Museum-Based Inquiry utilizes visual scaffolding and sentence frames to ensure ELLs can participate in high-level discourse.
PURPOSE (The Curated Legacy)	Errorless Learning & High-Density Reinforcement	<b>For Trauma/FRL:</b> 100% FRL populations often correlate with high Adverse Childhood Experiences scores. Errorless learning (DTT) reduces the threat response associated with failure, allowing students in survival mode to build behavioral momentum and trust in the academic environment. <b>For Gifted:</b> Purpose is found through Service-Learning. Gifted students utilize their accelerated pace to lead Museum Tours or design SPARK enrichment projects, turning their academic strength into a tool for community contribution.

### Core Instructional Strategies: The Why for our Population

At The Ivy School, we believe that Power and Passion form the essential foundation upon which Purpose is found. A student cannot effectively navigate toward their Curated Legacy without first possessing the cognitive tools (Power) and the intellectual curiosity (Passion) to make the journey meaningful. Our anticipated student population requires an environment that maximizes cognitive resources while minimizing emotional noise. We employ three primary evidence-based strategies:

Instructional Pillar	Scientific Strategy	Suitability for The Ivy School Population
POWER – Applied Neuroscience & Multisensory Practice (Brain Based Practices) (Cognitive Compass)	UDL, Applied Neuroscience & Multisensory Integration	<b>Neurobiological Access:</b> High-incident environments in target zip codes (5,643 violent incidents) create cognitive blocks. Multisensory techniques (IMSE ELA/TouchMath) bypass these barriers by synchronizing pathways, accelerating recall by up to 80% for students in survival states.
PASSION - Museum-Based Inquiry & Epistemic Agency (The Explorer’s Journey)	Museum-Based Inquiry & The REX Block: Research, Evaluate, X-Factor	<b>Restoring Agency:</b> Chronic stress narrows the Window of Tolerance, leading to passive detachment (hypoarousal) or disruptive defiance (hyperarousal). The REX Block shifts students from survival-mode to active researchers, utilizing Museum-Based Inquiry to spark an X-Factor of wonder. This builds Epistemic Agency, re-engaging at-risk learners by providing the high-level complexity required to regulate the nervous system and move back into a state of readiness for learning.
PURPOSE - Personalization (The Curated Legacy)	Systematic Behavioral Support (High-Density Reinforcement, Errorless Learning, DTT) and structured interventions or enrichment through WIN Time, WIN Block & SPARK. The VINE (SWPBIS)	<b>Regulation &amp; Momentum:</b> Students in hyperarousal states have a narrowed Window of Tolerance. High-dosage feedback and errorless learning during WIN blocks provide the behavioral momentum and predictability necessary to regulate the nervous system.

Differentiation at The Ivy School is not an add-on but a structural requirement. It is facilitated through a cohesive loop that begins with Whole Group Brain-Based Practices and scales into the Rotational Center Model during our 75-minute Core Blocks:

Instructional Phase	Operational Strategy	Impact on Student Journey (Power, Passion, Purpose)
Brain-Based Whole Group Priming	<b>UDL Anchors &amp; Multisensory Scaffolding:</b> Engaging visual, auditory, and kinesthetic pathways simultaneously for the first 25 minutes.	<b>Power:</b> Ensures every student, regardless of starting point, has the cognitive foundation to access grade-level standards.
Universal Access Station	<b>Seamless Accommodations &amp; Stigma Reduction:</b> A self-selection suite for reading pens, sensory tools, and visual organizers as well as other accommodations as decided by the teacher, SPARK team or SPED team.	<b>Passion:</b> Fosters the Autonomy necessary for a student to stay engaged in the inquiry without feeling singled out.
Targeted Fluency Station	<b>Adaptive Acceleration &amp; Data-Driven Pacing:</b> Utilizing TouchMath or AimswebPlus for calibrated, self-paced mastery.	<b>Passion:</b> Keeps the Explorer’s Journey within the Zone of Proximal Development, preventing frustration.
Teacher-Led Center	<b>Dynamic Grouping &amp; Precision Support:</b> High-dosage feedback utilizing DTT and Errorless Learning. Teachers meet during Teacher Innovation Lab to conduct Data-PLCs to regroup students for the Teacher-Led Center based on the latest AimswebPlus probes	<b>Purpose:</b> Provides the Course Correction and stability required to solidify the foundation and discover The Curated Legacy.

- 5) If the proposed charter school intends to include a career and technical education program, provide a description of the career and technical education program and courses that will be implemented by the charter school. – *The Ivy School will not have a career & technical education program.*

### 3.3 PROMOTION AND GRADUATION REQUIREMENTS

Questions 1 and 2 are required of all applicants. Questions 3 and 4 are only required if the proposal includes a high school program.

- 1) Explain how students will matriculate through the school (e.g., promotion/retention policies) and how stakeholders will be informed of these policies.

The Ivy School's matriculation policies are engineered to ensure students do not merely pass through grades but achieve the measurable mastery required to navigate their Explorer's Journey successfully. Grounded in Applied Neuroscience, our policies prioritize growth and data-driven intervention to ensure every student reaches their Curated Legacy.

#### Promotion Requirements (K–8)

Promotion is a multi-faceted decision based on the student's ability to demonstrate mastery of the Nevada Academic Content Standards (NVACS).

Grade Level	Attendance	Academic Mastery (NVACS)	Reading & Literacy Growth
K–5th	Chronic Absenteeism rate is below 10%.	Mastery of Meets the Standard on NVACS OR 65th CGP on NWEA MAP Growth.	RBG3 Compliance: K–3 students must meet state literacy benchmarks on NWEA MAP Reading.
6–8th	Chronic Absenteeism rate is below 10%.	Mastery of Meets the Standard in core subjects. Must earn a final grade of 70% (C) or higher.	Achievement of 65th CGP on NWEA MAP Reading to ensure SBAC proficiency trajectory (NWEA, 2021).

#### Retention as a Clinical Intervention

At The Ivy, retention is viewed as a necessary intervention of last resort. Because our target population often enters with significant gaps, our 1.25 years of growth requirement ensures we are accelerating learning, not just documenting a struggle.

- **The 65th Percentile Anchor:** We utilize the Nevada NWEA MAP Linking Study (2021) as our technical foundation. Scoring at or above the 65th percentile on MAP Reading indicates a student is highly likely to meet proficiency on the Smarter Balanced (SBAC) summative assessment.
- **Early Warning System:** If a student is not meeting the 65th CGP trajectory by the end of the first semester, a Matriculation Review Meeting is triggered.
- **WIN Time Alignment:** Students at risk of retention receive an immediate dosage increase in WIN Time interventions (Tier 2/3) and are referred to the SPARK (MTSS) Team.
- **Professional Review Committee:** Final retention decisions are made by a committee (Teacher, CEO, and SPARK Chair or Special Education Manager) that reviews the preponderance of evidence, including NWEA RIT scores, REX portfolios, and attendance data.

#### Stakeholder Communication & Transparency

To ensure parents are active partners and Griots of their child's progress, we maintain a transparent, multilingual communication loop:

- **Explorer Orientation:** Promotion and retention policies are reviewed in detail during Onboarding Workshops before the first day of school.
- **Quarterly Growth Reports:** Progress reports don't just show grades; they show the student's Growth Velocity toward the 1.25-year benchmark using NWEA MAP RIT growth.
- **Parent-Teacher Conferences:** If a student is off-track, teachers and the SPARK team co-design a SPARK Plan of interventions and supports the family.
- **Accessible Rights:** For families of Students with Disabilities (SWD) and English Language Learners (ELL), all matriculation discussions occur within IEP or EL meetings with native language translation provided, ensuring parents have a meaningful opportunity to contribute to the final decision.

- 2) Explain what systems and structures the school will implement for students at risk for retention, and/or dropping out, and/or not meeting the proposed graduation requirements, including plans to address students who are overage for the grade level. For high schools, describe your plans to support students needing to access credit recovery options.

At The Ivy, we do not wait for failure to occur; we engineer success through a clinical, tiered intervention system. Because our target population often enters with significant gaps, our Brain-Based Museum Model is designed to accelerate learning, ensuring that at-risk is a temporary status, not a permanent destination.

### The Early Warning & Prevention System

The Ivy utilizes a self-correcting instructional loop to identify and support students long before retention or dropout becomes a reality. The 1.25 Growth Trajectory: We monitor a student's Growth Velocity, not than just static grades. For a student who is two years behind, making one year of growth in one school year means they stay exactly two years behind. They are moving, but their velocity is not high enough to close the gap.

- **Standard Velocity:** 1.0 year of growth per 1.0 school year (Maintenance).
- **The Ivy's Targeted Velocity:** 1.25 years of growth per 1.0 school year (Acceleration).

By aiming for a velocity of 1.25, The Ivy ensures that for every four years a student is at The Ivy, they gain five years of academic ground.

- If a student is not on track to meet the 1.25 years of growth requirement by the end of Semester 1, a Matriculation Review Meeting is automatically triggered.
- **SPARK (MTSS) Referral:** Any student identified via our universal screening (AimswestPlus) as being in the bottom 25th percentile or who is overage for their grade level is immediately referred to the SPARK Team.

### Targeted Structural Interventions

- **Overage Student Support:** For students who are overage, we implement Compacted Curriculum strategies within the REX Inquiry Block. This allows them to master multiple standards through high-interest, inquiry-based projects, maintaining dignity while accelerating credit/standard completion.
- **SEL Boost & Science of Compassion:** While typically students do not dropout in grades K-8, students may stop consistently attending school, creating an achievement deficient. To prevent significant attendance concerns, we address emotional noise. Students showing signs of chronic absenteeism or disengagement receive targeted SEL support to rebuild their sense of Relatedness and Purpose.

### Stakeholder Partnership & Due Process

We empower parents as the Griots (experts) of their child's history to co-design the path to recovery.

- **SPARK Plan Co-Design:** Teachers refer off-track students to the SPARK Team. Parents, teachers, the SPARK Team and the students a SPARK Plan. This plan specifically includes home-based multisensory supports and school-based clinical interventions.
- **Professional Review Committee:** Retention is an intervention of last resort. Final decisions are made by a committee (Lead Teacher, CEO, and SPARK Chair or SPED Chair) that reviews a preponderance of evidence, including AimswestPlus data, REX portfolios, and attendance.
- **Accessible Rights:** For SWD and ELL families, all risk-of-retention discussions occur within IEP/EL meetings with native language translation provided, ensuring parents are active partners in the decision-making process.

- 3) For high school programs, explain how the school will meet state graduation requirements<sup>106</sup>. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements. **NA**

<sup>106</sup> [https://webapp-strapia-paas-prod-nde-001.azurewebsites.net/uploads/diploma\\_requirements\\_1018352e30.pdf](https://webapp-strapia-paas-prod-nde-001.azurewebsites.net/uploads/diploma_requirements_1018352e30.pdf)

- 4) For high school programs, explain how the school’s graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce). **NA**

### 3.4 DRIVING FOR RESULTS

The SPCS.A will evaluate the performance of every charter school annually, and when considering applications for renewal and contract amendment according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCS.A Charter School Performance Framework<sup>11F107</sup>, the Nevada School Performance Framework adopted by the Nevada Department of Education<sup>12F108</sup>, and applicable law and regulation.

Applicants are expected to propose additional goals to complement or supplement, but not supplant, the SPCS.A’s performance standards. These goals should be school-specific, mission-driven academic, financial, or organizational goals. All included indicators, measures, and metrics are expected to be rigorous, valid, and reliable.

- 1) Describe the mission-specific academic goals for the school. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.

SMART Goal	Measure & Assessment	Process for Determining Targets
<b>Accelerated Growth (Power):</b> By Spring 2029, 70% of students continuously enrolled for at least 2 years will meet or exceed their individualized i-Ready Stretch Growth targets in Reading and Math.	i-Ready Diagnostic (Administered Fall, Winter, Spring).	i-Ready Stretch Growth is a high-ambition metric designed to move students toward grade-level proficiency faster than standard growth. For students starting below grade level, this provides the statistical throttle required to close achievement gaps within the charter term.
<b>Cognitive Engagement (Passion):</b> By Q4 2028, 80% of students will meet the Engaged threshold during quarterly PLA-CHECK <sup>109</sup> audits.	Planned Activity Check (PLA-CHECK): An interval-based observation tool measuring behaviors that match ongoing instruction.	Engagement is defined as participation compatible with attending. Targets are set via 10-interval scans (every 5 minutes) during REX Blocks or core instruction to calculate a verifiable classroom engagement percentage.
<b>Strategic Innovation (Passion):</b> 100% of students will complete 3 REX Inquiry Projects annually, with 75% of middle schoolers scoring Proficient on the PBL Works Rubric.	PBL Works Critical Thinking Rubric applied to final REX Exhibition deliverables.	Targets ensure 100% participation in the inquiry process while using validated rubrics (aligned to NVACS Inquiry Arc) to ensure high-quality mission output. These projects culminate in public defenses during Museum Week.
<b>Neo Griot Agency (Purpose):</b> 100% of Middle School students will complete the 3-year community service arc (8 hours/year), with 85% scoring Proficient on the NEO Service Rubric by 8th grade.	NEO Service Rubric applied to the NEO Service Exhibit (REX Service Project).	Targets measure the transition from classroom researcher to community changemaker. This initiative operationalizes Epistemic Agency by requiring students to identify Artifacts of Challenge and design strategic action plans with community mentors.
<b>WIDA Proficiency (EL Growth):</b> By Year 3 (2030), 70% of continuously enrolled ELL students will meet or exceed their	WIDA ACCESS for ELLs (Annual) and WIDA MODEL (Interim/Diagnostic).	Nevada Compliance: The 70% goal confirms the efficacy of WIN Block personalization and SIOP components in accelerating language acquisition to meet state exit targets.

<sup>107</sup> <https://charterschools.nv.gov/ForSchools/Accountability/>

<sup>108</sup> <https://doe.nv.gov/accountability/nspf/>

<sup>109</sup> Participation, Listening, & Attention — Concentration, Hands-on, Enthusiasm, & Clarity Key. This is how The Ivy gauges student engagement, ensuring that relatedness and the learning environment are biologically optimized for every student to remain actively in command of their own discovery.

individualized WIDA growth targets.		
<b>Self-Advocacy (Purpose):</b> By Year 3, 85% of students will score Proficient on the Ivy SEL Self-Advocacy Index.	Ivy SEL Self-Advocacy Index (Biannual Survey) and Behavioral Incident Data.	Achieving this indicates successful cultivation of self-efficacy and resilience, critical factors in student retention and long-term academic recovery. This metric tracks the student's ability to shift into their Window of Tolerance.

- 2) In the table below, outline the annual performance and growth goals that the school will set in order to meet or exceed expectations as outlined in the SPCSA Academic Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF). *You may add rows as needed.*

Goal	Aligned to SPCSA, NSPF, or Both?	Evaluation Tool and Frequency	Baseline (Year 1)	2027-28	2028-29	2029-30
Accelerated Academic Growth (Power → Achievement)	Both	i-Ready Diagnostic (3x Yearly: F, W, S)	Establish Typical Growth Baselines	60% of students achieve Stretch Growth targets	65% of students achieve Stretch Growth targets	70% of students achieve Stretch Growth targets
K-3 Literacy Gateway (RBG3) (Power → Achievement)	Both (NSPF/RBG3)	i-Ready Diagnostic & AimswebPlus (3x Yearly)	100% of K-3 screened within 45 days	65% of 3rd Graders reach Mid-on-Grade Level or above	70% of 3rd Graders reach Mid-on-Grade Level or above	75% of 3rd Graders reach Mid-on-Grade Level or above
ELA Proficiency (Power → Achievement)	Both	SBAC ELA (Annual, Gr 3-8)	CCSD Avg: ES 45.6% / MS 42.9%	Projected via Winter i-Ready (Baseline +5%)	55.6% (District +10%)	65.6% (The Ivy +10%)
Math Proficiency (Power → Achievement)	Both	SBAC Math (Annual, Gr 3-8)	CCSD Avg: ES 39.6% / MS 27.4%	Projected via Winter i-Ready (Baseline +5%)	49.6% (District +10%)	59.6% (The Ivy +10%)
English Language Growth (WIDA) (Power → Achievement)	Both	WIDA ACCESS (Annual) & WIDA MODEL (Interim)	Establish AGP Baseline per NSPF	60% meet WIDA Growth Targets (0.5+ increase)	65% meet WIDA Growth Targets	70% meet WIDA Growth Targets
Mission Engagement (Passion → Emotional Driver)	Mission/NSPF	PLA-CHECK (Quarterly Audits)	50% Classroom Avg at Beginning of the School Year (Interval Scans)	70% on-task behavior per interval	75% on-task behavior per interval	80% on-task behavior per interval

Inquiry Mastery (Passion & Purpose → Impact)	NSPF / Mission	REX Inquiry Projects (4x Yearly) via PBL Works Rubric	Establish Diagnostic Baseline in Q1	70% of students score Proficient	80% of students score Proficient	85% of students score Proficient
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### 3) Explain how the baselines in the table above were set.

The baselines for The Ivy's academic performance goals were established through an analysis of local district data, historical state performance benchmarks, and the diagnostic capabilities of our elected assessment tools. This ensures that targets are both ambitious enough to secure a 4- or 5-star rating on the Nevada School Performance Framework (NSPF) and clinically calibrated to the starting points of our target population.

#### Setting Academic & Demographic Baselines

- **SBAC ELA & Math Baselines:** These were set by averaging the 2023-2024 performance data of the Clark County School District (CCSD) for elementary and middle schools. Specifically, we utilized the district averages of 45.6% (ES) / 42.9% (MS) for ELA and 39.6% (ES) / 27.4% (MS) for Math as the floor for our Year 1 projections.
- **i-Ready Typical Growth Baselines:** Year 1 baselines for growth will be established during the Fall Diagnostic window. This allows the school to create Typical Growth trajectories based on each student's specific starting point, which is essential for our high-need population.
- **K-3 Literacy Gateway (AimswestPlus):** The baseline for our screening goal is set at 100% compliance within the first 45 days of enrollment, mandated by our commitment to early identification of language-based disabilities like Dyslexia.
- **WIDA Growth Baselines:** Baselines for English Language Learners are established using the Adequate Growth Percentile (AGP) metrics provided by the Nevada School Performance Framework (NSPF) to ensure our targets align with state exit requirements.

#### Setting Mission-Specific Baselines

- **PLA-CHECK Engagement:** The baseline of 80% classroom average was determined through pilot studies conducted by the Committee to Form in partnership with local Las Vegas schools. This represents a high-functioning environment where the majority of students are in their Window of Tolerance.
- **REX Inquiry Mastery:** Year 1 diagnostic baselines for inquiry are established during the Q1 REX Unit. Since many students entering from underperforming schools (67%–100% of which are 1- or 2-star institutions in our target zip codes) have limited experience with Project-Based Learning, this initial baseline measures foundational research skills.
- **Demographic Projections:** Baselines for FRL (100%) and ELL (30%+) were set using census and district data from the seven target zip codes, where median household incomes are significantly lower than the county average.

### 4) Articulate how the school will measure, evaluate, and report academic progress – of individual students, student cohorts, special populations, and the entire school – throughout the school year, at the end of the academic year, and for the first six years of operation. How will the school monitor for disparities in academic performance between student groups?

The Ivy School ensures clear, constructive, and consistent communication with parents by treating families as essential partners in the Power. The reporting structure is designed for maximum transparency and provides families with both real-time data and formal checkpoints. We integrate the Smarter Balanced Assessment Consortium (SBAC) into its systematic reporting and evaluation framework as the definitive measure of state-level proficiency in Year 4 while utilizing i-Ready and AimswebPlus to drive our Self-Correcting Ecosystem in the primary years. All reports (Progress Reports, SBAC, WIDA) are provided in the family's native language. The leadership team reviews this data monthly. The Principal reports out to the CEO. The CEO reviews the Monthly Academic Dashboard with the Academic Excellence Committee (AEC) of the Board. If school wide course corrections need to be made, the leadership team and CEO will draft plan. The CEO will share this with the AEC. The leadership team will share this and implement during Teacher Innovation Lab. If grade level or teacher level course corrections need to be made, teachers will work with their administrator and/or mentor to create during the Teacher Innovation Lab. The leadership team will monitor the implementation via classroom observations, PLA-CHECKs and analysis of data.

## Systematic Reporting Framework

Reporting Channel	Frequency	Data Included	Alignment
Parent Portal (Infinite Campus)	Bi-weekly (Min.)	Real-time access to grades, attendance, and pro-social milestones.	<b>Transparency:</b> Allows parents to identify performance drops immediately.
Mid-Quarter Progress Report	Every 4 weeks	Initial classroom achievement data and Growth Velocity updates.	<b>Course Correction:</b> Early warning for students slipping from Stretch Growth targets.
Formal Report Card	Every 8 weeks (End of Qtr. & End of School Year)	Comprehensive academic summary for the grading period.	<b>Mastery Loop:</b> Culminates at the conclusion of Reteach & Museum Week.
i-Ready & AimswebPlus Reports	3x Annually (F, W, S)	Norm-referenced growth, Stretch Growth targets, and RBG3 progress.	<b>Clinical Power:</b> Validates if instructional dosage is sufficient to close gaps.
SBAC Individual Student Reports	Annually (Summer/Fall)	Summative proficiency levels in ELA and Math for Grades 3–8.	<b>Accountability:</b> Definitive state-level proficiency and MGP data.
K-3 Framework Rating	Annually (Fall)	Summative assessment of K-3 performance based on the Kindergarten Entry Assessment (KEA) and Read-By-Grade-3 (RBG3).	<b>Early Accountability:</b> Provides a verified performance level (Exceeds, Meets, Does Not Meet, or Below Standard) during the years prior to the first SBAC star rating.
STAR Rating	Annually (Summer/Fall)	Summative assessment of The Ivy through the Nevada School Performance Framework (NSPF) index score.	<b>Systemic Accountability:</b> Provides the definitive public-facing metric of The Ivy's academic, organizational, and financial health, used by the SPCSA to measure progress toward becoming a 4- or 5-star institution.

## Specialized Monitoring Reports

- **WIDA ACCESS Reports (EL Growth):** Administered once annually, these track proficiency across listening, speaking, reading, and writing to monitor the Adequate Growth Percentile (AGP).
- **SPED Progress Reports:** Parents of students with an Individualized Education Program (IEP) receive reports against specific SMART goals at 4-week and 8-week intervals.
- **SPARK (MTSS) Progress Reports:** Students receiving Tier 3 supports have their results shared during formal 30/60/90-day monitoring cycles.
- **2e Unmasking Audit:** During the Teacher Innovation Lab (TIL), staff disaggregate data for students in the bottom 25th percentile of foundational skills who also show 95th percentile potential in inquiry to ensure they receive Dual-Differentiation
- **Weekly Student Work Analysis:** During Teacher Innovation Lab (TIL), staff disaggregate student achievement, behavioral and attendance data to determine Power Standards for reteaching during Museum Week, course corrections in the following week's lesson planning, identify student misconceptions and how to address them, identify student work exemplars, discuss and identify strategies with their teams and/or mentors, and design new instruction.
- **Student Engagement Data (Internal):** Staff disaggregate engagement data from bi-weekly PLA-CHECK audits to gauge academic success and identify the specific instructional strategies that drive high-level motivation. The standard is 80% on-task behavior. Rather than treating engagement as a mere measure of behavior, The Ivy utilizes this data as a critical indicator of student achievement and school climate. By analyzing interval-based observation scans, leadership evaluates the strength of the relationship between teachers and students, ensuring that the classroom remains a positive, productive environment where every learner feels regulated and intellectually seen. This clinical insight allows staff to refine the Emotional Driver of their pedagogy, maintaining the safe-to-learn brain state required for students to take command of their own discovery.

### Corrective Action and Communication Triggers

The Ivy's Self-Correcting Ecosystem uses real-time data to trigger immediate intervention and parent partnership.

- **Academic Plateaus:** If a student fails to meet a Typical Growth milestone or scores below 70% on a unit assessment, teachers initiate informal communication to suggest at-home multisensory supports.
- **Engagement Threshold:** If a PLA-CHECK classroom engagement audit falls below 60%, it triggers an immediate instructional audit during the next TIL session to identify cognitive blocks or sensory mismatches.
- **Behavioral Survival Responses:** Using the VINE (SWPBIS), any student exhibiting persistent survival-mode behaviors (hyperarousal or hypoarousal) is referred for a Functional Behavioral Assessment (FBA) and/or SPARK to move from reactive discipline to prosocial skill acquisition. To ensure equity and model fidelity; the SPARK Coordinator continuously monitors for behavioral disparities between subgroups. This systematic audit allows the leadership team to identify and address disproportionality in disciplinary actions, ensuring that biological survival responses are met with clinical support rather than punitive exclusion.
- **Significant Disparities:** A disparity of  $\geq 10\%$  in AGP or proficiency for any subgroup triggers a formal audit of SIOP® strategies or IEP accommodations during TIL. The Special Education Coordinator is responsible for extracting and disaggregating this data to conduct a root-cause analysis, ensuring that instructional adjustments directly address the specific needs of English Learners (EL), Students with Disabilities (IEP), and Economically Disadvantaged students (FRL).
- **Attendance Triggers:** To combat intellectual truancy, the SPARK Coordinator initiates attendance nudges at the 3, 5, and 7-day absence marks, moving to a formal SPARK Plan to identify environmental barriers. The SPARK Coordinator monitors for attendance disparities between subgroups to prevent absenteeism from becoming a lagging indicator of disengagement for specific communities. This will later transition to the Assistant Principal as the SPARK position transitions out.
- **SPARK Team Referral:** Within two weeks of a student being identified for Tier 3 support, parents receive a formal invitation to collaboratively develop an individualized intervention plan.

### Six-Year Longitudinal Data Evolution

The Ivy School's evaluation framework is engineered to mature alongside our student population. In Years 1–3, our progress monitoring is anchored in the SPCSA K-3 Framework, with heavy emphasis on Teaching Strategies GOLD (TSG) dimensions and Read-By-Grade-3 (RBG3) growth metrics to ensure foundational mastery. As we expand into middle school in Years 4–6, our evaluation shift centers on the Nevada School Performance Framework (NSPF), specifically tracking Median Growth Percentiles (MGP) and Smarter Balanced (SBAC) proficiency to secure a 4- or 5-star rating by the end of the first charter term. Throughout this six-year trajectory, we maintain a Longitudinal Equity Audit, tracking year-over-year performance trends for our founding cohorts to ensure that the Self-Correcting Ecosystem successfully closes the opportunity gap as students matriculate through our program.

- 5) Describe the corrective actions the school will take if it falls short of student academic achievement goals at the classroom, cohort, special population, and/or school-wide level during the year or based on end of year assessments. Explain what performance levels would trigger such corrective actions and who would be responsible for implementing them.

The Ivy School operates a Self-Correcting Ecosystem where real-time data triggers immediate clinical adjustments to instructional dosage. In the context of The Ivy, a Self-Correcting Ecosystem is defined as an integrated organizational and instructional framework where real-time diagnostic data acts as a biological feedback loop, triggering immediate, non-negotiable adjustments to instructional dosage and school operations. We do not wait for year-end results to intervene; this ecosystem uses clinical triggers from tools like i-Ready and AimswebPlus to force a shift in resources, personnel, or pedagogy the moment a plateau in student growth is detected. This ensures the school environment remains in a constant state of homeostasis, where academic and emotional barriers are removed before they can lead to chronic failure

### The Ivy's Corrective Action Framework

Level of Concern	Academic Triggering Metric	Corrective Action Tier	Responsibility
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Individual Student	Fails to meet Typical Growth milestone OR achieves <70% on Unit Assessment.	Tier 2/3: Targeted/Intensive Intervention (WIN Block or WIN Time for Core Content).	Teacher, SPARK Coordinator & SPARK Team.
Cohort/Grade Level	<75% of students on track for Stretch Growth target OR <80% mastery on Common Assessment.	Tier 3/4: Curriculum Adjustment via TIL. Institution of Reteach Week during Museum Week.	PLC Leader & Leadership Team.
Special Population	≥10% proficiency/growth disparity between a subgroup (ELL, SWD, FRL) and general population.	Tier 4: Subgroup Strategic Response.	Special Education Coordinator, SPARK Coordinator, & Principal.
School-Wide	Falling below NSPF star-rating targets or <50 points on SPCSA Framework.	Tier 5: Formal School Improvement Plan.	CEO & The Ivy School Board.

## Implementation Procedures

### Classroom-Level (Tier 2/3 Action)

- **Trigger:** A student fails a Unit Assessment or i-Ready indicates a plateau in growth trajectories.
- **Action:** The Teacher immediately refers the student to a targeted WIN Block (for English Language Development) or WIN Time (for Core Content) group.
- **Process:** The teacher utilizes multisensory, high-dosage interventions such as TouchMath and UFLI Orton-Gillingham.
- **Monitoring:** Weekly progress monitoring via AimswebPlus validates if the dosage is sufficient to return the student to their Stretch Growth trajectory.

### Cohort/Grade Level Action (Tier 3/4 Action)

- **Trigger:** i-Ready Winter Diagnostic results show a grade level is not on track to hit Stretch Growth targets, or formative data shows <80% mastery of a specific NVACS cluster.
- **Action:** Triggered during the Teacher Innovation Lab (TIL), the team institutes a Reteach Week during Museum Week.
- **Restructuring:** The 75-minute Core Block is restructured to focus exclusively on unmastered standards through high-leverage multisensory practices.
- **Process:** The team conducts a root-cause analysis during TIL to determine if the rigor of tasks was misaligned to the standard.

### Special Population Action (Tier 4 Action)

- **Trigger:** Disaggregated data reveals ≥10 disparity in Adequate Growth Percentile (AGP) for ELLs, SWDs, or FRL students.
- **Action:** The Special Education Coordinator, SPARK Coordinator and ELL Teacher Leader audit the fidelity of SIOP strategies and IEP accommodations.
- **Clinical Trigger:** For ELLs, a plateau in WIDA MODEL interim scores triggers an immediate increase in oral language rehearsal time within Griot Circles.
- **Process:** The CEO may re-allocate personnel to provide additional push-in support for the struggling subgroup.

### School-Wide/Board Level (Tier 5 Action)

- **Trigger:** Failure to meet NSPF annual star-rating targets or scoring <50 points on the SPCSA Academic Performance Framework.
- **Action:** The Board directs the CEO to implement a 90-Day School Improvement Plan.
- **Process:** The Board monitors progress via a monthly Academic Dashboard.
- **Mandate:** If internal i-Ready Winter data does not show significant correction toward a 4- or 5-star trajectory, the Board may mandate external instructional audits or curriculum replacements.

- 6) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student learning needs and ensure progress towards SPCSA and state proficiency targets. Describe how these assessments will be used.

The Ivy School utilizes a multi-layered assessment strategy to monitor foundational Power Standards, linguistic progress, and standards-based growth. By electing i-Ready in accordance with Guidance Memorandum 25-05, we ensure our interim data is directly aligned with Nevada's Read by Grade 3 (RBG3) requirements.

#### i-Ready Diagnostic (Reading & Math):

- **Frequency:** 3x annually (Fall, Winter, Spring).
- **Use:** i-Ready serves as our primary predictor for SBAC proficiency and Median Growth Percentiles (MGP). It allows us to monitor Typical Growth and Stretch Growth trajectories, providing the statistical throttle required to close achievement gaps.

#### AimswestPlus:

- **Frequency:** 3x annually (Screening); Weekly/Bi-weekly (Progress Monitoring).
- **Use:** Serves as the mandated Universal Screener for early literacy (RBG3, Dyslexia) and math (Dyscalculia). It triggers immediate SPARK (MTSS) interventions for foundational deficits in decoding and number sense within the first 45 days.

#### WIDA MODEL:

- **Frequency:** Mid-year (Winter).
- **Use:** A linguistic interim for English Language Learners (ELLs) to predict WIDA ACCESS outcomes and monitor Adequate Growth Percentiles (AGP).

#### REX Inquiry Portfolios:

- **Frequency:** Quarterly.
- **Use:** Performance-based assessments graded against the PBLWorks Critical Thinking Rubric to measure the application of the NVACS Inquiry Arc and NGSS Practices.

- a) How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?

The Ivy supports teachers through the Teacher Innovation Lab (TIL), a weekly dedicated clinical professional development space. Within the TIL, teachers work with their teams, mentors and leadership team to not only analyze data, but to design assessments that will give them the data they need to evaluate student learning.

#### Mind Map: Prerequisite Learning Progression for NVACS RI.3.2

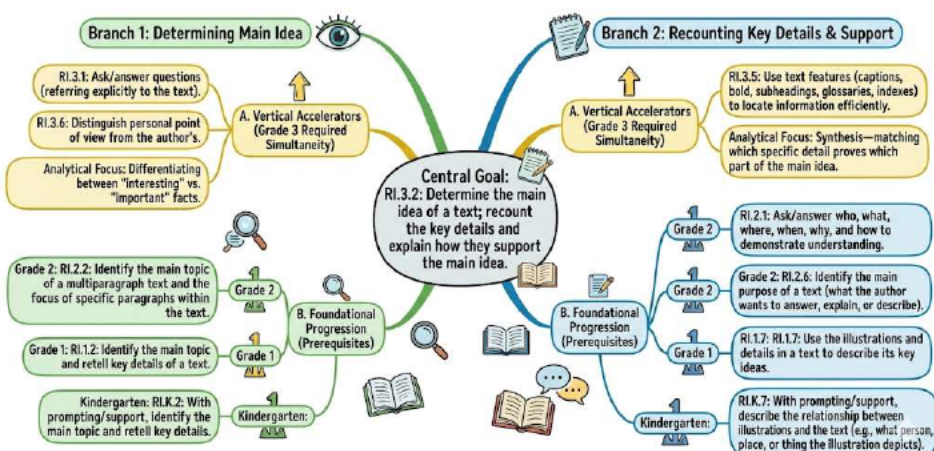


Figure 5 Mind Mapping Standards to Identifying Power Standards for Reteach.

- **Identifying Power Standards and Assessment Study:** Teachers study the interim assessments, SBAC released items/performance tasks and PARCC (Partnership for Assessment of Readiness for College and Careers- a similar assessment to SBAC) released items/performance tasks. While the assessments are different in that SBAC is computer-adaptive (adjusts difficulty), while PARCC is a fixed-form, linear test, the types of questions are similar and aligned to Common Core, which NVACS are based upon. Teachers learn about question design and the intersections of standards. Teachers learn to identify the Prerequisite Power Standards that students need to have a mastered in order to be successful and how each question requires the intersects with the Power Standards. For

example, in the Mind Map of NVACS standard RI.3.2. "Determine the main idea of a text; recount the key details and

explain how they support the main idea,” teachers would learn how to mind map, and at each grade level, these Power Standards would be reinforced using a common language. Teachers would then learn how to design assessment at each grade level that can gauge acquisition of the Power Standard across all content. For example, on a 12 question assessment, teachers may focus on 4 standards, designing 3 questions each for each standard. In this way, teachers can determine if the student has mastered the standard. On a Social Studies or Science test, Math and/or ELA Power Standards would be incorporated into the assessment. When teachers return to TIL, they can pull from their assessment data to determine how well students have learned the standard. These questions would be written in a common language so that each standard is reinforced across the curriculum.

- **Assessment Question Design:** Teachers learn how to design questions similar to formatting seen on i-Ready, Aimsweb & SBAC. This is done to ensure students don't have a “gotcha” moment on assessments, causing testing anxiety, hyperarousal or hypoarousal. Students will be accustomed to similar questions, taking the anxiety from high stakes testing.
- **Designing a Question Bank:** Teachers collaboratively work on questions, creating a Question Bank that follow teachers can draw from or be inspired by as they design assessments.
- **Student Work Analysis (SWA):** Teachers bring recent Museum-style artifacts and exit tickets to the TIL. We use a Protocol-Based Scrutiny to identify where student misconceptions live—whether they are cognitive (understanding the concept) or sensory (the delivery mismatch).
- **Daily Checks for Understanding (CFUs):** We train staff on checking for understanding to gauge student misconceptions in real-time. Teachers are coached to predict student misconceptions and use High-Leverage CFUs (e.g., non-verbal signals, collaborative whiteboarding) every 10–15 minutes to ensure instruction pivots *during* the lesson, rather than waiting for a unit test. These student misconceptions and CFUs are written into the lesson plan.

b) Explain how you know that the proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals, and the Nevada Academic Content Standards.

#### Validity, Reliability, and Alignment

- **Validity & Reliability:** i-Ready and AimswebPlus are nationally normed, psychometrically validated instruments. i-Ready is specifically recognized by the Nevada Department of Education for its high correlation ( $r > 0.80$ ) with the Smarter Balanced (SBAC) summative assessments.
- **Alignment:** These tools align with the Nevada Academic Content Standards (NVACS) by breaking down complex standards into discrete, measurable Power Skills. For example, AimswebPlus measures the foundational phonological awareness required by the NVACS Foundational Reading standards, while i-Ready monitors the Stretch Growth targets necessary to meet the SPCSA's 4- and 5-star performance goals.

c) Articulate how interim assessments will be used to inform instruction and key decisions throughout the school year. How will teachers and school leaders be trained in their use?

#### Data-Driven Decision Making & Training

- **Informing Instruction:** Data from interims triggers the Self-Correcting Ecosystem. If a student fails to meet an i-Ready Typical Growth milestone, it triggers an automatic audit of their SIOP® strategies or IEP accommodations or referral to SPARK during the next TIL session. School-wide, if interim data shows a >10% subgroup disparity, the Academic Excellence Committee of the Board reviews the Corrective Action Plan drafted by the CEO.
- **Staff Training:**
  - **Summer Institute:** Two weeks of intensive training on data disaggregation, specifically focusing on how to read i-Ready Growth Reports and AimswebPlus Probes.
  - **Monthly Data Days:** Following each interim window, the school closes for a full-day Data Dive where teams identify Power Standards for the upcoming Reteach & Museum Week.
  - **Ongoing Mentorship:** New teachers are paired with Mentors who model how to translate raw diagnostic scores into differentiated Learning Menus for neurodivergent learners.

7) For each interim assessment identified above, describe the performance targets and benchmarks the school will use to monitor student progress and ensure it remains on track to meet its academic goals throughout the first year. Explain how these targets will be set, measured, and adjusted if needed.

We utilize a Triangulated Target model to ensure every student maintains a Growth Velocity of 1.25 years across foundational, linguistic, and inquiry-based domains.

Interim Tool	Performance Target (Benchmark)	Frequency	Rationale for Year 1
i-Ready Diagnostic	Stretch Growth Target Met (i-Ready, 2024)	3x Yearly	Our primary engine for measuring standards-based growth and predicting SBAC proficiency.
AimswestPlus	65th SGP (Student Growth Percentile)	3x Yearly	Serves as the Universal Screener for RBG3 compliance and foundational Math Risk.
WIDA Model / ACCESS	0.5+ Increase in AGP (Annual Growth)	Interim / Annual	Ensures ELL students are on track to exit status within 5 years per NSPF targets.
REX Inquiry Portfolios	70% Proficient on PBL Works Rubric	Quarterly	Measures Impact through the application of NVACS Inquiry and NGSS Practices.

### How Targets are Set

Year 1 targets are set using a combination of national normative data and Nevada-specific statutory requirements.

- **i-Ready Diagnostic:** We anchor targets at the i-Ready Stretch Growth metric. Unlike typical growth, Stretch Growth is an ambitious target designed to move students toward grade-level proficiency faster, providing the statistical throttle required to close achievement gaps for students starting below grade level in our target zip codes.
- **WIDA AGP:** Targets are aligned with the Nevada School Performance Framework (NSPF) Adequate Growth Percentile (AGP), ensuring students reach English proficiency within the state-mandated timeline.
- **REX Portfolios:** Targets are set by cross walking the NVACS Social Studies Inquiry Arc with the PBL Works Critical Thinking Rubric.

### How Progress is Measured

Measurement is an active, collaborative process facilitated through the Teacher Innovation Lab (TIL).

- **The Data Summit:** Every Winter, the leadership team conducts a school-wide Data Summit to identify which cohorts are on track for their Year 1 growth goals.
- **Subgroup Disaggregation:** We specifically measure the growth of our ELL, SWD, and FRL subgroups. If a disparity of  $\geq 10$  exists between a subgroup and the general population, it triggers an immediate Tier 4 strategic response through the SPARK process.

### How Targets are Adjusted

Adjustment is a clinical process—we do not lower the bar; we increase the dosage.

- **Instructional Pivots:** If a cohort is missing its Stretch Growth target by Winter, we adjust the Core Block rotations during TIL. This may include increasing the time spent in the Teacher Center or adding specialized SIOP coaching.
- **Quarterly Reteach & Museum Week:** Every nine weeks, The Ivy School suspends new forward-moving curriculum for a 4-day Mastery & Impact Loop.
  - **The Reteach Component (The Power):** Teachers identify Non-Negotiable Standards that fell below the 80% mastery threshold on internal assessments. Students are regrouped for targeted, small-group re-teaching in the mornings.
  - **The Docent Component (The Passion/Purpose):** In the afternoons, students finalize their REX Inquiry Projects and curate their museum exhibits.
  - **The Museum Night (The Impact):** The week culminates in an exhibition where students act as docents, translating their Power (standard mastery) into Impact (community teaching).
- **WIN Time Escalation:** If an individual student falls below Typical Growth trajectories on i-Ready or shows significant risk on AimswestPlus despite Tier 1 support, we increase their WIN Time intervention dosage.
- **Clinical Triggers:** Persistent lack of response to increased dosage triggers a referral to the SPARK Team for a formal MDE (Multidisciplinary Evaluation).

## 8) Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.

In addition to Infinite Campus (IC), which serves as the official Student Information System (SIS) for state reporting, The Ivy utilizes specialized platforms to track academic Power, Passion, and Purpose.

System	Primary Use and Data Type	Alignment to Model & Process
State System: Infinite Campus	Official SIS for attendance, transcripts, and NSPF mandated reporting.	Provides school-wide data for the Chronic Absenteeism and Proficiency indicators.
Interim Platform: i-Ready & AimswebPlus	Stores norm-referenced growth data (Typical and Stretch Growth) and RBG3 screening results.	Tracks progress toward Growth Velocity goals and informs WIN Time groupings.
The Ivy Data Vault (Custom Database)	Securely managed environment (e.g., Airtable/Google Cloud) for granular instructional data.	Stores mission-specific metrics: PLA-CHECK, REX Rubrics, and SEL Index data. This drives SPARK (MTSS) monitoring.
Compliance: Cloud Based IEP Management System	Cloud-based management of IEPs and 504 Plans.	Ensures 100% compliance with IDEA and state special education regulations.

### Data Storage and Accountability

- **Storage and Security:** Assessment data is entered directly into vendor-managed platforms and our secure internal database, minimizing reliance on unencrypted spreadsheets.
- **Role-Based Access Controls (RBAC):** Access is governed by the Principle of Least Privilege. Teachers and staff are granted access only to the specific data sets required for their roles, ensuring FERPA compliance.
- **Data Governance:** The School Operations Coordinator is responsible for overseeing data governance. This includes maintaining clear policies for data handling and conducting monthly Data Scrubs to ensure Infinite Campus mirrors our internal clinical data.

### Using Data to Drive Decisions

The collection process ensures that data is available for systematic use during our established cycles of corrective action:

- **Weekly Monitoring (TIL):** Teacher teams utilize the Data Vault during the Teacher Innovation Lab (TIL) to analyze formative and interim data. This is critical for diagnosing performance gaps and adjusting WIN Time groupings for the following week.
- **Quarterly Evaluation:** Interim data (i-Ready/AimswebPlus) is disaggregated by special populations (ELL, SWD, FRL). The CEO provides a formal Academic Performance Report on this analysis to the Governing Board quarterly.
- **Mastery Loop (Reteach Week):** During the quarterly Reteach & Museum Week, data from internal unit assessments is used to regroup students into temporary mastery cohorts to close standards-based gaps before Museum Night.

9) Describe the school's [organizational or financial performance goals](#) the school will have. Explain how these align to the SPCSA Organizational and Financial Performance Frameworks.

Ivy School Performance Goal	Explanation & Rationale	Alignment to SPCSA Framework
1. Unrestricted Days Cash on Hand $\geq$ 60 Days	To ensure sufficient liquidity to fund operations for at least 60 days without receiving additional revenue, mitigating reliance on short-term debt.	Financial Framework: Meets the Meets Standard threshold for Near-Term liquidity.
2. Enrollment Variance $\geq$ 95%	To accurately meet budgeted enrollment, ensuring sufficient revenue to fund academic programming and maintain a stable cash flow.	Financial Framework: Aligns with SPCSA expectations for fiscal viability based on actual vs. planned enrollment.
3. Clean Annual Independent Audit (Unqualified Opinion)	To confirm through third-party experts that financial statements are accurate, internal controls are effective, and there are no material findings.	Financial Framework: Aligns with Measure 8 (Financial Management) for legal compliance and fiscal oversight.
4. 100% On-Time, Accurate Operational Submissions	To ensure all Epicenter tasks, state reports, and compliance certifications are submitted accurately and by established deadlines.	Organizational Framework: Exceeds the 90% Meets Standard threshold for the Operations category.

5. Full Regulatory & Governance Compliance	The Governing Board will certify compliance with all open meeting laws, background check requirements, and charter contract terms.	Organizational Framework: Targets an In Compliance rating by meeting all checklist and quality indicators.
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### 3.5 AT RISK STUDENTS AND SPECIAL POPULATIONS

#### At Risk Students

#### 1) What is the school’s definition of at-risk students? What academic and behavioral data, processes, and methods will be used to identify at-risk students and their needs?

#### The Ivy School: Definition and Identification of At-Risk Students

In alignment with NRS 388A.045, The Ivy defines at-risk students as pupils who face economic or academic disadvantages that require specialized services to achieve educational success. However, building on our Targeted Plan (Section 2.2), we identify at-risk through a clinical lens that recognizes the biological and societal stressors prevalent in our seven target zip codes.

#### Defined At-Risk Populations

In accordance with the SPCSA Academic and Demographic Needs Assessment, the following groups are designated as at-risk due to historical underperformance and environmental hazards:

- **Economically Disadvantaged Students:** We anticipate 100% of our population will qualify for Free and Reduced-Price Lunch (FRL), given that median household income in our target area are significantly lower than the Clark County average.
- **English Language Learners (ELLs):** Students in zip codes like 89104 (38.02% ELL) require high-dosage linguistic support to access core content.
- **The Hidden At-Risk (Gifted & 2e):** We explicitly include high-potential students in our at-risk definition. These students face a Dropout Paradox where 15% to 25% of dropouts are in the gifted range due to chronic boredom and a lack of complexity.
- **Twice-Exceptional (2e) Learners:** Students whose giftedness is masked by a disability (or vice versa) are at extreme risk of under-identification and academic withdrawal in 1- and 2-star school environments.
- **Homeless and Migrant Students:** Highly mobile students who require the stability of our village ecosystem and trauma-informed support.

#### Identification Processes and Methods

The Ivy utilizes a Self-Correcting Ecosystem to identify at-risk needs within the first 45 days of enrollment:

- **Universal Screening:** We use WIDA, AimswebPlus and i-Ready Diagnostics to identify foundational deficits in literacy and math, triggering immediate WIN Block and WIN Time interventions.
- **The SPARK (MTSS) Trigger:** Behavioral and attendance data (via Infinite Campus) are monitored weekly by the SPARK Coordinator. Chronic absenteeism (masking intellectual truancy) or biological survival responses (discipline incidents) trigger a referral to the SPARK Team.
- **Mindfulness Studio** supports are scaled to the unseen trauma in the Ivy School community.

#### Behavioral and Academic Data Integration

- **Academic Identification:** We target students failing to reach Stretch Growth on i-Ready or Mid-on-Grade Level proficiency for RBG3.
- **Behavioral Identification:** Using the VINE (SWPBIS) framework, we identify students frequently shifting out of their Window of Tolerance into hyperarousal (disruption) or hypoarousal (shutdown).
- **Exploitation Risk:** For high-ability students, we monitor for signs of adult manipulation or recruitment into illicit networks, providing REX Blocks as a prosocial outlet for their strategic talents and Emory University’s SEE Learning.

**Note:** While NRS 388A.045 distinguishes Students with Disabilities (IEP) from the general at-risk definition, The Ivy recognizes this group—particularly the Twice Exceptional—as requiring specialized, dual-differentiation within our SPARK process.

#### Identification Data, Processes, and Methods

The Ivy School utilizes a multi-faceted, research-based process to identify at-risk students and their specific needs. This process is integrated into the Teacher Innovation Lab (TIL) and the Mastery & Impact Loop to ensure Day 1 identification. By electing i-Ready in accordance with Guidance Memorandum 25-05, we utilize clinical diagnostics to identify students who are academically at-risk, including those caught in the Dropout Paradox or the Iceberg Effect of unreported community trauma.

Data Type / Source	Threshold for At-Risk Identification	Process and Monitoring
Academic Performance (Foundational)	Students scoring below the 25th Achievement Percentile on initial AimswebPlus or i-Ready Diagnostic.	Immediate placement in a Tier 2 group during the WIN Time core rotation. Progress is tracked weekly during TIL disaggregation sessions.
Academic Growth (Velocity)	Failure to meet individualized i-Ready Stretch Growth targets.	Triggers a review by the PLC Leader during TIL to determine if Tier 2 interventions are sufficient or if a Tier 3 SPARK Plan is required.
Behavioral & SEL Needs	Non-responsiveness to Tier 1 SEL Boost or a PLA-CHECK engagement audit below 80%.	Referral for Functional Behavioral Assessment (FBA) and Tier 2/3 behavioral interventions (managed by the SPARK Team) to return the student to their Window of Tolerance.
Chronic Absenteeism	Any student missing 10% or more of enrolled school days (Current CCSD rate is 28.2%).	Daily monitoring by the School Operations Manager. Attendance triggers occur at the 3, 5, and 7-day absence marks to address intellectual truancy.

### Integrated Identification Strategy

- **Universal Screening:** All students undergo universal screening within the first 45 days of enrollment using AimswebPlus and i-Ready to identify hidden academic deficits such as Dyslexia or Dyscalculia. All 2<sup>nd</sup> graders are screened for GATE.
- **Twice Exceptional (2e) Identification:** We specifically monitor for the masking effect where a student's high cognitive potential obscures a disability, ensuring these students are not overlooked in the identification of at-risk needs.
- **The 3x Multiplier for Safety:** Recognizing the Reporting Gap (where only 36% to 40% of incidents are typically reported), monitor attendance, behavior and engagement data to proactively identify students who may be experiencing unreported trauma or environmental exploitation.
- **Giftedness as an At-Risk Marker:** In alignment with our P<sup>3</sup> Framework, we identify high-ability students in underperforming schools as at-risk due to their increased likelihood of dropping out (15% to 25%) when under-challenged

2) Describe the school's approach to help remediate students' academic underperformance. Detail the interventions to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond)?

### Remediation of Academic Underperformance

The Ivy utilizes a proactive, clinical approach to academic remediation, engineered to shift students from a wait-to-fail model to a Growth Velocity model. Remediation is centered on early identification through universal screening and data monitoring leading to the deployment of high-dosage, evidence-based interventions during the WIN Time (within the 75-minute Core Block) and the WIN Block.

### Interventions and Research Rationale

Interventions are selected based on their alignment with Applied Neuroscience and their proven efficacy with high-need populations, specifically FRL, ELL, and SWD.

Tiered Support	Population Focus	Key Intervention Programs	Research/Rationale and Model Alignment
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Tier 2 (Targeted)	Students below the 25th percentile on interims.	EL: UFLI Foundations. Math: TouchMath. ELL: EL Achieve.	Rationale: IMSE provides an evidence-based, multisensory approach aligned with the Science of Reading. TouchMath utilizes the Concrete-Representational-Abstract (CRA) sequence to reduce cognitive load.
Tier 3 (Intensive)	Students non-responsive to Tier 2 supports.	Individualized SPARK Plans. Intensive 1:1 or small-group tutoring. Unique Learning System for severe disabilities.	Rationale: The SPARK Process is a structured, multidisciplinary team framework. It ensures interventions are adjusted for dosage and frequency based on weekly data disaggregation in the Teacher Innovation Lab (TIL).

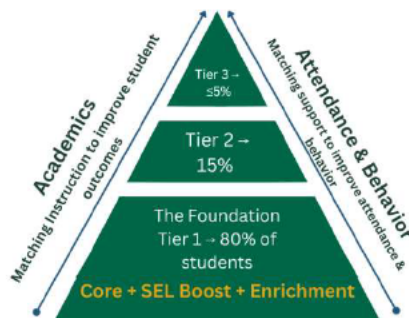
### Measuring Success: Accountability and Long-Term Trajectory

The success of remediation is measured by Growth Velocity or the 1.25 years of growth required for students to close achievement gaps before the 3rd-grade gateway and subsequent middle school transitions.

Timeline	Success Metric and Accountability	Alignment to SPCSA Framework
Year 1 (Short-Term)	i-Ready & AimswebPlus: 100% of students meet short-term progress monitoring goals (CBMs) and achieving the individualized i-Ready Stretch Growth mid-year target.	Demonstrates successful MTSS implementation. Monitored weekly in TIL to ensure compliance with Read by Grade 3 (RBG3).
Year 3 (Sustained)	NSPF Star Rating: Founding cohort reaches the 3rd-grade gateway with proficiency rates exceeding the local district average by 10%.	Targets the Student Group Comparison Indicator, verifying the model accelerates growth (MGP/AGP) for FRL, ELL, and IEP students.
Year 5 & Beyond	Longitudinal Sustainability: Middle school promotion rates of previously at-risk students and transition to high school on a College/Career Ready trajectory.	Directly addresses the Students at Risk of Dropping Out demographic need identified in the SPCSA Needs Assessment.

- 3) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Explain the methodology for determining these proportions.

### THE IVY SCHOOL'S SPARK (MTSS) PYRAMID



As illustrated in The Ivy School's SPARK MTSS Pyramid, The Ivy utilizes a proactive Multi-Tiered System of Supports (MTSS) to ensure all students, particularly those from historically underperforming groups, receive instruction and intervention tailored to their specific needs. This system operationalizes the Personalization (Purpose) pillar of our P<sup>3</sup> Framework, creating integrated intervention loops for academic, behavioral, and attendance needs.

#### The SPARK Tiers

SPARK is designed with 3 Tiers. Tier 1 is the Foundation. We utilize Brain-based Tier 1 instruction, UDL principles, SEL Boost, and Museum-Based Inquiry, and VINE (SWPBIS.) Tier 1 includes universal screening (i-Ready, AimswebPlus) for 100% of students within 45 days. This early Identification allows The Ivy to provide

Early Intervention and Early Support. Tier 2 consists of the Targeted Interventions. Students fall below the 25th percentile receive small-group instruction via WIN Time (Core Content) or WIN Block (ELA/ELL). Tier 3 is individualized, high-intensity programming & support. Tier 3 is reserved for students who demonstrate non-responsiveness to Tier 2 interventions as evidenced by Progress Monitoring data. These students receive an individualized SPARK Plan with SMART goals, which is monitored at 30 days, 60 days and 90 days. The SPARK Plan may feature intensive 1:1 tutoring, Unique Learning System, and

potentially Functional Behavioral Assessments (FBA,) SPARK Behavior and/or Attendance Intervention Plan while using intervention programs as UFLI Foundations, TouchMath, EL Achieve, personalized incentives, mentoring, etc.

### Methodology for Determining Proportions

The anticipated proportions of 80%, 15%, and 5% are based on the National Center on Intensive Intervention (NCII) framework, representing the hallmarks of a high-functioning core instructional program.<sup>110</sup>



### Integrated Data Loop

The SPARK Process, led by the SPARK Coordinator, is monitored through the Self Correcting Data Loop our four-step cycle: Assess (interims), Analyze (TIL), Intervention (WIN dosage), and Evaluate (Growth Velocity). This ensures that students move fluidly between tiers based on documented response to intervention, preventing the over-identification of students for special education.

### Detailed Intervention Tiers and Anticipated Proportions

Our model follows the research-based 80-15-5 proportion standard to ensure efficient resource allocation and instructional focus.

#### 4) How will you communicate the need for remediation to parents?

The Ivy School ensures clear, constructive, and consistent communication with parents regarding the need for remediation, treating families as essential partners in the Cognitive Compass model. The approach utilizes multiple channels to guarantee accessibility, specifically designed to meet the needs of families from historically underperforming groups and English Language Learners (ELLs).

### Formal Communication Framework

The following table outlines the systematic triggers and methods for communicating remediation needs:

Communication Channel	Trigger / Frequency	Responsible Party	Alignment and Purpose
Parent Portal (Infinite Campus)	Bi-weekly (Minimum update schedule)	Teacher	Provides continuous transparency to official grades and progress. Teachers update marks bi-weekly to allow parents to identify performance drops immediately.
Benchmark Notification	Immediately following NWEA MAP/AimswebPlus results	Teacher / Principal	Formal notification when a student falls below the 25th Achievement Percentile or misses the 65th CGP target. Reports are shared in the family's home language.
Student/ Parent Conferences	Post-benchmark (Fall/Winter) and Trimester	Teacher / Principal	Dedicated time to interpret Growth Velocity reports and collaboratively set or review SPARK remediation plans.
SPARK Team Referral	Within 2 weeks of Tier 3 identification	SPARK Coordinator	Formal invitation via email and certified letter. Parents become integral members of the team to develop individualized intervention plans.
Informal Communication	As needed (e.g., performance falls below 80% mastery)	Teacher	Phone calls or emails to suggest specific at-home multisensory supports to reinforce school-based interventions.

### Alignment to Special Populations

<sup>110</sup> National Center on Intensive Intervention. (2013). *Essential components of MTSS: A unified framework for program improvement*. American Institutes for Research. <https://intensiveintervention.org/>

- **English Language Learners (ELLs):** The Ivy prioritizes sharing assessment reports and WIDA MODEL interim data in the family's native language. This ensures compliance with state EL service requirements and empowers parents to support language acquisition at home.
- **Students with Disabilities (SWD):** While remediation is managed through the SPARK (MTSS) process, the mandated IEP meeting remains the primary mechanism for involving parents in decisions to intensify specialized supports, ensuring their legal rights are protected.
- **Gifted and Twice Exceptional (2e):** Gifted students in Title I areas are 25% more likely to disengage if they feel invisible. High-frequency communication about their progress keeps them—and their families—anchored in The Ivy's mission. For our 2e students, by showing both data points, we help parents understand that their child's struggle in one area (e.g., phonics) does not diminish their brilliance in another (e.g., engineering).

5) **What interventions will be offered for students exhibiting early signs of behavioral concerns, mental health concerns, and/or need for social emotional supports? How will individual plans for students be implemented and monitored?**

The Ivy School addresses early signs of behavioral, mental health, and social-emotional concerns through a proactive SPARK (MTSS) as described in Question 3, which is rooted in the Science of Human Behavior, the Science of Compassion and trauma informed practices. These scientific frameworks are operationalized through SEE Learning (Social, Emotional, and Ethical Learning) and our signature Mindfulness Studio, ensuring that supports build student autonomy, ethical engagement, and emotional control.

**Tiered Behavioral and Social-Emotional Interventions**

Our model utilizes Applied Neuroscience to remove emotional noise and create a safe-to-learn brain state for all students.

Support Level	Anticipated Proportion	Core Interventions & Strategies
Tier 1: Universal	80–90% of Students	Establishing a positive environment using VINE (SWPBIS) and SEE Learning. Universal programs include Morning Meeting, Closing Circle, and the Mindfulness Studio for daily attention training and self-regulation.
Tier 2: Targeted	5–15% of Students	For students exhibiting persistent challenges. Interventions include Check-In/Check-Out (CICO), Social Skills Groups, and scheduled, intensive sessions in the Mindfulness Studio for stopping and noticing skills.
Tier 3: Intensive	1–5% of Students	Triggers the formal SPARK Process. Includes a Functional Behavioral Assessment (FBA) based on the Science of Human Behavior to identify triggers and teach replacement behaviors.

**The Mindfulness Studio: A Practice of Attention and Awareness**

Central to our behavioral framework is the Mindfulness Studio, a dedicated space where students move from being reactive to being responsive. Grounded in the work of Jon Kabat-Zinn, we define mindfulness as being alive and knowing it.<sup>111</sup>

- **Training in Attention:** The Studio provides a secular environment where students learn to direct their attention to the present moment—breathing, physical sensations, or emotions—to respond more skillfully to stressors.
- **Alternative to Exclusion:** Instead of traditional in-school suspension or extended time out of class, students utilize the Mindfulness Studio for self-regulation. This stop and be practice offers students the space and clarity to make choices that support their well-being.
- **Evidence-Based Brain Change:** We utilize mindfulness because research shows it can alter the structure and function of the brain, improving the quality of thought, feeling, and concern for others. (Kabat-Zinn, 1990)
- **Freedom WITH Thinking:** Our curriculum teaches that mindfulness is not about emptying the mind, but cultivating the skill of noticing discomfort, anger, or stress as it happens, creating the freedom to choose a prosocial response.

<sup>111</sup> Kabat-Zinn, J. (1990). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness*. Delta.

### SEE Learning and the SPARK Process

Individual plans for intensive needs are managed through the SPARK Process, a structured framework guided by Purpose, Passion, and Power.

- **Multidisciplinary Team Formation:** A SPARK Team is formed, including the student, parents, teachers, related service providers such as Social Worker to ensure collaborative planning.
- **SEE Learning Integration:** The SEE Learning framework provides a trauma-informed foundation for SPARK Plans, focusing on self-compassion, emotional literacy, and prosocial skills.
- **Plan Development and SMART Goals:** The team reviews data to create a personalized SPARK Plan with SMART goals in behavioral and social-emotional areas.
- **Science-Based Monitoring:** Progress is monitored at 30, 60, and 90-day intervals using established metrics to assess intervention effectiveness.
- **Decision Point (90-Day Review):** The team determines if the student should transition back to Tier 2, continue the plan, or be referred for a Special Education Evaluation.

### Special Populations

- 1) Explain the track record of one or more members of the founding school team (e.g., founding board member, identified instructional leader, etc.) in working to achieve high academic outcomes for:
  - a) students with disabilities, including students with mild, moderate, and severe disabilities,
  - b) English language learners,
  - c) homeless and migrant students, and
  - d) intellectually gifted students.

Founding School Team Member	Role	Track Record
Kimberly Jackson	Proposed CEO	<p><b>Students with Disabilities (SWD):</b> Served as a Special Education Advocate specializing in Dyslexia, Autism, and Mental Health. She chaired the Student Support Team in Baltimore, designing Tier 3 MTSS systems and progress monitoring for students with Student Support Team (SST) Plans, 504s and IEPs. As a School Turnaround Principal, she restructured Special Education programming to ensure compliance and evaluated literacy programming.</p> <p><b>ELL &amp; Gifted Learners:</b> Her leadership in turnaround schools led to double-digit gains in English and Math. She possesses expert-level expertise in Problem-Based (PBL) and Project-Based Learning (PjBL), methodologies central to engaging intellectually gifted students through high-level inquiry.</p>
Jeneana Ponder	Proposed Board Member	<p><b>Students with Disabilities (SWD):</b> Has over 10 years of experience specializing in special education advocacy and program management. Currently serving as a Program Compliance Manager at a Las Vegas area school, she successfully reduced IEP compliance violations by 70%.</p> <p><b>Academic Outcomes:</b> As a Director of Student Support Services and Instructional Coach, she supported over 200 teachers in implementing high-impact strategies. She is a Harvard Data Wise Institute Fellow, specializing in data-driven instructional improvement to support at-risk populations.</p>
Amaya Bleu	Proposed Board Member	<p><b>Intellectually Gifted &amp; Diverse Learners:</b> Founded and managed Foothills Montessori School in Henderson, NV, utilizing the Montessori method which emphasizes individualized, self-paced acceleration for high-achieving students.</p> <p><b>Students with Disabilities (SWD):</b> Expertise in World teaching &amp; learning approaches designed to prepare students for real-world topics through active learning. Her experience in museum archiving and fine arts supports the school's unique Museum-Based Inquiry model intended to provide the complexity required for gifted students.</p>

Dr. Andre Ponder	Proposed Board Chair	As a Principal and Superintendent, Dr. Ponder has increased student outcomes for all students.
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- 2) Explain how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including:

The Ivy School is committed to providing a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) by integrating a full continuum of special education services into our Brain-Based Museum Learning Model and SPARK (MTSS) Process.

- a) How will the school identify students who require special education services? How will the school handle over-identification of students having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

The Ivy School utilizes a rigorous, data-driven approach to identifying students requiring special education services while proactively preventing misidentification.

- **Identification Process:** We employ a child find strategy starting with Universal Screening (i-Ready and AimswebPlus) for 100% of students within the first 45 days of enrollment. Students scoring below the 25th percentile are immediately entered into the SPARK Process for Tier 2/3 interventions. Students identified as having a probability of Dyslexia or Dyscalculia but on grade level are referred to the SPARK Team for intervention and/or 504 Planning. Students identified as having a probability of Dyslexia or Dyscalculia & are at least 2 age or grade levels behind their age peers will be referred to the SPED team for evaluation. All 2<sup>nd</sup> grade students are screened for GATE. Students in grades K-1 are referred for testing. Students enrolling after 2<sup>nd</sup> grade are assessed with 45 days of enrollment.
- **Preventing Over-Identification:** To ensure struggling students are not prematurely labeled with a disability, we require documented evidence of a student's MTSS through three 30-day SPARK cycles of high-dosage intervention through the SPARK Intervention Plan. Only if a student fails to show adequate progress despite these research-based interventions or the student is directly referred with evidence is a referral made for a Special Education evaluation with three 30-day cycles of SPARK.
- **De-Categorization and Transition Out:** The process for exiting special education is equally rigorous. A multidisciplinary team, including parents, reviews current evaluation data and progress toward IEP goals. If the student no longer meets eligibility criteria, an Exit IEP is developed, which includes a transition plan to Tier 2 WIN Time monitoring to ensure sustained success in the general education program.

- b) What specific instructional programs, practices, and strategies The Ivy will employ to provide a continuum of services? Describe how students with severe intellectual, learning, and/or emotional disabilities will be served.

The Ivy maintains a full continuum of service delivery models to meet the unique needs of every learner.

Student Needs Level	Primary Setting	Service Model & Curricula
Mild / Moderate	General Education	Inclusion Model: Co-teaching and push-in support during 75-minute core blocks. Utilizes IMSE Orton-Gillingham and TouchMath with remediation with UFLI.
Moderate / Severe	Resource Room / Substantially Separate	Specialized Setting: Intensive 1:1 or small group instruction. Utilizes the Unique Learning System for significant cognitive needs and Augmentative and Alternative Communication (AAC) for communication.

**Support for Severe Disabilities:** Students with severe intellectual or emotional disabilities receive highly personalized IEPs focusing on functional academics and daily living skills. We utilize Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) in conjunction with the IEP & The Vine (SWPBIS) to address challenging behaviors.

- c) **How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?**

Collaboration is systematically embedded into the weekly schedule to ensure all students access the Nevada Academic Content Standards (NVACS).

- **Team Planning:** Occurs weekly during the Teacher Innovation Lab (TIL). Special and general education teachers jointly design lessons, creating accommodations and modifications to ensure model fidelity.
- **Shared Data Systems:** Teachers utilize the Data Vault and IEP database to track real-time progress monitoring data, ensuring WIN Time or WIN Block interventions align with specialized instruction goals.
- **Teacher Leaders:** Our Leadership Pipeline Program, called Teacher Leadership Pathways, provides additional support for not only growing teacher leadership skills, but to provide support for teachers. We have budgeted for 3 teacher leaders with a stipend of \$5000. The three positions are SPARK Coordinator, ELL Teacher Leader, and Literacy Teacher Leader (our version of the Literacy Specialist role.) These positions provide additional coaching and support for teachers in Academics/Attendance/Behavior (SPARK Coordinator,) English Language Development (ELL Teacher Leader) and Literacy (Literacy Teacher Leader.)

- d) **How will you ensure qualified staffing to meet the needs of students with disabilities? *Federal and Nevada law requires licensure for special education teachers, related service personnel, and psychologists at charter schools.***

The Ivy adheres to all federal and Nevada state licensure requirements.

- **Licensure:** All special education teachers, related service personnel, and psychologists will hold full Nevada licensure.
- **Professional Development:** The Special Education Coordinator provides ongoing training during TIL to ensure all staff are proficient in UDL and inclusive brain-based practices

- e) **What are your plans for monitoring and evaluating the progress and success of *students who qualify for special education* and related services, including the process for exiting students from special education services, as needed. How will curricular and instructional decisions be tracked and monitored by IEP teams and school personnel?**

#### **Monitoring, Evaluation, and Curricular Tracking**

- **IEP Progress Monitoring:** The IEP team reviews data from Curriculum-Based Measurements (CBM) and work samples at 60 and 90-day intervals. Quarterly progress reports are provided to parents.
- **Program Compliance:** The Special Education Coordinator conducts monthly Data Scrubs and internal audits of referral rates and evaluation timelines to ensure 100% compliance with IDEA.
- **SPED Tracking Day:** One Friday per month will be designated as SPED Tracking Day for SPED teachers. Teachers will have the day dedicated to completing paperwork, working with gen ed teachers, and reviewing data. This time is also used by Gen Ed teachers to update progress monitoring and documentation for both SPED and SPARK students.
- **SPED Planning Matrix:** Teachers attach the SPED Planning Matrix to every lesson plan. The matrix notes which accommodations and interventions were used for each SPED student.
- **Exemplars:** Teachers attach an exemplar and SPED or SPARK student work within Data Folders/ Portfolios so SPED students can be monitored based upon exemplars to ensure progress.
- **Exemplar Analysis:** During TIL, content teams analyze student work and exemplars to make decisions about teaching strategies, interventions and accommodations.

- f) **What are your plans for monitoring and evaluating the extent to which your *special education program* complies with relevant federal and state laws?**

The Ivy School implements a rigorous system to ensure the special education program complies with IDEA, NRS 388.417–459, and NAC 388.215–284. Evaluation is a core responsibility of the Special Education Manager (SEM), ensuring compliance is a documented, dynamic process.

### Compliance Monitoring Strategy

The Ivy School utilizes a multi-tiered oversight approach to meet all legal and contractual obligations with fidelity:

- **Monthly Data Scrubs:** The Special Education Coordinator conducts monthly audits of the IEP database platform to verify that evaluation timelines, annual review dates, and three-year re-evaluations strictly adhere to federal law.
- **Procedural Fidelity Audits:** Quarterly, the Special Education Coordinator performs random file reviews (10% of records) to ensure documentation of Specially Designed Instruction (SDI) and related services matches the dosage mandated in student IEPs.
- **Disproportionality Reviews:** During Teacher Innovation Lab (TIL) sessions, the Special Education Coordinator analyzes disaggregated data to monitor for disproportionate identification or disciplinary practices involving students with disabilities.

### Evaluating Program Effectiveness

To ensure high academic outcomes alongside compliance, the school employs the following measures:

- **Quarterly Growth Analysis:** The Special Education Coordinator reports to the Principal on the percentage of students with disabilities achieving the 1.25 years of growth velocity target. The Principal compiles a monthly report of achievement data that is presented to the CEO and The Ivy School Board.
- **LRE Benchmark Reviews:** The school evaluates the time students spend in the Least Restrictive Environment (LRE) versus more restrictive placements to ensure the school is exhausting all options to promote inclusion.
- **External Program Audits:** Periodic evaluations from third-party experts may be sought to obtain an objective assessment of program quality, informing 90-Day School Improvement Plans if deficiencies are identified.

*g) For proposed middle and high schools, discuss how you will develop and implement transition plans for special education students.*

### Middle School Transition Plans

Beginning no later than first quarter 7th grade, the Special Education Coordinator facilitates comprehensive transition planning.

- **Transition Assessments:** Use of age-appropriate inventories to identify student interests and high school readiness.
- **Self-Advocacy (P<sup>3</sup> Alignment):** Explicit instruction in the Morning Meeting, Closing Circle and REX Block empowers students to communicate their needs and participate actively in their own IEP meetings, fostering independence (Power) and agency (Purpose).
- **IEP Review:** IEPs are reviewed based on the data analysis to ensure students are on track to be ready for high school. If not, then IEP meetings are called to determine what next steps need to be taken to ensure high school success.
- **High School Alignment:** The Special Education Teacher supports the student and family in identifying high school programs that align best to student needs.
- **High School Fair/ Visits:** The Ivy will host a High School Fair, inviting high school programs to come and meet students. Students will then have an opportunity to ask questions of representatives and sign up for high school visits. All 8<sup>th</sup> graders participate in high school visits and meetings with representatives from high schools to determine where they would be the best fit. The Ivy supports our 8<sup>th</sup> grade families in applying for high school. This is coordinated by the Assistant Principal.
- **Collaboration with High Schools:** Communication and collaboration will be established with high schools to ensure a smooth transition and the transfer of student records, IEPs, and transition plans.
- **Transition IEP Meetings:** Transition IEP meetings will be conducted to review progress on transition goals and update the plan, ideally including representatives from the receiving high school.
- **Parent/Family Involvement:** Parents and families are actively engaged in the transition planning process and provided with necessary information and resources to support their child.

### 3) Explain how the school will meet the needs of English language learners (EL), including:

The Ivy School is committed to providing English Learners (EL) with equitable access to a rigorous curriculum while accelerating their academic English language development. Our model integrates the SIOP (Sheltered Instruction Observation Protocol) framework with our instruction to ensure linguistic support is a structural reality, not an elective addition. Additionally, students participate in the WIN Block, which is dedicated time for English Language Instruction.

a) **How will the school ensure proper identification of English language learners? How will you work to avoid misidentification and ensure proper identification of all students who qualify for services?**

The Ivy School follows a rigorous, state-aligned process to identify students qualifying for EL services:

- **Home Language Survey (HLS):** Every enrolling family completes the HLS. If a language other than English is indicated, the student is screened within 30 days of enrollment (or within 2 weeks if entering mid-year).
- **WIDA Screener:** Qualified staff administer the WIDA Screener to assess proficiency in Listening, Speaking, Reading, and Writing.
- **Misidentification Prevention:** To ensure struggling students are not misidentified as EL (or conversely, to ensure EL students are not overlooked), the ELL Teacher Leader reviews all HLS entries and cross-references them with prior school records and parent interviews. Staff receive specific training during the Teacher Innovation Lab (TIL) on distinguishing between linguistic needs and potential learning disabilities to avoid over-identification.

b) **How will the results of the WIDA Screener and other identification and program placement decisions be communicated to staff and parents?**

- **To Parents:** Results of the WIDA Screener and subsequent program placement are communicated to parents in their native language. This includes an explanation of the student's proficiency level, the goals of our English Language Development program, and their right to opt-out of services.
- **To Staff:** Proficiency levels and required SIOP scaffolds are shared with core content teachers via the Data Vault and documented in student SPARK Plans. Teachers review these during weekly TIL disaggregation sessions to ensure in-the-moment instructional adjustments.

c) **How will you ensure qualified staffing to meet the needs of EL students, conduct assessments, and monitor the progress of EL students? *Nevada law requires licensure (ELAD endorsement) for the primary teacher providing EL services in pull-out and inclusive environments at charter schools.***

The Ivy School adheres to all Nevada licensure requirements to ensure high-quality service delivery:

- **ELAD Endorsement:** The primary teacher providing EL services in both pull-out and inclusive environments will hold a valid Nevada teaching license with an English Language Acquisition and Development (ELAD) endorsement.
- **ELL Teacher Leader:** We will hire a dedicated ELL Teacher Leader to oversee the WIDA ACCESS administration, monitor the WIDA AGP (Adequate Growth Percentile), and provide co-teaching coaching to general education staff.
- **Bilingual Prioritization:** Hiring practices prioritize bilingual candidates to facilitate stronger communication with our target community.

d) **What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English language learners?**

The Ivy employs a dual approach to ensure EL students master both language and content:

- Working through SPARK with the ELL Teacher Leader as Chair, teams design an ELL Individual Language Acquisition Plan. These plans, however, will be monitored for longer than 90 days.
- **WIN Block (English Language Development):** A daily, protected 40-minute block dedicated to explicit language instruction using the EL Achieve curriculum. Instruction focuses on the transition from BICS (Basic Interpersonal Communication Skills) to CALP (Cognitive Academic Language Proficiency).
- **Embedded SIOP Scaffolding:** Teachers utilize the SIOP framework across all core subjects. This includes the use of visual anchors, and sentence frames for oral language rehearsal, ensuring EL students can access Tier 1 content while building academic vocabulary.

e) **What plans are in place for monitoring and evaluating the progress and success of EL students, including the process for exiting students from EL services as needed?**

The Ivy School monitors progress toward the NSPF WIDA AGP Measure to ensure students are on a trajectory to reach English proficiency within five years.

- **Data Collection:** Data is collected via Data Folders/Portfolios to monitor progress and adjust ELL Individual Language Acquisition Plan as needed.
- **Annual Progress:** The WIDA ACCESS is administered annually to track growth across the four language domains.
- **Formative Triggers:** During quarterly Data Summits in the TIL, staff review WIDA MODEL interim scores. A plateau in growth triggers an immediate Tier 3 SPARK Plan adjustment to increase instructional dosage.
- **Exit Process:** Students exit EL services when they achieve the state-designated proficiency score on the WIDA ACCESS.
- **Post-Exit Monitoring:** Following state law exited students (FLEP) are monitored for two years. If academic data in the Data Vault indicates a decline in performance, the SPARK team reviews the student for potential re-entry or additional Tier 2 support.

**4) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Include information on how staffing will be structured to ensure that gifted students are adequately supported.**

The Ivy School views intellectual giftedness as a potential to be unlocked, aligning directly with our mission to unleash limitless potential. Our model ensures gifted students move beyond grade-level proficiency toward Growth Velocity, accessing unique, tailored opportunities that extend their learning through depth and complexity.

**Identification Process (Equitable and Multi-Faceted)**

To evaluate for Gifted and Talented Education (GATE) in a way that supports Twice Exceptional (2e) learners and bypasses the limitations of standardized testing, The Ivy utilizes a Multidimensional Identification Strategy. This approach is designed to uncover masked potential by focusing on qualitative evidence and performance-based artifacts.

**The Portfolio Review (Evidence of Epistemic Agency)**

The primary non-standardized tool at The Ivy is the Portfolio Review. This involves a systematic evaluation of a student's work over time, specifically looking for:

- **Artifacts of Wonder:** Projects or investigations from the Museum-Inquiry block that demonstrate deep observation and critical thinking.
- **Strategic Innovation:** Evidence from the REX Block showing how a student solves Messy Problems that lack a single right answer.
- **Advanced Inquiry:** Documentation of a student's Epistemic Agency, or their ability to act as a creator and evaluator of knowledge rather than a passive consumer.

**Achievement Analysis (Interpreting i-Ready & AimswebPlus)**

While i-Ready and AimswebPlus are standardized, The Ivy uses them as clinical triggers for 2e identification rather than gatekeepers.

- **Sub-strand Discrepancy:** A 2e student may score in the 20th percentile for phonemic awareness (Dyslexia) but in the 99th percentile for vocabulary or comprehension.
- **Automatic Flagging:** Any student performing at or above the 95th percentile in any single sub-strand is automatically flagged for a qualitative review, even if their total score is average.
- **Dual-End Support:** This data is used to justify Dual-Differentiation, ensuring the student receives Power interventions for their disability and Passion extensions for their brilliance.

**Observation and Behavioral Checklists**

The Ivy utilizes specialized observation tools during the Teacher Innovation Lab (TIL) to train staff in recognizing Giftedness in Survival Mode.

- **Trauma-Informed Identification:** Staff look for students with high executive functioning and strategic thinking who may be mislabeled as defiant because they are under-challenged.
- **Adaptive Resourcefulness:** Identifying students who navigate complex social systems or show high levels of X-Factor design thinking, which are often markers of high-ability in high-stress environments.

**Community & Griot Nominations**

To avoid Deficit Perception, The Ivy incorporates the Referral Loop from non-traditional sources.

- **Griot Mentorship:** Community experts (Griots) who mentor students in the REX block can nominate students who show exceptional domain-specific talent that may not appear on a traditional IQ test.
- **Cultural Relevance:** This ensures that students from historically underserved groups, whose brilliance may be expressed through communal leadership or storytelling, are identified and served.

To ensure equitable access and avoid under-identification of twice exceptional (2e) students or those from diverse backgrounds, The Ivy uses a systematic, multi-step approach:

- **Universal Screening:** All students in 2<sup>nd</sup> grade are tested for GATE. Students in Grades K-1 are tested for (Gifted and Talented Education) GATE Program based on referrals. After the 2<sup>nd</sup> grade, students can be either referred by parent, teacher or self to GATE for testing. Additionally, 100% of students participate in universal screening via i-Ready and AimswebPlus. Students performing at or above the 95th percentile are automatically flagged for further review.
- **Referral Loop:** Nominations are accepted from teachers (trained in identifying gifted characteristics during TIL), parents, or through student self-referral.
- **Comprehensive Evaluation:** Nominated students undergo a formal evaluation conducted by qualified professionals, including a Licensed School Psychologist. Assessments include individual intelligence testing (e.g., WISC-V), achievement tests, and a Portfolio Review of student work samples.
- **Eligibility Determination:** A multidisciplinary team reviews the quantitative and qualitative data to determine eligibility based on Nevada state criteria.

### Meeting Needs: Differentiation and Enrichment

The Ivy School does not rely on more work, to serve the needs of Gifted and Talented (GATE) students. Rather, The Ivy uses differentiation of depth, pace, and complexity via the Gifted Individualized Learning Plan (GILP). Through the SPARK Team with Special Education Coordinator as chair, the team come together to draft a Gifted Individualized Learning Plan (GILP.) This plan is monitored in alignment with SPED timelines. GILP differentiations and supports are written into the lesson plan.

Strategy / Program	P <sup>3</sup> Alignment	Description and Extension
WIN Block	Power/Purpose	<b>Daily 40-minute What I Need Block with GATE-specific offering (160 mins/week).</b> Exceeds regional standards to provide dedicated time for advanced cognitive tasks, critical thinking labs, and social-emotional support for gifted learners.
REX Inquiry Block	Passion / Power	Primary vehicle for high-level differentiation. Gifted students engage in inquiry and mentorships with REX Griots (community experts) to solve real-world problems that is tiered up in complexity.
Academic Differentiation	Power	Teachers utilize Curriculum Compacting (eliminating mastered content) and Tiered Assignments to match student readiness and accelerate pace.
Subject Acceleration	Power	Students demonstrating exceptional mastery may participate in subject-specific acceleration, receiving higher grade-level instruction for Core Content.
WIN Block-Time Enrichment	Purpose	Gifted students receive 160 minutes-week for GATE during WIN Block. Within the classroom, instruction is differentiated for GATE students. WIN Time is utilized for advanced enrichment that is content specific.

### Staffing and Social-Emotional Support

The Ivy's structure provides specialized oversight and emotional safety for advanced learners:

- **Special Education Coordinator (SEC):** Serves as the Designated Gifted Coordinator to oversee compliance, identification, and specialized PD for teachers during the Teacher Innovation Lab (TIL).
- **SPARK Coordinator (SC) for Social-Emotional Support:** The school recognizes that giftedness often comes with asynchronous development or perfectionism. The SPARK Coordinator (who manages the SPARK program as well as the Attendance, Behavior, Culture, Climate) supports in ensuring interventions are put in place to support students socially and emotionally.

### Monitoring and Evaluation

Success is measured by the student's ability to maintain Growth Velocity.

- **Portfolio Assessments:** Reviewing the complexity of REX Inquiry projects using the PBL Works Rubric.
- **Ongoing Progress Monitoring:** Utilizing NWEA MAP data to ensure students are not plateauing and are consistently meeting high-growth targets.

#### 5) Explain how the school will meet the needs of homeless/migrant students:

The Ivy is committed to the proactive identification and support of students experiencing homelessness or migratory living situations, ensuring they receive the High-Dosage stability required for academic success. This commitment aligns with the federal McKinney-Vento Homeless Assistance Act and The Ivy's mission to address the needs of students at risk of dropping out.

- a) How will the school ensure proper identification of students and families who qualify for homeless and/or migrant services? How will you work to avoid misidentification and ensure proper identification of all students who qualify for services?

Identification is managed through a sensitive, systematic process designed to build trust while ensuring legal compliance.

Process Stage	Activity and Responsible Party	Prevention of Misidentification
Universal Screening	During enrollment, families complete a Housing Questionnaire. The School Operations Manager (SOM) serves as the McKinney-Vento Liaison.	Verification: Ambiguous data triggers a confidential, sensitive follow-up by the Liaison to clarify living arrangements without making assumptions.
Staff Training	All staff receive annual training on McKinney-Vento definitions (e.g., doubled-up, substandard housing).	Recognition: Training focuses on identifying subtle indicators, such as chronic absenteeism or frequent mobility, while avoiding the stigma of labels.
Community Referral	The Ivy forges partnerships with local shelters and social service agencies.	Collaboration: Proactive outreach ensures families moving into the community are identified before academic gaps widen.

- b) How will you assess the needs of homeless and/or migrant students and their families and ensure that they receive required services?

#### Needs Assessment and Service Delivery

Once a student is identified, the McKinney-Vento Liaison (SOM) conducts a comprehensive assessment to bridge the gap between Inquiry Mastery and basic survival needs.

- **Individualized Needs Assessment:** The Liaison assesses academic standing, social-emotional health (via SEL Boost), and immediate physical needs (food, clothing, healthcare).
- **Academic Stabilization (Power):** Students are prioritized for the WIN Time to remediate gaps caused by mobility. Progress is monitored weekly during the Teacher Innovation Lab (TIL) to ensure Growth Velocity is maintained.
- **Transportation & Attendance (Purpose):** To combat chronic absenteeism, The Ivy provides transportation assistance as required by federal law, ensuring the student remains in their school of origin if in their best interest.
- **Wraparound Supports (Passion):** The Liaison coordinates with the SPARK Team to provide school supplies, uniforms, and referrals to community healthcare and housing partners.
- **Clinical Triggers:** If a student's attendance falls below 90%, it triggers an immediate Tier 3 SPARK Plan to address the specific barriers created by their housing status.

### 3.6 PROFESSIONAL DEVELOPMENT

- 1) Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

The Ivy implements a comprehensive professional development (PD) ecosystem called Teacher INSIGHT (I – Individualized, N – Next Step Neuroscientific, S – Synthesis & I – Intervention for, G – Growth and H– High Impact, T – Teaching &

Training,) anchored in the Friday Teacher Innovation Lab (TIL). This clinical residency model ensures that 100% of practitioners—specifically our first-year cohort—possess the specialized competencies required to hit Nevada School Performance Framework (NSPF) targets.

### Core Components for Implementation

Professional Development is governed by the Teacher INSIGHT system, mirroring our student MTSS/SPARK process to provide systematic Support and Career Acceleration. INSIGHT is aligned to Danielson Framework for Teaching.

- **Clinical Literacy & Math:** Aligned with IDA and NCTM 2020 Standards, teachers receive training in IMSE Orton-Gillingham and internal coaching on the Concrete-Representational-Abstract (CRA) sequence to facilitate multiple representations of math concepts. **(Danielson Alignment: Domain 1 & 3)**
- **Evidence-Based EL Instruction (What Works Clearinghouse or WWC):** Teachers receive intensive Sheltered Instruction Observation Protocol® (SIOP®) Model coaching from the ELL Teacher Leader to address What Works Clearinghouse (WWC) domains of academic language and content achievement. This ensures practitioners regularly facilitate two-way communication responsive to language **(Danielson Alignment: Domain 1 & 3)**
- **Evidence-Based Literacy Instruction:** The Ivy School treats literacy as a fundamental clinical right for every student, regardless of their language background. This instruction is rooted in the Science of Reading and is designed to move all learners—including neurodivergent and gifted students—from foundational decoding to high-level comprehension. **(Danielson Alignment: Domain 1 & 3)**
- **Two-Way Responsive Communication:** This is a universal pedagogical standard at The Ivy. Teachers are coached to facilitate regular, responsive dialogue during literacy blocks. This ensures that instruction is a dynamic exchange where students verbally process text structure and vocabulary, allowing practitioners to provide immediate, real-time scaffolding for all learners. **(Danielson Alignment: Domain 3)**
- **Applied Neuroscience & Environment:** Teachers are trained to engineer classrooms using the Science of Human Behavior to minimize cognitive load, particularly for those students who have experienced trauma. This includes utilizing visual timers and structured success criteria to foster the safe-to-learn brain state required for student autonomy. **(Danielson Alignment: Domain 2)**
- **Inquiry-Led REX Design (National Science Teaching Association or NSTA and National Council for the Social Studies or NCSS):** External partners and leadership team coach teachers in dimension-specific inquiry practices (Historical Thinking/Engineering Optimization) to guide students through 9-week REX Blocks. **(Danielson Alignment: Domain 2)**
- **Supporting Neurodivergence (Dyslexia, Giftedness, Trauma):** Teachers are trained to recognize and disrupt the Masking Effect and the Dropout Paradox through a strengths-based neurodiversity paradigm. This specialized training includes:
  - **Dyslexia Unmasking:** Practitioners utilize i-Ready and AimswebPlus sub-strand data to identify students whose high verbal or strategic intelligence is masking foundational phonological deficits.
  - **Dual-Differentiation for 2e Learners:** Teachers learn to design integrated instructional plans that provide Tier 3 Structured Literacy Power interventions while simultaneously maintaining high-level intellectual complexity in REX Blocks to preserve the student's Epistemic Agency. **(Danielson Alignment: Domain 1 and Domain 4)**
- **Trauma-Informed Co-Regulation:** We ground in Polyvagal Theory<sup>112</sup>, a neurobiological framework developed by Dr. Stephen Porges that describes how the autonomic nervous system (ANS) regulates our physiological states in response to perceived safety or threat. At its core, the theory suggests that social connection is a biological necessity for safety and that the human nervous system has three evolutionary stages of response staff are trained to identify biological triggers of hyperarousal and hypoarousal. Teachers move beyond punitive discipline, instead utilizing the Mindfulness Studio and VINE Circles to expand a student's Window of Tolerance, shifting them from a survival-mode state back into an optimal zone for academic risk-taking. **(Danielson Alignment: Domain 3)**
  - **Identification of Giftedness in Survival Mode:** Training specifically addresses how to identify strategic innovation and high-level executive function in at-risk students who traditional systems are often mislabel as defiant or unmotivated.

### Teacher INSIGHT utilizes a Hybrid Delivery Model:

<sup>112</sup> Porges, S. W. (2011): *The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-Regulation*.

- **Internal & Uniform:** Foundational training on the P<sup>3</sup> Framework, VINE (School Wide Positive Behavior Incentive and Supports), and i-Ready data cycles is conducted uniformly for all staff during the Summer Institute and Friday Teacher Innovation Labs (TIL) to ensure 100% model fidelity.
- **External & Specialized:** The Ivy partners with external organizations such as Southern Nevada Black Educators Initiative (SNBEI) to provide mentor coaches. The Ivy will utilize external organizations such as Institute for Multi-Sensory Education or similar to certify teachers in Orton-Gillingham practices.
- **Individualized Coaching:** Much like the SPARK process for students, teachers participate in 30/60/90-day Growth Velocity coaching cycles with teacher mentors and ELL Teacher Leader, SPARK Coordinator and Special Education Coordinator who provide individualized Next-Step neuroscientific coaching based on classroom observation data and NSPF proficiency targets.

#### Internal vs. External and Individualized vs. Uniform

- **Extent (Internal/External):** The Ivy utilizes a hybrid approach. External and internal experts provide initial certification in high-stakes frameworks (e.g., IMSE OG, PBL Works). Internal leadership (CEO, Principal, Special Education Coordinator, SPARK Coordinator, and ELL Teacher Leader) drives the fidelity engine through biweekly observation and feedback loops.
- **Approach (Uniform/Individualized):** PD is Tier 1 (Uniform) via Friday TIL sessions to ensure school-wide pedagogical alignment. It is individualized through Teacher INSIGHT Tier 2 and Tier 3 cycles:
  - **Tier 1 (Universal):** All teachers participate in content-aligned TIL cohorts, mock lessons, Problem of Practice hotseats, and formative data analysis.
  - **Tier 2 (Targeted/Career Acceleration):** For developing teachers, leadership reviews observations, student achievement, and discipline data to identify bite-sized strategies for quick wins and increased self-efficacy. Effective and highly effective teachers are accelerated through Teacher Leadership Pathways, contributing best practices to the Demonstration Video Library.
  - **Tier 3 (Intensive):** Teachers identified as ineffective receive 30-day Improvement Plans featuring intensive 1:1 support and modeling from Mentors. Plans are reviewed every 30 days and will not exceed 90 days; failure to meet goals results in a formal review of placement.

#### Teacher Leadership Pathways

To ensure high-performing staff retention, The Ivy has created the Teacher Leadership Pathways. This program supports the home development of leaders, transitioning from Teacher to School Leader. In this way, we ensure as The Ivy grows, we have the leadership to support and offer intrinsic motivation to teachers.

- **Bit Sized Scaffolding:** Teacher Leaders take on a bit sized leadership task with coaching and support.
- **Provides a \$5000 stipend:** The Ivy incentivizes leadership by providing a \$5000 stipend.
- **Leadership Level Coaching:** Leadership Team Members provide coaching and support to Teacher Leaders.
- **Peer-Level Impact:** Teacher Leaders learn to evaluate instruction using the school's evaluation tool to provide aligned feedback.
- **Portfolio Synthesis:** Participants document leadership artifacts—including demonstration lessons and peer mentorship logs—to submit for formal lead roles (Department Chair, Assistant Principal,) in the subsequent school year.
- **Priority in Hiring:** Teacher Leaders are prioritized in Leadership hiring.
- **Qualifications:** In Year 1, 2 positions are Teacher Leadership Pathways, the EL Teacher Leader and the SPARK Coordinator. These positions will be hired from a pool of candidates who have high evaluation ratings from their previous schools. Following Year 1, Teachers must achieve a Proficient or Distinguished rating on the Danielson Rubric<sup>113</sup>, The Ivy's Teacher Evaluation tool, and demonstrate a 5% proficiency growth in their student cohort to be eligible for the \$5,000 stipend.

2) Provide an overview of professional development that will take place prior to school opening. Explain what will be covered during this induction period, how teachers will be prepared to deliver any unique or challenging aspects of the curricula and instructional methods, and a general timeline for when this professional development will be delivered. *Ensure alignment to incubation year plan.*

<sup>113</sup> Our Teacher Evaluation Tool. [https://danielsongroup.org/wp-content/uploads/2022/06/2022-Framework-for-Teaching\\_Draft\\_June-28-2022-.pdf](https://danielsongroup.org/wp-content/uploads/2022/06/2022-Framework-for-Teaching_Draft_June-28-2022-.pdf)

The Ivy School implements a rigorous 16-day pre-opening induction period, divided into a 10-day foundational session in July and a 6-day instructional design lab in August. This induction acts as the initial Support phase of the Teacher INSIGHT system, ensuring that 100% of staff—specifically our first-year cohort—are equipped for Day 1 excellence.

### Core Content Coverage

Day (Phase 1)	Theme	Core Content & Unique Curricula Preparation
1-2	The Ivy Ecosystem	<b>Mission/Vision Deep Dive:</b> Rooting staff in Brain Based Museum Inquiry. Team building and introduction to the P <sup>3</sup> Framework (Power, Passion, Purpose).
3-7	Power: Literacy Lab & Social Studies Inquiry, PBL, PjBL	<b>Using UDL &amp; IMSE Orton-Gillingham Certification:</b> Intensive training in Structured Literacy and multisensory phonological processing to resolve the Phonological Paradox. Training integrating inquiry, PBL, and PjBL. Design Unit 1.
3-7	Power: Math & SIOP, Experimenting in Science.	<b>Using UDL &amp; Science of Math:</b> Training in the CRA (Concrete-Representational-Abstract) sequence and TouchMath. SIOP® Level 1: Training in academic language domains for ELL support. Design Unit 1.
8-9	Purpose: The Safe-to-Learn Brain	<b>Applied Neuroscience Labs on Polyvagal Theory and the Science of Human Behavior:</b> Training on VINE (SWPBIS,) managing Hyperarousal/Hypoarousal and Conflict Resolution.
10	SPARK & Systems	<b>The SPARK (MTSS) Process:</b> Training on universal screening (Aimswell/i-Ready) and the 30/60/90-day monitoring cycle.
Day (Phase 2)	Theme	Core Content & Unique Curricula Preparation
11-12	Passion: Museum Inquiry	<b>Inquiry Practicum:</b> Training in Visual Thinking Strategies (VTS) and Object-Based Learning. Teachers conduct Artifact Walks to treat community assets as primary sources. Classroom Set Up.
13-14	Purpose: REX Design	<b>REX Design Lab:</b> Teachers partner with community Griots to build the first 9-week REX Inquiry Block (Research, Evaluate, X-Factor). Classroom Set Up.
15	Dual-Differentiation/ Simulation	<b>GATE &amp; 2e Hotseats:</b> Simulation lab for instruction and Dual-Differentiation—practicing high-level inquiry extensions while maintaining Tier 3 remediation. Classroom Walk Through.
16	Day 1 Simulation	<b>The Dry Run:</b> Mock lesson cycles with Errorless Learning feedback loops. Finalizing the Mindfulness Studio and classroom environments to minimize cognitive load. Classroom Walk through.

Induction is designed to satisfy SPCSA pre-opening requirements while embedding national teacher preparation standards:

- **Clinical Mastery (Literacy/Math):** Teachers undergo certification in IMSE Orton-Gillingham (aligned to IDA standards) and TouchMath (aligned to NCTM standards) to deploy the multisensory instructional dosage required for core content blocks.
- **Multilingual Support:** Training in the Sheltered Instruction Observation Protocol (SIOP®) model, focusing on What Works Clearinghouse (WWC) domains of academic language and content achievement to ensure equitable access for EL students.
- **Applied Neuroscience & Environment:** Specific labs on the Classroom Management, Science of Human Behavior and SEE Learning to engineer classrooms that minimize cognitive load, including the use of visual timers, structured schedules, and high ratios of positive reinforcement.
- **Special Education/ SPARK Fidelity:** The Special Education Manager (SEM) leads training on identifying students for MDEs, writing rigorous IEP goals, and implementing seamless accommodations within the universal Tier 1 fabric.
- **Housekeeping:** Introduction and review of The Ivy's policy, technology, benefits and team building activities.

### Preparing for Unique & Challenging Aspects

Teachers are prepared for the challenging shift to museum-based inquiry and neuro-aligned instruction through high-fidelity clinical simulations:

- **Museum Inquiry Practicum:** In collaboration with external partners, teachers conduct physical and digital museum walks to treat community assets as primary sources. This prepares them to facilitate the interdisciplinary REX Blocks.
- **Clinical Labs:** Teachers participate in Problem of Practice or Scenario hotseats and mock lessons during induction, receiving feedback on Discrete Trial Training (DTT) and Errorless Learning from lead practitioners.
- **SEL & Mindfulness:** Staff practice the SEE Learning framework (Science of Compassion) and the use of the Mindfulness Studio to reduce emotional noise and establish The Ivy's safe-to-learn culture.

### Induction Timeline

This timeline aligns with the talent milestones in the Incubation Year Planning Table:

- **July (Days 1–10):** The Foundation. Orientation, multisensory certification (IMSE/TouchMath), SIOP® coaching, and SEL norming.
- **August (Days 11–16):** The Instructional Design Lab. Small-group rotational center design (Mastery, Power, and Pilot Clinics), REX Block planning with community Griots, and mock lesson cycles.

### 3) Describe the expected number of days/hours for professional development throughout the school year, and explain how the school calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration. How will such time be used?

- **Total Time:** The plan includes 38 dedicated professional development days annually.
- **Accommodation via Calendar/Schedule:** Students follow an extended-day, 4-day school week (M-Th, 8 am – 4 pm).
- **Friday Teacher Innovation Lab:** Every Friday (8 am – 2 pm), staff engage in professional development, Problem of Practice and the Self-Correcting Data Cycle- including team planning, data analysis summits, and one-on-one coaching.
- **Common Planning:** Teachers receive 75 minutes of planning daily (M-Th). This time is used for grade-level collaboration and interdisciplinary project design, while Fridays are reserved for departmentalized PLCs and video analysis of teaching. The protected time is used for individual/ grade level logistics and preparation.

### 4) Describe how teachers will be coached in and supported outside of the professional development outlined so far in this section.

Instructional support at The Ivy is operationalized through the Teacher INSIGHT system. This framework ensures high accountability and high support through a practitioner-centered coaching cycle that mirrors our MTSS/Student SPARK process.

### Differentiated Coaching Cycles (Teacher INSIGHT)

Coaching is individualized based on observation data, student achievement, and discipline/attendance data:

- **Tier 1 (Support for All):** Teachers receive mentoring from their Teacher Mentor via our partnership with SNBEI (Southern Black Educators Initiative.) Leadership conducts biweekly informal observations with immediate feedback loops. Teachers utilize a Demonstration Lesson Library to access on-demand best practices recorded by peer experts.
- **Tier 2 (Targeted Support):** For teachers rated Basic/Developing, leadership analyzes data to identify bite-sized strategies for quick wins. These teachers receive individualized coaching for focused modeling and peer reflection.
- **Tier 3 (Intensive Support):** Teachers identified as ineffective receive intensive 1:1 support through a 30-day Improvement Plan. Teacher and Leadership Team work together to draft an Improvement Plan with goals and supports. Progress is reviewed in 30 days to determine if the plan should be dismissed, adjusted, or continued: failure to meet goals within 60 days results in a formal review of placement.

### Specialized Instructional Support (Special Populations)

To ensure fidelity to our clinical model, teachers receive targeted coaching from experts:

- **Special Education:** The Special Education Coordinator (SEC) provides direct coaching in instructional interventions and the implementation of specific supports for students with disabilities.
- **English Language Learners:** The ELL Teacher Leader conducts coaching cycles focused on the SIOP® Model to ensure academic language growth for EL students.

- **Multisensory Literacy:** The CEO provides specialized coaching in Orton-Gillingham (IMSE) implementation to ensure fidelity to the science of reading.

### Tier 3 Career Acceleration: Teacher Leadership Pathways

Highly effective teachers are accelerated through Teacher Leadership Pathways preparatory program, which serves as the home grown pipeline for School Leaders

- **Clinical Practice:** Peer coaches learn to conduct evaluations aligned with our teacher evaluation tool.
- **Portfolio Building:** Participants collect leadership artifacts, such as leading content-specific cohorts and facilitating Problem of Practice hotseats, to build self-efficacy and pride.

### 5) How will teachers be supported and developed to ensure they are prepared to meet the needs of students who require additional supports (ex. special education, English language learners, etc.)?

Support is embedded through specialized leadership roles and targeted training:

- **Teacher Mentors:** Each grade level or content team receives a Teacher Mentor, who works with teachers to increase effectiveness in the classroom.
- **Special Education:** The Special Education Coordinator coaches general education teachers on implementing UDL, differentiating instruction for students with significant cognitive disabilities (Unique Learning System), and documenting intervention fidelity.
- **English Language Learners:** Using WIDA data, the ELL Teacher Leader provides All Hands on Deck training for English Language Development within our WIN Block, trains staff in using EL Achieve and SIOP scaffolds.
- **Gifted/Advanced Learners:** Training focuses on curriculum compacting and interdisciplinary museum projects (REX Block) that allow for ceiling-less acceleration.

### 6) Identify the individuals (or positions) and/or vendors responsible for professional development.

In Year 1, internal staff are the primary drivers of the Train the Trainer model, responsible for the ongoing Self-Correcting Data Cycle and weekly coaching:

- **CEO:** Leads PD for Brain-Based Teaching and Learning and Museum-Based Inquiry, including IMSE Orton-Gillingham literacy training.
- **Special Education Coordinator:** Coaches teachers on Special Education instructional support, IEP compliance.
- **SPARK Coordinator:** Coaches teachers on and SEE Learning implementation, creating Safe to Learn classrooms, SPARK and SEL Boost.
- **ELL Teacher Leader:** Conducts training for the English Language Development with the WIN Block, specifically focusing on EL Achieve and SIOP frameworks.
- **Literacy Teacher Leader:** Conducts training of literacy, reading and multisensory instruction.
- **Assistant Principal & Teacher Leaders (Year 2):** Will expand coaching capacity to provide targeted grade-level support for both Year 1 and Year 2 pedagogical priorities.

### External Strategic Partners & Vendors

The school leverages several high-impact external partnerships, many of which are provided at no additional cost through executive fellowships:

Partner / Vendor	Key Component Responsibility	Cost Structure
Southern Nevada Black Educators Initiative	Provides Mentors to teachers	\$1500/ Mentor
Luck of Legends	Provides Professional Development and Coaching for writing	To be negotiated based upon available grant funding
Opportunity 180	Executive Leadership Coaching and technical assistance	No Additional Cost
Museum Inquiry Consultant	Targeted support to roll out the Explorer's Journey model in Year 2	Included in PD Budget

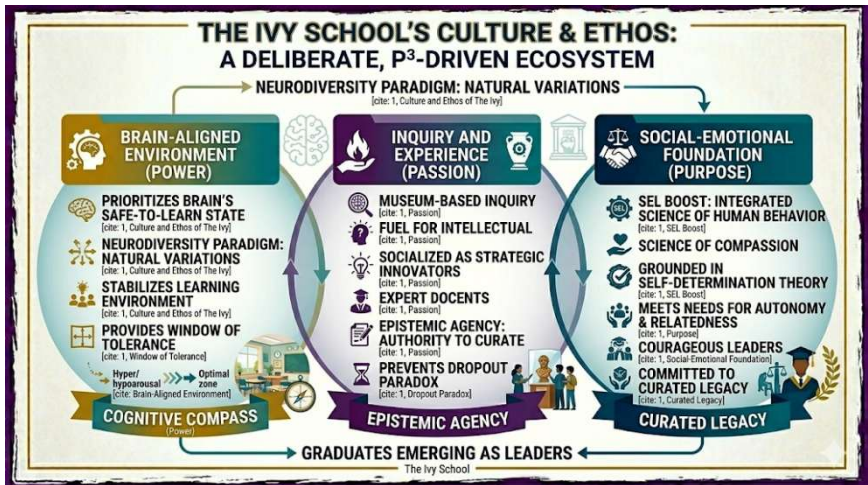
### 3.7 SCHOOL CULTURE

- 1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment, reinforce student intellectual and social development, and support fulfillment of the school's mission and vision.

#### Culture and Ethos of The Ivy

The Ivy School's culture is a deliberate, P<sup>3</sup>-driven ecosystem engineered to prioritize the brain's safe-to-learn state. Our ethos is grounded in the Neurodiversity Paradigm, which views cognitive differences as natural human variations and sources of specialized talent.

- **The Brain-Aligned Environment (Power):** We stabilize the learning environment by providing a Window of Tolerance for students impacted by chronic stress. Our physical space is designed as a Cognitive Compass (Power) to reduce emotional noise, shifting students from survival-mode responses (hyper/hypoarousal) into the optimal zone for academic risk-taking.
- **Inquiry and Experience (Passion):** Intellectual development is fueled by Museum-Based Inquiry. Students are socialized as Strategic Innovators and Expert Docents who possess Epistemic Agency—the authority to curate and evaluate knowledge. This prevents the Dropout Paradox by ensuring high-potential students remain intellectually engaged.
- **Social-Emotional Foundation (Purpose):** We utilize SEL Boost (integrated Science of Human Behavior and Science of Compassion grounded in Self-Determination Theory) to meet biological needs for Autonomy and Relatedness. This culture of Epistemic Agency ensures graduates emerge as courageous leaders committed to a Curated Legacy of justice and equity.



#### Culture Implementation and Evaluation

##### Implementation from Day One

Culture is established through immediate stakeholder immersion in our Applied Neuroscience framework:

- **Students:** Participate in VINE Ceremonies (such as the Kindergarten Cognitive Compass Ceremony) to publicly affirm their identity as Strategic Innovators.
- **Teachers:** Engage in the Teacher Innovation Lab (TIL), focusing on the Science of Compassion and Dual-Differentiation to unmask the potential of 2e learners.
- **Administrators:** Monitor the Reporting Gap and school climate data to ensure the VINE (SWPBIS) framework is shifting from punitive models to prosocial skill acquisition.
- **Parents:** Attend Science of Learning workshops to understand Asynchronous Development and how to support the SPARK (MTSS) process at home.

##### Mid-Year Student Integration

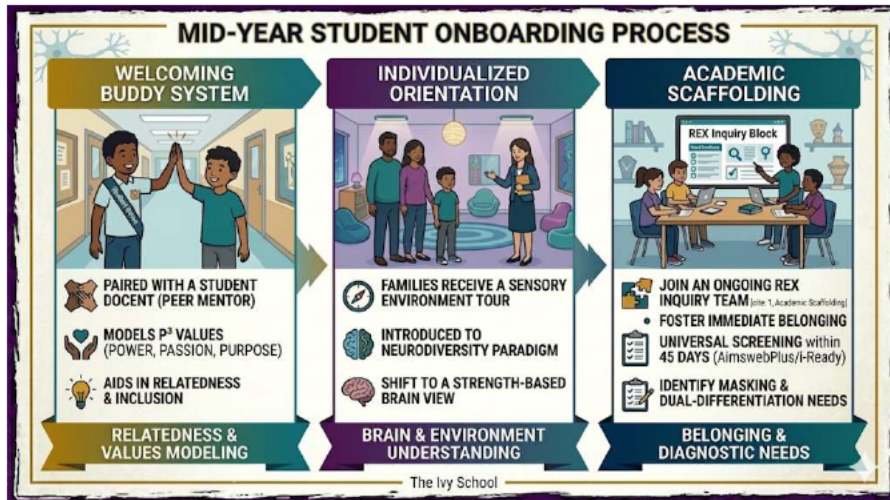
Students entering mid-year undergo a Culture Induction Cycle supported by their P<sup>3</sup> Squad:

- **Sensory Audit:** A baseline assessment of the student's Window of Tolerance conducted by the SPARK Team.
- **Peer Mentorship:** Assigned a Docent (Peer Mentor) to guide them their first day, the REX Inquiry process and Hoot Loot market dynamics.

- 2) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for assisting students who enter the school mid-year to adapt to the school culture.

The Ivy employs a SPARK Coordinator who serves as the central liaison for school culture, climate, and intervention through the SPARK (MTSS) process. Implementation begins with a sensory and ritual-based immersion:

- **Students:** Engage in Sensory-Rich Immersion, exploring the Mindfulness Studio and hands-on museum anchors to establish psychological safety and expand their Window of Tolerance.
- **Teachers/Staff:** Under the guidance of the SPARK Coordinator, staff participate in the Teacher Innovation Lab (TIL) to master co-regulation, VINE (SWPBIS) protocols, and multisensory instruction.
- **Parents (The Nest):** The SPARK Coordinator acts as the liaison for The Nest (parent group), leading Science of Learning workshops to align home reinforcement with P<sup>3</sup> values and reducing the emotional noise caused by community disinvestment.
- **Administrators:** Collaborate with the SPARK Coordinator to monitor the Reporting Gap and ensure that VINE Ceremonies (e.g., Patch Ceremonies) are stimulating dopamine pathways for pro-social behavior.



**Mid-Year Integration: The Student Onboarding Loop**

To assist students entering mid-year, the SPARK Coordinator facilitates a tiered onboarding process:

- **Welcoming Buddy System:** New students are paired with a Student Docent (peer mentor) who models P<sup>3</sup> values and aids in Relatedness.
- **Individualized Orientation:** Families receive a tour of the sensory environment. They are introduced to the Neurodiversity Paradigm to shift from a deficit lens to a strength-based view of their child's brain.
- **Academic Scaffolding:** Teachers immediately integrate the student into an ongoing REX Inquiry team to foster immediate belonging. Within 45 days, the SPARK Coordinator ensures Universal Screening (AimswestPlus/i-Ready) is completed to identify any Masking Effects or dual-differentiation needs.

ongoing REX Inquiry team to foster immediate belonging. Within 45 days, the SPARK Coordinator ensures Universal Screening (AimswestPlus/i-Ready) is completed to identify any Masking Effects or dual-differentiation needs.

3) What are the school culture goals? How will you evaluate school culture and the implementation of your culture plan.

**Culture Goals**

P <sup>3</sup> Pillar	Goal Description	Baseline (Est.)	Target	Evaluation Frequency
Passion	REX Museum Exhibition Participation	0%	100%	Quarterly
Passion	Increase Engagement (PLA-CHECK, student engagement scan)	50%	80%	Quarterly
Purpose	Conflict-Related Incident Reduction	Baseline	-15%	Bi-weekly
Purpose	Student Feeling of Belonging (Survey)	Baseline	+20%	Annually
Power	Annual Student Retention Rate	75%	90%	Annually
Power	Parent Cultural Satisfaction Rate	80%	95%	Annually

4) Describe the school's approach to help support all students' social and emotional needs.

The Ivy utilizes a Self-Correcting Data Cycle to monitor and respond to the social-emotional health of our students through SEL Boost. This approach is engineered through the Science of Compassion and Polyvagal Theory to ensure students can shift out of survival-mode responses—hyperarousal or hypoarousal—and back into a state of readiness for learning.

#### Tier 1: Universal Biological Regulation

- **Morning Meeting & VINE Closing Circles:** Every day begins and ends with structured rituals to build **Relatedness**, a biological necessity for safety that stimulates dopamine pathways and affirms student identity.
- **SEE Learning (Emory University):** All students receive core instruction in this framework to foster emotional literacy, compassion, and ethical engagement.
- **The Mindfulness Studio:** This specialized environment is utilized for daily attention training and neurological resets, lowering cortisol levels to increase the neural plasticity required for academic growth.

#### Tier 2/3: Targeted SPARK Interventions

- **The SPARK Process:** Managed by the SPARK Coordinator, students with persistent social-emotional needs receive individualized support plans monitored on a 30/60/90-day cycle.
- **Applied Neuroscience Supports:** Interventions include Check-In/Check-Out (CICO) and functional behavioral supports rooted in understanding the brain's smoke detector (the amygdala) and logic center (the prefrontal cortex).
- **Restorative VINE Circles:** Utilized for co-regulation and conflict resolution, these circles address the root cause of dysregulation rather than relying on punitive measures.

### 5) Discuss any required dress code or uniform policy.

Students with Dyslexia, Autism, or Trauma often experience Tactile Defensiveness. Restrictive waistbands, stiff collars, or scratchy tags can create a constant state of low-level stress (cognitive load). By choosing soft cotton tracksuits, The Ivy is effectively lowering the floor for sensory input, allowing the brain to devote its energy to the high-level inquiry. To this end, The Ivy requires a sensory-conscious, flexible uniform: cotton tracksuits (colored determined by grade level,) uniform polo shirts or t-shirts and black or brown sneakers.

- **Academic Rationale:** The tracksuit supports Brain-Based Learning by allowing for unrestricted movement during Brain Boosts and transitions, which are essential for neurogenesis and cognitive focus.
- **Sensory and Equity Rationale:** The non-restrictive cotton fabric is designed for students with sensory sensitivities or trauma. By using cotton vs other materials, the soft fabric and lack of the swooshing sound made when wearing track suits of from other materials helps to maintain a Safe to Learn environment. By standardizing attire, we minimize socioeconomic distractions and foster a unified Ivy identity.
- **Financial Accessibility:** Tracksuits are durable and cost-effective.
- **Integration with P<sup>3</sup> Framework:** The uniform serves as the canvas for the Patch Ceremony, transforming standard attire into a physical manifestation of a student's Curated Legacy.
  - **Affirming Epistemic Agency:** As students master specific milestones in Power, Passion, and Purpose, they are awarded high-quality patches. By ironing these onto their tracksuits, the uniform evolves into a walking resume of their academic and social achievements.
  - **Restoring Pride:** For students who have previously experienced deficit-based education, these Pride Points provide a visible counter-narrative. This ritual publicly affirms their status as Strategic Innovators and Neo Griots, replacing the label of disability with tangible markers of success and belonging.
  - **Incentive Salience:** This system utilizes the brain's reward pathways to strengthen intrinsic motivation and delayed gratification, ensuring that the uniform represents not just compliance, but the student's active, intentional role in their own growth.

### 3.8 STUDENT DISCIPLINE

- 1) Describe the school's discipline policy. If the proposed policy is fully developed, provide as Attachment 4. Discuss the practices the school will use to encourage student to meet school expectations, including restorative justice practices, consequences for infractions, and incentives for positive behavior, as applicable.

The Ivy School's discipline policy is proactive, instructive, and equitable, grounded in the Advancement Project Model and The Ivy's P<sup>3</sup> Framework. The primary goal is to teach students behaviors that contribute to academic success while

maximizing instructional time and minimizing classroom removal. Our discipline policies and programming are managed directly by the SPARK Coordinator. The fully developed policy is provided as Attachment 4.

**Skill-Based & Therapeutic Foundation (Power):** The Ivy utilizes a Prosocial Skill Acquisition model. High behavioral standards are not merely demanded; they are explicitly taught through Social-Emotional Instruction (SEE Learning).

- **Neurological Redirection:** Minor disruptions are addressed through a Level 1 Neuro-Reset in the Mindfulness Studio. This allows students to transition from Hyperarousal back into their Window of Tolerance without the use of punitive exclusion, thereby preserving instructional minutes and protecting Epistemic Agency.

**Strategic Incentives & SEL Boost (Purpose):** We utilize Behavioral Economics to drive intrinsic motivation.

- **Hoot Loot & the Hoot-tique (Incentive Salience):** This point-based reinforcement system rewards prosocial behaviors and executive function milestones. Students are then able to spend their Hoot Loot at the Hoot-Tique, purchasing tangible items, activities, field trips or experiences.
- **P<sup>3</sup> Mentoring:** Students are paired with mentors (staff or community Griots) to foster Relatedness, ensuring that behavioral growth is rooted in positive identity and community connection rather than fear of punishment.

**Encouraging Expectations and Positive Behavior:**

- **Skill-Based/Therapeutic Approach (Power):** High standards are taught and modeled through explicit Social Skills Instruction. Minor disruptions are addressed through Mindfulness Studio Use (Level 1 therapeutic redirection), allowing students to self-regulate without losing instructional minutes.
- **Incentives and SEL Boost (Purpose):** The school utilizes Positive Reinforcement Systems (e.g., point-based Hoot Loot) to reward prosocial behaviors, paired with Mentoring Programs to support personal growth.
- **Policy Visibility:** To ensure transparency and community buy-in, the policy is distributed to all stakeholders in a language they understand and posted publicly.

**Policy Transparency & Language Justice:** To ensure 100% community buy-in, the Student Code of Conduct is distributed in the family's home language and posted across all digital platforms. This ensures that the village of stakeholders has a shared lexicon for the VINE framework.

**Consequences and Restorative Justice**

**The Restorative Justice (RJ) Continuum:** Consequences at The Ivy follow a tiered matrix that prioritizes Repairing Harm over punitive exclusion.

- **The Peer Mediator Program:** Starting in Year 4 with our 5th and 6th-grade cohorts, students are trained as Legacy Mediators. By facilitating peer-to-peer conflict resolution, we close the Reporting Gap—addressing unreported micro-incidents before they escalate into major behavioral disruptions.
- **Formal Restorative Processes:** For serious infractions (Level 4), we employ Classroom Peace Circles and Family Group Conferencing to reintegrate the student and restore the Safe-to-Learn environment.
- **Mindfulness Studio:** Dedicated space within the classroom provides our Mindfulness Studio. This space with low lighting, noise canceling headphones and sensory objects to help students recenter themselves.

**The Disciplinary Matrix & SPARK Integration:** Consequences are progressive, data-driven, and managed by the SPARK Coordinator:

- **Level 1:** Immediate redirection, Mindfulness Studio and teacher-student conference.
- **Level 2:**
  - **The Logic Loop & Reflection Lab:** Instead of a loss of privilege, students engage in a Logic Loop—a guided cognitive exercise facilitated by the SPARK Coordinator.
    - **The Methodology:** Students use a visual mapping tool to identify the Trigger, their Nervous System State (Hyper/Hypoarousal), and the Impact on the community.
    - **The Goal:** To move the student from the reactive Amygdala back to the Prefrontal Cortex. Completion of the Loop is a Power & Purpose milestone, not a punishment.
  - **Check-In/Check-Out (CICO) with a P<sup>3</sup> Twist**
    - CICO is a gold-standard Tier 2 intervention, but at The Ivy, it's branded as the Impact Journal.
    - **The Methodology:** Every morning during breakfast, the student meets with their teacher to set a Micro-Goal for the day (e.g., I will use the Mindfulness Studio if I feel my Window of Tolerance narrowing).

- **The Goal:** Frequent, low-stakes feedback throughout the day provides the external regulation needed until the student develops internal Autonomy.
- **Strategic Hoot Loot Multipliers**
  - Rather than taking Hoot Loot away (which feels like a loss and can trigger a fight response), The Ivy uses Incentive Saliency to boost the target behavior.
  - **The Methodology:** A student struggling with transitions might be put on a Double-Hoot contract for 48 hours. Every successful transition earns double points.
  - **The Goal:** This utilizes Behavioral Economics to gamify the hard work of self-regulation, making the positive behavior more rewarding than the disruption.
- **Restorative Service (The Neo Griot Path)**
  - If a student causes harm (e.g., disrupting a peer's REX Project), the consequence is a Restorative Action that allows them to re-earn their standing in their squad.
  - **The Methodology:** The student might spend 20 minutes helping the peer organize their artifacts or creating a Peace Offering (an apology or a helpful gesture).
  - **The Goal:** This fulfills the need for Relatedness. Taking a privilege away isolates the student; restorative service reintegrates them.
- **Sensory-Integrated Breaks (VINE Breaks)**
  - Sometimes Tier 2 behavior is Sensory Overload. To this end, The Ivy works to help reduce Sensory Overload.
  - **The Methodology:** The SPARK Team creates a Scheduled VINE Break. Instead of waiting for a meltdown, the student has a pre-planned 5-minute Neuro-Reset in the Mindfulness Studio at 10:00 AM and 1:30 PM.
  - **The Goal:** This is a proactive Power tool. It teaches the student that taking care of their brain is a high-level leadership skill, not a time-out.
- **Level 3: Referral to the SPARK Team** to determine if the behavior is a manifestation of an unmet sensory or academic need, triggering a 30/60/90-day Behavioral Support Plan.

**Minimized Exclusion (Safety First):** Out-of-School Suspensions (OSS) and Expulsions are reserved strictly as a last resort for Level 5 behaviors that pose an immediate danger to the physical safety of the school community. In these rare instances, the school follows all NRS (Nevada Revised Statutes) requirements regarding due process. This is discussed in Question 3.

**2) Explain how the school will ensure that discipline practices do not disproportionately impact certain student populations as well as protect the rights of students with disabilities in disciplinary actions and proceedings, exhausting all options to promote the continuation of educational services in the school.**

**Ensuring Equity and Protecting Rights**

The Ivy School is committed to eliminating racial disparities and over-punishment of protected classes.

- **Mandatory Monitoring:** Disaggregated discipline data (by race, gender, ELL, and disability) is reviewed quarterly by the Leadership Team to identify and correct patterns of disproportionality.
- **Protecting Students with Disabilities (SWD):** Disciplinary actions must align with a student's IEP or 504 plan. If a significant change in placement or suspension is considered, a Manifestation Determination Meeting is held to ensure the behavior is not a manifestation of the student's disability.
- **Continuation of Services:** Students on suspension are provided equivalent grades, academic credits, and the opportunity to make up all assignments and tests without penalty to ensure they can reintegrate successfully.

**3) Describe the procedures for due process when a student is suspended or expelled, including a description of the appeal process that the school will employ for students facing expulsion.**

**Due Process and Appeals**

The Ivy School adheres to strict due process to maintain community trust.

- **Suspension Procedures:** Before any suspension, an investigation is conducted. Statements from the student, witnesses, video and any other evidence are reviewed. If the investigation concludes with the student being referred for suspension, the students then have the right to an informal conference to hear allegations, review evidence, and present their version of events. Parents are notified immediately by phone and in writing. Meetings are scheduled at the earliest available time, either after school or the next morning. Parents will have an option to attend either

remotely or in person. The Principal will make the final determination to formalize the suspension or conduct a different type of intervention.

- **Re-entry Meeting:** If students are suspended, students and families are required to attend Roots & Restoration Circle, The Ivy's version of a Re-entry Meeting. Led by the SPARK Coordinator, the Circle discusses the next steps and resources that will be provided to support the student's transition back into The Ivy. This may include but is not limited to referring to or conducting a SPARK meeting at that time, mediation between the student and other involved parties, a student contract, or referral for additional services.
- **Continuation of services:** Students have the right to complete work without penalty and receive missed services. If a student is suspended, they are provided with work to complete at home as well as extended time to complete. If the student receives SPED services, make-up services will be provided either on Fridays or the next available time during WIN Block when the student returns to school. Parent may request tutoring which will be done on Friday pending available tutors. Parents will be responsible for transportation.
- **Expulsion Procedures:** Recommendations for expulsion require a formal hearing within ten days of notice, conducted by an independent hearing officer. Expulsion follows procedures similar to Suspension, requiring an investigation and evidence. Students may be represented by an attorney or advocate.
- **Right to Appeal:** All out of school disciplinary actions can be appealed. Suspensions are appealed to the CEO. Expulsions may be appealed to the Ivy Board within ten days of the decision.
- **Special Considerations for SPED:** When referred for suspension, a Manifestation Meeting is conducted to determine if the action is a manifestation of the student's disability. If determined this was a manifestation, an emergency IEP meeting is called to review the and adjust, conducting testing or change the LRE (Least Restrictive Environment.) If the action is not a Manifestation of the student's disability The Ivy may apply the same disciplinary procedures to the student with a disability as it would to a student without a disability. However, per IDEA (34 CFR § 300.530(d)), the school must continue to provide a Free Appropriate Public Education (FAPE). This includes make up services, as appropriate a Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) services and modifications designed to address the behavior violation so that it does not recur.

#### 4) Who will be responsible for implementing the school's discipline policy, including ensuring that accurate disciplinary records are maintained and reported to the SPCSA?

The Principal will have ultimate responsibility for the implementation of the school's discipline policy in Year 1, ensuring all practices align with the required restorative justice framework. The Principal makes the final decision based on the investigation, referral and informal conference. During this foundational year, the SPARK Coordinator will conduct the investigations, informal conference and Roots & Restoration Meetings. The SPARK Coordinator will also work in direct partnership with the Operations Coordinator to oversee the collection of accurate disciplinary data and ensure all mandated reports are submitted to the SPCSA via Epicenter.

In later years, primary implementation and oversight of the discipline policy will transition from the SPARK Coordinator to the Assistant Principal. This individual will serve as the lead administrator for daily disciplinary matters, while the Operations Coordinator continues to maintain the integrity of disciplinary records within Infinite Campus and any other cloud based database. The Principal will retain final oversight to ensure that disciplinary practices do not disproportionately impact protected student populations and are consistent with The Ivy's commitment to equity and SPCSA accountability standards.

#### 5) Describe the school's goals for student behavior. How will the school track discipline data and how will this data be used?

Goal Area	SMART Goal	Evaluation Metric
Infraction Reduction	Reduce total recorded student infractions by 15% annually.	Count of all behavioral incidents.
Equity	Decrease the suspension rate gap between racial/ethnic groups by 10% annually.	Disaggregated suspension data.
Recidivism	Decrease the number of repeat student offenders by 10% annually.	Student-level incident tracking.

Staff Capacity	10% annual increase in staff reporting they feel well-equipped to manage behavior.	Annual Staff Survey.
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### 3.9 SCHOOL CALENDAR AND SCHEDULE

1) Explain how the proposed school calendar reflects the needs of the student population and the educational model. As Attachment 5, provide the annual academic schedule for the school.

The Ivy School calendar and schedule are engineered to exceed Nevada statutory requirements while providing the High-Dosage instruction required to close achievement gaps.

- **Instructional Minutes:** The Ivy provides 63,080 minutes of instruction annually, exceeding the state minimums for all grade levels.
- **P<sup>3</sup> Structural Alignment:**
  - **Power (Brain-Based):** The schedule provides 75-minute Core Content & Specials blocks daily, allowing for the multisensory Whole Group Anchor and Rotational Centers described in Section 3.2.
  - **Passion (Inquiry):** A dedicated 30-minute REX Block occurs daily, facilitating the 9-week inquiry cycles where students act as Expert Docents.
  - **Purpose (Personalization):** The WIN (What I Need) Block is the first 40-minute period of every day, ensuring students receive personalized remediation or enrichment in GATE, Dyslexia Remediation, English acquisition (EL Achieve) or personalized support when their cognitive resources are highest.
- **Museum Week Cycles:** The calendar designates Museum Week to serve as public defenses of learning
- **Total Instructional Days:** 149 Extended Instruction days + 3 Parent-Teacher Conference days = 152 Total Days.

2) Describe the structure of the school day and week, including the length of the school day, start times, and dismissal times. Include the number of instructional minutes/hours in a day for core subjects including English language arts, mathematics, science, and social studies. As Attachment 6, provide a draft teacher and student schedule for grade levels served in the first year of operation.

Students attend school Monday through Thursday on an extended-day schedule. Full Master Schedule is attached as Attachment 6.

- **Hours:** Student day runs from 8:00 AM to 3:25 PM. Staff arrival is at 7:20 AM.
- **Daily Instructional Breakdown:**
  - **English Language Arts:** 75 minutes daily.
  - **Mathematics:** 75 minutes daily.
  - **Science/Social Studies:** 75 minutes on an A Day/B Day schedule.
  - **WIN Block (What I Need):** 40 minutes daily.
  - **REX Block (Inquiry/Museum):** 30 minutes daily.
  - **Specials (Arts/Piano/PE):** 75 minutes daily.
- **Teacher Planning:** Every teacher receives 75 minutes of daily planning during the student Specials block.

3) Explain why the school's daily and weekly schedule will be optimal for the school model and meet the needs of the student population.

#### Optimal Design for the Ivy Model

The extended 4-day student/5-day teacher week is optimal for our high-need population (Retablos & Zelaya, 2021)<sup>114</sup> :

- **Neurological Reset:** Consistent, extended learning blocks of 75 minutes for core content minimize transition-based anxiety and allow for the multisensory engagement required for the brain to naturally learn and retain information. (Jensen & Liesl, 2019)<sup>115</sup>. This structure aligns with brain-based research suggesting that learning thrives on active engagement and connections. By providing significantly more instructional time than the average school—totaling

<sup>114</sup> Retablos, A., & Zelaya, M. (2021). *Block Scheduling and Student Achievement: A Meta-Analysis of Extended Instructional Time*. Journal of Educational Research.

<sup>115</sup> Jensen, E., & Liesl, N. (2019). *Poor Students, Rich Teaching: Seven High-Expectations Mindsets that Help Students Rise Above Poverty*. Solution Tree Press.

63,080 minutes annually<sup>116</sup>—The Ivy ensures students in poverty have the expanded learning opportunities necessary for academic success.<sup>117</sup>

- **Teacher Innovation Lab (TIL) (Darling-Hammond et al., 2017<sup>118</sup>):** By reserving Fridays (8:00 AM – 2:00 PM) specifically for staff, we institutionalize the Self-Correcting Data Cycle.<sup>119</sup> The Self-Correcting Data Cycle is a systematic, iterative process where real-time data is used to immediately identify and resolve the friction between a student’s neurodivergent brain and their learning environment. Rather than waiting for end-of-year testing, this Self-Correcting Ecosystem allows for agile pivots in instructional dosage and strategy. Teachers utilize this time for professional development in content, data analysis, SEL, interdisciplinary REX Inquiry planning<sup>120</sup>, and collaborative team meetings. These sessions focus on educating the whole child by improving school climate and fostering the social-emotional growth required for students to reach their Curated Legacy.
- **Mastery & Impact Loops:** Every quarter includes a Reteach Week where new curriculum is suspended to address specific mastery gaps identified during i-Ready and AimswebPlus interims. This cycle ensures students achieve 80% mastery of Non-Negotiable Standards before translating their learning into public-facing exhibitions. This process fosters intrinsic motivation and self-determination as students take ownership of their Explorer’s Journey and curate their own knowledge.

#### 4) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

##### Student Attendance Goals and Supports

The Ivy School targets a 95% average daily attendance rate.

- **Monitoring:** The School Operations Coordinator & SPARK Coordinator monitors attendance data daily via Infinite Campus.
- **SPARK Team Triggers<sup>121</sup>:** The school utilizes a proactive intervention schedule:
  - **3 Absences:** Parent phone call and attendance nudge via letter sent home.<sup>122</sup>
  - **5 Absences:** Informal meeting with parent and student. Parent and student sign student attendance contract.
  - **7 Absences** Formal meeting with the SPARK Team to identify environmental barriers (e.g., transportation, housing) and draft a SPARK Plan.
- **Supports and Incentives:** To reduce chronic absenteeism, we address emotional noise through the SEL Boost (Morning Meeting/Closing Circle)<sup>123</sup>, to foster a sense of belonging. We also partner with the YMCA to provide Fifth-Day care for working families, ensuring that the 4-day schedule does not become a barrier to attendance<sup>124</sup>. Additionally, through our VINE (SWPBIS), we incentivize and gamify great attendance, offering additional incentives only for students who have hit attendance markers.

### 3.10 DUAL CREDIT PARTNERSHIPS

*This section is required for all applicants proposing to offer high school.*

*In accordance with NRS 389.310, Charter schools sponsored by the SPCS A which offer instructions in grades 9 through 12 are required to offer a dual credit program, whereby students in grades 9 through 12 at the charter school may enroll in a dual credit course at a community college, state college or university that has been approved by the Nevada Department of Education to offer dual credit courses. In the event that a dual credit course*

<sup>116</sup> Farbman, D. A. (2015). *The Case for More Time in School: Why Freeing the Calendar Can Improve Learning for All Students*. National Center on Time & Learning.

<sup>117</sup> Immordino-Yang, M. H. (2016). *Emotions, Learning, and the Brain: Exploring the Educational Implications of Affective Neuroscience*. W. W. Norton & Company.

<sup>118</sup> Darling-Hammond, L., Hyster, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*. Learning Policy Institute.

<sup>119</sup> Boudett, K. P., City, E. A., & Murnane, R. J. (2020). *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. Harvard Education Press.

<sup>120</sup> DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Solution Tree Press.

<sup>121</sup> Attendance Works. (2021). *Using Data for Action: A Guide to Monitoring Absence and Taking Early Action*. [Resource Report].

<sup>122</sup> Rogers, T., & Feller, A. (2018). *Reducing Student Absences at Scale by Targeting Parents’ Misbeliefs*. Nature Human Behaviour.

<sup>123</sup> Osterman, K. F. (2000). *Students’ Need for Belonging in the School Community*. Review of Educational Research

Shochet, I. M., Dadds, M. R., Ham, D., & Montague, R. (2006). School connectedness is an underemphasized parameter in adolescent mental health: Results of a community prediction study. *Journal of Clinical Child and Adolescent Psychology*, 35(2), 170–179. [https://doi.org/10.1207/s15374424jccp3502\\_1](https://doi.org/10.1207/s15374424jccp3502_1)

<sup>124</sup> State Alliance of Michigan YMCAs. (2023). *Vital to Michigan’s Families: YMCA Healthy Out-of-School Time Programs Impact Report*. Altarum.

is not offered by a community college, state college or university located in Nevada, charter schools may enter into cooperative agreements with one or more institutions of higher education located in another state and accredited by a regional accrediting agency recognized by the United States Department of Education to offer such dual credit courses to students attending the charter school.

For applicants who do not propose to operate a high school program, provide a brief statement explaining that the questions in this section are not applicable.

- 1) Describe the proposed dual credit program, including the proposed college or university, the courses that will be offered, and how the program will be run. – ***The Ivy will not have a high school or dual credit program.***
- 2) Describe the engagement with the proposed college or university to date and plans to further the relationship in preparation for the opening of the proposed school. As attachment 7 provide evidence of engagement, which may include communication with representatives of the college or university, a proposed MOU, or proposed cooperative agreement. – ***The Ivy will not have a high school or dual credit program.***
- 3) Describe the manner and amount that the college or university will be compensated for providing courses and resources, including, without limitation, any tuition, and fees that pupils at the charter school will pay to the college or university. – ***The Ivy will not have a high school or dual credit program.***
- 4) Describe the how the school will monitor the students enrolled in the dual enrollment program, including course enrollment, attendance, and the acquisition of college credits. – ***The Ivy will not have a high school or dual credit program.***

### 3.11 PROGRAMS OF DISTANCE EDUCATION

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCS A13F<sup>125</sup>.

For applicants who do not propose to offer a program of distance education, provide a brief statement explaining that the questions in this section are not applicable.

- 1) Describe plans for gaining necessary approvals from the Nevada Department of Education for the distance education program and courses. If any approvals are already in place, provide documentation of approvals as Attachment 8. – ***The Ivy will not have a distance education program.***
- 2) Describe the system of course credits that the school will use. – ***The Ivy will not have a distance education program.***
- 3) Explain how the school will monitor and verify the participation in and completion of courses by pupils. Include an explanation as to how the proposed school will monitor student attendance to ensure meaningful participation. – ***The Ivy will not have a distance education program.***
- 4) Explain how the school will ensure students participate in assessments and submit coursework. – ***The Ivy will not have a distance education program.***
- 5) Explain how the school will conduct parent-teacher conferences. – ***The Ivy will not have a distance education program.***
- 6) Describe how the school will administer, in a proctored setting, all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school. – ***The Ivy will not have a distance education program.***
- 7) Describe the supports that will be available to each pupil in their home or community. Include the availability and frequency of interactions between the pupil and teachers. – ***The Ivy will not have a distance education program.***
- 8) Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities, EL students, intellectually gifted, and homeless/migrant students. – ***The Ivy will not have a distance education program.***
- 9) Describe the criteria pupils must meet to be eligible for enrollment at the proposed charter school for distance education and the process for accepting pupils. – ***The Ivy will not have a distance education program.***

<sup>125</sup> [NRS 388.820-388.874](#) and [NAC 388.800-388.860](#)

## 4 OPERATIONS PLAN

### 4.1 BOARD GOVERNANCE

*Questions in this section refer to the governing board of the entity that is proposed to hold the charter as indicated in section 1.2 Applicant Team Information.*

- 1) **Provide, as Attachment 10, the board’s proposed Bylaws, Code of Ethics, and Conflict of Interest policy. -Please see Attachment 10.**
- 2) **Describe the primary roles of the governing board and how it will interact with the principal/head of school. Describe any board committees, advisory bodies, or councils to be formed, including the roles and duties of those bodies and how the governing board will interact with these committees, advisory bodies, and/or councils.**

The Ivy is governed by a Board of Directors composed of 5 to 9 high-capacity professionals who satisfy Nevada’s statutory requirements for diverse expertise (e.g., legal, financial, HR, and education). The Board holds the charter contract and bears ultimate legal and fiduciary responsibility for the school. Its primary roles are:

- **Accountability for Outcomes:** The Board ensures The Ivy meets or exceeds the Nevada School Performance Framework (NSPF) and SPCSA Academic Performance Framework goals. This includes monitoring specific indicators like the Kindergarten Entry Assessment (KEA) and Read-By-Grade-3 (RBG3) proficiency.
- **Fiduciary Stewardship:** The Board approves the annual budget, establishes internal fiscal controls, and ensures that financial audits are conducted as required by law to maintain fiscal soundness.
- **Legal & Ethical Compliance:** The Board ensures the school adheres to all federal, state, and local laws, specifically maintaining compliance with Nevada Open Meeting Law (NRS 241) and the Nevada Code of Ethics (NRS 281A).
- **Leadership Oversight:** The Board is responsible for hiring, supporting, and conducting an annual performance evaluation of the CEO/Head of School based on pre-established Key Performance Indicators (KPI).

#### Interaction with the CEO

The relationship between the Board and The Ivy is channeled exclusively through the CEO.

- **One Voice Policy:** The Board directs the CEO with one voice through official resolutions passed with a quorum. No individual member exercises authority over the CEO or staff outside of official meetings.
- **Governance vs. Management:** The Board establishes the what (organizational goals, mission-level targets, and P<sup>3</sup> Framework alignment), while the CEO has full authority over the how (day-to-day operations and instructional implementation).

#### Committees and Advisory Bodies

To ensure deep-dive oversight, the Board utilizes a standing committee structure. Committees research and recommend; only the full Board has the authority to vote on actions.

- **Governance & Development Committee (GDC):** Leads Board recruitment, self-evaluation, CEO evaluation and strategic fundraising. They own the CEO evaluation process via setting the evaluation timeline and rubric, collecting the self-evaluation from the CEO and drafting the final recommendation for the full Board. While GDC leads the process, they cannot evaluate the CEO in a vacuum. GDC will also look at objective engagement metrics curated by The Board, the CEO as well as community engagement data. These objectives may change as determined by data to ensure The Ivy meets its goals. They must pull performance evidence from the other bodies described below.
- **Academic Excellence Committee (AEC):** Responsible for reviewing monthly data from the Teacher Innovation Lab (TIL) and student growth velocity. They interact with the Board by presenting academic progress toward NSPF targets. The AEC provides data on student growth velocity and NSPF targets for the CEO evaluation. (Did the CEO hit the academic marks?)
- **Finance & Audit Committee (FAC):** Oversees The Ivy’s fidelity engine regarding financial resources. They meet monthly to review budget-to-actuals and ensure transparency in the use of public funds. The FAC provides data on the fidelity engine and budget-to-actuals for the CEO evaluation. (Did the CEO manage the money responsibly?)
- **Neighborhood Engagement & Support Team (The Owl’s NEST):** Composed Parents, this body provides the Board with eyes on the ground regarding community needs. As OWLs, parents, students, community members and teachers build The Owl’s NEST (Neighborhood Engagement and Support Together) through a shared commitment

to supporting and advocating for The Ivy. Functioning similarly to a Parent Teacher Association (PTA), this non-voting body acts as an advisory partner for dialogue, mirroring The Ivy's museum model. Parent Ambassadors in Year 0 transition to the NEST. The NEST supports the school, its students, and their families through active engagement, advocacy, and strategic fundraising. Responsibilities include, but are not limited to:

- **Co-curating** community-facing school events and exhibitions;
- **Facilitating** volunteer opportunities and family workshops;
- **Leading** local outreach initiatives to strengthen school-neighborhood ties; and
- **Providing** direct feedback to the Board on The Ivy's cultural relevance, wrap-around service effectiveness, and the lived experience of families within target zip codes (including but not limited to 89030, 89032, 89101, 89104, 89106, 89107, 89119, and surrounding areas).
- **Operational Guardrails:** NEST members are not agents of the school and cannot sign papers or make promises. The Board re-authorizes the NEST every year. This allows the Board to tweak the NEST's focus if it starts to drift into management territory. A Board member sits in on every NEST meeting to keep the rails on and ensure the Board hears the truth, not a filtered version.

**3) Explain how the board will evaluate the success of the school. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This should include financial, operational, and/or or academic reports. What key performance indicators will the board rely on to know if the school is meeting its mission including its academic, financial, and organizational performance goals?**

The Ivy Board evaluates school success through a Balanced Scorecard that aligns mission-specific Passion and Purpose with the rigorous Power of academic, fiscal, and organizational high-performance.

**Key Performance Indicators (KPIs)**

The Board monitors three distinct pillars of health, each with specific Redline triggers:

- **Academic (The Growth Velocity Pillar):** The primary KPI is the 65+ Conditional Growth Percentile (CGP) on NWEA MAP. This throttle ensures students gain 1.25 years of ground annually to close achievement gaps.
- **Financial (The Fidelity Engine Pillar):** Success is defined by maintaining  $\geq 60$  Unrestricted Days Cash on Hand, a  $\geq 95\%$  Enrollment Variance, and a Clean Annual Independent Audit (Unqualified Opinion).
- **Organizational (The Connectivity Pillar):** Success is measured by 100% On-Time, Accurate Operational Submissions (via Epicenter) and Full Regulatory & Governance Compliance (Open Meeting Law and Charter Contract terms).

Report Category	Frequency	Provider	Oversight Body	Aligned Goal
Fidelity Engine Report	Monthly	CEO/ Fractional CFO /School Operations Manager	Finance & Audit (FAC)	$\geq 60$ Days Cash; $\geq 95\%$ Enrollment
Growth Velocity Dashboard	Fall, Winter Spring	CEO / HOS/ Special Education Manager	Academic Excellence (AEC)	65+ CGP (NWEA MAP)
Compliance & OML Audit	Quarterly	Board Secretary	Gov. & Development	100% On-Time Submissions
Mission-Audit (PLA-CHECK)	Quarterly	CEO / Special Education Manager	Academic Excellence (AEC)	80% Cognitive Engagement
Community & Engagement	Biannually	Board Liaison	Gov. & Development	85% Self-Advocacy / Satisfaction
Annual Independent Audit	Annually	External Auditor	Finance & Audit (FAC)	Unqualified Audit Opinion

**Detailed Evaluation Process**

- **Financial Oversight (The Fidelity Engine):** The Finance & Audit Committee (FAC) reviews the monthly Fidelity Engine report. The Board operates using a 3 Budget Strategy. The Board prepares 3 budgets: one with 100% enrollment assumption, one with  $\Delta -10\%$  under enrollment assumption and lastly with one with  $\Delta +10\%$  over enrollment assumption. This will allow the Board to plan for each. If Unrestricted Days Cash on Hand falls below 45

days or if Enrollment Variance drops below 92%, the FAC requires the CEO to submit a Fiscal Recovery Plan within 14 days. This proactive stance ensures The Ivy never slips below the SPCSA Meets Standard threshold.

- **Organizational Oversight (The Connectivity Loop):** The Governance & Development Committee (GDC) monitors the Compliance Calendar. Success is defined not just by submission, but by 100% accuracy on the first attempt for all Epicenter tasks. This ensures the school's Organizational Framework rating remains in the highest tier, protecting the charter's standing with the state.
- **Academic Oversight (The Throttle Check):** The Academic Excellence Committee (AEC) reviews Growth Velocity math. Because the 65th percentile target is an aggressive catch-up trajectory, the AEC identifies under-performing sub-groups in the Fall and Winter windows. This triggers a review of the WIN Block (What I Need) dosages to ensure The Ivy stays on track for its Spring SBAC outperformance goals.

- 4) Summarize the qualifications and experience of proposed members of the governing board of the school. Identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. How will the board ensure that there will be active and effective representation of key stakeholders, including parents? Additionally, complete the Board Membership Template and provide as Attachment 9. *-Please see Attachment 9*

The Ivy's founding board is a 5 to 9-member high-capacity body designed to provide rigorous oversight. The board balances legal, HR, and instructional expertise with deep ties to neurodivergent advocacy and the Nevada educational landscape.

**Strategic Financial Sustainability:** To ensure The Ivy is fiscally sustainable, the Board is actively seeking a 7th member with a CPA/Public Accounting background. Additionally, the Board has mitigated start-up risk by securing a fractional CFO through a partnership with Building Hope, ensuring professional fiscal oversight from Day 1. We intend to seat an additional Parent Representative on the board once students are enrolled.

Proposed Board Member	Experience	Unique Qualifications Aligned to Targeted Population
Ayesha Mehdi, Esq.	As a Trial Lawyer, Mrs. Mehdi provides the Board with over 10 years of legal and regulatory experience. She regularly advises corporate and institutional clients on high-stakes transactions, regulatory compliance, and risk management within highly regulated environments. Her expertise is critical for navigating the legal complexities of a public charter contract and reinforcing principled governance and the rule of law.	<b>Equity Advocate:</b> Personal experience with the Dyslexia Gap and protecting the rights of persons with disabilities fuels her commitment to ensuring the rule of law protects the most vulnerable learners. Mrs. Mehdi's professional background in regulatory compliance is complemented by a personal commitment to education equity, inspired by seeing the impact of the right school environment on her dyslexic brother.
Shannon Yvette Blaess	As the President of Decoding Dyslexia Nevada and a board member for The Dyslexia Foundation, Mrs. Blaess brings over a decade of experience in advocating for children with learning disabilities. Her work bridges neuroscience, education, and advocacy, providing a strategic lens for governance focused on inclusive learning and research-backed instruction. Additionally, as a parent, Mrs. Blaess brings a unique perspective through the lenses of how families experience the intersection of heartache and hope, ensuring the Board maintains a steady hand in stewarding a school that responds to its community with both substance and grace	<b>Dyslexia Expert:</b> Bridges the gap between heartache and hope for Nevada families navigating the intersection of disability and education. Mrs. Blaess has experienced inequality in education due to her dyslexia and is witnessing the challenges present day Nevada families still face. Leveraging her advocacy work along with leading Dyslexia researchers, Mrs. Blaess is committed to building a school that responds with substance and grace, specifically for Dyslexic learners.

Amaya Bleu	<p><b>A Dedicated Educator with over 28 years of experience</b>, Ms. Bleu is the founder of Foothills Montessori School. She understands the mechanics of school start-up, from establishing a thriving learning environment to guiding students in developing critical thinking skills and self-confidence. Her background includes extensive experience in individualized instruction for neurodivergent learners.</p>	<p><b>ELL, Montessori &amp; School Founding Specialist:</b> Directly aligns the P<sup>3</sup> Framework with the needs of diverse learners and neurodivergent populations in our target zip codes. Ms. Bleu's decades of experience in individualized Montessori instruction and ELL support directly align with The Ivy's focus on supporting all learner, particularly those with a type of neurodivergence such as Dyslexia and equity.</p>
Jacinta Raines	<p><b>As a Human Resources and Employee Relations Director</b>, Ms. Raines brings extensive experience in delivering high-impact talent acquisition, employee engagement, and retention strategies. She has a proven track record of building HR departments from the ground up, scaling operations to meet significant revenue goals, and mitigating substantial financial and reputational risks. Her expertise in labor relations and strategic workforce planning ensures the school can maintain a high-performing team.</p>	<p><b>Culture Builder:</b> Strategically positioned to ensure the Teacher INSIGHT model fosters a high-performing, inclusive workplace for Las Vegas educators. Ms. Raines offers the strategic influence and change management skills necessary to build a positive, inclusive workplace environment that aligns with organizational goals.</p>
Jeneana Ponder	<p><b>As a results-driven educational leader with over 10 years of experience</b> in program management and instructional coaching, Mrs. Ponder brings expertise in Special Education to The Ivy. Her background includes serving as a Special Education Coordinator where she reduced IEP compliance violations by 70% through improved systemic processes. Additionally, she has a successful track record in teacher recruitment and mentorship, achieving a 100% placement rate for Teach For America fellows.</p>	<p><b>Racial &amp; Educational Equity Champion:</b> Expert in data-driven decision-making to close the opportunity gap for students in the urban core. Mrs. Ponder possesses deep expertise in using data-driven decision-making and innovative approaches to advance racial equity and improve student achievement.</p>
Dr. Andre Ponder	<p><b>As an Executive Educational Leader &amp; Organizational Transformer</b>, Dr. Ponder brings nearly 30 years of multidisciplinary experience as a Superintendent, Principal, and Deputy Sheriff. He has managed multimillion-dollar budgets and led district-wide strategies across multiple states, specializing in aligning instruction with high-stakes performance goals. His expertise includes implementing MTSS frame, works and improving student outcomes through data-informed decision-making and accountability.</p>	<p><b>Systems Specialist &amp; Community Guardian:</b> Dr. Dr. Ponder's background in both Public Safety and School Superintendency provides a unique lens for ensuring student safety and rigorous academic oversight in the urban core. Having led schools within the Navajo Nation and internationally, he possesses deep expertise in culturally responsive practices and strengthening outcomes for underserved and diverse student populations.</p>
Maya Wilson	<p><b>Bringing over a decade of high-level financial operations and relationship management experience from tier-one institutions, including JP Morgan, Bank of America, and Truist Bank</b>, Mrs. Wilson is uniquely positioned to not only support ensuring a healthy fiscal operations, but also informing our trauma informed practices. As a Senior Relationship Banker, she specialized in performing rigorous financial assessments and meticulously crafting bespoke strategies to meet complex fiscal objectives. Her background includes managing account lifecycles under strict regulatory</p>	<p><b>Financial Wellness &amp; Risk Mitigation Specialist:</b> Mrs. Wilson is uniquely qualified to oversee the intersection of the school's fiscal health and its community-facing mission. Her experience facilitating financial wellness workshops for local non-profits demonstrates a capacity to translate complex financial concepts into actionable community empowerment. Maya provides the Board with specialized expertise in conflict resolution and de-escalation, critical for mitigating reputational risk when addressing escalated stakeholder concerns. Her transition into mental health advocacy, supported by</p>

<p>protocols, ensuring vault and ATM balance integrity, and driving revenue growth through strategic initiatives. Currently an Enrollment Counselor at Capella University, she manages a high-volume pipeline of student matriculation data and academic alignment.</p>	<p>coursework in Ethics in Mental Health, ensures that the school's Fiduciary Power is exercised with a trauma-informed lens, protecting the interests of families in historically under-resourced zip codes.</p>
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### Ensuring Active & Effective Representation through The Owl's NEST

The primary vehicle for stakeholder voice is **The Owl's NEST**, a non-voting advisory body acting as the Board's eyes and ears on the ground. The NEST provides a direct link between the boardroom, and the living rooms of our target zip codes (89030, 89106, 89119, etc.).

- **On-the-Ground Communication:** The NEST co-curates community-facing exhibitions and leads local outreach initiatives, ensuring The Ivy is a visible and accessible Partner for Dialogue within the neighborhood.
- **Advocacy & Support:** Beyond a traditional PTA, the NEST advocates for the lived experience of families, facilitating workshops and volunteer opportunities that address specific local barriers to student success.
- **Strategic Feedback Loop:** A designated NEST Liaison attends monthly Board meetings to provide a Community Impact Statement, ensuring that current neighborhood needs are reflected in every Board-level decision.

### Formal Representation Mechanisms

To ensure communication is effective and bi-directional, the Board maintains the following protocols:

- **Bilingual Transparency:** To harness the Power of our diverse community, all Board agendas, minutes, and grievance procedures are published in English and Spanish.
- **Public Comment Sovereignty:** The Board utilizes a Two-Call public comment system at every meeting (at the start for agenda items and the end for general concerns), ensuring that stakeholder advocacy is a permanent, protected fixture of every session.
- **Community Town Halls:** Twice annually, the Board moves its meetings into the community—hosted by local Griot partners or in community spaces such as libraries and community centers—to provide an open forum for dialogue regarding school-neighborhood ties and wrap-around service effectiveness.

### 5) How will the board expand and develop over time? If the full founding board has not yet been identified, describe plans and timeline for adding board members and increasing the capacity of the governing board.

Our Committee to Form will transition to the Governing Board. To ensure full regulatory and governance compliance, the Board will expand to fill identified capacity gaps:

- **Recruitment Strategy:** The Board is currently seeking high-capacity professionals to fill an additional Financial/Accounting Seat (targeting a CPA,) parent with a background in either construction/facilities/operation professional to oversee long-term facility planning.
- **Stakeholder Representation:** The Board will include at least one parent or legal guardian of an enrolled student who is not a school employee. Active representation will also be facilitated through The Owl's NEST (Neighborhood Engagement & Support Together), acting as an advisory partner for dialogue and community feedback.
- **Timeline:** The goal is to fill the remaining Financial and Educator seats by October 2025. The Ivy is partnered with BoardOnTrack for Board development. This is discussed more in Question 7. Additionally, The Ivy Board will also complete training with Opportunity 180 & SPCSA and will include ongoing training in Nevada Open Meeting Law (NRS 241) and the Nevada Code of Ethics (NRS 281A).

### 6) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. *This information should match the disclosures in the Information Sheets provided for members of the Committee to Form, Board Members of the CMO, Employees of the CMO, and any other proposed governing board members, as applicable.*

### Disclosure of Proposed CEO Relationships

While no actual conflicts exist, the Committee to Form proactively discloses the following relationships to ensure full transparency with the SPCSA:

- Relationships with nonprofit organizations. Kimberly Jackson, the proposed CEO, has received either grant funding, training, support or connections from Opportunity 180 (\$30,000), 4pt0 Schools (\$5,000 via the Tiny Fellowship), Camelback Ventures (\$40,000), Z Combinator (\$10,000), and National Accelerator for Autism Charter Schools.

### Disclosure of Committee to Form Relationships

While no actual conflicts exist, the Committee to Form proactively discloses the following relationships to ensure full transparency with the SPCSA:

- **Dual Charter Board Membership:** One proposed board member currently serves on the Committee to Form (CTF) for another proposed charter school. This individual is not an employee of the other proposed entity and receive no compensation for their service.
- **Nonprofit Governance:** One proposed board member serves on the board of a local nonprofit organization. This organization does not provide services to The Ivy, and there is no financial nexus between the entities.

### Mitigation of Perceived Conflicts

To mitigate the perceived conflict of dual membership or interlocking directorates, the Committee to Form will take the following steps:

- **Recusal Policy:** Per the Conflict of Interest Policy, members serving on other charter boards must recuse themselves from any discussion or vote involving collaborative agreements, shared services, or competitive resource allocations between the two entities.
- **Annual Disclosure Statements:** All board members are required to submit an annual Disclosure of Financial Interest form, which will be reviewed by the Board's legal counsel to identify potential overlaps in vendor relationships or community partnerships.
- **Prohibition of Compensation:** In accordance with state law, no member of the Board of Directors may accept a position of employment with The Ivy or receive any compensation for services rendered as an employee or contractor.

### Ongoing Recruitment and Training

To ensure continued compliance, board recruitment will abide by the following:

- **Legal Review:** All prospective board members will undergo a vetting process by the Board's Governance Committee to ensure their participation does not violate NRS 388A.320 or create a perceived conflict that undermines public trust.
- **Governance Training:** The Board will utilize Board on Track to provide ongoing training on fiduciary duties and Nevada-specific ethics requirements for charter school officials.

## 7) Describe the orientation or training new board members will receive as well as the ongoing development that will be provided to existing board members. What topics will be covered? What is the timeline and expected time commitment? Who will be responsible for providing training to the board?

The Ivy implements a rigorous board governance framework in partnership with BoardOnTrack, ensuring that our governing body functions as a High-Performance Team capable of maintaining a 4- to 5-star culture. Governance at The Ivy is not merely a compliance function but a strategic engine that protects The Ivy's Neurodiversity Paradigm and mission.

### New Board Member Orientation (The Induction Phase)

All new board members undergo a mandatory 12-hour orientation completed within the first 60 days of appointment. This phase ensures that every member understands the clinical and operational complexities of serving Cognitive Outliers in Las Vegas.

**Responsibility:** The Board Chair, in collaboration with the CEO and a BoardOnTrack consultant, is responsible for delivery.

### Core Topics:

- **The P<sup>3</sup> Framework & Clinical Model:** Deep dive into the Neurodiversity Paradigm, Polyvagal Theory, and the Three Paradoxes (Phonological, Dropout, and Survival-Mode).
- **Fiduciary & Legal Duty:** Training on Nevada Open Meeting Law (NRS 241), SPCSA performance frameworks, and charter-specific compliance.
- **Board Training: Robert's Rules**

- **Mastery of Parliamentary Procedure (Robert’s Rules of Order):** New and existing board members receive training on the foundational principles of Robert's Rules to ensure meetings are conducted with efficiency and fairness. This includes:
  - **Motion Mechanics:** Training on how to properly move, second, and debate motions specifically related to academic Power and SPARK allocations.
  - **The Consent Agenda:** With support from BoardOnTrack to review recurring clinical data and housekeeping items as a single block, reserving the majority of meeting time for high-stakes Passion and Purpose deliberations.
  - **Voting and Records:** Ensuring every action is recorded with procedural precision to meet Nevada Open Meeting Law requirements
- **The Ivy’s Strategic Plan:** Review of the 30/60/90-day self-correcting cycles and the Incubation Year milestones.

### Ongoing Board Development (The Growth Phase)

Existing board members participate in a continuous development cycle designed to mirror the Teacher Innovation Lab (TIL), fostering a culture of iterative improvement.

- **BoardOnTrack Monthly Modules (1 hour/month):** Focused on high-stakes topics such as CEO evaluation, academic oversight, and financial sustainability.
- **Quarterly Governance Retreats (4 hours/quarter):** These deep-dive sessions focus on:
  - **Data Literacy:** Analyzing i-Ready Stretch Growth and AimswebPlus universal screening data to monitor the Power pillar.
  - **Equity & Unmasking:** Reviewing GATE and SPED identification rates to ensure we are disrupting the Masking Effect and under-identification in our target zip codes.
  - **Community Advocacy:** Strategic planning with community Griots to enhance the school’s Passion and Purpose pillars.

## 8) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

The Ivy School is committed to a partner for dialogue approach, ensuring that all stakeholders—Harnessing their Power—have a transparent and equitable channel for voicing concerns. The following multi-tiered process ensures that grievances are resolved with clinical precision and compassion.

### Tier 1: Informal Resolution

The Ivy encourages parents and students to first discuss objections informally with the staff member involved or the CEO/Head of School. This informal discussion serves as an initial Discovery phase to seek a collaborative resolution before escalating to formal proceedings.

### Tier 2: Formal Grievance (Submission)

If the issue remains unresolved, a formal written grievance must be submitted to the CEO within 30 days of the incident. To ensure an objective investigation, the written statement must include:

- **Identification:** The name of the individual whose decision or action is at issue.
- **Evidence:** The specific actions, administrative procedures, or Board policies believed to be misapplied or violated.
- **Desired Outcome:** The specific resolution or change the parent/student is seeking.

### CEO Timeline & Action: (Investigation)

- **Meeting:** The CEO will schedule a meeting with the grieving party within seven (7) school days.
- **Investigation:** The CEO will conduct a factual investigation, which may include interviewing witnesses or reviewing documentation.
- **Written Decision:** A formal written response, including the reasoning behind the decision, will be provided within ten (10) school days of the meeting.

### Tier 3: Board Appeal (Final Review)

If the parent or student is not satisfied with the CEO’s decision, they may file a written appeal to the Board of Directors through the Board Secretary.

- **Board Review:** The Board (or a designated subcommittee) will review the investigative file and may request additional documentation.
- **Open Meeting Law Compliance:** If the appeal regards a specific administrative decision or disciplinary action, it will be placed on the agenda of a scheduled Board meeting or a Special Meeting, subject to Nevada Open Meeting Law (NRS 241).
- **Final Decision:** The Board will vote on the appeal. The Board Chair will provide the final decision in writing. This decision is final and binding within the school's governance structure.

### Accessibility and Anonymity

To ensure the process is accessible to our diverse community in zip codes like 89106 and 89030:

- **Anonymous Feedback:** Stakeholders may use a secure Google Form on the school website to report concerns regarding general practices or board policies anonymously.
- **Public Comment:** Families are always invited to address the Board directly during the Public Comment portion of monthly meetings.
- **Language Access:** Grievance forms and procedural guidance are provided in both English and Spanish to support our ELL families.

## 4.2 LEADERSHIP TEAM

- 1) Provide, as Attachment 11, organizational charts for the school in year one and for when the school reaches full capacity. *Please see Attachment 11.*
- 2) Describe the Committee to Form or CMO team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
  - a) School leadership, operations, and governance.

Member	Qualifications
<b>Kimberly Jackson (Founder/Proposed CEO):</b>	Brings over 20 years of educational leadership experience, including roles as a Principal and Assistant Principal across multiple districts (DC, Baltimore, Pittsburgh). She is currently directing the charter application and financial oversight, having already secured \$85,000 in application year and start-up grants and fellowships from organizations like Opportunity 180, 4pt0 Schools, Camelback Ventures and Z Combinator. As of this writing, under Ms. Jackson's leadership, The Ivy is a finalist for a major grant as well as semifinalist awaiting notification to learn if The Ivy has made it to finalist round for a separate major grant.
<b>Amaya Bleu, Proposed Board Member</b>	Ms. Bleu founded Foothills Montessori School in Henderson, NV. She led the work from concept to launch, school administration, instruction, recruitment and fundraising.
<b>Jeneana Ponder, Proposed Board Member</b>	Mrs. Ponder holds certifications in Special Education and Admin. She has led the work with Special Education to reduce noncompliance as well as worked with Teach for America to recruit and train teachers.
<b>Dr. Andre Ponder</b>	Dr. Ponder holds Professional-Special Licensure for Nevada. Dr. Ponder has not only been a teacher, but also a principal and superintendent in Nevada.
<b>Maya Wilson</b>	Maya Wilson brings over a decade of high-stakes financial operations and relationship management experience from tier-one institutions, including JP Morgan, Bank of America, and Truist Bank. As a Senior Relationship Banker, she specialized in performing rigorous financial assessments and crafting bespoke strategies to meet complex fiscal objectives while ensuring strict adherence to regulatory protocols and vault integrity.

### b) Curriculum, instruction, and assessment.

Member	Qualifications
<b>Kimberly Jackson (Founder/Proposed CEO):</b>	Holds an M.Ed. in Curriculum & Instruction and is certified in Comprehensive Orton-Gillingham Plus. She has a proven track record of designing and implementing data-driven instruction that led to double-digit gains in English and Math at as an administrator and a School Turnaround Specialist at multiple turnaround schools. Her work included using data to draft Needs Assessments and School Improvement Plans. Ms. Jackson served as the founding school principal.

<b>Amaya Bleu, Proposed Board Member</b>	Contributes 28 years of expertise in Montessori instruction and school startups, ensuring the instruction meets rigorous academic standards.
<b>Jeneana Ponder, Proposed Board Member</b>	Supplements the team with high-impact instructional coaching, special education compliance and a 100% placement rate for teacher mentorship programs.
<b>Dr. Andre Ponder</b>	Brings over 25 years of experience in instructional alignment and performance goals as a Superintendent and Principal. He has directed school improvement planning and staff development across multiple districts, utilizing data-driven practices to improve student outcomes and instructional quality.

**c) At-risk students and special populations.**

<b>Member</b>	<b>Qualifications</b>
<b>Kimberly Jackson (Founder/Proposed CEO):</b>	Has extensive experience as a SPED Advocate and School Turnaround Specialist. She successfully restructured Special Education departments to improve compliance and managed Emotional Disability departments. Additionally, Ms. Jackson managed the Student Support Team (MTSS Team) drafting Student Support Plans and analyzing progress monitoring.
<b>Amaya Bleu, Proposed Board Member</b>	Contributes 28 years of expertise in Montessori instruction working with students with a variety of needs who could not find success in a traditional educational setting.
<b>Jeneana Ponder, Proposed Board Member</b>	Expertise in reducing IEP compliance violations by 70% through systemic process improvements
<b>Dr. Andre Ponder</b>	Expert in implementing Multi-Tiered Systems of Support (MTSS) frameworks to support diverse learners. He has a proven record of improving student outcomes through culturally responsive practices and strategic attendance initiatives, specifically while serving the Navajo Nation as a Superintendent and Principal.

**d) Performance management.**

<b>Member</b>	<b>Qualifications</b>
<b>Kimberly Jackson (Founder/Proposed CEO):</b>	Highly experienced in developing comprehensive school improvement plans, monitoring implementation, and evaluating results through clusters of turnaround schools.
<b>Amaya Bleu, Proposed Board Member</b>	Highly respected school founder who established the policies and procedures and managed performance.
<b>Jeneana Ponder, Proposed Board Member</b>	Coordinated Special Education dept ensuring compliance and 70% reduction in violations.
<b>Jacinta Raines:</b>	Manages reputational and financial risk through high-impact talent retention and engagement strategies.
<b>Dr. Andre Ponder</b>	Veteran educational leader and former District Superintendent who led global strategic initiatives to improve student outcomes and organizational culture; former Director of the Battle Born Youth ChalleNGe Academy with expertise in transformational leadership and accountability-driven school environments.
<b>Maya Wilson</b>	Expert in high-stakes operational performance and accountability with a track record of meeting and exceeding monthly and quarterly performance targets. Her background includes performing rigorous financial assessments, resolving 95% of escalated stakeholder issues using conflict resolution techniques, and training junior staff to improve satisfaction scores by 22%.

**e) Parent and community engagement.**

<b>Member</b>	<b>Qualifications</b>
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<b>Kimberly Jackson (Founder/Proposed CEO):</b>	Has a career-long focus on establishing community partnerships and communicating with parents regarding student culture and disciplinary initiatives
<b>Amaya Bleu, Proposed Board Member</b>	As founder of a Montessori school, Ms. Bleu created an effective culture and climate that led to effective parent and community engagement.
<b>Jeneana Ponder, Proposed Board Member</b>	Coordinated Special Education dept ensuring compliance and 70% reduction in violations.
<b>Shannon Yvette Blaess:</b>	As a Dyslexia advocate, Mrs. Blaess has engaged the community through multiple forums. Launching the NV Decoding Dyslexia, she has organized Dyslexia Parent Meetups and engaged with the community to identify needs. Mrs. Blaess also works with the Dyslexia Foundation, discussing new research into learning for Dyslexia students with a variety of Ivy League universities.
<b>Dr. Andre Ponder</b>	Distinguished record of strengthening organizational culture and community engagement with diverse stakeholders, including the Navajo Nation. He has successfully managed cross-agency partnerships at the local, state, and national levels and represented educational programs in public forums to drive stakeholder buy-in.

3) *If a school leader has been selected, identify this individual, describe their qualifications for the role, and provide, as Attachment 12, the resume for this individual. Include student achievement data demonstrating the individual's track record of success at the classroom, cohort, and school-wide levels. Please see Attachment 12 for Kimberly Jackson's resume.*

**-OR-**

*If a school leader has not yet been selected, describe the process, timeline, and selection criteria for this role, and instead provide in Attachment 12 the job description for this role.*

Kimberly Jackson is a highly accomplished educational leader with over 20 years of experience driving student achievement and fostering innovative learning environments. Her background aligns uniquely with The Ivy School's mission due to her deep expertise in Special Education advocacy, curriculum development, and school turnaround.

- **Founding & Startup Capacity:** Ms. Jackson has served as a Founding School Principal and is currently directing the charter application and development process for The Ivy, having already secured \$85,000 in start-up grants and prestigious fellowships (Opportunity 180, Camelback, Z Combinator, 4.0 Schools).
- **Specialized Clinical Training:** She holds an M.Ed. in Curriculum & Instruction, is certified in Comprehensive Orton-Gillingham Plus (K-6) and Morphology Plus and holds licenses across 3 states in Birth thru 8<sup>th</sup> grade all subjects, English 7-12, Theater 7-12, Speech Communication 7-12, Principal and Superintendent providing the technical expertise required to lead The Ivy's literacy and dyslexia-centered instructional model as well as serve as founding CEO.
- **Systemic Leadership:** Her career includes serving as a School Turnaround Specialist in DC Public Schools where she worked with nine turnaround schools to develop and evaluate comprehensive improvement plans as well as an Assistant Principal in DC Public Schools & Baltimore City Public Schools. She has also been a founding principal for a DC Charter School.
- **Regulatory & Operational Expertise:** She has extensive experience managing budgets, restructuring Special Education departments to improve compliance, and implementing professional development programs across multiple state jurisdictions.

#### **Evidence of Student Achievement & Track Record of Success**

Ms. Jackson has a documented history of delivering significant academic gains at the classroom, cohort, and school-wide levels:

- **School-Wide Level (Turnaround Success):** As a School Turnaround Specialist, she led data-driven instruction and school improvement planning that resulted in double-digit gains in English and/or Math at three supported schools.
- **Cohort Level (Standardized Growth):** During her tenure in Baltimore City Public Schools, she led instructional teams to achieve 10% gains in English and Math standardized assessments.

- **Classroom & Instructional Level:** She successfully implemented Project-Based Learning and arts-integrated curricula, consistently monitoring and evaluating teacher effectiveness to ensure the success of Common Core implementation.
- **Compliance & Special Populations:** Ms. Jackson successfully restructured Special Education departments, ensuring that high-needs cohorts received mandated services and rights protection.

4) Describe the makeup of the school's leadership team, including the positions that will make up that team. *Other than the school leader discussed in question 3*, if any of these positions have been filled, please identify these individuals and provide their resumes in Attachment 13. *Other than the school leader discussed in question 3*, for positions that have not yet been filled, instead provide the relevant job descriptions in Attachment 13. *Please see Attachment 13 for full relevant job descriptions.*

Role	Essential Duties	Year
CEO / Head of School	1 <sup>st</sup> in Command over the organization. Provides strategic instructional/operational leadership for The Ivy School. Leads fundraising, school evaluation and Principal evaluation.	Year 1
Principal	1 <sup>st</sup> in Command at school site. Fosters the Brain-Based museum model; and teacher evaluations. Oversee all instruction, administration and operations.	Year I
School Operations Coordinator	2 <sup>nd</sup> in Command. Manages facilities, safety, non-instructional HR, and compliance. Evaluates non instructional staff.	Year 1
Special Education Coordinator	3 <sup>rd</sup> in Command. Oversees instructional programs for students with cognitive/multiple disabilities; coaches teachers in SPED practices, instruction and compliance.	Year 1
SPARK Coordinator	4 <sup>th</sup> in Command. Leads the SPARK Team and Culture and Climate. Leads behavior and student attendance data analysis.	Year 1-2
Assistant Principal	Becomes 2 <sup>nd</sup> Command. School Operations Coordinator shifts to 3 <sup>rd</sup> , SPED Coordinator shifts to 4 <sup>th</sup> and SPARK Coordinator shifts to 5 <sup>th</sup> before transitioning out. Supports the Principal in instructional leadership, student affairs, and the Teacher Leadership Pathways Program. Assumes duties of the SPARK Coordinator.	Year 2

**Succession & Command:** The hierarchy (1st through 4th in command) is established to maintain an uninterrupted Safe-to-Learn brain state for the school. In the absence of the Principal, either the CEO takes over or the School Operations Coordinator assumes authority to ensure operational, safety protocols and high quality instruction remain uncompromised.

**Leadership Pathways:** The Special Education Coordinator, SPARK Coordinator, ELL Teacher Leader, and Teacher Leaders serve as a pipeline, receiving targeted coaching from the CEO, other leadership team members and partners to transition into future administrative roles such as Assistant Principal or Principal.

5) Explain how the school leader will be supported, developed, and evaluated. Include the competencies used for selecting and evaluating the school leader and identifying the specific leadership evaluation tool(s) the school plans to use.

The Ivy will utilize the New Leaders Principal Evaluation Rubric. This tool evaluates leaders across four performance levels (Exemplary, Proficient, Basic, and Unsatisfactory) based on five core standards:

- **Learning and Teaching:** Driving student achievement through the development and support of effective teaching.
- **Shared Vision, School Culture, and Family Engagement:** Creating a vision of high achievement supported by a culture of high expectations.
- **Strategic Planning and Systems:** Managing and monitoring school systems and operations.
- **Talent Management:** Developing and maintaining a high-quality, effective teaching staff.
- **Personal Leadership and Growth:** Demonstrating leadership through self-reflection and clear communication.

## Principal Support and Development

The principal's development is facilitated through a collaborative relationship with their evaluator (e.g., the CEO) and external partners:

- **Goal-Setting and Strategic Planning:** At the start of the year, the principal identifies 2 to 3 priority growth areas in their leadership practice that directly align with student learning priorities.
- **Actionable Feedback:** Evaluators prioritize frequent school site visits to conduct direct and indirect observations of practice. These visits result in timely, specific, and actionable feedback tailored to the principal's growth goals.
- **Coaching and Mentoring:** Ongoing professional conversations between the principal and evaluator move the process beyond compliance toward deep, meaningful leadership development.

## Principal Evaluation Process

The evaluation follows a Continuous Improvement Cycle:

- **Data Analysis and Self-Reflection:** The principal reviews student data and stakeholder feedback to identify strengths and growth areas.
- **Strategic Planning:** The principal and evaluator reach an agreement on a detailed evaluation plan, including a schedule for observations and support.
- **Mid-Year Formative Review:** Midway through the year, the principal and evaluator formally check progress toward student learning targets and leadership practice goals.
- **Formal Self-Assessment:** In the spring, the principal self-rates their performance against the five standards, providing a basis for the final evaluation.
- **Summative Evaluation Rating:** The evaluator assigns a final rating based on a preponderance of evidence collected from observations, artifacts, and student outcomes.

## Summative Rating Methodology

The final summative rating combines two balanced components:

- **Leadership Practice Rating:** Determined by evidence across the five standards.
- **Student Outcomes Rating:** Based on a combination of growth model results (Categories A) and other academic/career readiness targets (Categories B, C, and D).

## CEO Support, Development, and Evaluation

The evaluation of the CEO at The Ivy utilizes a comprehensive framework that mirrors the clinical and operational rigor of The Ivy model. While the New Leaders Principal Evaluation Rubric provides a foundation for instructional leadership, the CEO is specifically evaluated using the CSGF Charter CEO Excellence Framework to address organizational governance, financial health, and strategic scale. We selected this tool to address the limitations of traditional check-the-box evaluations, opting instead for a framework that assesses the specific competencies and behaviors required for multi-site charter success.

## Core Competencies and Framework Domains

The CEO is evaluated across four performance areas moving from a foundation of belief and trust to the visible artifacts of results and impact.

### Support, Ongoing Development, and Board Partnership

The CEO's professional learning is supported through a formal partnership with the Board of Trustees and external strategic advisors.

- **Board Coaching:** The Board provides feedback and support tailored to the annual evaluation results. Specific Board members utilize their clinical expertise to provide direct coaching. For example, Jacinta Raines (HR) may provide coaching on complex employee relations matters, while Jeneana Ponder (Special Education) offers guidance on ensuring clinical fidelity to the school's neuro-aligned model.

CSGF Domain	Description and Sample Competencies
<b>Foundations: Mindsets &amp; Beliefs</b>	<i>Focuses on the non-negotiables of mission alignment.</i> <b>Competencies:</b> Believing hard work drives achievement; modeling and demanding safe, anti-racist, and supportive school environments.
<b>Foundations: Character &amp; Trust</b>	<i>Focuses on leadership behaviors that inspire others.</i> <b>Competencies:</b> Leading with integrity; modeling transparency and self-reflection.
<b>Conditions for Success</b>	<i>Focuses on the behaviors needed to build a high-functioning system.</i> <b>Competencies:</b> Cultivating strategic clarity and vision; driving academic excellence; managing finances, facilities, and people.
<b>Results &amp; Impact</b>	<i>Focuses on the observable outcome data.</i> <b>Competencies:</b> Achieving high proficiency and growth; ensuring financial sustainability and operational compliance; delivering positive organizational impact.

- **Strategic Planning and Goal-Setting:** Similar to the principal model, the CEO creates an annual goal-setting form that identifies key findings from data analysis and determines necessary supports, such as advanced skill-building or knowledge required to reach specific enrollment or academic targets.
- **External Support:** The CEO receives ongoing strategic coaching and leadership development from external partners, including Opportunity 180 and national charter school networks.

#### The Evaluation Process

The CEO's performance is ranked on a 5-point scale, ranging from Unsatisfactory (1) to Far Exceeds Expectations (5). The Academic Excellence Committee of the Board conducts a mid-year formative review and prepares the final summative evaluation for full Board approval, ensuring transparent and consistent oversight of the school's long-term strategy.

### 4.3 STAFFING PLAN

- 1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. *This table should only reflect school-based staff as CMO/EMO staff will be addressed in the Addendum Section. Change or add functions and titles as needed to reflect organizational plans. Add as many other lines as is necessary to capture all employees your school will hire.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CEO	1	1	1	1	1	1
Principal	1	1	1	1	1	1
Assistant Principal	0	1	1	1	1	1
Operations Coordinator	1	1	1	1	1	1
Special Education Coordinator	1	1	1	1	2	2
SPARK Coordinator	1	1	1	0	0	0
Classroom Teachers - Core Subjects	9	12	15	22	26	30
Classroom Teachers - Specials						
Special Education Teachers	1	2	2	4	4	4
EL/TESOL Teachers	1	1	1	1	1	1
GATE Teacher	1	1	1	2	2	2
Student Support Position 1 Counselor					1	1
Student Support Position 2 [specify]						
Specialized School Staff 1 FASA/Nurse					1	1
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Other [specify]						
Other [specify]						
Other [specify]						
<b>Total FTEs at School</b>	<b>17</b>	<b>22</b>	<b>25</b>	<b>34</b>	<b>41</b>	<b>45</b>

- 2) Provide the student-teacher ratio as well as the ratio of total adults to students for the school.

This ratio is calculated using Core Subject Classroom Teachers only, representing the primary instructional group size.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
22.6:1	22.7:1	22.5:1	22.4:1	22.3:1	22.3:1

This ratio is calculated using Total FTEs, which includes the CEO, Principal, Coordinators, and all specialized teaching staff.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
12:1	12.4:1	13.5:1	14.5:1	14.1:1	14.8:1

- 3) Explain how the staffing model described above aligns to the school model and is well suited for the community the school intends to serve.

The staffing model is a deliberate, P<sup>3</sup>-driven configuration engineered to meet the clinical and academic needs of a neurodiverse community in Southern Nevada:

### P<sup>3</sup> Leadership Structure (Power & Purpose)

- **The CEO & Principal Duo:** The CEO focuses on long-term systemic sustainability, board governance, and high-level community Relatedness, while the Principal serves as the clinical instructional leader.
- **SPARK & SPED Coordinators:** In Years 1–2, the SPARK Coordinator is essential for Ecosystem Regulation, managing The VINE (SWPBIS) and restorative justice systems to ensure the school is Safe-to-Learn. As the school scales in Year 3, this role transitions into the Assistant Principal maintain instructional fidelity at a higher volume.

### Instructional Depth (Passion)

- **Specialized Teachers (SPED, EL, GATE):** To address the masking effect and the profound lack of 2e (Twice-Exceptional) support in our target zip codes, we maintain a high concentration of specialized staff. We deploy EL/TESOL and GATE teachers starting in Year 1 to ensure that students with dual-differentiation needs receive high-level inquiry rather than just remediation. Additionally, we have WIN Block built into the schedule as the first 40 minute block of the day allowing students to receive services without them having to miss their other classes.
- **Teacher Aides & Assistants (Paraprofessionals):** By maintaining 6 part time Aides for 9 Core Classrooms, we ensure a high degree of small-group intervention and multisensory support, which is critical for students with dyslexia, other learning differences and students with delays.

### Evolution of Support (Legacy)

- **Transition to Year 4:** In Year 4, as enrollment jumps from 338 to 492 students, the staffing plan nearly doubles the Core Subject Teachers (from 15 to 22) and adds an additional GATE Teacher and two additional SPED Teachers to maintain low-ratio, neuro-aligned support as the community expands.
- **Student Support Additions:** In Year 5, the model adds a formal Counselor and a Nurse/FASA to internalize the therapeutic supports that were previously managed through external clinical partners in the earlier years.

## 4.4 HUMAN RESOURCES

### 1) Describe your strategy, plans, timelines, and key selection criteria for recruiting and hiring teachers, leadership, and staff. Identify who will be responsible for the hiring processes and how the recruitment efforts will ensure that all hires are representative of the student body and aligned to the school's design.

At The Ivy, we do not simply hire employees, we curate careers. Because our school serves as a laboratory for brain-based inquiry, our hiring process is a rigorous filter designed to find those who can navigate the complexities of neurodiversity with empathy and excellence.

#### Key Selection Criteria:

- **P<sup>3</sup> Alignment:** Candidates must demonstrate a P<sup>3</sup> Growth Mindset and a commitment to the Power, Passion, and Purpose framework.
- **Clinical Aptitude:** Preference is given to candidates with experience in multisensory instruction (e.g., Orton-Gillingham, IMSE) or restorative justice.
- **Cultural Competence:** Candidates must demonstrate an ability to build Relatedness with students from historically marginalized communities in Southern Nevada.
- **Coachability:** Given our Teacher Innovation Lab (TIL) model, staff must be open to high-dosage professional development, coachable and frequent observation.

#### Responsibilities

- **The CEO:** Responsible for recruiting and hiring the Principal, Operations Coordinator, and remaining staff Year 0 for Year 1.
- **The Principal:** Responsible for making the final selection of all instructional staff (AP, SPED, SPARK, and Teachers) after Year 1. CEO approves selection.
- **Operations Coordinator:** Manages the administrative logistics of the hiring process (job postings, background checks, licensure verification).

### Hiring Timeline (Planning Year)

We utilize a phased approach to ensure leadership is in place to build the school culture before teachers arrive.

Phase	Timeline	Key Hires/Actions
Phase I: Leadership	October - December	Hire Operations Coordinator for January 1 start date.
Phase 1: Leadership	December- May	Begin Principal search. Hire Principal for July 1 start date.
Phase II: Specialized Lead	December - May	Hire SPED Coordinator and SPARK Coordinator for July 1 start date.
Phase III: Instructional Team	March – June	High-volume recruitment for Teachers, Teacher Leaders and TAs
Phase IV: Induction	July	Summer Innovation Institute: 3 weeks of intensive P <sup>3</sup> and clinical training for all hires.

To ensure our staff is representative of our student body and aligned with our design, we will implement the following:

- **The Village Recruitment Model:** We will partner with the Southern Nevada Black Educators Initiative and local community organizations to ensure our job postings reach a diverse pool of local talent who share the lived experiences of our students.
- **Performance-Based Interviewing:** All teaching candidates must perform a Demo Lesson that includes a multisensory component. Teachers unfamiliar with multisensory instruction will receive some coaching prior to completing demo. This ensures they can execute the school's design before an offer is made. Teachers will be given feedback and asked about any course corrections they would make. Our goal is to not only gauge instruction, but ensure teachers are coachable.
- **Implicit Bias Training:** All members of the hiring committee will undergo bias training to ensure that cultural fit is never used as a proxy for exclusion, but rather as a measure of a candidate's ability to foster Epistemic Agency in our specific student population.
- **The Griot Connection:** We actively recruit Career Changers and community experts for our Specials and Griot Volunteer roles to ensure students see successful professionals who look like them.

## 2) Describe the school's employment benefits, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

The Ivy School's compensation philosophy is built on the Teacher INSIGHT model, which recognizes that educator wellness and professional agency are the primary drivers of student achievement.

### Competitive Benefits and Work-Life Harmony

- **Sign On Bonus:** Newly hired teachers are given a sign on bonus of up to \$1000 as permitted by funding.
- **The 4-Day Instructional Week:** Our most significant non-monetary benefit is our unique schedule. By operating an intensive 4-day student week, we provide staff with a 5th day (Friday) dedicated to the Teacher Innovation Lab (TIL). This allows for deep collaboration and planning within the contract day, significantly reducing the take-home workload that leads to burnout.
- **Comprehensive Health and Wellness:** We offer a competitive benefits package including medical, dental, and vision insurance. We also prioritize mental health support, ensuring our Safe-to-Learn environment extends to our staff.
- **Retirement Contributions:** The Ivy School participates in the Nevada Public Employees' Retirement System (PERS), ensuring our educators have long-term financial security comparable to traditional district roles.
- **75 Minute Planning Time:** Teachers receive 75 minutes of planning time, allowing them to plan high quality lessons and complete paperwork in a timely manner.
- **Paperwork Day:** Quarterly paperwork day to allow teachers to ensure the paperwork, grades, and IEP documentation is completed with quality.

### Incentives and Reward Structures

The Ivy School utilizes a Cultural Mirror approach to incentives, ensuring that the same P<sup>3</sup> Framework applied to students is used to recognize and reward instructional excellence among staff.

- **"Passing of the Torch" Recognition:** This high-visibility peer-to-reward system recognizes educators who demonstrate exceptional alignment with the P<sup>3</sup> traits (Purpose, Passion, and Power). The Ivy Torch is displayed prominently outside the recipient's classroom, signaling that this educator is a model of clinical and cultural excellence.
- **Preferred Logistics (Reserved Parking):** To provide tangible value to the Passing of the Torch recipient, the school provides a reserved parking space. This serves as a daily, practical acknowledgement of their contribution to the school's mission.
- **Public Shout-Outs and Narrative Celebrations:** During the Teacher Innovation Lab (TIL) on Fridays, leadership utilizes Shout-Outs to publicly document specific bright spots in instruction. This practice builds Relatedness and ensures that high-performing teachers see their hard work reflected in the school's collective story.

### Retention Strategy for High-Performing Teachers

- **Teacher Leadership Pathways:** Our leadership pipeline, we support teachers in growing their leadership capacity and providing opportunities for leadership.
- **Tenure:** High performing teachers are offered Teacher Tenure. Tenure at The Ivy signifies a long-term commitment from the school to the educator, providing a level of professional security and Power equivalent to traditional district models while maintaining the high accountability standards of our charter.
  - **Eligibility:** Educators who complete five consecutive years of service with Effective or Highly Effective ratings on their annual evaluations are eligible for Tenure status.
  - **Tenure Revocation and Accountability:** To ensure the Safe-to-Learn state is never compromised by a decline in instructional quality, Tenure is subject to annual review and can be revoked under the following conditions:
    - **Performance Decline:** If a Tenured educator receives a Developing or Ineffective rating on the Danielson Framework for two consecutive evaluation cycles, Tenure is revoked, and the educator is placed on a Tier 3 Teacher INSIGHT Intensive Support Plan.
    - **Standard of Conduct:** Tenure does not protect against violations of the school's Code of Ethics, Nevada Revised Statutes (NRS), or safety protocols.
    - **Mission Alignment:** As a Brain Based Museum school, educators must maintain active participation in the Teacher Innovation Lab (TIL). A documented failure to contribute to the school's collective inquiry model can lead to a formal review of Tenure status.

### 3) State the procedures - including the individual responsible for each step - for hiring and dismissing school personnel, including conducting criminal background checks.

#### Hiring Procedures & Background Checks

The Ivy School follows a rigorous multi-step hiring process to ensure all staff are P<sup>3</sup> Aligned and legally compliant.

- **Step 1: Recruitment & Screening:** The Operations Coordinator posts positions and conducts initial resume filters for licensure and experience.
- **Step 2: Interview & Demo:** The Principal (for instructional staff beginning in Year 1) or CEO (for leadership) conducts interviews and a performance-based Demo Lesson.
- **Step 3: Background Checks (Mandatory):** Per NRS 388A.515, the Operations Coordinator ensures that *prior to the first day of work*, every employee undergoes:
  - Fingerprint-based criminal history check through the Central Repository for Nevada Records of Criminal History and the FBI.
  - Verification of an active Nevada Educational Personnel License.
  - A check of the statewide database for any previous reports of abuse or sexual misconduct.

In accordance with NRS 388A.518, The Ivy will maintain a file for each employee containing their background check and licensure status.

- **Step 4: Formal Offer:** The CEO issues the final offer letter and employment contract after the background check returns clear.

#### Procedures for Dismissal

- The Ivy School distinguishes between Immediate Suspension (for safety) and Progressive Discipline/Dismissal (for performance).

- **Administrative Suspension:** The CEO has the authority to suspend any employee immediately, with or without pay, if their presence on campus poses a risk to the Safe-to-Learn environment or student welfare.
- **Recommendation for Dismissal:** The Principal or CEO conducts investigations, gathers evidence (observation logs, incident reports, witness statements, video) and provides the employee with a written Notice of Intent to Dismiss, outlining the charges.
- **Board Hearing:** Per Nevada law, the employee is entitled to a hearing. The Ivy Board serves as the final arbiter. They review the evidence and vote to uphold or overturn the dismissal recommendation. The Board will conduct the hearing in accordance with Nevada Open Meeting Law (NRS 241), ensuring the employee's rights to a closed session regarding character or professional competence are honored unless waived.

The CEO can suspend a teacher without notice or a hearing if they believe immediate action is necessary for the best interests of the students, followed by formal dismissal proceedings within 5-10 days. Reasons for immediate action are,

**Severe Misconduct & Safety: Immediate removal per NRS 388.**

- **Sexual Misconduct:** Sexual abuse, impropriety, or inappropriate communication/relationships with students.
- **Physical Violence or Threats:** Committing acts of violence against students, staff, or visitors on school property.
- **Possession of Illegal Items:** Bringing weapons, illegal drugs, or controlled substances to school property.
- **Being Under the Influence:** Being intoxicated or under the influence of illegal drugs while on duty.
- **Endangering Student Welfare:** Intentional violation of safety policies, such as neglecting supervision on field trips or leaving students unsupervised.

**Criminal and Ethical Violations: Wanton or willful disregard of school interests (NRS 391.750).**

- **Conviction of a Felony or Moral Turpitude Crime:** Being convicted of a serious crime or being charged with a felony/crime of immorality.
- **Breaches in Exam Security:** Intentionally compromising the security or confidentiality of state-mandated tests (NRS 390).
- **Gross Misconduct:** Any act in "wanton, willful, reckless or deliberate disregard" of the interests of the school or students (NRS 391.750).
- **Failure to Report Child Abuse:** Intentional failure to report a known or witnessed violation of student bullying/abuse policies (NRS 388.135).

**Licensure and Statutory Failures: Failure to maintain a valid license is grounds for immediate contract voiding.**

- **Failure to Maintain License:** Failing to maintain an active teaching license (unless an exception applies).
- **Unprofessional Conduct/Breach of Contract:** Willfully refusing or failing to perform contractual duties, such as suddenly abandoning a position without board consent.

**4) Describe the school's performance management system and process for teacher evaluation. Identify the teacher evaluation tool(s) the school plans to utilize.**

The Ivy School utilizes the Danielson Framework for Teaching (2013 Edition) as the foundation for its performance management system. Our system moves beyond traditional evaluation by integrating frequent, low-stakes clinical observations with two high-stakes formal evaluation cycles annually.

**Evaluation Tool:**

- **The Danielson Framework:** We evaluate across four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.
- **The Ivy Lexicon Adaptation:** While using the standard Danielson rubric, our evaluators look for specific Ivy-aligned indicators, such as multisensory engagement, cognitive regulation strategies, and evidence of student Epistemic Agency.

**The Evaluation Cycle (Fall & Spring)**

Each semester, teachers undergo a full Danielson Observation Cycle consisting of three distinct phases:

- **Phase I: Pre-Observation Planning:** The teacher submits a Pre-Observation Planning Form (addressing Danielson 1a, 1b, and 1d). This is followed by a conference with the evaluator to discuss the lesson's P<sup>3</sup> Alignment, anticipated student misconceptions, and specific instructional strategies.
- **Phase II: Formal Observation:** The evaluator conducts a full-period observation, capturing objective evidence across all Danielson domains. Evaluators look for the teacher's ability to maintain a Safe-to-Learn environment and the execution of brain-based pedagogy.
- **Phase III: Post-Observation Reflection & Feedback:** Within 48 hours, the teacher completes a Post-Observation Reflection. A formal debrief meeting follows where the evaluator and teacher engage in a Data Logic Loop—comparing student outcome evidence against the rubric to determine strengths and growth areas.

### Support for Growth: The 30-Day Innovation Plan

At The Ivy, we believe in High-Dosage PD. If a formal observation results in Unsatisfactory or Basic ratings that do not align with our quality standards, the teacher is placed on a 30-Day Instructional Innovation Plan (Improvement Plan).

- **Targeted Support:** The plan identifies 1–2 specific Danielson components for growth.
- **Coaching Intervention:** During these 30 days, the teacher receives weekly Whisper Coaching or Modeling sessions from a leadership team member or Teacher Leader. Teacher may go do classroom observations.
- **Re-Evaluation:** At the conclusion of the 30 days, a follow-up formal observation is conducted. Success is defined as moving to a sustained Proficient level of practice.

The Ivy's evaluation system is designed to mirror the neuro-alignment we provide our students. By using the Danielson Framework, we provide teachers with a clear, objective map for professional mastery. Our 30-day improvement plans ensure that failing forward is supported by clinical coaching, protecting the instructional fidelity of our P<sup>3</sup> Framework.

## 5) Explain how the school intends to identify and address unsatisfactory leadership or teacher performance.

Paperwork performance. We believe that instructional health is the primary driver of student outcomes; therefore, we monitor vitals across four key data streams.

### Data Streams for Identification

We identify performance concerns through a triangulation of the following data:

- **Clinical Observation Data:** This includes both informal Walkthroughs (conducted weekly by the Principal/AP) and formal Danielson Cycles (Fall/Spring). We look for trends where a teacher consistently scores Basic or Unsatisfactory in Domain 2 (Environment) or Domain 3 (Instruction).
- **Student Achievement & Growth Data:** We monitor 30/60/90-day academic progress. If a specific classroom shows stagnant student growth compared to grade-level peers, it triggers an instructional audit.
- **Ecosystem Data (Attendance & Behavior):** High rates of student chronic absenteeism or behavioral referrals from a specific classroom are viewed as lagging indicators of a teacher's struggle to maintain a Regulated Environment or foster Relatedness.
- **Professionalism Data (Teacher Attendance):** We monitor staff attendance and punctuality as a measure of professional reliability and commitment to the Curated Legacy of our students.

### The Support Hierarchy: Addressing Performance

Once a performance gap is identified, The Ivy School moves through a progressive support hierarchy:

- **Tier 1: High-Dosage Coaching (The TIL):** Most instructional gaps are addressed through the Teacher Innovation Lab (TIL). This includes Live Coaching (whisper-coaching during a lesson) or Modeling by a leadership team member
- **Tier 2: The 30-Day Instructional Innovation Plan:** If Tier 1 coaching does not yield improvement within two weeks, the teacher is placed on a formal 30-Day Innovation Plan. This plan includes:
  - Specific Danielson components targeted for growth.
  - Mandatory weekly observations and debriefs.
  - Professional development modules (e.g., IMSE training or Restorative Justice workshops).
- **Tier 3: Formal Evaluation & Personnel Action:** If a teacher is unable to reach a Proficient level by the end of the 30-day plan, the school may move toward formal dismissal proceedings as outlined in our Personnel Policy to protect the academic interests and safety of the students.

### Leadership Performance

Leadership (Principal/AP/Coordinators) is held to the same data-driven standards by the CEO.

- **CEO Walkthroughs:** The CEO conducts monthly Culture Audits to ensure leadership is maintaining school-wide fidelity to the P<sup>3</sup> Framework.
- **Organizational Health:** Leadership is evaluated on staff retention rates, budget management (in partnership with the back-office provider), and the school's progress toward charter contract goals.

**6) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, detail the areas that will require additional support and the costs and criteria for selecting such service provider. If not, provide a detailed description of how and by whom these functions will be managed.**

The Ivy has budgeted for comprehensive back-office support to manage payroll, benefits, and general accounting. The Ivy will utilize a high-capacity, third-party back-office provider to manage technical HR and financial infrastructure. This allows school leadership to focus on instructional coaching while ensuring professional-grade compliance in the following areas:

- **Finance, Accounting, and Payroll:** The school has allocated \$70,000 in Year 0 and \$73,500 in Year 1 for contracted services to manage finance, accounting, payroll, and accounts payable. This cost is projected to increase by 5% annually.
- **Background Checks and Processing:** An annual expenditure of \$3,000 for Year 1 is budgeted for background checks and specific payroll processing fees.
- **Benefits Administration:** While specific management fees for benefits are bundled into the larger finance and payroll contract, The Ivy has budgeted \$565,572.35 for Year 1 in actual benefit expenditures to be managed by these systems.
- **Board Governance Support:** The school will utilize Board on Track (at a cost of \$3,995 annually) to support board-level human resources and governance oversight.

#### Criteria for Selecting Service Providers

The Ivy School will follow its Fiscal Policies and Procedures to solicit at least three competitive quotes for back-office services. Selection will be based on:

- **Nevada Charter Expertise:** Proven success navigating the Nevada Pupil-Centered Funding Plan (PCFP) and clean history with the SPCSA.
- **Technical Proficiency:** Ability to utilize cloud-based accounting (e.g., Intacct or NetSuite) with automated fund accounting for General and Special Revenue funds.
- **Audit Track Record:** Demonstrated history of supporting schools through clean annual independent audits in compliance with NAC 387.775.
- **Cost Efficiency:** Alignment with the budgeted administrative target of \$1,010.05 per pupil in Year 1.

#### Internal Management Oversight

While technical functions are outsourced, internal oversight is managed as follows:

- **The CEO:** Holds ultimate responsibility for the timely submission of all required reports to the SPCSA and NDE.
- **Operations Coordinator:** Acts as the internal initiator for transactions and coordinates with the back-office provider for background checks and licensure verification.
- **Finance Committee:** Led by the Board Treasurer, the committee conducts Deep Dives into check registers and budget-to-actual reports to ensure fiscal health.

While technical tasks are outsourced, Employee Relations and conflict resolution remain internal to protect The Ivy's culture of Relatedness:

- **Primary Responsibility:** The CEO and Principal manage day-to-day employee relations, including performance mediation, coaching through the Teacher Innovation Lab (TIL), and conflict resolution.
- **Grievance Procedures:** In accordance with The Ivy's Personnel Handbook, formal grievances that cannot be resolved at the leadership level are escalated to The Ivy Board for a final hearing, ensuring due process.
- **Internal Oversight:** The Operations Coordinator serves as the internal liaison, initiating payroll changes and verifying that the back-office provider has cleared all background checks before staff begin work.

#### 4.5 STUDENT RECRUITMENT AND ENROLLMENT

##### 1) Explain plans for student recruitment, marketing, and enrollment during the incubation year.

- a) Describe in detail the recruitment and enrollment strategies that will be used, the timelines for implementing these strategies, and who will be responsible for implementing these strategies?

Phase	Timeline	Key Activities	Responsibility
Phase I: Awareness	July – Oct	Launch social media Ivy Innovator student design competitions; website SEO optimization; establish YMCA and local daycare Pathways. Mobile Application Tour.	CEO & Parent Ambassadors
Phase II: Intent	Nov – Jan	Community tabling; Meet & Greets; meetings at local Pre-Ks; direct mailers to 1- and 2-star school zones. Mobile Application Tour continues.	CEO & Operations Coordinator
Phase III: Open Enrollment	Jan – March	Lottery management; personalized follow-ups for application completion (the Warm-Call strategy). Mobile Enrollment tour launches to register accepted students begins.	CEO & Ops Coordinator
Phase IV: Conversion	April – July	Inaugural student welcome events; ribbon cutting, announcement of winner of design competition, final enrollment audit by June 15.	Principal & Parent Ambassadors

- b) How will you ensure equal access to interested students and families, including families in poverty; students zoned to attend 1- and 2-star schools; students with disabilities; English language learners; and other at-risk students as defined in the SPCSA's [Needs Assessment](#)?

To ensure equal access for all populations, The Ivy School utilizes a No Barriers outreach model focused on the high-need zip codes identified in the SPCSA Needs Assessment.

##### Equitable Access Strategy

- **Geographic Targeting:** We prioritize direct mailers and community tabling within 1- and 2-star school zones to engage families in child-care deserts.
- **Support for Families in Poverty:** Mobile Enrollment provide in community technical assistance and mobile enrollment via tablets/hotspots to bridge the digital divide.
- **Multilingual Access:** All recruitment materials, social media, and web content are provided in Spanish.
- **Special Populations Outreach:** The Ivy will lead information sessions to assure families of students with disabilities of our clinical capacity.

##### Monitoring & Accountability

- **Targeted Enrollment:** Progress toward our 204-student target is monitored weekly by the CEO and reported to the Board.

- c) How will you ensure that the school meets at least the minimum enrollment set forth in question 4 below?

Our partnership with the YMCA allows us opportunities to connect directly with potential incoming K-2 students. We will seek to have at least twice as many seats in the lottery. Our YMCA Pre-K programming brings 40 Pre-K students, which in turn can fill 59% of open Kindergarten seats the next school year. In partnership with the YMCA, we will also launch Holiday & Summer Bridge Programming, a Holiday and Summer Camp program that will introduce prospective 6th graders to The Ivy during their 5th-grade year. In this way, we not only allow potential incoming 6th graders to get to know The Ivy, but we also build a pipeline for incoming 6th graders and relationships with the students and their families prior to enrolling.

This helps to build Relatedness by establishing a sense of belonging and community before the first day of school, ensuring that students and families are socially and emotionally tethered to our mission. By creating these high-touch points of connection, we stabilize our enrollment pipeline and foster a safe-to-learn brain state through early familiarity with our staff, the physical environment, and our active learning culture. This proactive engagement ensures that we don't just meet our

enrollment numbers, but that we do so with a community of families who are deeply aligned with The Ivy's unique clinical and academic model.

- d) **What are the marketing, recruitment, and enrollment targets throughout the winter and spring leading up to the first year of operation and who will be responsible for monitoring progress towards these targets? *Note that the enrollment audit for new schools which determines initial per pupil funding is conducted on or before June 15 of each year.***

To ensure a robust and stable student population for the inaugural year, The Ivy has established a targeted recruitment timeline that leverages our strategic partnership with the YMCA and utilizes data-driven milestones to monitor progress leading up to the June 15 enrollment audit.

### **Marketing and Recruitment Targets**

Our goal is to generate high interest early to ensure we have at least twice as many seats in the lottery as there are available positions. Will tasks will be handled by the CEO & Operations Coordinator, enrollment progress will be reported monthly to the Board of Directors via an Enrollment Dashboard to ensure fiscal oversight.

#### **Fall/ Winter (October - January): (Responsible: CEO/ Operations Coordinator)**

- **Target:** Secure 100% of the YMCA Pre-K cohort (minimum 40 students) applications for Kindergarten, which fulfills approximately 59% of open Kindergarten seats. Identify projected by number of available seats and look to bring in at least 6x each seat to the application lottery for backfill seats in other grades.
- **Target:** Reach 600% of total school capacity in the application pool to account for potential summer melt.
- **Activity:** With partners, establish simulation classroom so families can tour and see what learning at The Ivy will look like. Conduct Family Nights and Q&As.
- **Activity:** Send out marketing and launch social media marketing.
- **Activity:** Create a schedule and conduct of tabling events to recruit families.
- **Activity:** Create and schedule Resource Nights for families of students who may have disabilities and multilingual learners in their native language. Due to the high concentration of alternative schools in 89101, conduct additional focused events within this zip code.
- **Activity:** Schedule Application Tour & Enrollment Tour.
- **Activity:** Conduct a random, automated lottery in January if applications exceed available seats.
- **Activity:** Send out acceptances and look to complete enrollment within a 5-10 day window. Open seats for the waitlist once that time expires.
- **Activity:** Schedule the New Scholar Picnic for families and students to meet teachers and classmates and pick up uniforms.

#### **Early Spring (March – April): (Responsible: Operations Coordinator)**

- **Target:** Identify any students that may decide to attend school elsewhere. Begin to backfill those seats from the waitlist.
- **Activity:** Send out new acceptance letters and ensure enrollment is complete within a 5-10 day window.
- **Activity:** Monthly Mock Enrollment Audit through June 1.

#### **Late Spring (May – June 15): (Responsible: Operations Coordinator)**

- **Target:** Maintain 100% seat acceptance and complete the registration of 100% of the approved student body to secure initial per-pupil funding by the June 15 audit.
- **Activity:** Conduct New Student Picnic & introduce new students to their teachers and classmates.

## **2) Describe the application and enrollment process.**

### **Application and Lottery Process**

- **Non-Discriminatory Access:** The Ivy is a public charter school and does not have tuition or entrance exam requirements.
- **Application Window:** Families submit a basic application during a designated window (Opening October 1) to express interest for the following academic year.

- **Lottery Trigger:** If the number of applications exceeds the available seats in a specific grade level, a random, automated lottery is held to determine admission and waitlist order.

**Enrollment and Registration**

Once a student is admitted via the lottery, the formal enrollment process begins:

- **Documentation:** Families must provide standard state-required documents, such as proof of residency, birth certificates, and immunization records.
- **Initial Assessment and Identification:** Within the first 45 days of enrollment, the school utilizes AimswebPlus as a Universal Screener for early literacy and math.
- **SPARK (MTSS) Trigger:** If the initial screening identifies foundational deficits in decoding or number sense, the student is immediately referred for targeted interventions to ensure they are on a Stretch Growth trajectory from day one.

**Academic Onboarding**

- **Baseline Data Collection:** New students participate in the i-Ready Diagnostic in the Fall to establish a baseline for Typical and Stretch growth targets.
- **Linguistic Placement:** Students identified as English Language Learners (ELLs) take the initial WIDA assessment to determine appropriate linguistic supports and oral language rehearsal needs within WIN Block.

**Special Populations Oversight**

- **Subgroup Integrity:** The school monitors enrollment data to ensure there is no significant disparity in growth or proficiency between subgroups (ELL, SWD, FRL) and the general population.
- **Accommodation Audit:** For students entering with an IEP or 504 plan, the Special Education Coordinator and Principal audit the fidelity of accommodations immediately upon enrollment to ensure seamless support.

a) What is the application and enrollment calendar for both the first year of operation and subsequent years of operation? Specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

Milestone	Date (Year 1 & Subsequent)
Open Application Period	October 1
Enrollment Window Duration	105 days
Application Deadline	January 14
Lottery Date (if necessary)	January 14
Enrollment Audit Deadline	June 15

b) Describe the school’s proposed lottery policy including any proposed preferences and/or weights for certain student groups.

In the event that applications exceed the 204-student capacity (Year 1), applicants are assigned to tiers and drawn in the priority,

Year 1 (Inaugural Year) Priority Tiers	Year 2 and Subsequent Years (Proposed Transitions)
<p>1) <b>Siblings:</b> Applicants who are siblings of students already offered admission to the school.</p> <p>2) <b>Targeted Zip Codes:</b> Residents of the seven high-need zip codes identified in the SPCSA Needs Assessment, prioritizing students zoned for 1- and 2-star schools.</p> <p>3) <b>Staff &amp; Board Children:</b> Children of Ivy School employees or members of the Board.</p> <p>4) <b>General Population:</b> Applicants who do not fall into the above priority categories.</p>	<p>1) <b>Instructional Continuity (Pre-K):</b> Students enrolled in the Ivy/YMCA Pre-K program to ensure a seamless transition into the K-8 model.</p> <p>2) <b>Siblings:</b> Continued priority for families already established within the school community.</p> <p>3) <b>Targeted Zip Codes:</b> Continued focus on students within the seven identified high-need zip codes.</p> <p>4) <b>Bridge Program Participants:</b> Students who attended an Ivy/YMCA Summer Bridge Camp, recognizing their early engagement with The Ivy’s Brain Based Museum model.</p>

	<p><b>5) Staff &amp; Board Children:</b> Continued support for the children of school personnel and founders.</p>
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	<p><b>6) General Population:</b> All other applicants.</p>
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- **Randomized Selection:** The Ivy utilizes a computer-generated random selection process to eliminate bias.
- **Waitlist Management:** Students not selected are placed on a waitlist in the order drawn; this list is used to backfill vacancies that occur throughout the year.

**c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of specific populations of students?**

To ensure all staff members possess the Institutional Power required to manage enrollment with legal rigor, The Ivy School implements a multi-layered training and oversight system led by executive-level experts.

- **Executive Oversight and Accountability:** The CEO and Dr. Andre Ponder utilizes his extensive experience as a Superintendent and executive leader to oversee the alignment of all enrollment operations with national and state legal standards.
- **No Barriers Enrollment Protocol:** Front-office personnel receive specific training on the McKinney-Vento Act and internal warm-call strategies to ensure that families in poverty or those missing documentation are not unlawfully turned away.
- **Continuous Professional Development:** As part of the annual staff onboarding and the Leadership Development, personnel responsible for lottery undergo regular refresher sessions on updated Nevada Revised Statutes (NRS) pertaining to charter school enrollment and at-risk student protections.

**3) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades? What strategies will be used to retain existing students?**

Once operational, recruitment shifts from broad outreach to a Pipeline and Retention model, focusing on instructional continuity and internal community growth.

**Differentiated Recruitment Strategies (Post-Opening)**

Unlike the pre-opening year, which relies on branding and vision, post-opening recruitment utilizes The Ivy's Live Village as its primary marketing tool:

- **The Pre-K-to-K Pipeline:** We prioritize enrollment for our Ivy/YMCA Pre-K students, which accounts for 40 seats. This leaves 28 open seats in Kindergarten for new families, creating a sense of exclusivity and high demand.
- **The Middle School Bridge:** One year prior to adding 6th grade, we launch the Ivy/YMCA Summer Bridge Program. This introduces prospective students to The Ivy and ensures they are academically and culturally prepared for the transition.
- **Campus In-Action Tours:** We transition from community tabling to monthly school visits where prospective families observe student inquiry projects in real time. Prospective families are also invited to Museum Night.
- **Summer Camp Integration:** We open our specialized camps to both current students and their siblings, serving as a low-pressure entry point for new families into the Ivy culture.

**Backfilling Vacancies**

The Ivy School maintains a waitlist to ensure fiscal stability and community consistency:

- **Waitlist Management:** We maintain a robust, tiered waitlist generated from the January 14 lottery.
- **Immediate Backfill:** Vacancies are filled immediately as they occur throughout the year. The Operations Coordinator is responsible for contacting families on the waitlist in the order determined by the lottery.
- **Continuous Outreach:** Even at full capacity, we continue relationship marketing in the seven target zip codes to ensure the waitlist remains active and reflects our target at-risk populations.

### Student Retention Strategies

Retaining students is vital to maintaining our ~23:1 student-teacher ratio and fiscal health. Our strategy focuses on Relatedness and Results:

- **The P<sup>3</sup> Heritage Honors:** We celebrate students who grow within the P<sup>3</sup> Framework (Purpose, Passion, Power) through annual Legacy ceremonies, fostering a deep sense of belonging.
- **Parent-Teacher Innovation Lab:** We involve parents in the Friday TIL sessions twice a year, allowing them to participate in their child's inquiry-based projects.
- **Predictable Transitions:** By offering a clear K-8 pathway and the YMCA Bridge programs, we eliminate the transition anxiety that often leads to middle-school attrition.
- **Governance Monitoring:** The Principal provides oversight on retention data, to identify and address trends in student mobility before they impact the school's culture or budget.

4) Complete the following tables for the proposed school. *Remove rows as needed.*

a) **Minimum Enrollment. Must Correspond to Break Even Budget Scenario Assumptions.**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K	66	64	64	64	68	68
1	66	64	64	61	67	67
2	65	63	64	61	66	66
3		63	64	61	66	66
4			64	61	66	66
5				60	66	66
6				72	66	66
7					66	66
8						66
Total	197	254	320	440	531	579

b) **Planned Enrollment. Must Correspond to Budget Worksheet Assumptions.**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K	68	68	68	68	68	68
1	68	68	68	68	68	68
2	68	68	68	68	68	68
3		68	68	68	68	68
4			66	66	66	66
5				66	66	66
6				88	88	88
7					88	88
8						88
Total	204	272	338	492	580	668

c) **Maximum Enrollment. Enrolling more than 10 percent of the planned enrollment described in subsection b would necessitate a charter amendment**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K	75	72	71	75	75	75
1	75	72	71	75	75	75
2	75	71	71	75	75	75
3		71	71	72	74	74
4			71	72	74	75
5				72	73	74
6				100	92	94
7					100	92

8						100
Total	225	286	355	541	638	734

**5) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.**

The Ivy's enrollment strategy is designed to balance clinical fidelity with community accessibility, ensuring the P<sup>3</sup> Framework remains sustainable as we scale. Our growth plan reflects a commitment to launching a 4- to 5- star school in the primary grades before expanding into a high-stakes middle school model.

**Year 1 Rationale: Establishing the Foundation**

In Year 1, we will serve 204 students (Planned Enrollment) across grades K–2.

- **Clinical Stabilization:** By focusing solely on early elementary, we ensure that 100% of staff can master the IMSE Orton-Gillingham and CRA Math frameworks. This early intervention is critical to disrupting the Phonological Paradox before students reach high-stakes testing years.
- **Culture of Safety:** Starting with a smaller cohort allows the SPARK Coordinator to establish a high-fidelity VINE (SWPBIS) culture, ensuring the Safe-to-Learn environment is biologically stabilized.

**Middle School Expansion: The Neo Griot Onramp**

Our growth plan includes a deliberate shift in Year 4, where we launch 5th and 6th grades simultaneously. This decision is rooted in two primary drivers:

- **Community Access:** We recognize that many students miss the initial entry point in kindergarten. Launching 5th and 6th grades together provides an essential onramp for students in our priority zip codes to access a high-quality middle school that prioritizes Epistemic Agency and Museum-Based Inquiry.
- **Enhanced Capacity:** To meet community demand, we are adding an extra class of 22 students at the middle school level (increasing the cohort from 66 to 88). This ensures that the middle school has the critical mass necessary to support diverse REX Inquiry teams and community Griot partnerships.

**The YMCA Ivy Culture Bridge**

To mitigate the rough transition for students new to the school in 6th grade, we have engineered a proactive integration loop in partnership with the YMCA:

- **Summer & Holiday Bridge:** Beginning in Year 3, the YMCA Summer and Holiday Camps will serve as a bridge for prospective 6th graders. These camps allow new students to engage with Ivy values, the Mindfulness Studio, and our sensory-rich environment before their first academic day.
- **Equity-Based Access:** While these camps are fee-based, the YMCA's partnership with Medicaid Healthcare plans provides 4 weeks of free Summer Camp for students in partnering programs. This removes the choice gap for our most vulnerable families, ensuring the middle school transition is focused on belonging rather than logistical or financial stress.

**Evaluation and Growth Methodology**

The growth plan is monitored via our Self-Correcting Data Cycle. By waiting until Year 4 to expand to middle school, the leadership team will have had 3 years of operational data to refine our clinical delivery. This ensures that when the first cohort of Legacy Mediators (5th/6th grade) launches, the infrastructure for Dual-Differentiation and REX Blocks is already a proven institutional reality.

**6) As Attachment 14, provide evidence of demand from prospective students and families within the community you intend to serve as described in the Targeted Plan section. – *Please see Attachment 14***

**7) Describe how you will maintain engagement with families that have already demonstrated interest (see question 6) through the application window and maximize the number who apply to enroll.**

The Ivy School utilizes an organic momentum, leveraging low-cost digital engagement and high-touch community presence to move families from interest to enrollment without excessive marketing expenditures.

**Digital Engagement Funnel (Retention)**

To keep the school top of mind for families who have already expressed interest, we utilize a tiered digital approach:

- **Monthly Newsletters:** Using low-cost or free email platforms, we will send monthly updates featuring CEO's Corner videos, facility progress photos, and Meet the Teacher spotlights to maintain the emotional connection to our mission.
- **Website & Social Media Synergy:** Our website will serve as a 24/7 information hub. We will use social media (Instagram/Facebook) to share Day in the Life content, progress on building, introduce staff and board members and reminders about the application window, driving traffic back to our Infinite Campus enrollment portal.

### Strategic Village Partnerships (Maximizing Applications)

Rather than broad-scale advertising, we focus on where our target families already are:

- **Pre-K & Daycare:** We will hold dedicated meetings at local Pre-Ks and daycares—specifically our partner, the YMCA of Southern Nevada—to present The Ivy's Kindergarten program as the natural next step for their HighScope graduates.
- **Community Meet & Greets:** We will host Coffee & Curriculum sessions at local community centers and libraries. These sessions allow the CEO and Principal to build Relatedness with parents, answering technical questions about our neuro-aligned model and 4-day week.

### Strategic Parent Integration in Leadership Selection

The Ivy School believes that Relatedness begins at the highest level of leadership. To ensure the founding Principal reflects the values and needs of our target zip codes, we will implement a formal Parent Ambassador program to co-lead the selection process.

- **Recruitment of Parent Ambassadors:** We will identify 3–5 Parent Ambassadors from our Intent to Enroll database who represent the diversity of our target community.
- **Selection Criteria:** Ambassadors must have a child intended for enrollment and demonstrate a commitment to the school's mission of neuro-aligned, museum-based inquiry.
- **The Village Outreach:** Ambassadors will serve as grassroots recruiters during the Incubation Year, hosting Living Room Sessions (may not be in actual home) and community meet-and-greets to build the initial student interest list.

### Role on the Principal Selection Team

Parent Ambassadors will serve as voting members of the Principal Selection Team, ensuring the community has a seat at the table during the most critical hire in The Ivy's history.

- **Review of Clinical Alignment:** Parents will participate in the review of candidate portfolios, specifically looking for evidence of the candidate's ability to communicate the P<sup>3</sup> Framework to families.
- **The Community Interview Panel:** Candidates will participate in a specific interview round moderated by Parent Ambassadors and hired staff. This panel focuses on Cultural Relatedness, community engagement strategies, and the candidate's vision for family-school partnerships.

### Training and Fiduciary Guardrails

To ensure a professional and unbiased process, Parent Ambassadors will receive:

- **Anti-Bias Training:** Conducted by the Committee to Form or CEO, focusing on equitable hiring practices.
- **Confidentiality Agreements:** Ensuring the integrity of the search and protecting candidate privacy.
- **Rubric-Based Evaluation:** Parents will use a specific Community Leadership Rubric aligned with the SPCSA's expectations for school leadership capacity.

### Grassroots Outreach (Conversion)

To maximize the number of families who actually apply, we focus on removing technical barriers:

- **Mobile Enrollment Tour: Community Tabling with a Purpose:** Our tabling at local grocery stores, parks, and resource centers will be equipped with tablets or QR codes, allowing families to fill out Intent to Enroll forms on the spot.
- **Targeted Mailers:** We will utilize a strategic, one-time mailer campaign focused on the seven high-need zip codes in our target area to ensure our presence is known in Childcare Deserts.
- **Personalized Follow-Up:** For every family that has demonstrated interest, our Committee to Form, CEO, staff and Parent Ambassadors will conduct Warm-Call follow-ups to walk them through the technical requirements of the application, ensuring no family is lost due to paperwork fatigue.

### The Ivy Innovators Design Competition

To maximize enrollment conversion and community buy-in, The Ivy School will launch the Ivy Innovators Design Competition during the open enrollment window. This initiative serves as both a pedagogical preview of our REX Inquiry model and a high-leverage social media growth engine.

### Pedagogical Alignment (The Purpose Pillar)

Students are invited to submit original designs for school incentives, such as VINE plushies and Patches. This mimics a professional Design Sprint, requiring students to:

- Identify a User Need (what would make a classmate feel safe/rewarded?).
- Iterate on a visual concept (Applied Arts).
- Present their Pitch to the community.

### Social Media (Maximizing Reach)

To drive traffic and maximize the number of unique families interacting with our brand, the voting process is decentralized:

- **Engagement-Based Voting:** Finalists' designs are posted on The Ivy's official social media channels.
- **Community Advocacy:** Families of entrants are encouraged to Like and Share the posts to gather votes. This effectively turns our most passionate prospective families into Digital Ambassadors, exponentially increasing our reach into the target zip codes without additional ad spend.
- **Lead Capture:** The voting landing page will include a Learn More call-to-action, allowing us to capture email addresses of voters who are parents in the community, further building our Interest List.

### Strategic Media Partnerships

To elevate the school's profile, we will partner with local media outlets (e.g., Nevada Public Radio, local TV news segments, or community blogs) to announce the winner. This provides:

- **Third-Party Validation:** News coverage acts as a seal of approval for a new charter school.
- **Grand Opening Momentum:** The winning designs will be produced and displayed during the inaugural Ribbon Cutting & New Scholar Picnic in August, prior to school opening, creating an immediate sense of belonging for the founding student cohort. This will be funded via previously awarded Camelback Ventures funding.

## 4.6 INCUBATION YEAR DEVELOPMENT

- 1) **Provide a detailed start-up plan for the planning year (the year leading up to the opening of the school) to ensure that the school meets all of the [SPCSA's Pre-Opening Requirements](#) and is ready for a successful launch. Using the template provided, outline key activities, responsible parties, and milestones, and submit as Attachment 15 ("Incubation Year Planning Table"). – *Please see Attachment 15.***
- 2) **Describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization to provide training and development, briefly describe the main components of the training program and why that organization was chosen.**

The Ivy's leadership training during the incubation year is a phased Clinical Onboarding process designed to move the founding team from specialized expertise to cohesive operational mastery.

### The Leadership Institute (Summer Year 0)

Prior to the arrival of the full teaching cohort, the Leadership Team (CEO, Principal, SPARK Coordinator, Operations Coordinator, and SPED Coordinator) will participate in a intensive Leadership Institute.

- **The Ivy Playbook Calibration:** The team will master the P<sup>3</sup> Framework, ensuring the Principal and Coordinators can model Brain Based Museum-Based Inquiry and REX Blocks with 100% fidelity.
- **Training on SPARK:** The Team will be trained to implement the SPARK Process, including simulations.
- **Unified Data Protocols:** The team will provide training on Infinite Campus and i-Ready to ensure that when students arrive, the SPARK and SPED Coordinators have immediate, actionable visibility into student needs.

- **Operational Flow:** Led by the CEO, the team will dry-run the transitions, The Ivy's unique 4-day schedule, Friday Teacher Innovation Lab (TIL) logistics, and the YMCA Friday Care hand-off.
- **Training on the Teacher Evaluation Tool:** The team will be trained on using the Teacher Evaluation Tool. The team will practice by evaluating teaching videos.
- **Training on Walkthroughs:** The team will be trained on using the Classroom Readiness Walkthrough form and the Classroom Observation Walkthrough form and the PLA-CHECK form.
- **Job Specific Training:** Training on Job Specific tasks from the CEO and Board.
- **SPCSA Training:** SPCSA required training.

### CEO & Principal Development (Partner-Led)

Training for the CEO and Principal is anchored in high-capacity national and local incubators:

- **Opportunity 180:** The primary local training partner providing executive leadership support.
- **Camelback Ventures (Expert Bench):** The CEO utilizes the Expert Bench for 6 hours of high-level strategy in facility and non-profit governance, ensuring the school's Power remains fiscally secure.
- **IMSE Certification:** The CEO and Principal will both pursue/maintain Orton-Gillingham certification, ensuring the school's top leaders serve as the primary instructional coaches for literacy.

### Support for Year 0 Goals

The inclusion of specialized coordinators in the training plan directly supports our critical startup milestones:

- **SPED & SPARK Readiness:** Having the SPED and SPARK Coordinators hired and trained in Year 0 allows for the proactive review of incoming IEPs *before* Day 1.
- **Fiduciary Oversight:** The Board provides Expert-Level Coaching to the leadership team, ensuring that grant management are stewarded according to state and federal compliance standards.

### 3) Explain who will work on a full-time or part-time basis immediately following approval of this application to lead development of the school(s). Explain who will employ these individuals, describe plans to compensate these individuals, and describe each individual's core responsibilities during the incubation year.

Immediately following charter approval, The Ivy will initiate its Launch Phase by activating key leadership roles. Our organizational structure for the incubation year is designed to balance strategic vision with operational rigor, ensuring we remain compliant with all state and federal requirements while preparing for our inaugural opening. Upon charter approval, the Board of Directors will formally appoint the CEO. The CEO is an employee of the Board and reports directly to the Board of Directors. The Chief Executive Officer (CEO) will be full-time. Compensation will be set at a competitive market rate, as detailed in the Staff tab of our attached financial workbook. This salary is benchmarked against other regional charter leadership roles to ensure we attract and retain top-tier talent capable of leading the school's mission from day one. We will use Charter School Program (CSP) funds to fund this position. If not awarded CSP, the CEO will work part time on a volunteer basis until funding can be secured.

**Core Responsibilities:** The CEO serves as the primary driver of The Ivy's launch. Key duties include:

- **Governance & Compliance:** Maintaining strict adherence to the SPCSA charter contract and NDE reporting requirements.
- **Facility & Operations:** Overseeing facility acquisition, renovation, and the implementation of safety and operational policies.
- **Fundraising & Partnerships:** Managing community relations, securing philanthropic funding, and establishing critical local partnerships.
- **Talent Acquisition:** Leading the recruitment and hiring process for the school's foundational teaching and administrative staff.

**We will hire an Operations Coordinator part-time for the Incubation Year.** The Operations Coordinator will be under the direct supervision of the CEO. The Operations Coordinator will transition to full-time status on July 1, 2027. Operations Coordinator will be paid on a part-time basis or through a professional service contract, depending on the operational needs identified in the budget. This is reflected as an operational expenditure in our Financial Plan Workbook.

**Core Responsibilities:** The Operations Coordinator provides the essential infrastructure required to turn a vision into a functioning school. Key duties include:

- **Data & Systems Management:** Implementing the student information systems (SIS) and ensuring privacy compliance (FERPA/COPPA).
- **Back-Office Coordination:** Serving as the liaison between the school and the third-party back-office provider to ensure timely financial reporting and procurement.
- **Administrative Compliance:** Managing day-to-day administrative tasks, maintaining the board and school records, and assisting the CEO with state-required reporting and project documentation.

**Governance & Board Oversight** While the CEO and Operations Coordinator lead the day-to-day development, the Board of Directors maintains ultimate authority. The Board will hold monthly meetings during the incubation year to monitor progress, approve financial expenditures, and provide strategic guidance to the CEO. This ensures that every milestone—from site selection to hiring—is vetted and approved, maintaining the highest standards of accountability. If not awarded CSP, the Board will provide the needed supports until funding can be secured.

The Ivy School’s financial strategy is designed for operational continuity under varied funding scenarios. While the Charter School Program (CSP) grant is a primary accelerator in our start-up model, our school’s fiscal solvency is not solely dependent on this single revenue stream. Should the CSP grant not be awarded, the Board of Directors has a three-tiered Financial Resiliency Plan to maintain our launch timeline and core mission:

**Diversified Revenue Strategy:** Our Board of Directors has initiated a fundraising pipeline that extends beyond federal grants, focusing on private foundations, local community philanthropy, and corporate sponsorships. We have a goal of raising a minimum of \$250,000 in private seed funding during the incubation year to supplement any shortfalls in federal start-up capital. We are currently finalists for Charter School Growth Fund and New Schools Venture Fund. We continue to identify and apply for more funding. We have additionally worked with Epic Change & 22Beacon to allow facilities payments to start July 1, 2027.

**Scalable Operational Phasing:** Our budget is built with elasticity in mind. If start-up capital is reduced, we will exercise our contingency plan to scale operational costs by:

- **Adjusting Hiring Timelines:** We maintain the flexibility to adjust the transition of the Operations Coordinator from part-time to full-time based on the receipt of funding milestones.
- **Phased Expenditure Prioritization:** Non-essential start-up expenditures (e.g., accelerated equipment purchases or expanded marketing campaigns) will be deferred until enrollment-based revenue stabilizes.
- **Lean Start-up Operations:** We will lean more heavily on community partnerships and volunteer governance to cover administrative functions in the short term, ensuring that all funds are prioritized for student instruction and facility safety.

**Board-Led Capital Reserve:** As noted in our financial plan, the Board is committed to maintaining a dedicated capital reserve. This fund serves as our primary safety net, ensuring that we have the necessary liquidity to manage operations while we bridge any gaps in funding. Through this approach, The Ivy School ensures that our launch remains robust, our governance remains stable, and our commitment to student success remains the priority, regardless of specific grant outcomes.

## 4.7 SERVICES

1) Describe plans for supporting all operational needs of the school, including but not limited to those services listed below. Explain how any vendors will be selected, evaluated, and held accountable. Explain how you will fund the provision of these services.

- a) **Transportation:** Describe your plans for providing student transportation. If the school will not provide transportation, identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

The Ivy intends to locate our facility in an area easily accessible to all our zip codes. To fulfill the requirements of the academic and demographic needs assessment and to eliminate enrollment or attendance barriers, if and when transportation funds become available, The Ivy anticipates providing transportation for students who are further than 2 miles from the school. If funds do not become available, The Ivy will support families on creating Carpools.

- b) **Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.**

We will be joining the Food Consortium for breakfast and lunch. As a part of the Food Consortium, we will be contracting with a provider who will be providing onsite food services and a provider who will be our SFA.

- c) **Technology: Outline plans to ensure the school will have information technology infrastructure, equipment, software, and policies to effectively support the school model and operations.**

### Infrastructure and Equipment

We will implement a robust, scalable hardware foundation designed for a 1:1 student-to-device ratio:

- **Hardware:** Students will utilize high-capacity Chromebooks or tablets optimized for the i-Ready and AimswebPlus platforms. Teachers will be equipped with high-performance laptops and interactive display technology (e.g., ViewSonic or Promethean) to facilitate Museum-Based visual instruction.
- **Connectivity:** In partnership with our facility developers (22Beacon/Hiltz), we will ensure a high-bandwidth, fiber-optic backbone with enterprise-grade mesh Wi-Fi to support simultaneous high-dosage instructional blocks without latency.
- **Server & Cloud:** We utilize a Cloud-First strategy (Google Workspace for Education), ensuring that all instructional and operational data is accessible, secure, and backed up off-site.

### Software and Instructional Tools

Our software stack is selected specifically to support our neurodiverse student population and the SPARK (MTSS) process:

- **Student Information System (SIS):** We will utilize Infinite Campus, the Nevada state standard, to ensure seamless data transfer with the SPCSA and CCSD.
- **Clinical Literacy Tools:** Our technology budget prioritizes AI-driven and multi-sensory software such as AimswebPlus (for oral reading fluency) and i-Ready (for adaptive math/reading paths) to support our WIN Blocks.
- **Back-Office Operations:** We utilize specialized financial and HR software (facilitated by our back-office partner) to ensure audit-ready fiscal transparency and Power.

### Policies and Security

To protect our learners, we implement rigorous safety and privacy protocols:

- **CIPA/FERPA Compliance:** We will utilize enterprise-level content filtering to ensure student safety and compliance with the Children's Internet Protection Act.
- **Data Privacy:** All vendor contracts must include a Data Privacy Agreement (DPA) to ensure student data is never sold or misused, maintaining the trust of our Parent Ambassadors.
- **Acceptable Use Policy (AUP):** Every family will sign a Digital Citizenship Contract during the enrollment process, framing technology use as a responsibility tied to our VINE (SWPBIS) framework.

- d) **Facilities maintenance (including janitorial and landscape maintenance)**

The Ivy will contract with a custodial and basic maintenance provider for cleaning and basic regular-use maintenance of the facility. As tenants of the facility, the long-term maintenance of the overall facility will not be the responsibility of The Ivy. The Ivy will contract with a local company for tree care and outdoor maintenance.

- e) **School health and nursing services: Describe your plans for providing nursing services, including how student required immunizations will be monitored.**

### Clinical Staffing & Training

- **Licensed School Nurse:** The Ivy will contract a licensed school nurse to provide oversight, IEP health assessments, and mandated training for on-site staff in accordance with NRS 392.420.
- **First Aid and Safety Assistant (FASA):** A staff member trained or contracted FASA will manage daily clinic operations, including the administration of state-mandated screenings (auditory/visual, scoliosis, and BMI) at the required grade intervals.

- **Emergency Preparedness:** All leadership team members staff will maintain active certification in First Aid and CPR, with key personnel receiving Crisis Prevention Institute (CPI) training to support learners during behavioral escalations.

### Immunization Monitoring & Compliance

- **Verification at Enrollment:** The Operations Coordinator is responsible for collecting and verifying immunization records for every student prior to their first day of school.
- **Ongoing Monitoring:** The school utilizes Infinite Campus to track compliance status and trigger automated notifications to parents regarding upcoming boosters or missing documentation.
- **Exemptions:** We maintain a strictly confidential log of medical and religious exemptions as permitted by Nevada law, ensuring these students are identified in the event of a communicable disease outbreak.

### Records and Medication Safety

- **Secure Storage:** All medications and student health files are stored in a locked, secure location with access restricted to the FASA, Principal and Operations Coordinator.
- **Regulatory Compliance:** Medical records are maintained in strict accordance with FERPA and HIPAA regulations to ensure student privacy.
- **University Partnerships:** The Ivy will actively seek partnerships with UNLV's School of Nursing to provide supplemental health services and clinical rotations, further strengthening our village support model.

#### f) Safety and security (include any plans for onsite security personnel).

### Proactive Emergency Operations

- **Statutory Compliance:** The Ivy will maintain a comprehensive Emergency Operations Plan (EOP) in strict accordance with Nevada state law, detailing specific response protocols for fire, seismic activity, and tiered lockdown scenarios (hard and soft).
- **Routine Readiness:** To ensure muscle memory and operational efficiency, all students and staff will engage in mandatory emergency drills at least once per month, exceeding the requirements of NRS 392.
- **Safety Oversight:** The development and auditing of these protocols are supported by Board Member Dr. Andre Ponder, who brings nearly a decade of experience as a Deputy Sheriff and expertise in ensuring compliance with accreditation and safety standards.

### Access Control and Visitor Management

- **Strict Verification:** The Ivy employs a single-point-of-entry system. All visitors must present valid government-issued photo identification, which is cross-referenced against school safety databases before campus access is granted.
- **Visible Identification:** Authorized visitors are required to display a secondary school-issued badge at all times while on the premises to ensure they are easily identified by staff and students.
- **Personnel Strategy:** In alignment with our conservative financial model, The Ivy will not employ dedicated security personnel. Instead, we utilize a village watch approach where all staff are trained in situational awareness and crisis prevention, supported by the executive public safety experience of the Governing Board.

#### g) Other services that will be critical to the academics, operations, or financial management of the school.

To ensure high-fidelity operations and fiscal accountability, The Ivy School will partner with a professional back-office provider to manage finance, accounting, payroll, and accounts payable. This partnership provides expert fiscal oversight from Day 1, mitigating start-up risks and ensuring operations remain within sustainable charter school benchmarks. Additionally, The Ivy intends to leverage federal Charter School Program (CSP) funds to enhance our Brain Based and museum model. These resources will be used to:

- **Infrastructure:** Contract outside vendors for temporary staging and professional production support.
- **Technology:** Purchase specialized arts-related technology, including professional sound systems.
- **Accessibility:** While the budget currently accounts for museum trip expenses, the school is actively seeking formal partnerships to secure reduced or free access.
- **Digital Integration:** To further maximize the budget, we will utilize free resources from the Library of Congress and Smithsonian Digital Collections.

2) Describe the systems and procedures that the school will implement in order to ensure data security and privacy in compliance with FERPA and other statutes and regulations that may protect student and/or employee information.

At The Ivy, we recognize that protecting student and employee data is a foundational element of our safety and operational standards. We implement a Privacy-by-Design framework that ensures compliance with FERPA, COPPA, CIPA, and relevant Nevada statutes through four core pillars:

**Role-Based Access Control (RBAC):** We operate on the principle of least privilege. Access to sensitive student information (such as academic records, health data, and PII) is granted strictly on a need-to-know basis. Our systems use unique user credentials, and permissions are segmented by role—e.g., teachers access grade books, while the registrar manages cumulative files. Access is audited quarterly to ensure permissions remain appropriate.

**Technical & Data Security:** All digital information is housed within encrypted, cloud-based systems that utilize Multi-Factor Authentication (MFA) as a mandatory requirement for all staff. We ensure data is encrypted both at rest and in transit. Furthermore, our school network employs industry-standard firewalls and content filtering (CIPA-compliant) to protect against unauthorized access and cyber threats.

**Professional Development & Culture:** Compliance is not a one-time event; it is part of our school culture. All staff undergo mandatory FERPA and data security training during Summer Teachers Innovation Lab, followed by quarterly refreshers. This ensures that every employee—from administrators to support staff—understands their legal and ethical obligation to protect PII.

**Third-Party Vendor Management:** We outsource data systems (such as our accounting or Student Information System), but we do not outsource our responsibility. Before contracting with any third-party provider, our leadership team performs a privacy audit to ensure their data security policies align with our standards and that they provide appropriate Data Privacy Agreements (DPAs) that prohibit the unauthorized sale or sharing of student data.

**Incident Response & Notification:** We maintain a formal Data Breach Response Plan that outlines clear communication protocols for stakeholders and regulatory bodies in the event of an unauthorized disclosure, ensuring we remain in full compliance with state notification laws.

4.8 FACILITIES

1) Describe the facility needs of the proposed school for year one and at capacity, including any unique features necessary to implement the school design and academic program including:

a) The desired location of the school facility.

We would like to locate within either 89101, 89104, 89106 or 89107.

b) The number of general education classrooms required each year.

2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-2034
9	12	15	21	24	28	30

c) Any additional classroom space required for special education or EL services, labs, specialty classes and intervention or enrichment programs.

Type	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
SPED	1 SPED classroom,	1 SPED classroom,	2 SPED classrooms	2 SPED classrooms	3 SPED classrooms,	3 SPED classrooms,	3 SPED classrooms,
Labs	1 REX/ Maker’s Space Lab	1 REX/ Maker’s Space Lab	2 REX/ Maker’s Space Labs	2 REX/ Maker’s Space Labs	3 REX/ Maker’s Space Lab	3 REX/ Maker’s Space Lab	3 REX/ Maker’s Space Lab

Specialty	1 piano/music classroom	1 piano/music classroom	1 piano/music classroom	1 piano/music classroom,	1 piano/music classroom,	2 piano/music classroom	2 piano/music classroom
Specials/ Electives	2 specials classrooms or 1 multipurpose room	2 specials classrooms or 1 multipurpose room	2 specials classrooms or 1 multipurpose room,	3 specials classrooms or 2 multipurpose room,	3 specials classrooms or 2 multipurpose room,	3 specials classrooms or 2 multipurpose room,	3 specials classrooms or 2 multipurpose room,
Specialty	Hydroponic garden, outdoor space	Hydroponic garden, outdoor space	Hydroponic garden, outdoor space	Hydroponic garden, outdoor space	Hydroponic garden, outdoor space	Hydroponic garden, outdoor space	Hydroponic garden, outdoor space

d) Space requirements for administrative functions, food services and physical education.

Type	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-2034
Administrative Functions	4 offices, janitorial storage,	4 offices, janitorial storage	6 offices, janitorial storage	6 offices, janitorial storage	7 offices, janitorial storage	7 offices, janitorial storage	7 offices, janitorial storage
Food Services	Warming kitchen, storage	Warming kitchen, storage	Warming kitchen, storage	Warming kitchen, storage	Warming kitchen, storage	Warming kitchen, storage	Warming kitchen, storage
Physical Education	Multipurpose room or gym, outdoor space,	Multipurpose room or gym, outdoor space,	Multipurpose room or gym, outdoor space,	Multipurpose room or gym, outdoor space,	Multipurpose room or gym, outdoor space,	Multipurpose room or gym, outdoor space,	Multipurpose room or gym, outdoor space,

- 2) *If a facility is not yet identified, or if the identified facility will not meet the school's needs long-term, describe the organization's approach to finding a suitable facility, including progress to date, timeline for selecting and preparing the facility (including development and renovation, if applicable), partners, and any evidence that supports the credibility of the plan. Include the organization's plans to finance the facility, including:*
- Total project cost
  - Financing and financing assumptions
  - Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

**-AND/OR-**

*If a facility, including either a short- or long-term facility has been identified, provide evidence, such as a lease, MOU, or Letter of Intent, and other applicable information regarding the identified facility as Attachment 16. Briefly describe the facility, including location, size, and amenities. Explain how the facility meets or will be modified to meet the needs previously described. If construction, renovation, and/or tenant improvements are required provide a schedule and timeline as Attachment 17.*

*Note that charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health, and sanitation 30 days before the first day of school<sup>126</sup>.*

We have toured numerous facilities in our zip code to explore what is currently available to give us an understanding of the type of renovation/tenant improvement options that might be available to us upon receipt of our charter approval. Our real estate broker Michael Hiltz is an expert in Las Vegas area properties and has a dedicated schools division. His

<sup>126</sup> [NRS 388A.360\(1\)](#)

team understands our specific school's needs, and they regularly update us on the local real estate market and opportunities that are becoming available.

Our work with the school development support organization, Epic Change Education (ECE), has given us connections with other schools who could potentially co-locate with us and/or sub-lease from us, if there are synergies between our educational models such as similar instructional pedagogies, complimentary grade band such as 6-8 in our early years and efficiencies that sharing a location could provide. As schools receive their approval in August, we will know what potential school partners might be available and in which locations. At that time, we will conduct a rigorous financial and school model analysis to determine the viability of the option.

22Beacon, a non-profit facilities and finance organization who has funded over two hundred schools with \$85 million in investments, will be evaluating all the options with us, so we can ensure the best approach to the facility is secured as soon as the charter is approved. They are a non-profit developer and will take the lead in the finance and the build of the project. We will also utilize ECE's Owner's Rep services to manage the build, if we feel their expertise in managing charter school building projects will be beneficial to the on-time, on-budget, and on-mission completion of our school campus.

22Beacon's development model is designed around a school's affordability. Once a facility is selected, they typically provide an LOI lease/purchase arrangement, so all due diligence can be completed, and then a formal lease/purchase between the school and 22Beacon. Our lease payments can be structured as interest-only, or a portion of the interest-only payment that will be capitalized over the lifetime of the project, to accommodate the school's organic growth model. Once we are established and have grown our student population, our Treasurer, alongside a registered financial advisor, will begin investigating a bond-financed purchase of the facility from 22Beacon.

As we pursue properties, we will keep open the possibility of a simple lease with tenant improvements for the first one to three years of our school. Our board will assess the short-and-long-term financial impact of a purchase, lease-purchase, or simple lease structure and will consult with other financial and legal professionals to make a determination on which arrangement will best support our school's mission and sustainability.

Below is our budgeted assumptions for the school renovation project. The extent of the renovations, the interest percentage, the lease terms, and the purchase or lease/purchase agreements all can change, so this is our best estimate if we were to enter into a lease/purchase agreement on an existing facility:

Expenditure Category	Year 0 (Start-up)	Year 1	Year 2	Year 3	Year 4	Year 5
Rent/Lease (Land/Bldgs.)	\$45,000	\$540,000	\$556,200	\$572,886	\$590,073	\$607,775
Capital Improvements	\$100,000	\$15,000	\$65,000	\$0	\$100,000	\$65,000
Total Combined	\$145,000.00	\$555,000.00	\$621,200.00	\$572,886.00	\$690,073.00	\$672,775.00

### 3) Describe the Committee to Form's or CMO's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The Committee to Form partnered with the Hiltz Group and Epic Change Education support leasing, renovating as necessary and eventually buying our facilities. On the Ivy Board, Amaya Bleu has previously launched a private school, managed facilities & acquisition as well as build out and day-to-day operations. Kimberly Jackson is graduates of the School Ops Fellowship and previous administrator. Part of her work as an administrator includes supporting the management of facilities. As a former Superintendent, Dr. Ponder oversaw facilities management for his district.

### 4) Explain the organization's plan to maintain the facility.

The Ivy will contract with a janitorial and maintenance company to routinely clean and maintain our facility. As usual for such agreements, the landlord will be responsible for the overall maintenance of the facility.

- 5) **Describe timelines and plans for ensuring that the facility (whether identified or not) will have proper permitting to operate as a school. Explain the applicant team’s interactions with the local jurisdiction to date and plans for future engagement, including the applicable planning department/division and traffic department/division. If the applicant has approval from the local jurisdiction for the proposed location, provide that as part of Attachment 18.**

#### **Facility Permitting Timeline and Plans**

The Ivy will follow a rigorous phased approach to ensure all local building, fire, and health codes are met prior to the first day of school.

- **Phase 1: Site Selection and Feasibility (Current – Month 3):** Conduct a preliminary code analysis of potential sites within the target zip codes (e.g., 89106, 89101, 89104, 89107) to identify biological prerequisites for safety, such as proper egress and air quality. We have currently identified multiple spaces that already have a certificate of occupancy in place.
- **Phase 2: Zoning and Land Use (Months 3–4):** Submit a Special Use Permit (SUP) or a waiver if the site is not already zoned for assembly/education. This includes public hearings as required by the Clark County or North Las Vegas Planning Commissions.
- **Phase 3: Building Permit and Tenant Improvements (Months 4–5):** Secure permits for Brain-Based modifications, including multisensory classroom lighting and museum-style exhibit spaces.
- **Phase 4: Final Inspections and Certificate of Occupancy (Months 6–Open):** Coordinate final walk-throughs with the Fire Marshal and Health District. The Ivy aims to secure the Certificate of Occupancy (CO) at least 30 days prior to the start of the 2027 academic year.

#### **Interaction with Local Jurisdictions**

The Ivy has initiated and planned a Fidelity to the Model approach to jurisdictional engagement.

#### **Planning and Zoning Department/Division**

- **Interactions to Date:** The team has engaged in community comment and empathy interviews within the target zip codes to understand the historic context of underinvestment in areas like the Historic Westside (89106).
- **Future Engagement:** We will schedule formal meetings with the Clark County Comprehensive Planning Department or the North Las Vegas Planning and Zoning Division. These meetings will focus on aligning our Brain Based Museum Model-use plans for the new space.

#### **Traffic Department/Division**

- **Interactions to Date:** Preliminary research into the 28.2% chronic absenteeism rate in CCSD suggests that transportation and school proximity are critical factors for our 100% FRL population.
- **Future Engagement:** If the Traffic Impact Analysis (TIA) is not already in place, The Ivy will commission a new TIA to be reviewed by the Clark County Public Works (Traffic) Division. This plan will prioritize safe routes for students walking from nearby neighborhoods and efficient drop-off/pick-up loops to accommodate the YMCA partnership for before/after care.

#### **Strategic Resource Support**

Our facility strategy is supported by high-level executive training and partnerships that contribute to operational success:

- **CMO/Committee Expertise:** Leadership includes experts in school turnaround and special education compliance who have worked with the lowest-performing schools to restructure facilities for student safety.
- **Technical Support:** Ongoing partnerships with Epic Change Education and Hiltz Group provide the fiscal and operational oversight necessary to manage complex facility permitting timelines.
- **YMCA Co-location:** Strategic co-location with the YMCA of Southern Nevada provides an existing community hub that reduces the lead time for site development and environmental clearance.

- 6) **Provide, as Attachment 19, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers’ compensation, liability**

insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation<sup>15F127</sup>. *Please see Attachment 19.*

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<sup>127</sup> [NAC 388A.140](#) and [NAC 388A.190](#)

## 5 FINANCIAL PLAN

### 1) How will the school ensure that all public funds are used efficiently, aligned with the approved budget, and safeguarded through effective internal controls?

Our proposed Board Chair, Dr. Andre Ponder and our proposed Treasurer. As a former Nevada Superintendent, Dr. Ponder has a proven track record of managing multi-million dollar public budgets and navigating the Nevada Pupil-Centered Funding Plan (PCFP). He possesses expert-level knowledge in ensuring that state and federal (Title I, IDEA) funds are allocated with 100% compliance. He has deep experience in overseeing annual independent audits and maintaining the fiscal health of a public institution. His involvement ensures the Board can provide rigorous oversight of the CEO's financial reporting and The Ivy's long-term sustainability.

By combining the macro-strategic experience of a former Superintendent with the technical precision of an Accountant/Contractor, The Ivy School Board possesses the Power to ensure that every public dollar is converted into student achievement. This team provides the fiduciary trellis upon which our clinical and inquiry-based models can grow safely and sustainably.

### 2) Describe the systems and processes the school plans to use to manage accounting, purchasing, and payroll in compliance with state requirements. If the school plans to contract for any administrative services, explain which services will be contracted and the criteria for selecting contractors.

The Ivy School will contract with a high-quality, Nevada-experienced back-office provider to manage the technical aspects of our financial operations. This ensures that a specialized team of accountants and HR professionals is managing public funds rather than a single school-site employee.

#### Services to be Contracted:

- **Accounting & Financial Reporting:** Maintaining the General Ledger in accordance with the NDE Chart of Accounts and GAAP; preparing monthly financial statements (Balance Sheet, Income Statement, Budget-to-Actual).
- **Purchasing & Accounts Payable:** Processing vendor payments and ensuring proper documentation (W-9s, invoices).
- **Payroll & Benefits:** Processing bi-weekly payroll, managing PERS (Nevada Public Employees' Retirement System) contributions, and tax filings.
- **Audit Support:** Preparation of the annual independent financial audit.

**Criteria for Selection:** We will select a provider based on the following criteria:

- **Nevada Charter Experience:** Proven track record of navigating the Nevada Pupil-Centered Funding Plan (PCFP).
- **Clean Audit History:** Evidence of supporting schools through years of clean, no-finding audits.
- **Transparency Tools:** Ability to provide a web-based portal for real-time budget monitoring by the CEO and Board.
- **Familiarity with SPCSA Requirements:** Understanding of the specific reporting deadlines and compliance frameworks of the State Public Charter School Authority.

#### Purchasing Process:

- **Requisition:** A staff member submits a request.
- **Approval:** The CEO (or Principal) must approve all expenditures against the board-approved budget. Purchases over \$10,000 not allocated in the budget require a signature from the CEO and the Board.
- **Back-office Verification:** The provider verifies that funds are available and the expense is coded correctly.
- **Payment:** The back-office provider issues the payment but never has sole signature authority. The Board or CEO must authorize the final release of funds.

#### Payroll Process:

- **Time Tracking:** All staff utilize a digital time-tracking system.
- **Review:** The Operations Coordinator reviews hours for accuracy. Principal approves hours.
- **Processing:** The back-office provider calculates the payroll, including PERS and benefits.
- **Final Approval:** The CEO provides a final sign-off on the payroll register before funds are disbursed.

## Board Oversight & Fiduciary Duty

- **Monthly Financial Packets:** Every month, the back-office provider generates a packet including a Cash Flow Statement, Budget-to-Actuals, and a Check Register.
- **Finance Committee Review:** The Finance Committee (led by Dr. Ponder and Ms. Scott) reviews these documents *before* the board meeting.
- **Full Board Approval:** The full board reviews and votes to accept the financial reports during public meetings, ensuring maximum transparency.

### 3) How will the school comply with Nevada's financial reporting<sup>128</sup> and annual independent audit<sup>129</sup> requirements, and what financial controls will be implemented to support compliance?



Just as we monitor student brain-science data to ensure academic growth, we monitor our fiscal data to ensure the school remains fiscally responsible. Our Board's unique expertise in Nevada school finance and construction allows us to move beyond simple compliance into proactive financial stewardship.

The Ivy School will maintain a financial management system that aligns with the Nevada Department of Education (NDE) Chart of Accounts, ensuring all revenue and expenditures are coded with the granularity required for state and federal reporting.

#### Internal Systems and Processes

**Reporting Timeline:** The CEO, supported by the back-office provider, will ensure the timely submission of all required reports to the SPCSA and NDE, including:

- **Quarterly Financial Reports:** Submitted within 45 days of the quarter's end.
- **Amended Budgets:** Submitted by the December 15th deadline per NAC 387.

- **Final Budget:** Submitted by June 8th annually.

**Systems:** We will utilize a cloud-based accounting platform (e.g., Intacct or NetSuite) that allows for real-time fund accounting, specifically separating General Fund, Special Revenue (Title I, IDEA, CSP), and Capital Project funds.

#### Annual Independent Audit Requirements (NAC 387.775)

The Ivy Board of Directors holds ultimate responsibility for the annual audit.

- **Auditor Selection:** By December 31st of each year, the Board will contract with an independent, Nevada-licensed Certified Public Accountant (CPA) from the NDE's list of approved auditors.
- **Audit Preparation:** Our back-office provider will maintain a permanent audit file throughout the year, ensuring all contracts, board minutes, and reconciliations are ready for field work by August each year.
- **Submission:** The final audited financial statements and the management letter will be submitted to the SPCSA and the Legislative Counsel Bureau no later than November 1st (per NAC 387.775).

#### Internal Financial Controls

We will implement a rigorous internal controls policy based on the Separation of Duties principle to mitigate risk and ensure purchasing power. For example,

- **Separation of Duties:** No single individual will have the authority to initiate, approve, and execute a transaction.
  - **Initiator:** Staff member/Operations Coordinator.

<sup>128</sup> [NRS Chapter 387](#) and [NAC Chapter 387](#)

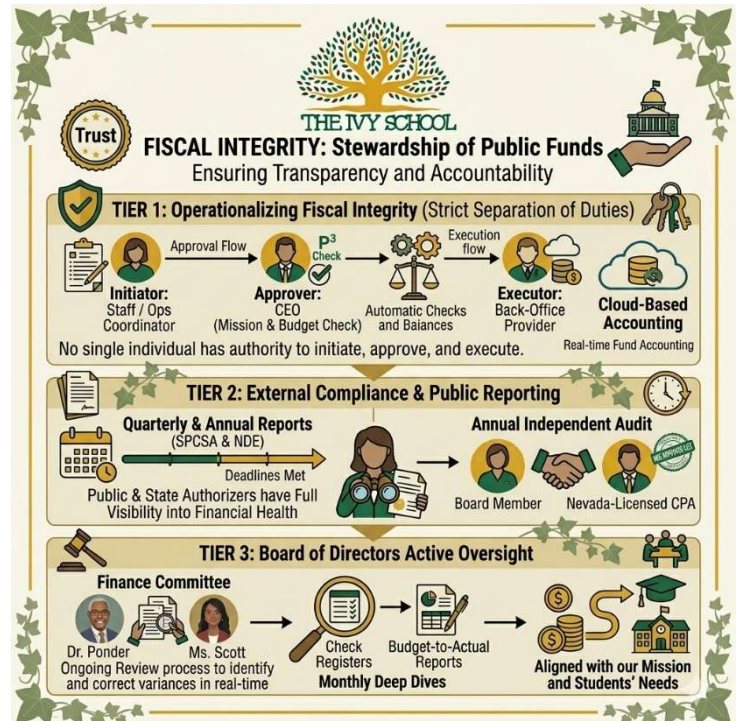
<sup>129</sup> [NAC 387.775](#)

- **Approver:** CEO (checks alignment with the P<sup>3</sup> mission and budget).
- **Executor:** Back-office provider (verifies funds and codes to Chart of Accounts).
- **Final Reviewer:** Board Treasurer (reviews check registers monthly).
- **Board Oversight:** The Finance Committee, led by Dr. Ponder and Ms. Scott, will conduct monthly Deep Dives into the Check Register and Budget-to-Actual reports. This ensures that any variance is identified and corrected before it impacts The Ivy's Power (fiscal health).
- **Asset Management:** Per NAC 387, we will maintain a Fixed Asset Ledger for all items over \$5,000, conducting an annual physical inventory to ensure state-funded equipment is accounted for and utilized for its intended Purpose.

#### 4) How will the school ensure transparency and accountability to stakeholders (e.g. the SPCSA, families, taxpayers) regarding the use of public funds?

At The Ivy School, we view the stewardship of public funds as a sacred trust that directly supports our students' success. We ensure transparency and accountability through a three-tiered approach. First, we operationalize fiscal integrity through a strict Separation of Duties policy. By ensuring that no single individual—from the Operations Coordinator to the CEO—has the authority to initiate, approve, and execute a transaction alone, we build-in automatic checks and balances. This is supported by professional, cloud-based accounting platforms that allow for real-time fund accounting and transparency. Second, we prioritize external compliance and public reporting. We maintain rigorous adherence to state deadlines, ensuring all quarterly financial reports and annual budgets are submitted to the SPCSA and NDE with precision. Furthermore, our commitment to transparency extends to our annual independent audit; by contracting with a Nevada-licensed CPA and maintaining a permanent audit file year-round, we ensure the public and state authorizers have full visibility into our financial health.

Finally, our Board of Directors provides active, hands-on oversight. Our Finance Committee conducts monthly deep dives into our check registers and budget-to-actual reports. This ongoing review process allows us to identify and correct any variances in real-time, ensuring that every dollar remains aligned with our mission and the needs of our students.



#### 5) If the school intends to make capital purchases, including facility acquisition, construction, or renovation, what steps will it take to ensure that public funds are used efficiently, competitively, and in compliance with applicable laws? What contingency plans will be in place to address financial shortfalls?

At The Ivy School, we view the oversight of facility acquisition and construction as a core fiduciary duty. To ensure that public funds are utilized efficiently and in strict adherence to Nevada law (including NRS/NAC 387), we will engage with non-profit professionals in charter school finance and facilities to utilize their expertise to ensure an efficient, effective, and fiscally sound process.

- **Competitive Procurement:** We do not engage in sole-source vendor selection. For all contracts exceeding \$100,000, we initiate a formal Request for Proposals (RFP) process. This involves posting publicly, inviting multiple Professional Facilities partners to bid, and utilizing an objective scoring rubric to select the vendor that offers the best value and most effective service, not just the lowest cost.
- **Professional Oversight (Owners' Representative):** Because the school leadership team is focused on academics, we intend to contract with a professional Owner's Representative, like Epic Change Education, who acts as an independent agent for the school. The Owner's Representative reports directly to the Board of Directors and is tasked with advocating for the school and oversight of the financing and facilities partners.
- **Professional Charter School Developer:** The Ivy School intends to utilize the services of a non-profit developer, like 22Beacon. Their turnkey development program keeps the finance and building risk with the developer and allows

The Ivy School the opportunity to take advantage of interest-only and lower capitalized-interest payments, so the lease payments grow with our student population affordably.

- **Professional Charter School Real Estate Broker:** Working directly with The Hiltz Commercial Group, we have already been touring potential facilities for renovations. Their decades of Nevada experience and successful negotiations for multiple local charter schools will aid The Ivy School and 22Beacon in securing the best purchase price for our school.
- **Legal Compliance:** All contracts are reviewed by legal counsel specializing in Nevada charter school law to ensure that all contractors are licensed, bonded, and insured, and that our purchasing policies align with the SPCSA's and NDE's requirements for public fund expenditures. The Ivy School leadership and Board of Directors will convene to vote on approving/denying all facilities and financial professional contracts after a thorough financial and legal review.
- **Legal Compliance:** All contracts are reviewed by legal counsel specializing in Nevada charter school law. We ensure that all contractors are licensed, bonded, and insured, and that our purchasing policies align with the SPCSA's and NDE's requirements for public fund expenditures.

**Contingency Plans for Financial Shortfalls** Recognizing that capital projects are inherently prone to variables, we proactively mitigate risk rather than reacting to it. Our contingency strategy includes:

- **The Contingency-First Budgeting Model:** We bake a minimum 10–15% contingency line item into every capital project budget. This buffer is strictly reserved for unforeseen site conditions or material cost fluctuations.
- **Value Engineering:** Should project costs exceed projections, we trigger a value engineering phase. Led by the Finance Committee, this involves reviewing project scope to identify non-essential aesthetic elements that can be deferred or value-engineered without compromising safety, code compliance, or our academic mission.
- **Phased Development:** We plan our capital projects in modular phases. This allows us to scale the scope of work based on available capital, ensuring that we never over-extend the school's fiscal capacity or risk a liquidity crisis.
- **Board-Mandated Capital Reserves:** The Ivy Board of Directors maintains a dedicated Contingency Fund. This acts as our rainy day account, ensuring that even if a shortfall occurs, the school has the cash flow to maintain operations while securing additional funding or adjusting project timelines.

6) **As Attachment 20, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following: *Please see Attachment 20***

- Per-Pupil Revenue:** Use the figures provided by the SPCSA within the Financial Plan workbook.
- Anticipated Funding Sources:** Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising revenues are included at \$5,000 or more in any year, include as Attachment 21 a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.
- Anticipated Expenditures:** Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states and required contributions to the Public Employee Retirement System (PERS). Include, for example, anticipated salary ranges for each role identified.
- Applicants that choose to project revenue from Federal Title Programs (I-IV), Federal IDEA, state special education, and state weighted funding streams should include information in their budget narrative regarding:**
  - The projected number of students in each applicable subgroup and how this number was determined,
  - How the school will ensure federal grant funds, state weighted funds, and state special education funds are used in alignment with applicable requirements (ex. Allowable and reasonable expenses, supplement vs. supplant), and

- How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated.

*State special education and weighted funding are based on validated prior year enrollment counts; new schools in the first year of operation do not receive these funds.*

- 7) Submit the completed Financial Plan Workbook for the proposed school as Attachment 22. *In developing the budget, ensure that the school does not appropriate for any fund any amount in excess of the budget resources of that fund (in any single year)*<sup>17F130</sup>. *Please see Attachment 22.*

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<sup>130</sup> [NAC 388A.730\(2\)](#)

6 COMPLETENESS CHECKLIST<sup>131</sup>

*This section is to be completed by SPCSA staff.* Applicants should refer to this section to ensure that they have met all submission requirements. In the event that an application is found to be incomplete, the applicant will be notified and provided with approximately two business days to provide the missing information.

- To the extent that a specific section does not apply to a proposed school (e.g., an elementary school will not offer dual credit), the application should state the reasons that the section is not applicable.
- Applicants must use SPCSA templates where specified.
- The completeness check is NOT intended to be a qualitative review of the charter school proposal. The completeness check is ONLY intended to ensure that the charter school proposal, as presented, complies with certain statutes and regulations, and includes all required narrative sections and attachments.

Name of completeness evaluator: \_\_\_\_\_

Date of completeness evaluation: \_\_\_\_\_

Applicant Name: \_\_\_\_\_

Application submission Date: \_\_\_\_\_

Grades served year one: \_\_\_\_\_ Grades served at capacity: \_\_\_\_\_

Applicant type:  Committee to Form  Charter Management Organization (CMO)

**Narrative:**

Element	Required?	Complete?	SPCSA Comments
Committee to Form (CTF) applicants meet NRS 388A.240 qualification	<i>Yes, for CTF Applicants ONLY</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
1. Application Cover Sheet – all applicable questions completed	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Meeting the Need – all applicable questions completed  <i>DUAL CREDIT PARTNERSHIPS ONLY REQUIRED FOR HIGH SCHOOLS; PROGRAMS OF DISTANCE EDUCATION ONLY REQUIRED FOR VIRTUAL SCHOOLS</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Academic Plan – all applicable questions completed	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Operations Plan – all applicable questions completed	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<sup>131</sup> [NAC 388A.260\(2\)](#)

Element	Required?	Complete?	SPCSA Comments
5. Financial Plan – all applicable questions completed	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Addendum – all applicable questions completed	<i>Yes, for CMO applicants and CTF applicants contracting with CMO/EMO</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Did the application pass the plagiarism check?	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	

## Attachments:

Element	Required?	Complete?	Comments
1. Completed, signed, Information sheets and resumes  <i>CROSS CHECK NAMES WITH CTF/CMO STAFF/BOARD MEMBERS LISTS</i>  <i>REQUIRED TEMPLATE: Information Sheet for Applicant Team Members</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Resume of application preparer	<i>Yes, if someone other than CTF or CMO prepared application</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
3. Evidence of community partners	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Discipline Policy	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
5. Annual School Calendar	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Teacher Schedule and Student Schedule for grades served in year 1	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. MOU or Agreement for Dual Credit Partnership	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
8. NDE Approvals for Distance Education	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
9. Board Membership Roster  <i>REQUIRED TEMPLATE: Board Member Roster Template</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Bylaws, Code of Ethics, and Conflict of Interest Policy	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11. School Organizational Charts for year 1 & at capacity	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. School Leader Resume OR School Leader Job Description	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Element	Required?	Complete?	Comments
13. Other School Leadership Resumes OR Job Descriptions	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. Evidence of Demand <i>REQUIRED TEMPLATE: Evidence of Demand Templates</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. Incubation Year Planning Table <i>REQUIRED TEMPLATE: Incubation Year Planning Table</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Secured Facility Documentation	<i>Yes, if facility has been identified</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
17. Facility Preparation Schedule/Timeline	<i>Yes, if facility has been identified</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
18. Approval from Local Jurisdiction	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
19. List of Insurance Coverage <i>MUST COMPLY WITH NAC 388A.190</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
20. Budget Narrative	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
21. Proof of Fundraising Revenue	<i>Yes, if budget incorporates fundraising revenue</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
22. Completed Financial Plan Workbook <i>REQUIRED TEMPLATE: Financial Plan Workbook</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
23. CMO/EMO Data Request <i>REQUIRED TEMPLATE: EMO/CMO Data Template</i>	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
24. Past Three Years Academic Reports for All Affiliated Schools <i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 23</i>	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
25. Past Three Years Organizational Reports for All Affiliated Schools <i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 23</i>	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
26. Past Three Years CMO/EMO Audits, 990s	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
27. Three Years of Audit Reports for All Affiliated Schools	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Element	Required?	Complete?	Comments
<i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 23</i>			
28. CMO/EMO Greenlighting Tool	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
29. Network Organizational Charts for years 1 and 5	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
30. Incubation Year MOU	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
31. CMO/EMO contract	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
32. CMO/EMO Nevada Business License	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Finding:       Complete       Incomplete

Notes:



# ATTACHMENT 1

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## ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

### Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

### Background Information Regarding Charter School Governing Boards

#### *Charter School Board Member Responsibilities*

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: [https://charterschools.nv.gov/ForSchools/Governance\\_Standards/](https://charterschools.nv.gov/ForSchools/Governance_Standards/).

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

#### *Charter School Board Composition and Member Qualifications*

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher<sup>1</sup> or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

<sup>1</sup> Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

### ***Charter School Board Member Required Training***

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: [https://charterschools.nv.gov/ForSchools/Governance\\_Standards/](https://charterschools.nv.gov/ForSchools/Governance_Standards/).



*School Mission and Program*

## 1. What is your understanding of the proposed charter school's mission and vision?

Mission: To use brain based museum pedagogy, that is trauma informed practices to ensure all kids, particularly those with Language Based Disabilities such as dyslexia and/or giftedness learn.

Vision: Children explore their Passion, uncover their Purpose, and develop the Power to lead. By doing so, they create a more just world.

## 2. What is your understanding of the proposed charter school's educational program?

Initially a K-2, expanding to K-8 The Ivy's educational program utilizes a Brain Based Museum Learning Model that integrates how the brain naturally learns with inquiry based learning using the authentic primary sources from museums, community spaces such as botanical gardens, community elders and experts. In short, we use all the senses to learn (a multisensory approach) to build strong foundation, we then push student thinking and learning to a deeper level using primary sources and artifacts (as much as possible) within museums, community spaces and community members. Once we have built a strong foundation, pushed students into thinking critically, they then design and create innovative projects. We then turn the school into a museum with our students' projects as the exhibitions and our students as the experts to then teach the community what they have learned..

*Governance – For Proposed Board Members ONLY*

## 1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

**I am not a proposed board member.**

## 2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

**I am not a proposed board member.**

3. For proposed board members, what is your understanding of the role of a public charter school board member?

**I am not a proposed board member.**

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

**I am not a proposed board member.**

### *Conflicts of Interest*

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

I am currently not employed.

Describe any affiliation with any charter schools.

I do not have a current affiliation with a charter school

2. Are you a current or proposed employee of the proposed charter school?

- No, I am not a current or proposed employee of the proposed charter school.
- Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

**Proposed CEO. I am not currently employed in this position.**

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

- No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.
- Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

- No, I am not affiliated with any nonprofit organizations
- Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

I was previously a fellow with Opportunity 180, 4pt0 Schools (Tiny Fellowship,) Z Combinator Fellowship, National Accelerator for Autism Charter School, NV SchoolOps and Camelback Ventures Fund Fellowship. I have received or am scheduled to receive either training or support and/or grant funds from each organization. I am affiliated with The Ivy School as the Founder, Committee to Form Member & proposed CEO.

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

**All the organizations have provided grant funds or training to other charter schools across the US. Opportunity 180 and Z Combinator are affiliated through awarding fellowships or grant funds to other operating or proposed NV charter schools.**

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Kimberly Jackson, declare and certify under penalty of perjury the following:  
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, The Ivy School (“Charter School”)   
(Proposed Charter School Name) will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
  - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude<sup>2</sup> is prohibited from serving on a charter school board. (NRS 388A.323(3));
  - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
  - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

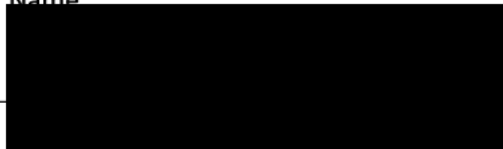
Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Kimberly Jackson

The Ivy School

Name

Proposed Charter School Name



4/20/2026

Date

<sup>2</sup> Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

# KIMBERLY JACKSON, M. ED

## SUMMARY

Highly accomplished educational leader with 20+ years of experience driving student achievement and fostering innovative learning environments. Proven expertise in curriculum development, school administration, and special education advocacy.

### Lead Founder

2024-Current

#### The Ivy School, Las Vegas, NV

- Directing charter school application & development, ensuring compliance with state and federal regulations.
- Managing budget development and financial oversight, securing grant funding. Awarded \$30,000 Pre Planning Grant, awarded Tiny Fellowship & \$5000 grant, awarded 2025 Camelback Fellowship & \$40,000 grant, awarded Z Combinator Fellowship & \$10,000 pitch competition prize, 2025 Finalist for New Schools Venture Fund and Charter School Growth Fund.
- Leading strategic planning and operational implementation, aligning with school mission.
- Overseeing curriculum selection and assessment.
- Establishing community partnerships.

### SPED Advocate/Curriculum Design Consultant, Jax Consulting, Remote

2016-2024

- Advocated for students with IEPs, ensuring service delivery and rights protection.
- Developed customized curriculum and professional development materials.
- Provided educational consultation to families and organizations.

### Principal/Assistant Principal, Propel Schools, Pittsburgh, PA

2017-2018

In addition to previously mentioned duties

- Implemented professional development programs.
- Restructured Special Education department, improving compliance.

### School Turnaround Specialist/ Assistant Principal, DC Public Schools, Washington, DC

2013-2016

- Worked directly with two Cluster Instructional Superintendents and 9 Turnaround School Principals to develop high-quality comprehensive school improvement plans, monitor implementation and evaluate results.
- Designed and implemented academic, behavior incentive and student recruitment programs.
- Led data-driven instruction and school improvement planning leading to double digit gains in English and/or Math at 3 supported schools.
- Evaluated and provided recommendations to build capacity in for variety of partnership programs such as City Year, Experience Corps & Turnaround for Children

### Principal Eagle Academy, Washington, DC

2012 -2013

- Ensuring compliance with district/state regulatory processes, investigating concerns, determining consequences, communicating with parents and entering discipline information into the SWIS system
- Creating and implementing professional development to continuously improve instruction and build teacher capacity
- Implementation, Evaluation and Monitoring of Creative Curriculum and GOLD Assessment

## WORK EXPERIENCE HIGHLIGHTS

- Supervision and Evaluation of staff
- Coordinating and Managing Free and Reduced Meals Application Process
- Developing, coordinating and supporting culture initiatives
- Designing and implementing data driven instruction

### Assistant Principal / Teacher

2007-2012

#### Baltimore City Public Schools, Baltimore, MD

- Implemented project-based learning and arts-integrated curriculum.
- Managed 6<sup>th</sup> grade and 8<sup>th</sup> grade teams, including the Emotional Disability Dept.
- Led Student Support Team (SST, the MTSS programming) and 504 Teams, drafting Intervention & 504 Plans.
- Developed systems and procedures for SST.
- Served at Grade Level Hearing Officer for Out of School Suspensions.
- Developed systems and procedures for conducting investigations & hearings for OSS.
- Created systems and procedures for tracking Special Education compliance & data.
- Contributed to school safety and instructional program development.
- Regularly observed classroom instruction of all teachers monitoring their effectiveness and success in implementation of Common Core Curriculum
- Supervision and Evaluation of staff
- Coordination and Management of Free and Reduced Meals Application Process
- Led teams to making 10% gains in English and Math standardized assessments.

## EDUCATION & FELLOWSHIPS

- M.Ed., Curriculum & Instruction – American InterContinental University – Hoffman Estates, IL – 2007
- Comprehensive Orton Gillingham Plus, K-6 Series - Institute of Multi-sensory Education, 2024
- Orton Gillingham Morphology Plus - Institute of Multi-sensory Education, 2025
- Public Administrator I - Coppin State University-2009
- Opportunity 180 Propel Fresh Start Fellowship - Opportunity 180 - 2024-2025
- National Accelerator for Autism Charter Schools - AZ Autism Charter School - 2024-2025
- SchoolOps Fellowship - SchoolOps - 2025
- Tiny Fellowship - 4.0 Schools - 2025
- Camelback Fellowship - Camelback Ventures - 2025
- Z Combinator Fellowship - Zeta Schools - 2025 - 2026

## CERTIFICATIONS

- **Advanced Professional Certificate - Maryland** (Elementary 1 - 5, Middle School Grades, English 7 - 12, Theater 7 - 12, Speech Communications 7 - 12, Administrator I/II, Superintendent I)
- **Class AA Certificate – Mississippi** (Elementary Education K - 3, Elementary Education 4 - 6, English 7 - 12, Drama K - 12, Speech Communication 7 - 12, Administrator)
- **Career Continuous Educator’s Certificate- Missouri** (Early Childhood Education Birth - 3, Elementary Education 1-6, Language Arts 5 - 9, English 9 - 12, Speech and Theater 5-12)
- **Certificate of Completion - Institute for Multi-Sensory Education** Comprehensive Orton - Gillingham Plus Virtual (30.00 Hours)
- **Certificate of Completion - Institute for Multi-Sensory Education** Morphology Plus Virtual (30.00 Hours)



## Maryland Educator Certificate

The person listed below has met all the Maryland requirements for a certificate as specified hereon

**KIMBERLY JACKSON**



Certificate Number	Type	Category of Certification	Issue Date	Effective Date	Expiration Date	Status	Endorsement Area	Endorsement Date
CER-155975-L1G9T9	Advanced Professional Certificate (APC)	Teaching	10/14/2020	01/01/2024	12/31/2028	Active	THEATER 7-12	12/18/2023
CER-155975-L1G9T9	Advanced Professional Certificate (APC)	Teaching	10/14/2020	01/01/2024	12/31/2028	Active	ENGLISH 7-12	12/18/2023
CER-155975-L1G9T9	Advanced Professional Certificate (APC)	Teaching	10/14/2020	01/01/2024	12/31/2028	Active	ELEMENTARY EDUCATION 1-6 & Middle School	12/18/2023
CER-155975-L1G9T9	Advanced Professional Certificate (APC)	Administrator /Supervisor	10/14/2020	01/01/2024	12/31/2028	Active	ADMINISTRATOR I/II	12/18/2023
CER-155975-L1G9T9	Advanced Professional Certificate (APC)	Teaching	10/14/2020	01/01/2024	12/31/2028	Active	SPEECH COMMUNICATIONS 7-12	12/18/2023
CER-155975-L1G9T9	Advanced Professional Certificate (APC)	Administrator /Supervisor	10/14/2020	01/01/2024	12/31/2028	Active	SUPERINTENDENT I	12/18/2023

Endorsements that were issued prior to July 1, 2022 will not display an attained date.

### Ancillary Credit

Ancillary Credit	Attained Date
(Reading 12)	
(Special Education)	

Ancillary Credits earned prior to July 1, 2022 will not display an attained date.

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**State of Missouri**

This certificate issued by authority  
of the State Board of Education to

**KIMBERLY ELIZABETH JACKSON**

is a license to teach in the public schools of Missouri as  
herein specified, unless such certificate is revoked.



**Educator's Certificate**

MASTERS DEGREE 2007  
BACCALAUREATE DEGREE 2002

Subject or Service	Grade Level	Type of Certificate	Effective Date	Expiration Date	Status
ELEMENTARY EDUCATION	1-6	CAREER CONTINUOUS PROF CERT	04/24/2012	04/24/2111	ISSUED CERTIFICATE
EARLY CHILDHOOD EDUCATION	B-3	CAREER CONTINUOUS PROF CERT	04/24/2012	04/24/2111	ISSUED CERTIFICATE
ENGLISH	9-12	CAREER CONTINUOUS PROF CERT	04/24/2012	04/24/2111	ISSUED CERTIFICATE
LANGUAGE ARTS	5-9	CAREER CONTINUOUS PROF CERT	04/24/2012	04/24/2111	ISSUED CERTIFICATE
SPEECH AND THEATRE	5-9	CAREER CONTINUOUS PROF CERT	04/24/2012	04/24/2111	ISSUED CERTIFICATE
SPEECH AND THEATRE	9-12	CAREER CONTINUOUS PROF CERT	04/24/2012	04/24/2111	ISSUED CERTIFICATE

**DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

Any entry made on this certificate other than by issuing authority will render  
the certificate void.

Commissioner of Education


**Educator Information**

Name: KIMBERLY JACKSON

License Number: 198081

Highest Degree Level: AA

Effective Date: 02/04/2007

**Active Licenses**

Description	Endorsement	District / Institution	Original Effective Date	Issued / Renewed On	Effective Date	Expiration Date
* ADMC: Administrator License - Career Level	486 - ADMINISTRATOR	N/A	10/14/2020	01/05/2026	07/01/2026	06/30/2031
* SEL: Educator License	117 - ELE EDUC (4-6) 116 - ELE EDUC (K-3) 119 - ENGLISH (7-12) 196 - SPEECH COMMUNICATIONS (7-12) 123 - DRAMA (K-12) PERF ARTS	N/A	10/14/2020	01/05/2026	07/01/2026	06/30/2031

\* Renewal Cycle: 07/01/2026 - 06/30/2031. Begin earning renewal credits on 07/01/2026.

**License History**

Description	Endorsement (Effective Date)	District / Institution	Status
SEL: Educator License	116 - ELE EDUC (K-3) (10/14/2020) 117 - ELE EDUC (4-6) (10/14/2020) 119 - ENGLISH (7-12) (10/14/2020) 123 - DRAMA (K-12) PERF ARTS (10/14/2020) 196 - SPEECH COMMUNICATIONS (7-12) (10/14/2020)	N/A	Expired
ADMN: Administrator License - Non-Practicing	486N - NON-PRACTICING ADMINISTRATOR (02/17/2011)	N/A	Expired
SEL: Educator License	123 - DRAMA (K-12) PERF ARTS (02/04/2011) 117 - ELE EDUC (4-6) (09/06/2007) 116 - ELE EDUC (K-3) (09/06/2007) 119 - ENGLISH (7-12) (02/04/2011) 196 - SPEECH COMMUNICATIONS (7-12) (02/04/2011)	N/A	Expired

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## License History

Description	Endorsement (Effective Date)	District / Institution	Status
SEL: Educator License	116 - ELE EDUC (K-3) (09/06/2007) 119 - ENGLISH (7-12) (02/04/2011) 123 - DRAMA (K-12) PERF ARTS (02/04/2011) 196 - SPEECH COMMUNICATIONS (7-12) (02/04/2011) 105 - BUSINESS EDUCATION (7-12) ( ) 117 - ELE EDUC (4-6) (09/06/2007)	N/A	Expired

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## ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

### Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

### Background Information Regarding Charter School Governing Boards

#### *Charter School Board Member Responsibilities*

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: [https://charterschools.nv.gov/ForSchools/Governance\\_Standards/](https://charterschools.nv.gov/ForSchools/Governance_Standards/).

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

#### *Charter School Board Composition and Member Qualifications*

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher<sup>1</sup> or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

<sup>1</sup> Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

### ***Charter School Board Member Required Training***

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: [https://charterschools.nv.gov/ForSchools/Governance\\_Standards/](https://charterschools.nv.gov/ForSchools/Governance_Standards/).



*School Mission and Program*

1. What is your understanding of the proposed charter school's mission and vision?

The concept of the vision and mission are brain-based museum school focused on how neuroscience can benefit students.

2. What is your understanding of the proposed charter school's educational program?

Initially a K-2, expanding to K-8.

*Governance – For Proposed Board Members ONLY*

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

My passion is education for all students, and I have experience as a former superintendent.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

I have previously governed school boards as a former sitting superintendent.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

To govern the CEO, operations, policy implementation and finances of the charter school.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Training as a board member and understanding of the importance of this role.

### *Conflicts of Interest*

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

I am the founder and Chief Executive Officer (CEO) of Meant to Lead (Mn2Ld, LLC.)

Describe any affiliation with any charter schools.

I am a proposed Board member for Legal Prep Academy.

## 2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

## 3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

## 4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

**I am also a proposed board member for Legal Prep Academy.**

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

**Not to my knowledge.**

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Perhaps, I have shared that I am a proposed board member for Legal Prep Academy.

**Assurances and Certification**

I, Andre Ponder, declare and certify under penalty of perjury the following:  
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, The Ivy School ("Charter School")  
(Proposed Charter School Name)  
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
  - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude<sup>2</sup> is prohibited from serving on a charter school board. (NRS 388A.323(3));
  - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
  - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Andre Ponder

The Ivy School

Proposed Charter School Name

April 23, 2026

Date

<sup>2</sup> Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

**Dr. Andre L. Ponder**  


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**EXECUTIVE SUMMARY**

Dynamic and results-driven executive leader with a distinguished record of service as a superintendent, principal, and organizational leader across education, public safety, and youth development systems. Proven expertise in leading complex organizations, driving academic achievement, and implementing large-scale strategic initiatives grounded in data-informed decision-making and accountability. Recognized for building high-performing teams, strengthening organizational culture, and leading transformation efforts that improve outcomes for students and communities.

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**PROFESSIONAL EXPERIENCE****Chief Executive Officer (CEO)****Meant to Lead (Mn2Ld, LLC)** – Las Vegas, NV | 2023–Present (Concurrent)

- Founded and lead a leadership consulting firm providing strategic planning, organizational development, and leadership coaching to education and community-based organizations.
- Design leadership frameworks and improvement strategies that strengthen performance, accountability, and team effectiveness.

**Director****Battle Born Youth ChalleNGe Academy** – Carlin, NV | 2022–2025

- Directed statewide youth development program, overseeing operations, compliance, staffing, and fiscal management.
- Increased enrollment and graduation outcomes while strengthening recruitment, retention, and program accountability.
- Managed budget oversight, policy implementation, and cross-agency partnerships at local, state, and national levels.
- Represented program in public forums; recognized with facility dedication (Ponder EDU Wing).

**Superintendent****Mineral County School District – Hawthorne, NV | 2021–2022**

- Led district-wide strategy across four schools, aligning instruction, operations, and performance goals.
- Directed school improvement planning, staff development, and program evaluation using data-driven practices.
- Strengthened organizational culture and instructional quality through targeted leadership support.

**Superintendent / Principal (Concurrent)****Red Mesa Unified School District #27 – Teec Nos Pos, AZ | 2018–2021**

- Served as chief executive of a five-school district, overseeing academics, operations, and multimillion-dollar budgets.
- Improved student outcomes through strategic planning, attendance initiatives, and culturally responsive practices.
- Strengthened staff retention, leadership development, and community engagement with Navajo Nation stakeholders.
- Led daily operations as school principal, supervising staff, improving instruction, and implementing MTSS frameworks.

**School Principal****Abu Dhabi Ministry of Education | 2016–2018**

- Led international school operations, aligning performance with national standards and strategic goals.
- Improved instructional practices through coaching, evaluation, and curriculum alignment.
- Managed budgets, facilities, and staff while developing leadership capacity across administrative teams.

**Assistant Principal / Intern Principal****Broward County Public Schools – FL | 2010–2016**

- Supported school leadership in driving academic programs, student achievement, and operational effectiveness.

- Led school improvement initiatives, staff development, and stakeholder engagement efforts.
- Recognized as Assistant Principal of the Year finalist.

**Teacher / Behavior Specialist****Broward County Public Schools – FL | 2006–2010**

- Delivered instruction in technology education and supported student behavior through intervention strategies.
- Collaborated with staff and families to improve student outcomes and school climate.

**Deputy Sheriff****Broward County Sheriff's Office – FL | 1997–2006**

- Ensured compliance with accreditation standards, developed policies and standard operating procedures.
- Collaborated with command staff to support operational effectiveness and regulatory compliance.

**Personnel Actions Specialist****United States Army / Florida Army National Guard | 1984–1990**

- Managed personnel records, benefits coordination, and administrative processes supporting service members.

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**EDUCATION & CREDENTIALS**

- **Doctor of Education (EdD), Organizational Leadership** – Grand Canyon University
- **Master of Education (MEd), Educational Leadership** – Lynn University
- **Master of Business Administration (MBA), Human Resources** – University of Phoenix
- **Bachelor of Information Technology (BIT)** – American InterContinental University
- **Associate of Science, Business Administration** – Broward College

**Licensure:** Nevada Educational Personnel License (Exp. 6/25/2031)

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**ADDITIONAL EXPERIENCE**

- **Content Expert**, Grand Canyon University
    - Reviewed graduate-level coursework in educational leadership to ensure alignment with accreditation standards and adult learning best practices.
- 

**CORE COMPETENCIES**

Strategic Leadership • Organizational Transformation • K-12 & Postsecondary Alignment  
Data-Driven Decision Making • Policy Development & Compliance • Team Development  
Community Engagement • Budget & Resource Management • Program Evaluation

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**TECHNICAL SKILLS**

Microsoft Office Suite (Word, Excel, PowerPoint, Outlook)

# State of Nevada

## License for Educational Personnel

This License Certifies That

**Andre Ponder**

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas :

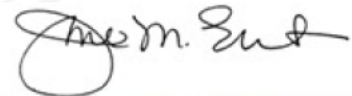
License	Grade Level	Original Endorsement Issue Date	Endorsements	License Issue Date	Expiration Date
Professional - Special	K-12	01/29/2025	School Administrator	01/29/2025	06/25/2031

### Provisions to be satisfied

Provisions	Required Due Date
All provisions have been satisfied.	

### Renewal Requirements

Renewal Requirements	Required Due Date
Must submit proof of annual professional development activities pursuant to Revised Regulation Document R088-23.	06/25/2031



**State Superintendent of Public Instruction**

Questionnaire

Please respond to the questions below. If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.

Background

1. Name of proposed charter school

The Ivy School

2. Full name

Jeneana Ponder

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information (For CMO Applicants)*
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

• Qualifications

1. Please attach your resume at the end of the Questionnaire.

I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes  No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

**Explore Academy (Instructional Coach, Principal Intern, Special Education Coordinator)**

**Nevada Rise (Instructional Coach, Math Teacher, RBG3 Lead and Literacy Specialist)**

**Equipo Academy Reading Teacher and Advisor**

*School Mission and Program*

1. What is your understanding of the proposed charter school's mission and vision?

**The Ivy School's mission and vision reflect a bold, student-centered commitment to academic excellence and social-emotional development. The school will teach core academic subjects through a mastery-based approach while teaching students to be empathetic, creative problem-solvers, and socially just leaders. There is an emphasis on cultivating *exceptional learners* through brain-based research and museum-inspired learning. This approach recognizes the diversity of student thinking, background, and ability.**

**The vision extends this foundation by imagining graduates who are resilient, socially responsible, and equipped to shape a more just, sustainable world. As a parent of an autistic child and an educator who has built programs for students with learning differences, I deeply connect with this vision. The Ivy school focuses on preparing students academically while giving them the tools to lead with purpose, compassion, and impact.**

2. What is your understanding of the proposed charter school's educational program?

**The Ivy School's educational program focuses on innovation and inclusion and is grounded in research about how students learn best. By integrating brain-based learning with museum-style, experiential education, the program aims to actively engage students in real-world, inquiry-based learning that nurtures curiosity and deep understanding.**

**Students will be supported in mastering academic content while developing critical thinking, collaboration, and social-emotional skills. This holistic approach aligns with the needs of diverse learners and provides multiple pathways for demonstrating mastery. It also reflects a whole-child philosophy that is missing in traditional educational models.**

**As someone who has led instructional coaching, special education services, and post-secondary readiness initiatives, I see this model as not only academically rigorous but also equity-driven that centers around student identity, voice, and agency throughout the learning experience.**

*Governance – For Proposed Board Members ONLY*

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

**I am a lifelong educator, program leader, and parent of an autistic child, deeply committed to whole-child education and advancing equitable outcomes for all learners. The Ivy School's mission speaks directly to my values particularly its focus on social-emotional development, critical thinking, and social justice leadership. I want to serve on the board to help build a school where every child, especially those with disabilities or from underserved communities, is empowered to reach their full potential. My perspective as a parent and professional drives my passion to advocate for each student to be supported and celebrated.**

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

**I bring over a decade of experience in K–12 education, including roles as a special education director, instructional coach, and principal intern. I’ve led student support services for over 700 students, built mentorship programs for students with learning differences, and overseen SPED compliance and training. I also bring board-level experience, having served as a founding board member of The Pride Tree, an inclusive youth nonprofit. My experience managing complex educational programs, analyzing data systems, and coaching staff equip me to provide strategic governance focusing on equity, inclusion, community, and results.**

3. For proposed board members, what is your understanding of the role of a public charter school board member?

**A public charter school board member provides governance, oversight, and accountability to ensure the school remains aligned with its mission and delivers on its academic, financial, and operational goals. Board members are not involved in day-to-day operations, but rather support the leadership team through strategic planning, policy development, and fiduciary responsibility. Additionally, a strong board member champions the voices of students and families particularly those from marginalized communities and ensures decisions are made through a lens of equity and community impact.**

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

- **Recruit and retain leadership that embodies the school’s mission of innovation, inclusion, and whole-child development.**
- **Build strong systems of accountability that measure not only academic outcomes but also social-emotional growth, engagement, and equity indicators.**
- **Ensure compliance and financial transparency while investing in staff development and culturally responsive practices.**
- **Foster authentic partnerships with families and community organizations, including those supporting neurodiverse and historically underserved populations.**
- **Use data strategically to inform continuous improvement and adapt to evolving student needs.**
- **Uphold the vision of cultivating socially just leaders by embedding DEI, student, and families voices into all aspects of school governance.**

### *Conflicts of Interest*

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in

a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Explore Academy

Describe any affiliation with any charter schools.

**An employee**

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school’s board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school’s board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school’s board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

**Seasonal worker for Teach for America.**

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

No

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, \_\_\_\_\_, declare and certify under penalty of perjury the following:  
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, \_\_\_\_\_ The Ivy School \_\_\_\_\_ (“Charter School”)  
(Proposed Charter School Name)  
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
  - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude<sup>2</sup> is prohibited from serving on a charter school board. (NRS 388A.323(3));
  - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
  - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

\_\_\_\_\_  


The Ivy School  
\_\_\_\_\_  
Proposed Charter School Name  
  
4-23-26  
\_\_\_\_\_  
Date

<sup>2</sup> Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Results-driven educational leader with over 10 years of experience in program management, instructional coaching, data-driven decision-making, and fostering academic success. Expertise in overseeing educational programs from recruitment to alumnihood, developing and leading high-performing teams, and ensuring impactful outcomes for students, teachers, and staff. Skilled in building strategic partnerships, managing complex projects, and leveraging educational data systems to drive performance improvements. Passionate about advancing racial equity and improving student achievement through innovative approaches and collaborative leadership.

### KEY COMPETENCIES

- **Teacher Experience & Impact:** Expertise in managing teacher experiences from recruitment to development, ensuring high-impact and transformative results.
- **Leadership & Team Development:** Proven success in managing diverse teams, fostering strong team culture, and driving performance outcomes across complex functions.
- **Stakeholder Engagement:** Strong relationship-building skills with local education agencies, district leaders, and university partners to enhance student outcomes and staff support.
- **Program Strategy & Execution:** Experience in developing and implementing strategic initiatives, program culture, and resources aligned with organizational goals and educational priorities.
- **Data Management & Analysis:** Expertise in utilizing educational data systems to monitor progress, assess program effectiveness, and continuously improve strategies.
- **Recruitment & Retention:** Successful track record of supporting recruitment and matriculation campaigns to bring in diverse and talented Corps Members and educational staff members..
- **Racial Equity:** Deep commitment to fostering equitable educational environments and supporting all students' and teacher aspirations through thoughtful leadership and data-driven strategies.

### PROFESSIONAL EXPERIENCE

#### Manager, Recruitment Fellow

*Teach for America (Remote) | 2024–Present*

- Recruited and mentored prospective educators through targeted calls, workshops, panels mock interviews, and Nevada-specific guidance.
- Achieved a 100% Teach For America placement rate, with 93% selecting Nevada which surpassed the 56% national regional placement average.

#### Special Education Coordinator and Program Compliance Manager

*Explore Academy, Las Vegas, NV | 2023–Present*

- Led the overhaul of the SPED compliance program, reducing IEP compliance violations by 70% through improved systems and streamlined processes.
- Lead a team to manage special education services for over 100 students, ensuring students received appropriate accommodations, modifications, and support.
- Designs and facilitates professional development sessions for teachers on special education best practices, resulting in a 45% increase in teacher compliance and student outcomes.
- Use data management tools to track student engagement, and success milestones, and implement necessary interventions.
- Develops, implements, and supervises systems and procedures to ensure appropriate internal controls

#### Director of Student Support Services

*Great Oaks Charter School, Wilmington, DE | 2018–2020*

- Led a team of Success Coaches and student support staff, overseeing the academic and post-secondary transition for 700 students, ensuring they received the necessary guidance and interventions to succeed.
- Designed and facilitated training programs for Success Coaches, resulting in a 45% improvement in student retention rates and better alignment of support strategies with school goals.

- Implemented data-driven interventions that improved student outcomes, including early identification of academic barriers and tailored support for
- Worked closely with students, families, and staff to identify academic and behavioral needs, ensuring students received timely interventions.
- Collaborated with district leaders to advocate for policy changes and resource allocation to improve services for students with disabilities.
- Managed and tracked data on student progress, developing targeted interventions for students with learning disabilities, resulting in a 75% increase in post-secondary transition development.
- Facilitated meetings between staff and families resulting in a 50% increase in family satisfaction.
- Hired, trained, and coached staff personnel and related services personnel in student support (IEP, ELL, 504, Counseling).
- Oversaw compliance programs, ensuring adherence to federal and state regulations, while providing leadership in student services for transitioning students from high school to post-secondary opportunities.
- Managed and oversaw the student services budget, ensuring efficient allocation of resources to meet student needs while maintaining compliance with state and federal regulations.
- Developed, implemented, and supervised systems and procedures to ensure appropriate internal controls within the department and trained staff on operational systems.

### **Principal Administrative Intern**

*Explore Academy, Las Vegas, NV | 2022–2023*

- Led school-wide assessments and supported the development of strategic plans to improve academic outcomes, aligning initiatives with organizational goals.
- Collaborated with the school leadership team to develop and implement a comprehensive school improvement plan, focusing on academic achievement, behavioral interventions, and inclusive practices for students with disabilities.
- Managed logistics for large-scale events, including professional development workshops, school-wide meetings, and community engagement activities, ensuring smooth operations and positive outcomes for all stakeholders.
- Developed and managed the student support services program, ensuring compliance with IEP regulations, and increasing engagement with families and students by 20%.
- Facilitated data-driven discussions with teachers, staff, and leadership to assess student progress and adjust instructional strategies, contributing to an increase in student retention and academic performance.
- Coordinated communication between various stakeholders, including families, teachers, and external partners, ensuring timely follow-ups and continuous support for students.
- Assisted in the development of professional development initiatives for teachers on differentiated instruction, ensuring alignment with school goals to improve academic outcomes, particularly for underrepresented students.
- Supported the school's budgeting and resource allocation process, ensuring equitable distribution of resources for student success, and managed funding for key student services initiatives.
- Monitored compliance with local and state regulations, contributing to successful audit preparations and maintaining high standards of operational excellence.

### **Instructional Coach | TNTP | Explore Academy | Great Oaks Charter School**

*Las Vegas, NV & Wilmington, DE | 2016–Present*

- Supported over 200 teachers in implementing effective teaching strategies, leading to enhanced academic growth for students.
- Provided both non-evaluative and evaluative feedback to teachers, improving classroom instruction and student achievement.
- Designed and delivered professional development, leading to a significant increase in student passing rates.

## **Educator and Recruitment Case Manager**

*Explore Academy, Las Vegas, NV & Various Other Locations | 2015–Present*

- Designed and launched a mentorship program for 400 students with learning differences and disabilities to close the opportunity gap in college and career access; matched students with mentors based on interests, trained mentors, and provided ongoing support.
- Achieved 100% post-secondary success rate: all students were accepted into college or developed and implemented a systems-level social impact initiative.
- Integrated digital solutions into instructional strategies, leading to a 70% increase in student engagement.
- Managed data systems and tracked student performance metrics to inform instructional adjustments.
- Achieved 100% high school graduation rates among mentees, with 95% of them transitioning to college and systemic entrepreneurship.
- Designed and managed community engagement events that connected students with local professionals, expanding career pathways for underserved students.
- Taught K-12 special education and general education resulting in an increase from a level 1 to a level 3 or 4 on state standardized tests in math and ELA.

## **EDUCATION**

### **Master of Education in Educational Leadership and Innovation**

*Arizona State University – Tempe, AZ*

### **Master of Education in Special Education**

*University of Nevada-Las Vegas – Las Vegas, NV*

### **Bachelor of Science in Biology (Minor in Chemistry)**

*Lincoln University of Pennsylvania – Lincoln University, PA*

## **CREDENTIALS**

- Nevada School Administrator Certification
- ADE Qualified Evaluator Certification
- Nevada Standard Special Education Certificate (K-12)
- Delaware Standard Secondary Special Education Certificate (6-12)
- Delaware Standard Secondary English Language Arts Certificate (6-12)

## **TECHNICAL SKILLS**

- **CRM & Data Systems:** Salesforce, Jira, Power BI
- **Project Management Tools:** Asana, Google Suite, Slack, Microsoft Office
- **LMS & EdTech:** Docebo, EdTech
- **Data Visualization & Design:** Adobe, Canva
- **Communication Tools:** Zoom, Teams, Slack, Calendly

## **COMMITTEE INVOLVEMENT & ACHIEVEMENTS**

- Teach for America Operations Specialist | 2024–Present
- The New Teacher Project Instructional Coach and School Evaluator 2023-present
- Teach for America DEIF | 2021–2023
- Teach for America Lesson Prep Specialist | 2023
- Leadership Team & Diversity and Inclusion Committee Member
- Founding Board Member for the Pride Tree 2020-2022
- Harvard Data Wise Institute Fellow | 2019–2021
- DPAS II Evaluator Certification

# State of Nevada

## License for Educational Personnel

This License Certifies That

**Jeneana Ponder**

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas :

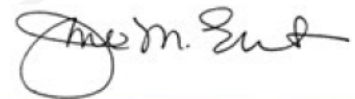
License	Grade Level	Original Endorsement Issue Date	Endorsements	License Issue Date	Expiration Date
Professional - Special Education	K-12	10/05/2016	Generalist	05/18/2023	06/02/2029
Professional - Special	K-12	05/18/2023	School Administrator	05/18/2023	06/02/2029

### Provisions to be satisfied

Provisions	Required Due Date
All provisions have been satisfied.	

### Renewal Requirements

Renewal Requirements	Required Due Date
Must submit proof of annual professional development activities pursuant to NAC 391.065.	06/02/2029



**State Superintendent of Public Instruction**

**Questionnaire**

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

**Background**

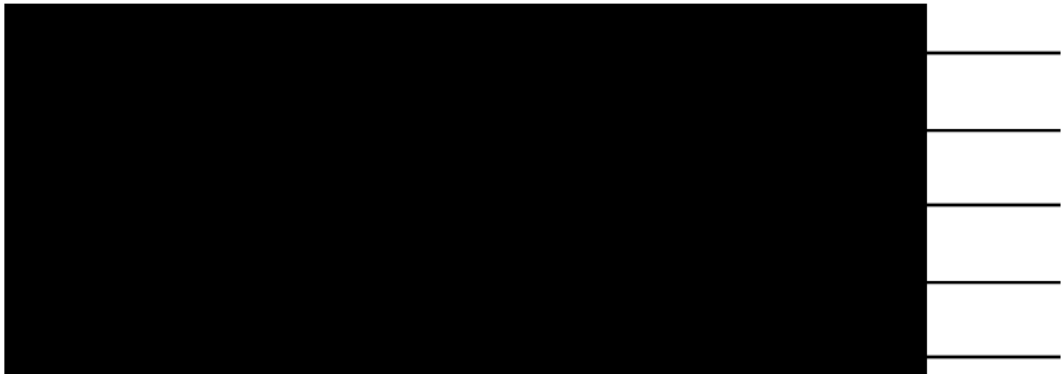
1. Name of proposed charter school

The Ivy School

2. Full name

Amaya Bleu

3. Home Address



4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

**Qualifications**

1. *Please attach your resume at the end of the Questionnaire.*

I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes       No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

**School Mission and Program**

1. What is your understanding of the proposed charter school's mission and vision?

**The Ivy School seeks to empower and inspire students to achieve academic excellence, develop strong social-emotional skills, be creative, and become engaging, socially just leaders.**

2. What is your understanding of the proposed charter school's educational program?

**Through brain-based research and museum learning, we ensure that 100% of our students demonstrate mastery of core subjects and exhibit empathy, critical thinking, and problem-solving skills.**

**Governance – For Proposed Board Members ONLY**

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

**I wish to serve on the board of the Ivy Charter School to help shape an innovative, student-centered educational environment that empowers every learner. I believe in fostering academic excellence through equity, community engagement, and visionary leadership. My commitment is to support a school culture where all students can thrive and reach their fullest potential.**

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.
-

**As a dedicated educator with over 28 years of experience in early childhood education and the founder of Foothills Montessori School, I created a thriving learning environment rooted in the Montessori philosophy, which fosters independence, curiosity, and a love for learning in young children. With formal Montessori training, I have guided countless students in developing critical thinking skills and self-confidence.**

**In addition to my work in Montessori education, I have extensive experience teaching English as a Second Language (ESL) and supporting learners with neurodivergent needs. My approach is centered on individualized instruction, recognizing and nurturing each child's unique strengths. Passionate about creating inclusive and engaging classrooms, I committed to helping all children reach their full potential.**

3. For proposed board members, what is your understanding of the role of a public charter school board member?

**A public charter school board member serves as a steward of the school's mission, ensuring academic excellence and organizational integrity. They provide strategic oversight, financial accountability, and policy guidance to support the school's leadership. With a focus on students first, they champion innovation, equity, and community engagement in public education.**

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

**Establish a Clear Vision and Mission  
Hire and Support Strong School Leadership  
Develop Robust Governance Policies  
Ensure Financial Health and Transparency  
Monitor Academic Performance  
Engage the Community  
Ensure Legal and Charter Compliance  
Plan for Facilities and Operations  
Focus on Equity and Inclusion  
Evaluate Board Effectiveness**

### ***Conflicts of Interest***

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in

a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: **Self-employed artist**

Describe any affiliation with any charter schools. **None**

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

**Not applicable**

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school’s board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school’s board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school’s board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

**Not applicable**

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

**Not applicable**

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

**Not applicable**

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

**Not applicable**

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

**Not applicable**

Assurances and Certification

I, Amaya Bleu, declare and certify under penalty of perjury the following:  
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, The Ivy School ("Charter School")  
(Proposed Charter School Name)  
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
  - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude<sup>2</sup> is prohibited from serving on a charter school board. (NRS 388A.323(3));
  - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
  - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Amaya Bleu

The Ivy School

\_\_\_\_\_  
Name

\_\_\_\_\_  
Proposed Charter School Name

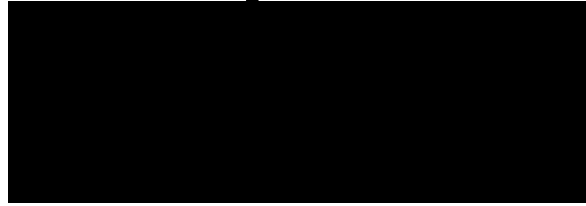
4.15.2026

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

<sup>2</sup> Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

## Amaya Bleu



### PROFESSIONAL SUMMARY

Experienced leader with over 28 years in education, program management, and talent development. Recognized for founding and managing successful Montessori schools, designing innovative curricula, and empowering educators through tailored professional development. Skilled in fostering strategic partnerships, leading teams, and driving measurable improvements in student outcomes. Passionate about creating equitable educational opportunities and building collaborative learning environments.

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### PROFESSIONAL EXPERIENCE

#### *Foothills Montessori School | 2000–2013 Henderson, NV*

##### *Founder & Director*

- Established and managed a highly regarded Montessori school, fostering a culture of academic excellence and inclusivity.
- Designed student-centered curricula and professional development aligned with Montessori principles and best practices.
- Recruited, mentored, and supported educators to ensure exceptional teaching quality and growth.
- Built partnerships with local organizations to expand access to educational resources and enhance programming.

##### *Educational Consultant & Program Facilitator*

*Teacher & Curriculum Developer*

- Created and implemented engaging, developmentally appropriate curricula for K–8 students.
- Mentored fellow educators, facilitating professional learning communities and sharing best practices.
- Experimented with and refined teaching models to better meet the needs of diverse learners.

***Montessori Training of Southern Nevada | 2005–2013 Henderson, NV***

- Delivered workshops and coaching for educators on leadership, instructional methods, and classroom management.
- Evaluated educational programs and recommended improvements based on data analysis and industry trends.
- Partnered with nonprofits to design innovative professional development opportunities for teachers and administrators.

***European Montessori School | 1997–2000 Brussels, Belgium****Teacher & Curriculum Developer*

- Developed curriculum and instructional strategies tailored to K–8 students' individual needs.
- Supported peers as a mentor, encouraging collaboration and continuous professional growth.
- Piloted innovative teaching approaches to enhance student engagement and success.

***Planet Kids (Dual Language Preschool) | 1995–1997 Stockholm, Sweden****Founder & Director*

- Established a bilingual (English/Swedish) preschool, providing a unique early childhood education experience.
- Designed curriculum and training programs rooted in Montessori methods.
- Recruited and supported a talented team of educators, fostering a nurturing and inclusive school culture.

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## KEY ACHIEVEMENTS

- Founded, scaled, and sold a successful Montessori school, serving the community while maintaining operational excellence.
  - Designed and facilitated impactful professional development workshops, leading to significant improvements in educator performance and student outcomes.
  - Created educational programming that enhanced student engagement and achievement across diverse populations.
- 

## EDUCATION

- Montessori Certifications:
    - Infant/Toddler, 3–6 Years – London Montessori Centre, 1994
    - 6–12 Years – Montessori Opportunities, 2003
- 

## SKILLS

- Leadership & Mentorship: Experienced in guiding teams, managing projects, and coaching for professional growth.
- Curriculum Design: Expertise in developing innovative, student-focused curricula.
- Strategic Collaboration: Adept at building partnerships with community stakeholders to enhance educational programs.
- Data-Driven Improvement: Skilled in program evaluation and refinement for measurable success.
- Facilitation & Training: Proficient in leading impactful adult learning sessions.
- Technology: Proficient in Microsoft Office Suite, Google Workspace, and collaborative tools.

## ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

### Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

### Background Information Regarding Charter School Governing Boards

#### *Charter School Board Member Responsibilities*

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: [https://charterschools.nv.gov/ForSchools/Governance\\_Standards/](https://charterschools.nv.gov/ForSchools/Governance_Standards/).

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

#### *Charter School Board Composition and Member Qualifications*

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher<sup>1</sup> or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

<sup>1</sup> Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

### ***Charter School Board Member Required Training***

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224.

Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: [https://charterschools.nv.gov/ForSchools/Governance\\_Standards/](https://charterschools.nv.gov/ForSchools/Governance_Standards/).

## Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

### Background

1. Name of proposed charter school

**The Ivy School**

2. Full name

**Jacinta Raines**

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

### Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

- I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

- Yes  No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

**Not applicable.**

*School Mission and Program*

1. What is your understanding of the proposed charter school's mission and vision?

**The Ivy School's mission is about helping every student excel academically while also growing into emotionally strong, creative, and socially conscious individuals. By using brain-based learning and museum-style experiences, the school ensures students not only master core subjects but also build empathy and critical thinking. The vision focuses on shaping students into innovative, resilient leaders who are empowered to use their talents to make the world more just, sustainable, and successful.**

2. What is your understanding of the proposed charter school's educational program?

**The Ivy School's educational program stands out to me because it focuses on developing the whole child—not just academically, but emotionally and socially as well. I'm drawn to the use of brain-based research and museum learning because it makes learning hands-on and meaningful, which I believe helps students truly connect with what they're learning. I also appreciate the commitment to supporting all learners. This inclusive, engaging, and empowering approach aligns with my own values around education—where every child is given the tools and support to thrive and grow into thoughtful, capable leaders.**

*Governance – For Proposed Board Members ONLY*

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

**I am eager for the opportunity to join the charter school board because I am deeply committed to ensuring all students have access to high-quality education rooted in accountability, equity, and innovation. As a dedicated community member, I believe in the transformative power of public education and want to help steward our school's mission with integrity and transparency. I am a product of public education and believe in the importance of enhancing accessibility for quality education for all. I take seriously the fiduciary responsibilities and ethical standards that come with being a public officer. My goal is to contribute to a governance team that supports strong academic outcomes and responsible use of public funds. I am particularly motivated by the opportunity to serve in a role that directly impacts student success and long-term community growth. With a collaborative mindset and a deep respect for public trust, I'm ready to lead and serve.**

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

**I bring a combination of professional experience and personal commitment that directly align with the responsibilities of serving on a charter school board. I have experience 20 years of experience in human resources and civic organizations which have equipped me with a solid understanding of governance, compliance, and ethical decision-making. I am familiar with fiduciary oversight, managing public resources responsibly, and ensuring transparency in organizational operations. My collaborative approach and strategic mindset will support the board's role in monitoring academic performance, financial health, and fulfillment of the school's charter obligations. I am ready to contribute meaningfully to the long-term success of the school and the students it serves.**

3. For proposed board members, what is your understanding of the role of a public charter school board member?

**I believe the purpose of serving on the board of The Ivy School is to ensure that every decision made is in service of improving the long-term quality of life for all students, especially those who have historically been underserved. As a board member, my role is to provide strong, ethical governance and strategic oversight that supports the school's mission and vision, which are intentionally designed to meet the needs of these underserved students. This includes ensuring academic excellence, equity, and access for students with disabilities, English Language Learners, economically disadvantaged students, at-risk youth, and those performing above or below grade level. Serving on the board means being a steadfast advocate for all students, holding the school accountable to its charter, and supporting leadership in building a sustainable and inclusive educational model that truly changes life trajectories.**

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

**To ensure the success of The Ivy School, the proposed charter school board must take several key steps. First, we must establish clear governance structures and uphold all legal and ethical standards, including compliance with Nevada's Open Meeting Law and Code of Ethics. Second, we need to hire and support a strong school leader aligned with our mission, and hold that leader accountable through transparent performance evaluations. Third, we must set measurable academic, financial, and operational goals and monitor progress consistently—especially for student subgroups such as English Language Learners, students with disabilities, and economically disadvantaged students. Fourth, the board should ensure community and family engagement is built into the school's culture, especially given our focus on historically underserved zip codes. Finally, we must steward public funds responsibly and make data-informed decisions that center student outcomes and long-term impact.**

#### *Conflicts of Interest*

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer:

**UnitedHealth Group**

Describe any affiliation with any charter schools.

**Personally and professionally, I do not have any affiliation with any charter schools.**

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

**Not applicable.**

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

**Not applicable.**

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

**Not applicable**

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

**Not Applicable**

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

**Not applicable.**

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

**Not applicable.**

Assurances and Certification

I, Jacinta Raines, declare and certify under penalty of perjury the following:  
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, The Ivy School (“Charter School”)  
(Proposed Charter School Name)  
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
  - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude<sup>2</sup> is prohibited from serving on a charter school board. (NRS 388A.323(3));
  - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
  - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*


Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Jacinta Raines

The Ivy School

\_\_\_\_\_  
Name

\_\_\_\_\_  
Proposed Charter School Name

  
\_\_\_\_\_  
Signature

\_\_\_\_\_  
April 24, 2026

\_\_\_\_\_  
Date

<sup>2</sup> Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.



## CAREER SUMMARY

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Results-driven HR Director with 19 years of progressive human resources leadership spanning every core discipline — employee relations, talent acquisition, compensation & benefits, training & development, and compliance. A trusted executive advisor and 12-year people manager with a track record of building high-performing HR teams, driving enterprise-wide culture transformation, and delivering measurable business outcomes. Industry-agnostic leader who thrives in complex, fast-paced environments and is uniquely positioned to step into the next level of organizational leadership.

## SIGNATURE ACHIEVEMENTS

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- ◆ Delivered \$10M+ in savings through strategic retention initiatives, engagement-driven culture, and compliance strategy that minimized legal exposure and financial risk across enterprise organizations.
- ◆ Revitalized an underperforming COE by launching a targeted Stay Interview program; introduced a bonus and referral initiative that achieved 75% workforce retention and a 35% increase in customer retention within 3 months.
- ◆ Built and executed a 9-box talent framework to identify high-potential successors for critical executive roles — boosting top talent retention by 20% within 6 months through targeted leadership coaching and succession planning.
- ◆ Sustained 120% hospital staffing during COVID-19 amid global nurse shortages, enabling a medical center to serve 2x the patient volume of peer facilities through creative workforce and partnership strategies.

## CORE COMPETENCIES & SKILLS

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### LEADERSHIP & STRATEGY

- Executive Stakeholder Alignment
- Transformational Leadership
- Organizational Development
- Decisive Judgment
- Emotional Intelligence
- Change Management

### HR EXPERTISE

- Employee & Labor Relations
- Talent Acquisition & Management
- Compensation & Benefits
- Training & Development
- Succession Planning
- Mergers & Acquisitions

### TECHNICAL PROFICIENCIES

- Workday / iSight
- ADP Workforce Now
- UltiPro / UKG
- PeopleSoft
- Salesforce / ServiceNow
- HRIS Transformation

## PROFESSIONAL EXPERIENCE

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### Founding Board Member / Executive HR Director

2024 – Present

#### The Ivy School · Las Vegas, NV (Remote)

- ▶ Architected and launched the school's entire HR infrastructure from the ground up — designing, authoring, and implementing all HR operational policies, procedures, and compliance frameworks across a newly established institution.
- ▶ Spearheaded full-cycle Talent Acquisition and Workforce Strategy for academic and administrative staff, including sourcing, interviewing, selection, and onboarding of teachers and leadership personnel — ensuring alignment with the school's culture, mission, and growth objectives.
- ▶ Developed and executed a comprehensive Employee Retention Strategy encompassing competitive benefits design, payroll administration, learning & development programming, and structured career pathways to attract and retain top educational talent.

- ▶ Served as the primary steward of employee relations, overseeing disciplinary processes, performance management, and terminations with a consistent, legally compliant, and people-first approach that safeguards both staff and institutional integrity.
- ▶ Championed community engagement as a strategic HR function — actively networking, marketing, and educating the broader Las Vegas community on the Ivy School's mission and value proposition, directly contributing to increased enrollment and brand awareness.

## Senior Employee Relations Case Manager

2024 – Present

UnitedHealth Group · Minnetonka, MN (Remote)

- ▶ Led AI transformation for enterprise-wide Employee Relations function supporting 400,000+ employees, resulting in a 15% increase in operational efficiency through strategic implementation and team training.
- ▶ Mitigated over \$1M in potential legal risk by implementing compliant, strategically aligned HR and employee relations practices across high-risk case areas.
- ▶ Oversaw a team of 9 Senior ER Analysts delivering enterprise-wide support for C-suite executives across complex investigations, leadership coaching, workforce planning, and risk mitigation. Managed end-to-end ER investigations including harassment, discrimination, retaliation, and workplace bullying. Led global HR teams across Canada, Mexico, India, the Philippines, LATAM, and the Caribbean. Spearheaded national reductions-in-force, California's Alternative Work Schedule program, and cross-functional policy initiatives with HR, Legal, and Talent.

## Senior Employee Relations Manager

2021 – 2023

AbbVie, Incorporated · North Chicago, IL (Remote)

- ▶ Directed Phase 3 integration of Allergan Aesthetics' \$63B acquisition into AbbVie, overseeing workforce alignment strategy for 10,000+ employees including compensation restructuring and executive ER training.
- ▶ Orchestrated enterprise-wide Workday HRIS implementation for 400,000+ employees, achieving a 30% increase in platform utilization and establishing a 24-hour resolution SLA for system issues.
- ▶ Led 6 Senior HR Business Partners managing global investigations, performance strategy, and culture transformation. Increased benefits platform engagement by 22% and advanced workplace equity through ADA and accommodations strategy.

## Senior HR Client Manager / HR Business Partner

2018 – 2021

Providence Cedars-Sinai Tarzana Medical Center · Tarzana, CA (Hybrid)

- ▶ Sustained 120% staffing for a 3,000-person hospital during COVID-19, enabling the facility to serve 2x the patient volume of peer institutions through premium pay incentives, national agency partnerships, and a shared workforce model.
- ▶ Designed and executed an employee engagement initiative that increased overall retention by 35% within 18 months, drove a 42% increase in engagement scores, and reduced first-year attrition by 27% — a model adopted across multiple departments.
- ▶ Managed 6 HR Business Partners, oversaw a \$225,000 departmental budget, and supported SEIU and NUHW union environments. Led end-to-end ER investigations and advised C-suite executives on talent strategy, workforce planning, and compliance.

## Lead (Senior) HR Business Partner

2017 – 2018

Desert Financial Credit Union · Phoenix, AZ (Onsite)

- ▶ Developed a year-long rotational succession program integrating executive coaching and hands-on C-suite experience, achieving a 75% increase in retention of high-potential executive talent.
- ▶ Spearheaded an enterprise-wide performance management training initiative, driving 100% leader readiness and transforming organizational feedback culture across all levels from frontline to C-suite.
- ▶ Implemented a Stay Interview process that cut turnover by 26%, scaled workforce by 30% through targeted recruitment, and led Talent Review and Succession Planning to elevate top talent into critical roles.

## HR Regional Manager / AVP, Employee Relations Manager

2014 – 2017

Bank of America | 24/7 Intouch | Recovery Innovations · Phoenix, AZ (Onsite)

- ▶ Built and scaled a customer service and sales center from 50 to 3,000 employees in one year, driving revenue growth from \$2M to \$50M while developing culture, policies, and an onboarding program that boosted retention by 6x.
- ▶ Piloted a comprehensive driver safety program for a behavioral health company, reducing workers' compensation claims by 60% and saving over \$500,000 through proactive compliance, monitoring, and insurance renegotiation.
- ▶ Led end-to-end HR operations including benefits, compliance, performance management, recruitment, FMLA, payroll, and talent acquisition across multi-state environments with global team members.

*Additional experience available upon request.*

## EDUCATION

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**Master of Arts – Human Resources Management** *Keller Graduate School of Management, Oak Brook, IL*

**Bachelor of Arts – Education**

*Illinois State University, Normal, IL*

## ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

### Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

### Background Information Regarding Charter School Governing Boards

#### *Charter School Board Member Responsibilities*

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: [https://charterschools.nv.gov/ForSchools/Governance\\_Standards/](https://charterschools.nv.gov/ForSchools/Governance_Standards/).

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

#### *Charter School Board Composition and Member Qualifications*

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher<sup>1</sup> or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

<sup>1</sup> Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

### ***Charter School Board Member Required Training***

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224.

Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: [https://charterschools.nv.gov/ForSchools/Governance\\_Standards/](https://charterschools.nv.gov/ForSchools/Governance_Standards/).

### Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

#### Background

1. Name of proposed charter school

**The Ivy School**

2. Full name

**Ayesha Rabbani Mehdi**

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

#### Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

- I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

- Yes  No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

*School Mission and Program*

1. What is your understanding of the proposed charter school's mission and vision?

**My understanding is that The Ivy School is a proposed brain-based K–8 museum charter school serving Las Vegas students. Its mission is to help every student achieve academic excellence, develop strong social-emotional skills, and grow into a confident, resilient, and socially conscious leader. The school's vision is rooted in the belief that all children can thrive when instruction reflects how the brain learns best, especially students with language-based learning differences such as dyslexia and autism. The Ivy School's model is also designed to expand educational opportunity for families seeking an innovative public school option that combines rigorous academics, equity, empathy, critical thinking, and leadership development.**

2. What is your understanding of the proposed charter school's educational program?

**My understanding is that The Ivy School's educational program will combine brain-based teaching and learning, museum-based inquiry, multisensory instruction, project-based learning, and social-emotional development. The program is designed to support mastery of core academic subjects while also building curiosity, communication, problem-solving, compassion, and leadership. The model appears especially intentional for students with language-based learning differences by using research-informed instructional practices, including multisensory learning and Orton-Gillingham aligned methods. Students will learn through classroom instruction, inquiry, projects, museum and community-based experiences, and opportunities to present and apply their learning in authentic ways.**

*Governance – For Proposed Board Members ONLY*

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

**I wish to serve on the board because I believe The Ivy School addresses a meaningful need in Las Vegas: a high-quality public school option that is academically rigorous, inclusive, innovative, and responsive to how children actually learn. As a Nevada attorney, parent, and community member, I am committed to supporting institutions that expand access, protect students, and serve families with integrity. I am particularly drawn to The Ivy School's focus on students with language-based learning differences and its commitment to combining academic excellence with social-emotional growth, equity, and leadership. My goal as a board member would be to provide thoughtful legal, governance, compliance, and fiduciary oversight so the school can fulfill its public mission responsibly and sustainably.**

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

**I have lived in Nevada for nearly 17 years and practiced law for more than 10 years, with significant experience in health law, governance, regulatory compliance, contracts, risk management, fiduciary duties, and organizational oversight. My practice requires me to advise organizations on compliance, operations, board-level decision-making, vendor issues, conflicts of interest, and responsible stewardship of resources.**

**I also bring experience in education, community service, and nonprofit governance. I previously served as adjunct faculty at UNLV and have remained involved in mentoring students and supporting educational access.**

**As a lawyer board member, I understand that my role is to support strong governance, sound judgment, issue spotting, ethical oversight, and legal compliance, not to serve as the school's legal counsel unless separately retained.**

3. For proposed board members, what is your understanding of the role of a public charter school board member?

**My understanding is that a public charter school board member serves in a position of public trust and fiduciary responsibility. The board is responsible for governance, not day-to-day management. Its role is to ensure that the school fulfills its charter contract, complies with applicable law, protects public funds, monitors academic and organizational performance, and remains accountable to students, families, the sponsor, and the public.**

**A board member must understand and comply with Nevada’s Open Meeting Law, public officer ethics requirements, conflict-of-interest rules, governance standards, and required training obligations. The board must also support and evaluate school leadership, approve policies and budgets, monitor performance data, ensure strong internal controls, and act in the best interests of the school and the students it serves.**

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

**Before opening, the board should establish the legal and governance foundation for the school. This includes adopting bylaws, conflict-of-interest policies, financial controls, compliance calendars, board training, and clear public meeting practices. The board should also ensure that the charter application, budget, facility plan, staffing plan, enrollment plan, academic model, and special education supports are realistic, legally compliant, and aligned with The Ivy School’s mission.**

**After approval, the board’s role is oversight, not day-to-day management. The board should monitor academic outcomes, finances, legal compliance, student services, leadership performance, and progress toward charter contract goals. As a lawyer board member, I would focus on sound governance, risk management, transparency, and keeping students and families at the center of every decision.**

### *Conflicts of Interest*

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer:

**Zumpano Patricios & Helsten, PLLC**

Describe any affiliation with any charter schools.

**To the best of my knowledge, neither I nor my employer is currently affiliated with any charter school through my employment. Neither I nor my employer is currently proposed to provide paid legal or other services to The Ivy School. If my employer is ever considered for paid services to The Ivy School, I understand that this may create a conflict or board eligibility issue under Nevada charter school governance rules. I would disclose the issue immediately and comply with all applicable ethics, recusal, sponsor, and board eligibility requirements.**

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

**To the best of my knowledge, neither I nor my employer is currently proposed to enter into a contract to provide services, for profit, to The Ivy School. If that changes, I will disclose it immediately and understand that I may not be able to continue serving on the board if my employer enters into a paid services contract with the school.**

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.



## Assurances and Certification

I, Ayesha Rabbani Mehdi, declare and certify under penalty of perjury the following:  
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, The Ivy School ("Charter School")  
(Proposed Charter School Name)  
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
  - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude<sup>2</sup> is prohibited from serving on a charter school board. (NRS 388A.323(3));
  - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
  - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Ayesha Mehdi

Name

Signature

The Ivy School

Proposed Charter School Name

4/24/2026

Date

<sup>2</sup> Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.



## Ayesha R. Mehdi, Esq.

### EXPERIENCE

#### **ZUMPAÑO PATRICIOS & HELSTEN, PLLC**

*Partner in Charge— Health Care Corporate, Regulatory & Managed Care Counsel*

Las Vegas, NV  
Jan 2026 – Present

- Lead the Las Vegas health care practice, representing health systems, physician groups, MSOs, investors, and licensed practitioners in corporate, regulatory, compliance, and managed care matters involving transactions, payor disputes, reimbursement, contracting, licensure, and governance.

#### **SPENCER FANE, LLP**

*Partner – Health Care Corporate & Regulatory Counsel*

Las Vegas, NV  
2020 – Dec 2025

- Represent physician groups, MSOs, and investors in multi-state mergers, acquisitions, and corporate restructurings, advising on deal strategy, diligence, and post-closing integration. Structure and negotiate MSAs, employment, and operating agreements to ensure compliant ownership, compensation, and governance under CPOM and federal fraud-and-abuse laws. Serve as primary outside counsel on healthcare transactions, regulatory enforcement, and dispute resolution, including mediation and arbitration of contractual and ownership matters, while advancing firmwide growth through client relationships and industry thought leadership.

#### **FRIER LEVITT, LLC**

*Local Counsel – Regulatory & Compliance Advisory*

Roseland, NJ  
2018 – 2020

- Advised independent and specialty pharmacies on PBM audits, telepharmacy licensing, and controlled-substance compliance, collaborating with national counsel to develop and implement multi-state regulatory and risk-management strategies.

#### **FRONTIER HEALTH LAW**

*Principal Attorney – Transactions & Compliance*

Las Vegas, NV  
2016 – 2020

- Founded and managed a boutique healthcare practice advising physician groups, MSOs, and providers on compliance, contracting, and enforcement, overseeing contract attorneys and staff on regulatory and transactional projects.

#### **NUTILE LAW**

*Associate Attorney – Regulatory & Corporate Governance*

Las Vegas, NV  
2015 – 2016

- Supported senior counsel in drafting corporate documents, compliance policies, and governance materials for medical and dental practices. Assisted in state and federal regulatory filings, entity formation, and board compliance.

#### **EIGHTH JUDICIAL DISTRICT COURT**

*Judicial Intern, Eighth Judicial District Court, Chambers of Hon. Gloria Sturman*

Las Vegas, NV  
2014 – 2015

- Researched and drafted memoranda on complex commercial disputes to inform judicial decisions on liability and enforcement.

#### **UNIVERSITY OF NEVADA**

*Adjunct Faculty, Legal and Health Policy Education*

Las Vegas, NV  
2010 – 2012

- Taught a course on healthcare law, governance, and compliance frameworks within regulated systems.

#### **HOPE CANCER CARE OF NEVADA**

*Co-founder and Managing Director*

Las Vegas, NV  
2010 – 2014

- Founded and scaled oncology clinics in Southern Nevada, expanding access to care and strengthening community partnerships.

### EDUCATION

#### **GEORGETOWN UNIVERSITY LAW CENTER**

*Master of Laws in National and Global Health Law*

Washington, DC  
May 2025

#### **UNIVERSITY OF KANSAS SCHOOL OF LAW**

*Juris Doctor (Professor William R. Scott Scholarship recipient)*

Lawrence, KS  
May 2010.

*Activities:* Research Assistant, Prof. Raj Bhala; Senior Staff Articles Editor, Kansas Journal of Law and Public Policy; Young Global Leaders' Summit, Oklahoma State; Law Clerk, Polsinelli, P.C.; Legal Extern, Family Health Care Legal Services Clinic; Student Attorney, Shawnee County District Attorney's Office; Participant, Health Law Moot Court, Southern Illinois University School of Law; KU Law Representative, Dean's Fellow.

#### **UNIVERSITY OF KANSAS MEDICAL CENTER**

*Master of Health Services Administration*

Kansas City, KS  
May 2010

#### **WALSH COLLEGE**

*Bachelor of Business Administration in Finance*

Troy, MI  
August 2004

## **OTHER INFORMATION**

### **Professional Leadership and Affiliations:**

- Clark County Bar Association: *Member* (2015 – Present).
- Medical Group Management Association: *Member and Speaker* (2016 – Present).
- American Bar Association (ABA): *Chair, Healthcare Fraud & Compliance Interest Group* (2021 – 2023).
- American Health Law Association: *Member, Speaker, and Author, False Claims Act Toolkit* (2016 – Present).
- South Asian Bar Association, Las Vegas Chapter: *Vice President* (2022 – 2024).

### **Community Leadership:**

- University of Kansas School of Law: *Board of Governors Member* (2017 – Present).
- Clark County Medical Society Alliance: *Board Member* (2018 – 2019).
- American Health Law Association: *Leadership Development Program Participant* (2019 – 2020).

### **Awards and Recognitions:**

- Leading Lawyers of Las Vegas, Real Vegas Magazine (2021 – 2025): Recognized among the region's leading law professionals.
- Women Inspiring Nevada Award, Vegas Inc. (2021): Honored on the cover alongside Nevada's most influential women.
- Top Lawyers, Up and Coming, Vegas Inc. (2020): Recognized for rapid ascension in the legal field in Las Vegas.
- Power Players, Vegas Magazine (2020): Acknowledged for innovation and leadership across private sectors.

### **Selected Publications:**

- "COVID-19 Vaccination Mandates: Legal Implications," ABA, Health eSource (2022).
- "Legal Risks in Medical Spas: Understand the Legal Risks," Vegas Inc.'s Health Care Quarterly (2021).
- "The Stark Law and Anti-Kickback Statute (Comparative Legal Perspectives on Regulatory Compliance)," Clark County Bar Association, Communiqué Magazine (2021).
- "False Claims Act Toolkit," American Health Law Association, Fraud and Abuse Practice Group publication (2020).
- "Balance Billing, Upcoming Legislation" Vegas, Inc., Health Care Quarterly Magazine (2019).
- "Legal Considerations for Healthcare Providers in Digital Discourse," Vegas, Inc., Health Care Quarterly Magazine (2019).

### **Notable Speaking Engagements:**

- "Healthcare Compliance and Institutional Risks," Medical Group Management Association Annual Conference (2023).
- "Legislative Developments in Healthcare Policy," Annual Nevada Healthcare Forum (2022).
- "Health Policy and Compliance Frameworks," Keynote Speaker, Nevada Women's Leadership Summit (2022).
- "Risk and Compliance in Healthcare Transactions," American Health Law Association Conference (2019).
- "Legal Ethics in Healthcare Transactions," American Bar Association Annual Health Law Conference (2019).

**Questionnaire**

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

**Background**

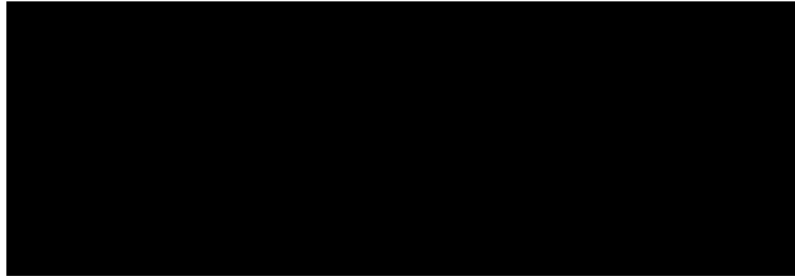
1. Name of proposed charter school

**The Ivy School**

2. Full name

**Shannon Yvette Blaess**

3. Home Address



4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information (For CMO Applicants)*
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

**Qualifications**

1. *Please attach your resume at the end of the Questionnaire.*

I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes       No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

*School Mission and Program*

1. What is your understanding of the proposed charter school's mission and vision?

**The Ivy School seeks to redefine what it means to educate--- with a mission rooted in both scientific understanding and moral clarity. It stands for the belief that all children, including those with dyslexia or autism, deserve an education that honors their potential, not in spite of their difference but because of them. Its vision is quietly radical: to cultivate minds that are not only academically capable, but ethically grounded and socially aware. Through research-backed instruction and immersive, museum based inquiry, The Ivy School nurtures students who can think critically, feel deeply, and act wisely. It is a model of education that insists on both excellence and empathy--- preparing children not to simply succeed, but to contribute meaningfully to the world around them.**

2. What is your understanding of the proposed charter school's educational program?

**The school is centered around structured literacy, multisensory methods and the Science of Reading. Its program is thoughtfully designed to identify learning needs early, tailor instruction with intention, and train educators in methods proven to close achievement gaps. There's a deep respect for neurodivergent learners--- and a commitment to making sure no child is left behind because their brain works differently.**

*Governance – For Proposed Board Members ONLY*

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

**I have spent over a decade working in the advocacy space for children with learning disabilities, and the need is urgent. I've witnessed both the heartache and the hope that families carry. I want to help build a school that responds to those families with substance and grace.**

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

**As President of Decoding Dyslexia Nevada, I've helped on statewide and national efforts, community partnerships, and national research collaborations in literacy and learning sciences. My work often bridges neuroscience, education, and advocacy. I understand both the responsibility and privilege of public service, and I bring a thoughtful strategic lens of governance.**

3. For proposed board members, what is your understanding of the role of a public charter school board member?

**A board member's role is to lead with clarity and integrity--- not to manage operations but to steward the school's mission, ensure accountability, and act in the public interest. It requires discernment, fiscal oversight, and a steady hand through both challenges and change. Above all, it requires putting students first.**

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

**Selecting a school leader who is visionary, grounded and deeply aligned with our mission.**  
**Ensuring financial transparency and long – term sustainability.**  
**Using data as a compass, while never losing sight of the human story behind the numbers.**  
**Building trust – with families, educators and the community.**  
**Staying vigilant about inclusivity, rigor and high expectations.**

#### *Conflicts of Interest*

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: **Cirrus Aviation**

Describe any affiliation with any charter schools.

**Neither I nor my employer are affiliated with any charter schools.**

## 2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

## 3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

## 4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

**Decoding Dyslexia Nevada - President**

**The Dyslexia Foundation – Board Member**

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

**Not that I am aware of.**

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

## Assurances and Certification

I, Shannon Yvette Blaess, declare and certify under penalty of perjury the following:  
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, The Ivy School ("Charter School")  
(Proposed Charter School Name)  
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
  - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude<sup>2</sup> is prohibited from serving on a charter school board. (NRS 388A.323(3));
  - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
  - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*


Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Shannon Yvette Blaess

Name

The Ivy School

Proposed Charter School Name



Signature

4.20.2026

Date

<sup>2</sup> Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

# SHANNON YVETTE BLAESS

## NEURODIVERGENT ADVOCATE

### EXPERIENCE

#### EXECUTIVE ASSISTANT - PRESENT

Cirrus Aviation

- Manage calendar, travel, and meetings for the President
- Support daily operations and administrative tasks
- Maintain strict confidentiality, professional communication, and seamless coordination with high-level clients

#### BOARD MEMBER - PRESENT

Dyslexia Foundation

- Attend and volunteer at national conferences, supporting onsite needs and program success
- Actively amplify the foundation's mission as a public voice and community figure
- Host fundraising events to support conference programming and expand awareness

#### PRESIDENT - PRESENT

Decoding Dyslexia Nevada

- Lead statewide efforts to improve literacy outcomes for students with dyslexia through education, awareness, and collaboration
- Build community coalitions and secure funding to support early screening and structured literacy programs
- Coordinate parent education initiatives and foster partnerships with schools and local organizations

### KEY ACHEIVEMENTS

Participated in statewide programs improving access for students with learning disabilities.

Recognized as a leader in educational advocacy and nonprofit leadership.

Miss World America National Finalist  
(Advocacy Platform)

### SKILLS

Education Advocacy & Community  
Engagement

## ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

### Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

### Background Information Regarding Charter School Governing Boards

#### *Charter School Board Member Responsibilities*

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here: <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here: <https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here: [https://charterschools.nv.gov/ForSchools/Governance\\_Standards/](https://charterschools.nv.gov/ForSchools/Governance_Standards/).

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

#### *Charter School Board Composition and Member Qualifications*

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher<sup>1</sup> or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

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<sup>1</sup> Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

### ***Charter School Board Member Required Training***

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224.

Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: [https://charterschools.nv.gov/ForSchools/Governance\\_Standards/](https://charterschools.nv.gov/ForSchools/Governance_Standards/).

**Questionnaire**

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

**Background**

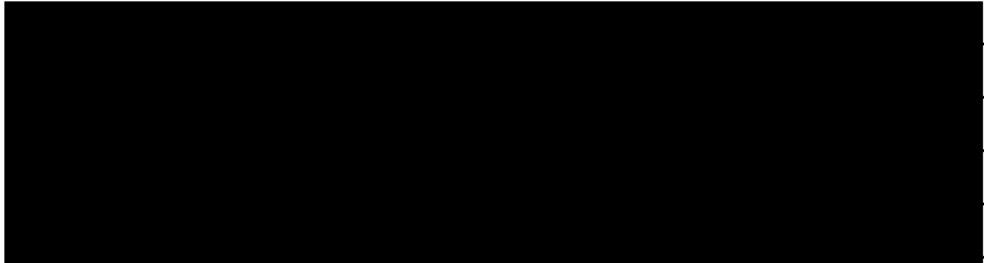
1. Name of proposed charter school

**The Ivy School**

2. Full name

**Maya Wilson**

3. Home Address



4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following best describes you:

- I am on the Committee to Form *and* a proposed board member
- I am on the Committee to Form *but I am not* a proposed board member
- I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

**Qualifications**

1. *Please attach your resume at the end of the Questionnaire.*

I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

Yes       No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

### *School Mission and Program*

#### 1. What is your understanding of the proposed charter school's mission and vision?

I'm joining Ivy because I believe the children in underserved communities have always been brilliant — they just haven't always had schools that believed it too.

I've seen what happens when systems treat potential as something that has to be earned rather than something that already exists. I've watched what underfunding, low expectations, and one-size-fits-all education does to a child who deserved so much more. And I've decided I'm no longer willing to just watch.

Ivy is different. The mission isn't built on pity — it's built on conviction. The vision isn't about saving children — it's about trusting them. That distinction matters to me deeply, and it's exactly why I'm here.

I bring with me a commitment to show up fully — not as someone with all the answers, but as someone who refuses to give up on the question: *What becomes possible when we finally give these kids everything they deserve?*

#### 2. What is your understanding of the proposed charter school's educational program?

My understanding is that Ivy Elementary's educational program is rooted in a single, non-negotiable belief: every child who walks through our doors is already brilliant, and our program exists to prove it — every day, in every classroom.

### *Governance – For Proposed Board Members ONLY*

#### 1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

My background is in banking and finance — I know how to read a budget, manage risk, and hold an organization accountable to what it promised. Those skills matter anywhere, but they matter most when public dollars and children's futures are on the line.

What changed everything for me was stepping into education. Working in an enrollment environment gave me a front-row seat to what students in underserved communities are up against — and what becomes possible when someone builds something truly worthy of them.

That combination of financial discipline and genuine investment in people is what a founding board needs. I'm not here to occupy a seat. I'm here because Ivy deserves governance that is just as serious about its mission as it is about its margins.

For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

sa

I bring a cross-sector background that sits at the intersection of financial accountability, community trust, and educational access — three pillars that every charter school board must hold simultaneously.

My years in banking and finance gave me fluency in budgeting, risk management, regulatory compliance, and fiscal oversight. I understand how money moves through an organization, where it gets mismanaged, and how to build structures that protect against that. For a startup charter school navigating public funding, that knowledge is foundational.

2. For proposed board members, what is your understanding of the role of a public charter school board member?

A charter school board member is a guardian of three things: the mission, the money, and the community's trust.

My job is not to run the school — it is to make sure the people who do are supported, held accountable, and never allowed to drift from why Ivy exists in the first place. That means approving sound budgets, setting strong policy, asking hard questions, and ensuring that every decision stays faithful to the students we were built to serve.

The board governs. Leadership manages. That distinction matters, and I respect it.

Most importantly, I understand that this role is public service in the truest sense. Ivy exists because a community extended its trust. A board member's job is to prove that trust was not misplaced — every single time we take a vote.

3. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Stay close to the finances. A school that mismanages money cannot serve anyone. The board has to stay informed, ask hard questions, and make sure resources reach the classroom.

Keep the mission the deciding vote. When things get hard — and they will — every decision comes back to one question: is this good for our students?

Build real trust with the community. Not announcements — presence. Families have been let down before. We earn their confidence by showing up and following through.

And hold each other accountable. A strong board has honest conversations internally so it can stand firmly externally.

### *Conflicts of Interest*

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other

person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Capella University. I am not affiliated with a charter school. To my knowledge, Capella is not affiliated with a charter school.

Describe any affiliation with any charter schools.

None

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

No, I am not affiliated with any nonprofit organizations.

Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

- No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.
- Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

- No, I am not aware of any other conflict of interest.
- Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

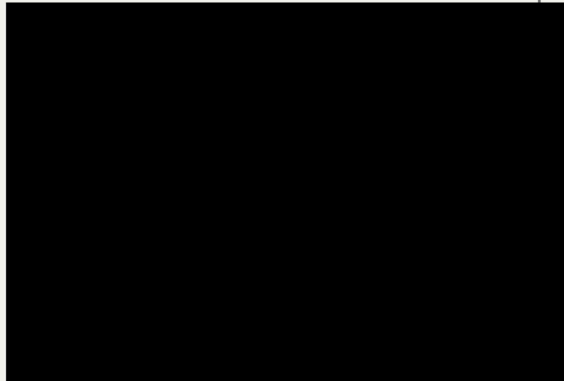




# MAYA WILSON

M E N T A L   H E A L T H   A D V O C A T E

## CONTACT



Ten years of client-centered work in finance built something most clinicians spend years developing — the ability to hold space under pressure, read between the lines, and earn trust fast. That foundation, combined with hands-on crisis de-escalation, trauma-informed support, and advocacy for vulnerable populations, now drives a purposeful pivot into mental health.

## EDUCATION

- Southern New Hampshire University | Bachelor of Science in Psychology (Expected May 2025)
- Relevant Coursework: Abnormal Psychology, Crisis Intervention, Cognitive Behavioral Principles, Ethics in Mental Health
- Member, Psychology Student Association

## WORK EXPERIENCE

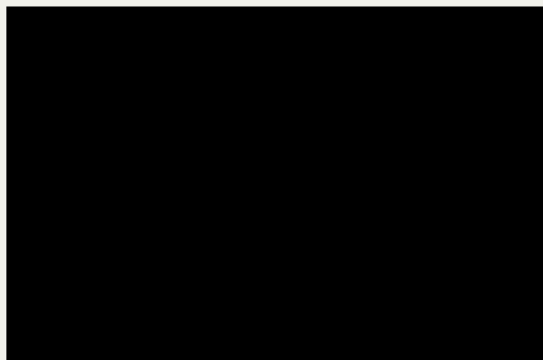
- Capella University | Enrollment Counselor  
2025 - Current
  - Guided prospective students through the full enrollment lifecycle, from initial inquiry to program matriculation, with a consultative, student-centered approach
  - Assessed academic backgrounds, career goals, and program fit to match students with appropriate degree pathways across undergraduate and graduate offerings
  - Managed a high-volume pipeline of leads and active prospects, maintaining consistent follow-up cadence through CRM systems to maximize conversion rates
  - Educated prospective learners on tuition, financial aid options, transfer credits, and institutional policies to support informed enrollment decisions
  - Collaborated cross-functionally with financial aid, academic advisors, and faculty to ensure seamless student transitions and resolve enrollment barriers
  - Met and consistently exceeded monthly and quarterly enrollment targets through relationship-driven advising and strategic outreach
  - Maintained accurate and up-to-date records of all student interactions, documentation, and enrollment status in compliance with institutional standards
  - Served as a trusted resource and advocate for non-traditional adult learners, first-generation college students, and career-changers navigating higher education



# MAYA WILSON

M E N T A L   H E A L T H   A D V O C A T E

## CONTACT



## EDUCATION

- Southern New Hampshire University | Bachelor of Science in Psychology
- Capella University, Master of Social Work - pending
- Relevant Coursework: Abnormal Psychology, Crisis Intervention, Cognitive Behavioral Principles, Ethics in Mental Health
- Member, Psychology Student Association

## WORK EXPERIENCE CONT'

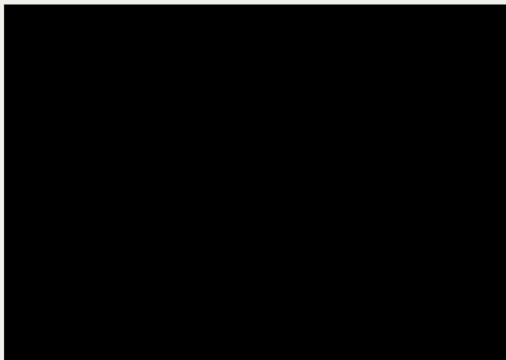
- Truist Bank | Sr. Relationship Banker  
2021 - 2023
  - Established and nurtured strategic partnerships with esteemed clients, fostering an in-depth understanding of their financial objectives to deliver bespoke advice and solutions.
  - Conducted thorough financial assessments and meticulously crafted presentations, presenting tailored financial strategies aligned with clients' aspirations.
  - Provided client-centered support to 75+ high-needs individuals, identifying stressors (e.g., financial insecurity, family crises) and connecting them to community resources.
  - Co-facilitated financial wellness workshops with local nonprofits, addressing links between financial health and mental well-being for 200+ participants.
  - Trained 8 junior staff in emotionally intelligent communication, improving client satisfaction scores by 22%.
  - Resolved 95% of escalated client issues using conflict resolution techniques, prioritizing dignity and confidentiality.
- Bank of America | Relationship Banker  
2019 - 2022
  - Cultivated and sustained meaningful relationships with both individual and business clients, fostering trust and rapport.
  - Delivered personalized financial advice and guidance tailored to each client's unique circumstances and objectives.
  - Provided a comprehensive suite of banking services, encompassing loans, deposit accounts, and credit cards, to meet diverse financial needs.
  - Collaborated closely with team members to identify and capitalize on opportunities



# MAYA WILSON

M E N T A L   H E A L T H   A D V O C A T E

## CONTACT



## SKILLS

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- Client-Centered Advocacy
- Crisis De-escalation  
Emotional Support
- Case Management Needs  
Assessment
- Interdisciplinary  
Collaboration
- Mentorship
- Team Leadership
- Ethical Compliance  
Confidentiality
- Active Listening Empathic  
Communication

## WORK EXPERIENCE CONT'

- JP Morgan | Associate Banker  
2016 - 2019
  - Facilitated seamless financial transactions for clients, including deposits, withdrawals, and transfers, ensuring accuracy and efficiency.
  - Offered comprehensive information about bank products and services, guiding clients to make informed decisions aligned with their financial goals.
  - Managed the account lifecycle, adeptly opening new accounts and closing existing ones while adhering to regulatory protocols.
  - Addressed client inquiries promptly and resolved issues or complaints with professionalism and courtesy, prioritizing client satisfaction.
  - Processed loan and credit card applications, assisting clients through the application process with expertise and attention to detail.
  - Contributed to operational efficiency by maintaining ATM machines and ensuring the vault's balance integrity.
  - Implemented strategic cross-selling initiatives to introduce clients to additional bank products, driving revenue growth.
  - Collaborated closely with fellow bank employees to optimize customer satisfaction and streamline operations.
  - Upheld strict adherence to bank policies, procedures, and regulatory requirements at all times, ensuring a compliant and secure banking environment.



# ATTACHMENT 3





4/20/2026

To Whom It May Concern:

I write in support of The Ivy School and their efforts to open a school in our community.

As I have learned more about The Ivy School through its Lead Founder, Kimberly Jackson, I am excited about the opportunity to bring a brain-based, museum school to our community. Their dedication and passion for providing strong educational opportunities for all students, especially those with language-based learning challenges, have been evident in every interaction I've had.

We are also enthusiastic about the opportunity to partner with The Ivy School. One area of collaboration includes providing on site out-of-school time programming, including before- and after-school care, Friday care, summer, winter, and spring break camps. In addition, we look forward to partnering to provide the Nevada Ready! preschool program and wraparound care services on site to support working families and ensure a seamless early learning to elementary school transition. Finally, it was communicated that all students attending The Ivy School will qualify for Free and Reduced Lunch. Often families who qualify for this will also qualify for YMCA financial assistance as well as insurance-based membership incentives.

At the YMCA, we are committed to strengthening families and communities. We advocate for strong education systems and prioritize youth development, diversity, and inclusion in all that we do.

I support The Ivy School and hope to see it open in August 2027. The Ivy School would be a great option for families and children.

Emily Sowers  
Chief Operating Officer  
YMCA of Southern Nevada  
702.476.6747 | [esowers@lasvegasyymca.org](mailto:esowers@lasvegasyymca.org)



April 30, 2026

State Public Charter School Authority  
500 E. Warm Springs Road, Suite 116  
Las Vegas, NV 89119

Dear Nevada Authority Board Members:

I am writing to express our organization's support of the The Ivy School application for authorization under the State Public Charter School Authority.

Our support for The Ivy School application is rooted in the school's innovative brain-based museum model, which we believe is a strong fit for the needs of students in the 89101, 89104, 89106, 89107, 89119, 89030, and 89032 zip codes. The Committee to Form brings a mix of valuable local perspective and a research-informed approach. The Ivy School team has demonstrated a balance of leveraging their existing community ties while preparing for the complexities of running an effective charter school.

Opportunity 180 has been a vital partner in supporting The Ivy School, providing an initial planning grant of \$30,000. If approved, the The Ivy School team will also be eligible for additional philanthropic funding of up to \$160,000 and up to \$2,000,000 in federal funding through the Charter School Program Grant. This support will be instrumental in ensuring the successful implementation of the school's vision.

As a member of Opportunity 180's Public Charter School portfolio, The Ivy School will have access to a network of mission-aligned leaders in Southern Nevada. We are committed to partnering with the school as a strategic funder and thought partner, supporting their vision for student success and helping them achieve their goals.

Sincerely,

Digitally signed by



81290D77D8FA4F7...  
Tamara Shear  
CEO, Opportunity 180



epicchangeeducation.org

sherilyn@epicchangeeducation.org

April 20, 2026

Nevada Charter School Authority Board  
500 E. Warm Springs Rd  
Suite 116  
Las Vegas, NV 89119

Dear Board Members,

Epic Change Education is a non-profit organization dedicated to incubating, developing, replicating, and supporting innovative, engaging, and empowering schools. We have been working in Las Vegas through a grant from Opportunity 180 and our own funds to provide marketing, networking, and facilities support to school leaders who are seeking to open charter schools in 2027 and 2028. Our goal is to support the creation of a healthy educational ecosystem.

We are helping them connect with other potential charter schools to explore group efficiencies, from connecting with non-profit developers and financing options to exploring the feasibility of co-locating schools to mitigate risk and facilities costs.

We have been impressed with The Ivy School's leader and innovative model that will provide a rich and rewarding whole-child educational experience. Kimberly's expertise and passion to serve the students who most need it has been inspiring. We have tabled alongside her at many events, and have been so impressed by her knowledge of how to serve students effectively, while creating a culture of joyful learning. Parents and students have also been excited about the potential for this type of learning in their community.

We will be available, if needed, to provide additional grant-funded strategic marketing support and/or Owner's Representative services to help the Ivy School secure a facility, alongside experienced non-profit charter school facilities developer 22 Beacon and local Las Vegas real estate experts Hiltz Commercial Group.

Our organizations are coming together in support of The Ivy School because we believe the school will make epic change in the lives of the children it serves.

Best

[REDACTED]  
Sherilyn Moore  
CEO, Epic Change Education





April 28, 2026

Nevada State Public Charter School Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Members of the Review Committee:

This letter expresses support for The Ivy School's ("Ivy") charter application to the Nevada State Public Charter School Authority ("SPCSA") to establish and operate a public charter school in the City of Las Vegas.

22Beacon, Inc. ("22Beacon") is the nation's largest nonprofit developer and Community Development Financial Institution ("CDFI") dedicated exclusively to addressing the financing and facility needs of charter schools. Through its innovative "lease-to-own" model, 22Beacon enables school leaders to remain focused on their educational mission while the organization manages the financing, design, and construction of facilities tailored to each school's instructional model, student population, and budget.

In addition, 22Beacon's direct lending program supports acquisition, site development, construction financing, leasehold improvements, and mini-permanent loans, with a primary emphasis on facilities serving underserved communities where access to high-quality educational options is most critical. Additional information is available at [www.22Beacon.org](http://www.22Beacon.org).

Since its inception, 22Beacon has provided more than \$85 million in funding to 223 schools across 32 states and the District of Columbia. This work has supported the creation of over 100,000 student seats—71% of which serve low-income communities—while leveraging more than \$1 billion in private capital financing and lease commitments to deliver over 8.5 million square feet of safe, modern, and efficient educational facilities.

22Beacon is enthusiastic about establishing a long-term partnership with Ivy and supporting both its immediate and future facility and financing needs. Notably, 22Beacon's funding will be instrumental in advancing Ivy's distinctive Brain-Based Museum model, including the development of specialized learning environments such as REX labs and a dedicated piano room, spaces that are central to Ivy's instructional vision.

Based on our experience and diligence, 22Beacon has strong confidence in Ivy's financial health, leadership, and enrollment projections, and is committed to supporting the school's sustained success over time. We respectfully urge approval of Ivy's innovative charter application, which will expand access to high-quality, transformational educational opportunities and contribute meaningfully to the future of students and families in Las Vegas.

Sincerely,



Rebecca Salvo  
Senior Vice President





2215 Raggio Parkway, Reno, NV 89512-1095 |  
775.673.7300  
755 East Flamingo Road, Las Vegas, NV 89119-7363 |  
702.862.5400  
[www.dri.edu](http://www.dri.edu)

April 29, 2026

**To:** State Public Charter School Authority (SPCSA)

**From:** A.J. Long, Director of Nevada Robotics at DRI (Desert Research Institute).

**Subject:** Letter of Support and Partnership Commitment – The Ivy School

To the State Public Charter School Authority,

On behalf of [Nevada Robotics](#) at [DRI](#), I am pleased to submit this letter in support of The Ivy School's charter application. Nevada Robotics is dedicated to providing every Nevada student and educator with the resources and confidence to engage in high-quality Computer Science (CS) and STEM education. We have identified The Ivy School as an ideal partner to expand this mission within Las Vegas's high-need communities.

**Our Commitment to The Ivy School** Nevada Robotics is committed to supporting The Ivy School in bridging the CS-STEM access gap through a multi-year, technical partnership. Our collaboration will focus on the following core initiatives:

- **Integrated Literacy and Coding:** Nevada Robotics recognizes the unique pedagogical approach of The Ivy School, which uses Brain Based practices to teach. Nevada Robotics integrates coding logic with reading instruction with a unique program called Books and Bots. When a child reads or writes a line of code to move a robot, they are practicing sequencing and logic. For a child who struggles with a page of text, coding provides a hands-on way to practice the exact same brain patterns used in reading sentences. We will work with The Ivy to utilize robots (Vex 123 robots) and storybooks as a multisensory tool to reinforce literacy through coding using the Books and Bots training and lessons. By aligning coding sequences with linguistic structures, we aim to provide neurodiverse learners with an alternative, logic-based pathway to mastering syntax and narrative sequencing.
- **Professional Development and Materials:** We will provide comprehensive training, instructional materials, and provide free access to the Robot Lending Library to The Ivy School's administrators and teachers. This train-the-trainer model ensures that educators are fully equipped to implement the Books and Bots programs with fidelity within their Science and REX Inquiry Blocks, creating a sustainable culture of STEM expertise on campus.

- **Grant Collaboration and Scaling:** Nevada Robotics will work collaboratively with The Ivy School to identify and pursue state, federal, and private funding opportunities. This joint effort will support the expansion of robotics equipment and ensure the program's long-term fiscal viability.
- **Competitive Roadmap:** To ensure high levels of student engagement, we will support Ivy staff in preparing students for formal robotics competitions through training. We look forward to seeing The Ivy School's inaugural 4th-grade cohort enter the competitive arena in Year 3 (2028-2029).

**Rationale for Partnership** Nevada Robotics chooses partners who are committed to innovation and equity. The Ivy School's P<sup>3</sup> Framework aligns perfectly with our goal to foster a 21st-century workforce that is diverse, technically proficient, and creative. We believe that by integrating robotics into the core curriculum—rather than treating it as a disconnected elective—The Ivy School will set a new standard for how Nevada schools can solve the literacy and CS-STEM gaps simultaneously.

We fully support The Ivy School's application and look forward to a robust partnership that empowers the next generation of Nevada's STEM innovators.

Sincerely,



A.J. Long, Director, Nevada Robotics at DRI

## Memorandum of Understanding (MOU)

The purpose of this Memorandum of Understanding (“**MOU**”) is to memorialize the partnership between The Ivy School (hereinafter known as “The Ivy”) and the Southern Nevada Black Educators Initiative (“**SNBEI**”). SNBEI and The Ivy are seeking to offer SNBEI’s flagship program, the ABV Critical Mentorship Program (“**ABV**”) to recruit, support, retain, and sustain educator candidates within pending approval of The Ivy School. This MOU summarizes the terms and conditions under which SNBEI will carry out the partnership work for ABV. This MOU is effective beginning July 1, 2027.

### OVERVIEW OF ABV

The ABV critical mentorship program was carefully designed to address pressing racial and ethnic inequities in Nevada's education system by utilizing transformative and emancipatory methods to address root causes of Black pre-service as well as in-service teacher retention. While there is a focus on increasing the number of qualified Black teachers in schools, critical mentorship is extended to all preservice, novice, and veteran teachers who are seeking high-quality, responsive, and personalized mentorship.

In response to this work, The Ivy School will enter into an MOU with SNBEI in the amount of **\$4,500** for the **pilot period comprising July 2027 through May 2028**. Based on successful implementation of the pilot, and contingent on funding, ABV will be expanded and offered as an annual cohort program beginning August 2028.

For the purposes of this MOU, mentors are defined as licensed teachers in Southern Nevada working in K-12 public schools. Mentees are defined as novice or veteran teachers employed at The Ivy School

### RESPONSIBILITIES OF THE PARTIES

#### The Ivy Responsibilities:

- The Ivy will have overall responsibility to provide financial support for the ABV pilot.
- The Ivy will provide an educator stipend of no more than \$1,500.00 per mentor for up to 3 mentors.
- The Ivy will have sole responsibility for the planning, management, and implementation of its own activities related to this project, including, without

limitation, managing its budget, hiring and managing employees, and paying expenses.

- The Ivy will designate a project point person [and/or persons] who will communicate with SNBEI regarding the implementation of the project. The Ivy will inform SNBEI promptly of any changes which affect project activities.
  - Kimberly Jackson, Lead Founder
  - kimberly@theivyschooliv.org

#### The Ivy's Responsibilities to SNBEI

The Ivy will distribute a total of **\$4500.00** to SNBEI to carry out responsibilities for the ABV pilot, as outlined in this MOU. Funding will be provided within 30 days of launch anticipated July

#### SNBEI Responsibilities:

- SNBEI will have overall responsibility to lead and facilitate program development and implementation.
- SNBEI will recruit and identify mentors
- SNBEI will work with The Center for Multicultural Education to recruit and prepare mentees;
- SNBEI will facilitate Mentee/ Mentor matching process and monitor relationships
- SNBEI will monitor and manage mentor/mentee engagement
- SNBEI will verify and endorse mentorship service hours
- SNBEI will lead curriculum development efforts to ensure long-term success of the program
- SNBEI will have sole responsibility for the planning, management, and implementation of its own activities related to this project, including, without limitation, managing its budget, recruiting mentors and mentees, hiring and managing employees/volunteers, and paying expenses upon receipt of funding from The Ivy.
- SNBEI will designate a project point person [and/or persons] who will communicate with The Ivy, regarding the implementation of the project. SNBEI will inform partners promptly of any changes which affect project activities.

- o Designee Name: Jordan Hankins, Founding Executive Director
- o Contact Information: [jordan@snbei.org](mailto:jordan@snbei.org) 702-286-5106

### **DATA STORAGE**

ABV data collection, storage, and analysis is a joint effort between The Ivy and SNBEI. ABV data should be accessible to [at all times], and may be used by The Ivy and/or SNBEI in other relevant scholarly and community reports and presentations.

External requests for data are granted after written permission is granted by The Ivy and SNBEI.

Program effectiveness is evaluated annually, no later than August 1 of the end of the ABV cohort year.

### **ABV COSTS AND SUBCONTRACT PAYMENT SCHEDULES**

ABV costs include but are not limited to the following: mentor stipends, participant recruitment, curricular development and implementation, professional development (mentor/mentee coaching, training and support), program materials, and evaluation and reporting. The charts below outline costs forming the project budget:

#### **Direct Costs for The Ivy**

Budget Categories	Descriptions	Costs
Mentors	\$1,500 stipend (x3)	\$4,500.00
<b>TOTAL DIRECT COSTS</b>		<b>\$4500.00</b>

### **TERM AND TERMINATION**

This MOU shall be effective one (5) years from the Effective Date. This MOU may be terminated, without cause, at any time by any participating party upon thirty (30) days written notice to the other.

### **RENEWAL**

This MOU will be reviewed annually and revisions made as necessary. Any renewal will be subject to further negotiation and written agreement between all parties.

**MODIFICATIONS OF THE MOU**

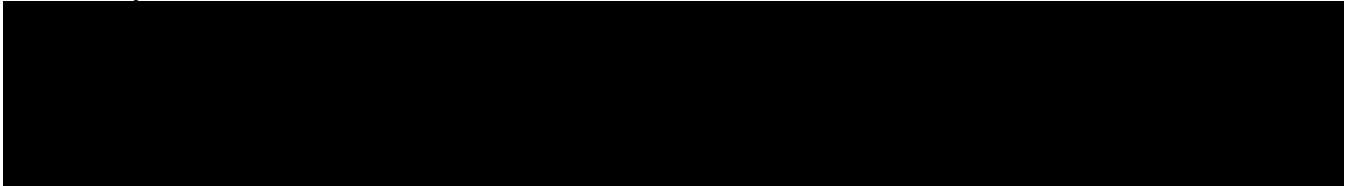
The provisions of this MOU may be modified only by written agreement executed in agreement by The Ivy and SNBEI. This MOU sets forth the entire understanding and agreement between The Ivy and SNBEI for the ABV Critical Mentorship Program, and supersedes all previous statements or agreements, whether oral or written.

**NOTICES**

All notices under this MOU shall be sent to The Ivy and SNBEI as follows:

The Ivy School

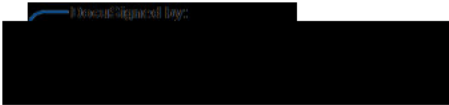
SNBEI



[Signature Page to Follow]

IN WITNESS WHEREOF, the parties have executed this MOU as of the Effective Date.

Approved by:



4/29/2026

Jordan Hankins, Founding Director  
SNBEI

Date

Approved by:



4/29/2026

Kimberly Jackson, Lead Founder  
The Ivy School

Date



04/28/2026

Nevada State Public Charter School Authority  
500 E. Warm Springs Rd, Suite 116  
Las Vegas, NV 89119

Dear Members of the Nevada SPCSA Board,

I am writing on behalf of Camelback Ventures to express our strong support for Kimberly Jackson and her application to establish The Ivy School, a proposed brain-based K-8 museum charter school in Clark County, Nevada.

Camelback Ventures is a national fellowship program that identifies, funds and supports early-stage education entrepreneurs, with a particular focus on founders who are building innovative, high-quality schools for underserved communities. The SPCSA's vision of equitable access to diverse, innovative and high-quality public schools for every Nevada student reflects precisely the kind of work Camelback exists to support.

Kimberly Jackson is a Camelback Ventures Fellow and we have invested in her directly: through grant funding and through ongoing advisory support via our Expert Bench, which provides fellows with up to six hours of post-fellowship consulting each year across various areas including school design, leadership, operations and strategy. We do not make these investments lightly.

The Ivy School is designed to do something the SPCSA prioritizes deeply: serve students who are too often underserved by traditional public education, specifically students with dyslexia and gifted learners whose needs are rarely addressed within the traditional school model.

The Ivy's mission is to unleash the limitless potential in every student by pioneering a fusion of neuroscience-backed practices and museum inquiry and to empower every child to spark Passion, uncover their Purpose and grow their Power. These align directly with the SPCSA's commitment to preparing all students for college and career success, particularly those from historically underserved communities. As a graduate of a Vegas high school (Durango '99) with family members with special needs, I would be thrilled to have this schooling option for them and their families.

Kimberly has the vision, preparation and deep commitment to build a school that meets the SPCSA's high academic, operational and financial standards. We at Camelback Ventures are proud to stand behind her and The Ivy School. Please do not hesitate to contact us if we can provide any additional information in support of her application.

Warm regards,

Selam Kebrom  
selam@camelbackventures.org  
Partner

April 28<sup>th</sup>, 2026

Board of Directors

Nevada State Public School Charter Authority

1749 N. Stewart Street, Suite 40

Carson City, NV 89706

Dear Nevada State Public Charter School Authority Board Members:

My name is Michael D. Hiltz, President of Hiltz Commercial Group, I am proud to represent **The Ivy School** in their search for a suitable facility in Clark County for the 2026/2027 school year within the 89030, 89032, 89101, 89104, 89106, 89107 and 89119 Zip Codes. With our team of seasoned real estate advisors, we are committed to securing the best possible facility that aligns with The Ivy School's plans and goals. Our primary focus is supporting new Charter School applicants and existing Charter Schools in identifying and securing suitable facilities. We have a full-time research and marketing department solely dedicated to seeking viable prospective facilities within Clark County.

With more than 45 years of commercial real estate experience, including 25 years serving Southern Nevada communities, I am confident in our team's ability to secure the right facility for The Ivy School. Since 2017, I have assisted over 22 charter school clients, primarily start-up charter schools, as well as several more established charter schools that are expanding their footprint. I also have worked with private school clients in facility selection and acquisition (sales or leasing). At Hiltz Commercial Group, we are proud to have maintained a 100% success rate in securing suitable facilities for our clients. With our extensive background, I am confident in our ability to find the ideal facility for The Ivy School, in terms of location, size, and price, and provide the highest level of support and service to ensure a seamless process from concept to completion.

Below are a sample of the Charter School and Private School clients that Hiltz Commercial Group has successfully represented or is assisting in facility selection and acquisition (sales and leasing) include the following:

- Coral Academy of Science Las Vegas (Eastgate and Cadence Campuses)
- Discovery Charter School (Hillpointe and Sandhill Campuses)
- Beacon Academy of Nevada (BANV)
- Nevada State High School
- Vegas Vista Academy (VVA)
- Nevada Rise Academy
- Capstone Christian Academy
- TEACH Las Vegas Charter School
- Sage Collegiate Public Charter School

- Cactus Park Elementary – pilotED
- Southern Nevada Trades High School (SNTHS)
- Do and Be Arts Academy of Excellence (DBAE)
- Quest Preparatory Academy

Attached on the following page(s) are photographs of just four of the beautiful facilities which my team has procured for our charter clients.

As a one-stop “concept to completion” boutique commercial real estate company, Hiltz Commercial Group provides the highest level of support and service to its clients. We will collaborate with The Ivy School and its team including, but not limited to its Charter Founders, Executive Directors, Board Members, Attorney, Architect, Land Entitlement Consultant, and General Contractors, to assess the feasibility of prospective properties from all professional perspectives and provide the best possible advice.

We will negotiate on behalf of The Ivy School with Owners, Landlords, Brokers, and other principals of prospective properties to acquire and/or lease space that meets The Ivy School’s requirements and aligns with its goals. We will stay the course with The Ivy School through the Nevada State Public School Charter Authority application and selection process, site acquisition process, entitlement process with the applicable local governmental agencies, selection of contractors, and the construction process, if so desired by the Charter School.

At Hiltz Commercial Group, we provide a seamless experience for our clients. We are excited to work with The Ivy School and the Nevada State Public Charter School Authority Board to find the perfect facility that will allow them to continue to provide a quality education to its students, sense of pride for parents and an asset to the surrounding community.

Best regards,

Michael D. Hiltz  
President | Managing Broker  
Hiltz Commercial Group

1170 E. Sunset Rd. Suite #200A  
Henderson, Nevada 89011  
Direct 702.300.8524  
Michael.Hiltz@hiltzgroup.com

**Coral Academy of Science Las Vegas – Eastgate Campus**



**Coral Academy of Science Las Vegas – Cadence Campus**



**Discovery Charter School - Hillpointe Campus**



**Cactus Park Elementary - pilotED**



**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

Greater Youth Sports Association  
900 N Lamb Blvd., Suite #140, Las Vegas, NV

**AND**

The Ivy League School LV

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**I. PURPOSE**

The purpose of this Memorandum of Understanding (MOU) is to establish a partnership between The Ivy League School LV and Greater Youth Sports Association (GYSA) for the provision of year-round after-school youth sports programming for students.

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**II. PROGRAM DESCRIPTION**

GYSA will provide the following services to The Ivy League School LV and its students:

**1. School Sports Solution – After School Sports Programming:**

- Flag Football
- Soccer
- Basketball
- Additional sports options (subject to coach availability):
  - Volleyball
  - Cheerleading

**2. Additional Program Services / Management:**

- Paid coaches (seasonal stipend)
  - Paid site coordinator to oversee daily operations, registrations, parent flyers communication, attendance, and program logistics
  - Team uniforms
  - Complete league management, including scheduling, registration, and reporting
-

### III. ROLES AND RESPONSIBILITIES

#### 1. The Ivy League School LV Responsibilities:

- Promote the sports programs to students and parents
- Provide necessary facilities for practices
- Facilitate communication between GYSA and the school community
- Provide at least one staff member to support coaching or supervision
- Designate a school liaison to assist with program coordination

#### 2. GYSA Responsibilities:

- Develop and implement all sports programs as described in Section II
  - Ensure qualified coaches and staff are provided for each sport
  - Provide a paid site coordinator to manage day-to-day program execution
  - Manage all logistical aspects of leagues, practices, and tournaments
- 

### IV. FINANCIAL CONSIDERATIONS

- Registration costs related to sports programs will be communicated to parents/guardians, with payments directed to GYSA. Registration fee is \$55 per sport per student.
  - A detailed budget outlining all costs associated with the program will be provided at the start of each school year.
  - **Annual program partnership fee shall be \$6,000**, payable at the beginning of each academic year.
- 

### V. DURATION OF MOU

This MOU shall become effective upon the date of signing and remain in effect for one academic school year, subject to review and renewal by both parties.

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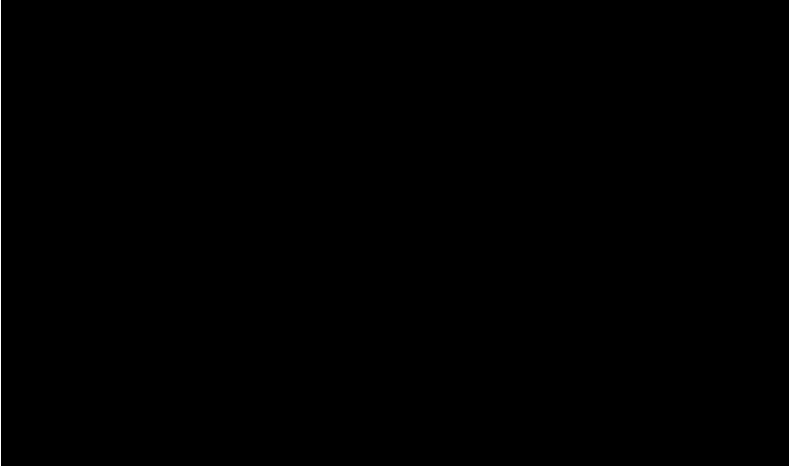
### VI. MODIFICATION AND TERMINATION

This MOU may be modified by mutual written agreement of both parties. Either party may terminate this agreement with thirty (30) days written notice.

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## VII. SIGNATURES

By signing below, both parties agree to the terms outlined in this Memorandum of Understanding.



470-254-4919

## The Ivy School and Luck of Legends Collaboration Agreement

### Between:

**Luck of Legends, LLC** (hereinafter referred to as "Luck of Legends"), a limited liability company run by Michael Low, MA Ed, with a principal place of business in [Insert Address of Luck of Legends],

### And

**The Ivy School** (hereinafter referred to as "Ivy School"), located in Las Vegas, NV

**Date:** April 1, 2026

**WHEREAS**, Luck of Legends has developed a proprietary curriculum and approach for literacy and writing instruction (hereinafter referred to as the "Luck of Legends Approach"); and

**WHEREAS**, Luck of Legends' approach has demonstrated significant positive results in improving writing scores; and

**WHEREAS**, Ivy School desires to enhance its programming instruction through the integration of writing skills and seeks the expertise of Luck of Legends to train its teachers in the Luck of Legends Approach;

**NOW, THEREFORE**, in consideration of the mutual covenants and agreements hereinafter set forth, the parties agree as follows:

### 1. Purpose of Collaboration:

The purpose of this Agreement is to establish a collaboration whereby Luck of Legends will provide curriculum and training on the Luck of Legends Approach to teachers at Ivy School to enhance their ability to integrate effective writing instruction into their programming curriculum.

### 2. Responsibilities of Luck of Legends:

**2.1. Curriculum Provision:** Luck of Legends will provide Ivy School with access to its proprietary curriculum materials related to the Luck of Legends Approach for writing. The specific curriculum materials to be provided will be mutually agreed upon by the parties.

**2.2. Teacher Training:** Michael Low, or a designated representative of Luck of Legends, will provide training to Ivy School teachers on the Luck of Legends Approach and its application. This training will occur on a bi-weekly basis, with the schedule to be mutually agreed upon. The training will aim to equip Ivy School teachers with the knowledge and

skills necessary to effectively implement the Luck of Legends Approach in their classrooms.

**2.3. Ongoing Support:** Luck of Legends will provide reasonable ongoing support to Ivy School teachers related to the implementation of the Luck of Legends Approach, which may include email communication and clarification on the curriculum and its application.

### **3. Responsibilities of Ivy School:**

**3.1. Teacher Participation:** Ivy School will ensure the participation of designated teachers in the bi-weekly training sessions provided by Luck of Legends.

**3.2. Implementation Efforts:** Ivy School will use its best efforts to support its teachers in implementing the Luck of Legends Approach within their programming instruction.

**3.3. Logistical Support:** Ivy School will provide a suitable location and necessary resources for the training sessions.

**3.4. Data Sharing:** Ivy School will provide Luck of Legends with writing assessment data and relevant qualitative data related to student writing. The specifics of this data sharing (e.g., frequency, format) will be mutually agreed upon by the parties.

### **4. Intellectual Property:**

**4.1. Ownership by Luck of Legends:** Ivy School acknowledges and agrees that Luck of Legends retains all ownership, intellectual property rights, and exclusive rights to the Luck of Legends Approach, including the curriculum materials and training methodologies.

**4.2. Limited License:** Luck of Legends grants Ivy School a non-exclusive, non-transferable license to use the provided curriculum materials solely for the purpose of educating its students, and only during the term of this Agreement.

**4.3. No Modification:** Ivy School agrees not to modify, adapt, reproduce, or distribute the Luck of Legends Approach or curriculum materials without the express written consent of Luck of Legends.

### **5. Term and Termination:**

**5.1. Term:** This Agreement shall commence on July 1, 2027 and shall continue for a period of one (1) academic year, unless earlier terminated as provided herein.

**5.2. Termination for Cause:** Either party may terminate this Agreement upon written notice to the other party if the other party materially breaches any provision of this Agreement and fails to cure such breach within thirty (30) days after receiving written notice thereof.

**5.3. Termination by Luck of Legends:** Luck of Legends shall have the right to terminate this Agreement with written notice to Ivy School if Ivy School infringes upon Luck of Legends' intellectual property rights in the Luck of Legends Approach. Upon termination, the license granted to Ivy School in Section 4.2 shall immediately cease, and Ivy School shall cease all use of the Luck of Legends Approach and curriculum materials.

**6. Payment:**

The Ivy School will pay a fee to Luck of Legends, the specific amount of which shall be mutually agreed upon and determined following an analysis of available grant funding and enrollment numbers. The parties agree to conduct this analysis and attempt to reach a payment agreement within *30 days of the commencement date*. If, following this period, a mutually acceptable payment agreement cannot be reached, each party reserves the right to terminate this Agreement upon written notice to the other.

**7. Confidentiality:**

Each party agrees to keep confidential any proprietary or non-public information disclosed by the other party during the course of this collaboration.

**8. Governing Law:**

This Agreement shall be governed by and construed in accordance with the laws of the State of Nevada.

**9. Entire Agreement:**

This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and supersedes all prior or contemporaneous communications and proposals, whether oral or written.

**10. Amendments:**

Any amendment to this Agreement must be in writing and signed by authorized representatives of both parties.

**IN WITNESS WHEREOF**, the parties have executed this Collaboration Agreement as of the date first written above.



Michael Low, MA Ed Owner

Merly Jackson, Lead Founder, The Ivy School



# Software License Agreement

For The Ivy School

Pricing expires on  
07 / 01 / 2026

**Created by:**

Nick Henne

**Prepared for:**

Kimberly Jackson  
The Ivy School

Kimberly Jackson  
Lead Founder  
The Ivy School

03 / 31 / 2026

To the Governance Team of The Ivy School:

Thank you for engaging BoardOnTrack to help strengthen the governance of the organization as you continue to seek success for the students in your community.

We appreciate your interest in improving your governance and we are please to present the enclosed BoardOnTrack membership plan to help you achieve your priority governance goals.

We'll bring you the knowledge your team needs, combined with the tools to put that knowledge into action, deliver the results your organization is striving for.

Please don't hesitate to reach out with any questions. Once you commit to moving forward, we will initiate your implementation plan immediately.

We look forward to welcoming you to our national community of exceptional governing boards.

Best,  
Mike

Mike Mizzoni  
Chief Governance Officer  
BoardOnTrack

## Your BoardOnTrack Membership Overview

BoardOnTrack provides an annual membership that centers around an online platform custom-built for charter public school boards.

Our suite of online tools builds institutional memory, establishes best practice processes, and includes self-paced professional development designed to meet the needs of busy volunteers and charter school leaders.

BoardOnTrack membership always includes unlimited users, committees, meetings, and hands-on support for your board members and staff.

Specifically, your BoardOnTrack **Strategic** membership includes:

### **Strategic, Data-Driven Governance**

CEO Evaluation Tools, Coaching, & Customization

Board Governance Assessments for overall board capabilities and individual trustees

Board member engagement & attendance metrics

Term-limit tracker and Recruiting Roadmap

Board/committee goals and task tracking

### **Expert Governance Coaching**

Access to Dedicated Governance Expert

Self-paced professional development with extensive online resources and on-demand training webinars

Personalized strategic coaching sessions (at least) every 90 days

## BoardOnTrack Membership Agreement and Authorization

The annual cost of a BoardOnTrack **Strategic** memberships is \$4,995. Your Year 1 membership will be \$3,995.00, with -\$1,000.00 in qualified discounts. Service Dates of 07 / 01 / 2026 to 06 / 30 / 2027.

<b>Name</b>	<b>Price</b>	<b>Discount</b>	<b>Subtotal</b>
BOT Strategic	\$4,995.00	-\$1,000.00	\$3,995.00
<b>Total</b>			<b>\$3,995.00</b>

Plus Sales Tax As Applicable	TBD
Year 1 Cost	\$3,995.00

**Terms:** You will be invoiced once this signed agreement is returned according to the terms above. Payment is due within 30 days upon invoice date.

By signing this agreement, The Ivy School agrees to the terms as described above.

Name: Kimberly Jackson Title: Lead Founder  
District/Company: The Ivy School  
Address: 9360 W Flamingo Rd Ste 110, #314  
City: Las Vegas State: Nevada Zip: 89147  
Email: kimberly@theivyschoollv.org

Signature



Date: 3/31/2026

Purchase Order Number:\*

I read, understand and accept the BoardOnTrack Terms and Conditions available [here](#). I certify that I am authorized to sign and enter into an agreement for the organization purchasing the BoardOnTrack Membership.



The National Accelerator for Autism Charter Schools (NAACS) is pleased to offer this letter in support of Kimberly Jackson and The Ivy School. As an organization deeply committed to expanding high-quality educational opportunities for students with diverse learning needs, we are enthusiastic about the vision and model being developed and believe it will serve as a transformative option for students and families in Las Vegas.

The Ivy School has engaged with NAACS through our Fellowship Program, which supports the development and launch of innovative and neurodiverse-inclusive charter schools nationwide. Through a rigorous application and selection process, Kimberly Jackson demonstrated clear readiness, strong leadership capacity, and a compelling vision aligned with best practices in specialized education. Throughout the fellowship, the team has participated in intensive training, including immersive visits to leading autism-focused schools such as Arizona Autism Charter Schools, gaining hands-on experience in curriculum design, compliance, staffing, enrollment, assessment, and school operations.

Kimberly Jackson and her team have demonstrated a strong commitment to continuous improvement throughout their engagement with NAACS. They have been highly responsive to feedback and deeply engaged in refining their model to ensure excellence across all domains. Their leadership reflects both passion and discipline, supported by a clear understanding of the needs of neurodiverse learners.

NAACS is proud to endorse Kimberly Jackson and The Ivy School as an innovative and impactful initiative. Its commitment to excellence, inclusion, and research-based practice positions it to make a lasting difference in the lives of students and families it serves. We are confident that The Ivy School will become a leading example of what is possible in education for neurodiverse learners.

Please feel free to contact NAACS should you require any additional information.

Megan Vincent

Executive Director-National Accelerator of Autism Charter Schools (NAACS)



Nevada State Public Charter School Authority  
500 E. Warm Springs Road, Suite 116  
Las Vegas, NV 89119

Dear Nevada State Public Charter School Authority Board,

As the Program Manager of the Z Combinator Fellowship at Zeta Charter Schools, I am pleased to offer my strong support for Kimberly Jackson and The Ivy School's charter application.

Zeta Charter Schools is a next-generation public charter network based in New York City, serving nearly 4,000 students from Pre-K through 8th grade. Through Z Combinator, our charter startup program, we equip school founders with the tools, resources, and hands-on support needed to design and launch high-quality schools.

During the 2025–26 fellowship year, we had the privilege of working closely with Kimberly Jackson, founder of The Ivy School. As a Z Combinator Fellow, she engaged in an intensive, practice-based model centered on peer collaboration, continuous feedback, and real-time problem-solving. This structure allows fellows to refine their school models through constant iteration while drawing on a national network of emerging leaders. At the same time, Zeta provides direct access to expertise and operational support to help fellows navigate challenges as they arise.

Through this experience, I have seen Kimberly Jackson demonstrate strong leadership, clarity of vision, and a deep commitment to educational excellence. The Ivy School reflects a thoughtful and differentiated approach to teaching and learning—one that is both rigorous and engaging, and designed to prepare students for long-term success.

I am confident that The Ivy School will expand access to high-quality educational opportunities for students in Nevada and serve as a meaningful addition to the public charter landscape in Las Vegas.

For these reasons, I respectfully urge the Board to approve The Ivy School's charter application.

Sincerely,

Rachel Marino  
Z Combinator Program Manager  
Zeta Charter Schools



# ATTACHMENT 4





# Model School Discipline Policy

(Based on actual policies from Denver Public Schools, Baltimore City Public Schools, Los Angeles Unified Public Schools, San Francisco Unified School District, New Orleans Recovery School District, and Chicago Public Schools)

**NOTE:**

This policy does not take into account local and state laws that may be applicable. We recommend that a lawyer be consulted for assurance that all policies are drafted in compliance with the law in your jurisdiction.

## Section One - Introduction

### *A. Right to a High-Quality Education*

All students have a right to a high-quality education. As such, school disciplinary measures should not be used to exclude students from school or otherwise deprive them of such an education, unless it is necessary to preserve the safety of students and staff.

### *B. General Principles*

The goal of student discipline is to teach students to behave in ways that contribute to academic achievement and school success, and to support a school environment where students and staff are responsible and respectful. Successful school discipline is guided by the following principles:

- Effective and engaging instruction and classroom management are the foundation of effective discipline.
- School discipline is best accomplished by preventing misbehavior before it occurs, and using effective interventions after it occurs.
- School safety and academic success are formed and strengthened when all school staff and personnel build positive relationships with students and are actively engaged in their lives and learning.
- School staff should promote high standards of behavior by teaching, modeling, and monitoring behavior, and by fairly and consistently correcting misbehavior as necessary.
- School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning.
- Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students are removed from their classrooms due to misbehavior.

### *C. Reasonable Consequences*

The District will make every reasonable effort to correct student misbehavior through school-based resources at the lowest possible level, and to support students in learning the skills necessary to enhance a positive school environment and avoid negative behavior. The vast majority of disciplinary issues should be addressed at the classroom level by teachers. In all instances, school discipline should be reasonable, timely, fair, age-appropriate, and should match the severity of the student's misbehavior.

### *D. Use of Out-of-School Suspensions, Expulsions, and Referrals to Alternative Schools Should be Minimized*

The use of measures such as out-of-school suspensions, expulsions, and referrals to alternative schools that exclude students from school should be minimized. These punitive measures have resulted in the loss of valuable instructional time and should be reserved for infractions that cannot be appropriately addressed through other interventions and disciplinary responses. Disproportionate use of out-of-school suspensions, expulsions, and referrals to alternative schools shall be cause for corrective action by the District.

### *E. Limited Role of Law Enforcement*

This District seeks to avoid the unnecessary criminalization of our students; as such, police involvement should be limited to situations when it is necessary to protect the physical safety of students and staff or appropriate to address criminal behavior of persons other than students. Police involvement should not be requested in a situation that can be safely and appropriately handled by the District's internal disciplinary procedures. Disproportionate use of police intervention in inappropriate situations shall be cause for corrective action by the District.

Additionally, law enforcement personnel working on school grounds should exercise their authority to arrest in a manner that is consistent with the goals and requirements of this Policy.

### *F. Addressing Racial Disparities in School Discipline*

While overly harsh school discipline policies can affect all students, they have disproportionately impacted students of color. Black, Latino/Hispanic, and Native American students, in particular, are far more likely to be suspended, expelled, and arrested than their White peers, even for the same behavior. Students of color also tend to receive harsher punishments than their peers receive for the same offenses.

The systemic racial inequalities that persist in the administration of school discipline must be acknowledged, and this District must therefore eliminate institutional racism and any other form of discrimination or bias that presents barriers to success for our students.

Schools are charged with eliminating racial disparities in the administration of school discipline. Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups or other protected classes that have historically been over-represented among those students who are suspended, expelled, referred to alternative schools, arrested, or referred to law enforcement. Evidence of punitive measures being used disproportionately against students of color shall be cause for corrective action by the District.

### *G. Students with Disabilities*

Students with disabilities have too often had their education needlessly interrupted by inappropriate out-of-school suspensions, expulsions, referrals to alternative schools, and referrals to law enforcement. This is especially concerning when the behavior resulting in the punitive response was a manifestation of the student's disability.

Staff is charged with eliminating the over-punishment of students with disabilities, along with ensuring that any disciplinary consequences are in accordance with students' individualized education programs (IEPs), behavior intervention plans (if applicable), and 504 plans (if applicable).

### *H. Non-Discrimination*

School district staff responsible for implementing this Policy shall do so without discrimination based on ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, age, or disability.

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### *I. Due Process*

The failure to provide students and parents/guardians with due process has resulted in a breakdown of trust between schools and the communities they serve. To restore that trust, and ensure correct results in disciplinary proceedings, there should be utmost respect for: parents'/guardians' right to be immediately notified when their child faces disciplinary action; students' right to a fair hearing before being suspended, expelled, or referred to an alternative school; and students' right to appeal suspensions, expulsions, and referrals to alternative schools.

### *J. Staff Training*

One of the primary reasons for the over-reliance on punitive disciplinary measures is that many teachers and administrators have received insufficient training in classroom management, conflict resolution, and non-punitive approaches to discipline. Every school within the District shall make an annual allocation of their professional development time to these subjects in order to ensure that the disciplinary program in each school is effective and that relevant policies and procedures are equitably applied.

### *K. Individual School Policies*

Schools may adopt their own school rules and Codes of Conduct so long as they are consistent with this Policy. Any such rules or codes shall be approved by the Superintendent or a designated district official and will be made available to students and their parents/guardians in a manner consistent with this Policy.

### *L. Community Involvement*

Meaningful parent, student, and community involvement in the creation and application of school and district policy is essential for building effective schools with positive and inclusive learning environments. As such, parents/guardians, students, and community members should have input in the development of discipline rules for their school and classrooms.

### *M. Distribution of Policy*

The District shall distribute a copy of this Policy to all students and their parents/guardians, in a language they can understand. It shall also be posted on the district web site and in an easily visible place within each school.

## Section Two – Using Disciplinary Interventions

### *A. Types of Interventions*

There are three types of intervention strategies that are available to teachers and administrators: Administrative, Restorative, and Skill-based/Therapeutic.

- Administrative Strategies are statutory, rule-based, or contract-based interventions done “to” the offender, such as detention or suspension.
- Restorative Strategies are problem solving interventions done “with” the offender. They focus on the harm caused and how it will be repaired. Examples may include:
  - o Family group conferencing
  - o Victim-offender mediation
  - o Classroom peace circles
- Therapeutic/Resource Strategies are done “by” the offender and require intrinsic motivational behavior change. Such interventions include:
  - o Mental health counseling
  - o Anger management classes
  - o Informal mentoring and behavior coaching

### *B. Strategies in Using Interventions*

Teachers and administrators should consider utilizing different types of strategies, or multiple strategies simultaneously, to deal with misbehavior, especially for 2nd or 3rd instances of the same disruptive or inappropriate behavior. For example, in compliance with this Policy, the three types of interventions may be used in the following ways:

- Independently (e.g., 1-day after-school detention);
- As alternatives to each other (e.g., choice of peer mediation or 1-day detention); or
- In conjunction with each other (e.g., 2-day in-school suspension along with mediation).

### *C. Relevant Factors in Making Discipline Decisions*

When choosing consequences for students’ misbehavior, teachers, administrators, and staff must consider the following factors:

- Age, health, and disability or special education status of the student;
- Appropriateness of student’s academic placement;
- Student’s prior conduct and record of behavior;
- Student’s attitude;
- Student’s willingness to repair the harm;
- Seriousness of the offense and the degree of harm caused; and
- Impact of the incident on overall school community.

## Section Three – Description of Inappropriate and Disruptive Behaviors and Consequences

### A. Disciplinary Consequences Matrix

The following is the Disciplinary Consequences Matrix, which contains a list of potential inappropriate or disruptive behaviors and the appropriate interventions or consequences.

<b>Note: On the first instance of an inappropriate or disruptive behavior, use one or more interventions from the lowest level indicated for that behavior, or any lower level. If the same behavior is repeated during the same school year, one or more interventions or disciplinary responses from the next highest level may be used. Lower-level interventions may always be used, but interventions or disciplinary responses from the shaded boxes may never be used.</b>					
Inappropriate or Disruptive Behavior	Levels				
	1	2	3	4	5
Academic Dishonesty (e.g. cheating or plagiarizing)	●	●	●		
Alcohol			●	●	
- Under the Influence, Using, or Possessin				●	
- Selling				●	
Assault or Battery				●	
- Simple Assault or Simple Battery				●	
- Assault with a Weapon or Battery Causing Serious Injury					●
Bullying		●	●	●	
Bus Disruptions					
- Minor Disruption on the Bus (e.g. eating, drinking; being too loud, standing, throwing objects from the bus)	●	●	●		
- Serious Disruption on the Bus				●	
Classroom Disruption (e.g. talking out in class or talking out of turn, throwing objects, and other behavior that distracts from student learning)	●	●	●		
Defiance of Authority and/or Insubordination (e.g. non-violent/non-physical, talking back to school staff, failure to follow directions, failure to respond to school staff questions or requests, refusal to participate in classroom activities, etc.)	●	●	●		
Disrespectful Behavior (e.g. verbal insults or put-downs, including the use of profane or offensive language; picking on, bothering, teasing, or distracting other students; making inappropriate gestures or comments; and other behavior that is rude or disrespectful)	●	●	●		
Dress Code Violation	●	●			
False Activation of a Fire Alarm			●	●	
Fighting					
- Physical Aggression (e.g., pushing and shoving)		●	●	●	
- More Serious Fighting (may include incidents involving minor injuries)				●	
Gambling		●	●	●	
Hallway Misbehavior, Running, Making Excessive Noise, or Loitering	●	●	●		
Harassment based on Race, Ethnicity, Gender, Sexual Orientation, Disability, or Religion Against Members of the School Community		●	●	●	
Illegal Drugs or Controlled Substances					
- Under the Influence, Using, or Possessing			●	●	
- Selling					●

**Note: On the first instance of an inappropriate or disruptive behavior, use one or more interventions from the lowest level indicated for that behavior, or any lower level. If the same behavior is repeated during the same school year, one or more interventions or disciplinary responses from the next highest level may be used. Lower-level interventions may always be used, but interventions or disciplinary responses from the shaded boxes may never be used.**

Inappropriate or Disruptive Behavior	Levels				
	1	2	3	4	5
Lying to, Giving False Information to, or Misleading School Personnel	●	●	●		
Portable Electronic Devices Use at Unauthorized Times	●	●	●		
Property Damage					
- Intentional Damage or Defacement of Another Person's or School Property (less than \$50)		●	●	●	
- Intentional Damage or Defacement of Another Person's or School Property (more than \$50)				●	
Sexually Based Behaviors					
- Consensual Sexual Activity	●	●	●		
- Sexual Harassment (e.g. unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, or physical conduct of a sexual nature)		●	●	●	
- Sexual Assault					●
Tardiness					
- Persistent or Excessive Tardiness to Class/School	●	●	●		
Theft					
- Less than \$50		●	●	●	
- Greater than \$50				●	
Trespassing (Level 5 interventions may only be used when a student has entered onto school property without permission and then refused to leave school property upon request)				●	●
Tobacco Possession or Use	●	●	●		
Unauthorized Use of School Equipment	●	●	●		
Unexcused Absence from School or Class Cutting	●	●	●		
Weapons, Firearms, and Explosives					
- Bringing or Possessing Fireworks	●	●	●		
- Igniting Fireworks				●	
- Bringing, Possessing, or Using Other Explosives (Non-Fireworks)					●
- Threat or False Report Related to Explosives					●
- Bringing, Possessing, or Using Firearms					●
- Bringing or Using Other Deadly Weapons					●
- Possessing Other Deadly Weapons				●	



# ATTACHMENT 5



Please see  
Attachment 5  
uploaded separately  
as an Excel file.



# ATTACHMENT 6

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Please see *Attachment 6*  
uploaded separately as  
an Excel file.



# ATTACHMENT 9



## ATTACHMENT 9: BOARD MEMBER ROSTER TEMPLATE

Proposed Board Member Name	Proposed Position on Board, if applicable <i>(ex. Chair, Vice Chair, Treasurer, etc.)</i>	Occupation and Current Employer	Membership Category Pursuant to NRS 388A.320(1) <i>(select one for each member)</i>				Committee Assignment(s), if applicable
			(a) Teacher or licensed personnel	(b) teacher, licensed personnel, or administrator	(c) Parent or guardian	(d) Knowledge and expertise in Accounting, Finance, Law or Human Resources	
Shannon Yvette Blaess	Proposed Board Member	Executive Assistant, Cirrus Aviation			X		Academic
Amaya Bleu	Proposed Board Member	Founder & Director, Retired, Foothills Montessori School				X (Non Licensed Educator)	Academic
Ayesha Mehdi	Proposed Board Member	Partner in Charge, Zumpano Patricios & Helsten, PLLC				X (Law)	Governance
Dr. Andre Ponder	Proposed Board Chair	CEO, Meant to Lead (Mn2Ld, LLC)		X		X (Finance)	Governance/ Finance
Jeneana Ponder	Proposed Board Member	Manager, Recruitment Fellow Teach for America (Remote)		X			Academic
Jacinta Raines	Proposed Board Member	Employee Relations Case Manager, UnitedHealth Group				X (Human Resources)	Governance/ Finance
Maya Wilson	Proposed Board Member	Capella University, Enrollment Counselor				X (Finance)	Finance



# ATTACHMENT

# 10



## Proposed CORPORATE BYLAWS OF THE IVY SCHOOL

### ARTICLE I: NAME AND PURPOSE

**1.01 Name.** The name of this Nevada public charter school and nonprofit corporation is The Ivy School Inc, (hereinafter referred to as "The School")

**1.02 Purpose.** Said corporation is organized exclusively for charitable, educational, and scientific purposes, including the development of innovative educational programs, the research and dissemination of best practices in pedagogy and learning sciences, and the launching and support of charter schools. This includes the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**1.03 Mission.** The mission of The Ivy is to unleash the limitless potential in every student by pioneering a fusion of brain-based practices and museum inquiry. We empower every child to spark Passion, uncover their Purpose, and grow their Power, ensuring 100% of our graduates achieve academic success and become agents of change committed to justice and equity.

**1.04 Non-Discrimination.** The School shall not discriminate on the basis of race, religion, national origin, gender, disability, or sexual orientation in its hiring or admission practices.

### ARTICLE II: BOARD OF DIRECTORS

**2.01 Powers.** The Board of Directors ("Board") shall manage the affairs of the School in compliance with Nevada Revised Statutes (NRS) Chapter 388A and NRS Chapter 82.

**2.02 Number of Directors.** The Board shall consist of at least five (5) and no more than nine (9) voting members. In addition to the Voting Directors, the CEO shall serve as an ex-officio, advisory, and non-voting member. The CEO is not a Director and shall not be counted toward the 5-9 member limit or toward a quorum.

**2.03 Emergency Vacancy Provision:** In the event the Board falls below the minimum required number of Directors, the Board shall immediately notify the Sponsor and shall comply with NRS Chapter 388A when filling vacancies. Any appointment made under this provision must preserve required statutorily-mandated categories (e.g., licensed teacher, parent) and observe all applicable conflict-of-interest and fingerprinting requirements.

**2.04 Composition and Eligibility.** Per Nevada statute, the Board must include:

- One active or retired licensed teacher in good standing (per NRS 388A.320).
- Second Teacher/Admin Seat for either a licensed teacher or a school administrator.
- One parent or legal guardian of a pupil enrolled in the School who is not an employee.
- Two members with expertise in accounting, finance, law, or human resources.
- A majority of members must reside in the county where the school is located.
- All board members must submit to fingerprinting and provide an affidavit to the SPCSA as required by NRS 388A.323.
- No more than two (2) members of the Board may be representatives of the same organization or consolidated group of organizations.

**2.05 Terms of Office.** Directors shall serve terms of three (3) years.

- Directors may serve up to four full terms (12 years total), followed by a mandatory one-year hiatus.
- Terms shall be staggered so that only approximately half of the Board is up for election during an election year to ensure continuity.
- Of the directors initially appointed, approximately one-half shall serve an initial term of two (2) years and one-half shall serve an initial term of three (3) years, as determined by lot or Board resolution at the first organizational meeting, to establish staggered terms for future elections. Directors elected roles following this initial term shall serve 3 years.

**2.06 Compensation.** Members of the Board of Directors shall serve without compensation, though they may be reimbursed for reasonable expenses

**2.07 Removal and Resignation.** A Director may be removed by a two-thirds vote of the Board for cause, including missing three regular meetings in a calendar year.

- Resignation is effective upon written notice to the Board Chair or Secretary.
- Board will notify the Sponsor in writing within ten (10) business days of any Director resignation, removal, or appointment, including contact information and role description. If Sponsor policy requires a shorter timeframe, the shorter timeframe shall control.

## **ARTICLE III: MEETINGS**

**3.01 Open Meeting Law.** All meetings shall be conducted in accordance with the Nevada Open Meeting Law (NRS Chapter 241).

- Written notice of all meetings, including a clear and complete agenda, shall be posted no later than 9:00 a.m. of the third working day before the meeting, in compliance with NRS 241.020.
- The Board is committed to posting agendas and notices in compliance with OML.

- The Board will timely approve and publicly publish meeting minutes.

**3.02 Prohibition on Private Action:** No action may be taken by the Board of Directors except within a public meeting conducted in accordance with NRS Chapter 241. Board members shall not use email, text, or private serial communications to deliberate toward a decision or take action on any matter within the Board's jurisdiction.

**3.03 Frequency.** The Board shall meet at least once per quarter. An Annual Meeting shall be held on the second Tuesday of May for the purpose of electing officers.

**3.04 Quorum.** A quorum at all meetings of the Board shall consist of a majority of the number of directors then in office. If the number of directors in office falls below the statutory minimum required by NRS Chapter 388A, the remaining Directors may convene a special meeting for the limited, ministerial purpose of appointing additional Directors necessary to restore the Board to the statutory minimum. Any action taken at such a special meeting shall be limited solely to appointing Directors to meet statutory composition requirements and shall be documented in the meeting minutes and promptly reported to the Sponsor. All other Board business is prohibited until the Board meets the statutory minimum.

**3.05 Participation.** To the extent permitted by law, members may participate via telephone or video conference so long as all participants can hear each other and the public can attend and comment.

**3.06 Voting Body and Majorities.** The Board shall consist of five (5) to nine (9) total members, composed of 5 (five) to nine (9) Voting Directors and one (1) non-voting, ex-officio CEO. Because the voting body may consist of an even number of members up to (8), a majority for the purpose of passing any motion or resolution shall be defined as at least three (3) (when the board is at 5 members) to five (5) (at capacity) affirmative votes from the Voting Directors then in office.

- **Tie Votes:** In the event of a tie vote (e.g., 4-4), the motion or resolution shall be considered failed, as it did not achieve the required majority. No action shall be taken on the failed motion.
- **Tie-Break Procedure:** If a motion fails due to a tie, the Board Chair may:
  - Table the matter for further deliberation at a future meeting.
  - Refer the matter back to the relevant standing committee (Academic, Finance, or Governance) for further study and recommendation.

**3.07 Recusal and Voting Adjustments.** Any Voting Director who has a material financial interest or a Consanguinity or Affinity conflict regarding a specific agenda item must recuse themselves from the vote. When a Director is recused, the total number of

Voting Directors then in office for that specific item is reduced by one. For example, if one Director is recused (leaving 8 voters), a majority shall be defined as five (5) affirmative votes. This ensures an odd number of voters for high-stakes decisions, naturally preventing a tie.

#### **ARTICLE IV: OFFICERS**

**4.01 Designation.** Officers shall include a President (Chair), Vice President (Vice Chair), Secretary, and Treasurer. An individual may hold more than one office, except that the Board Chair and Secretary roles should ideally remain separate.

**4.02 Board Chair.** Presides at meetings and has the power to sign contracts and instruments approved by the Board. Contracts require board approval and that signatory authority is limited to board-authorized contracts.

**4.03 Vice Chair.** Order of temporary succession: Vice Chair shall assume Chair duties in the Chair's absence or incapacity. Only if the Vice Chair is unavailable may the Treasurer serve as interim Chair, and then only until the next regular or special meeting at which a Chair is elected.

**4.04 Treasurer.** Serves as chair of the Finance Committee and maintains oversight of the School's financial condition and accounts. In the event of a vacancy in the office of Board Chair or Vice, or during the either's absence or inability to serve (including medical or family leave), the Treasurer shall temporarily perform the duties of the Vice Chair and/or Board Chair. While serving in this interim capacity, the Treasurer shall have all the powers and be subject to all the restrictions of the Board Chair until the Board formally elects a successor at the next scheduled meeting or the Chair returns to duty. The Secretary shall have signatory powers in such circumstances as the Treasurer stepping into the Board Chair Role. Limitation on Treasurer: While serving as interim Chair, the Treasurer shall be recused from any Finance & Audit Committee actions or independent audit oversight that would compromise the independence of financial review; the Board shall appoint an independent director to chair the Finance & Audit Committee during that period.

**4.05 Secretary.** The Secretary shall attend all meetings of the Board of Directors and record all the proceedings of the meetings in a book or file to be kept for that purpose. The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors as required by the Nevada Open Meeting Law. The Secretary shall be the custodian of the corporate records and of the seal of the School. The Secretary shall perform such other duties as may be prescribed by the Board of Directors or Board Chair, under whose supervision they shall be. In such circumstances as the Treasurer

temporarily serving in the Board Chair interim capacity, the Secretary shall become the dual signatory for the limited purpose of ensuring the continuity of business.

**4.06 Emergency Succession of Officers.** In the event of a vacancy, or the temporary inability of the Secretary or Treasurer to perform their duties (due to medical leave, emergency, or resignation), the Board Chair may appoint an ad hoc interim officer from among the existing Directors to fulfill those duties until the next regularly scheduled meeting. A single Director may hold two offices in an interim capacity during such an emergency, provided that the independence of the financial oversight and the integrity of the meeting minutes are maintained.

**4.07 Appointed Ad Hoc Interim Officers.** In the event of a temporary vacancy or the inability of an officer to perform their duties due to emergency, medical leave, or resignation, the Board Chair may appoint an existing Director to serve as an ad hoc interim officer. Such appointments shall be effective immediately to ensure organizational continuity but must be ratified or a permanent successor elected by the Board at the next regularly scheduled meeting conducted in accordance with NRS 241. An ad hoc officer shall have the authority to execute the specific duties of the office to which they are appointed, provided that the independence of financial oversight and the integrity of corporate records are maintained. Any ad hoc interim officer appointed by the Board Chair shall be presented for ratification by the full Board at the next regularly scheduled public meeting; failure to ratify will immediately terminate the interim appointment.

**4.08 Dual Office Interim Appointments.** A single Director may serve in two officer roles on an interim basis only for the limited period until the next regularly scheduled public Board meeting, and any such interim appointment must be ratified by the Board at that meeting.

## **ARTICLE V: CHIEF EXECUTIVE OFFICER**

**5.01 Chief Executive Officer (CEO).** The Board may employ or appoint a Chief Executive Officer (CEO), who shall serve as the administrative head of the School and be responsible for day-to-day operations, subject to the direction of the Board. The CEO shall serve in a strictly ex-officio, advisory, non-voting capacity to the Board and shall not be counted toward a quorum for any vote. The CEO is prohibited from holding any Board office (e.g., Chair, Vice Chair, Secretary, or Treasurer). In this advisory capacity, the CEO shall provide the Board with regular reports on school operations, academic growth velocity, and organizational health to inform Board decision-making.

**5.02 Recusal.** The CEO must recuse themselves from and leave the room for any executive sessions and discussions concerning their own performance evaluation,

compensation, or contract renewal except such circumstances as the motions have already passed.

**5.03 Employment Powers.** The CEO may employ or appoint a Principal. In such circumstances, the Principal will employ on-the-ground staff at the School and evaluate staff and instructional department heads. The CEO will approve appointments of leadership team members such as, but not limited to, department heads, managers and assistant principals. The Principal will work in conjunction with the leadership team to evaluate all staff. If in such circumstances as the School employs department heads, the department heads will support evaluation of staff members in their department. The CEO evaluates leadership team members including principal, assistant principals, managers, department heads and C-suite staff if applicable. In such circumstances as the CEO serving a dual role as Principal, the CEO will employ and evaluate all on-the-ground staff.

**5.04 Emergency Succession of Chief Executive Officer.** To ensure continuity of leadership and operations in the event the Chief Executive Officer (“CEO”) is unable to perform duties because of death, disability, resignation, removal, or other emergency.

- **Triggering Events.** An emergency succession is triggered when the CEO is temporarily or permanently unable to perform the duties of the office, as determined by:
  - the CEO in writing; or
  - a majority vote of the Board of Directors (the “Board”); or
  - the CEO’s licensed medical provider or other competent evidence of medical incapacity presented to the Board.
- **Immediate Interim Appointment** a. Upon a triggering event, the Board shall immediately appoint an Acting CEO from among existing senior staff or from an external interim candidate. b. The Acting CEO shall assume all powers and responsibilities of the CEO necessary to maintain day-to-day operations, execute contracts, and ensure student and staff safety, subject to any limitations set by the Board.
- **Notice and Reporting** a. The Board shall notify the SPCSA and any other required regulatory or funding authorities in writing within [24] hours of the triggering event and the identity of the Acting CEO. b. The Board shall inform staff, families, and other stakeholders of the leadership transition in a timely and appropriate manner.
- **Authority and Limitations of Acting CEO** a. The Acting CEO shall have the authority to carry out the CEO’s duties, except that the Acting CEO shall not: i. alter the school’s mission or charter without Board approval; ii. enter into new long-term debt or sell real property without prior Board authorization; iii. hire or

terminate the CEO position or make material changes to the CEO's compensation without Board approval. b. The Board may specify additional limits or powers when appointing the Acting CEO.

- **Duration; Board Action for Permanent Succession** a. The Acting CEO appointment is temporary and shall expire upon the earlier of: i. the CEO's written notice of ability to resume duties; ii. the Board's appointment of a permanent CEO; or iii. [90] days, unless extended by Board resolution. b. If the Board determines the CEO's incapacity is permanent or the CEO resigns or is removed, the Board shall initiate a search for a permanent CEO and appoint an Interim or Permanent CEO consistent with Board hiring policies and SPCSA requirements.
- **Removal and Replacement.** The Board may remove an Acting CEO at any time by majority vote and appoint a successor Acting or Interim CEO. Removal of a permanent CEO shall follow the procedures in these Bylaws and applicable Nevada law.
- **Delegation and Emergency Powers.** To facilitate emergency operations, the Board may pre-authorize an emergency delegation of specified authorities to one or more senior staff members (e.g., finance director, principal) to act temporarily in the CEO's absence, subject to oversight and post-action ratification by the Board.
- **Records and Oversight.** All actions taken by an Acting CEO under this section shall be recorded and presented to the Board at the next regular meeting for ratification or review. The Board shall maintain documentation of the triggering event, notices, and decisions.
- **Compliance with Nevada Law and SPCSA Policy.** All actions under this section shall be taken in accordance with Nevada Revised Statutes and applicable SPCSA policies, including any required notifications, approvals, or timeframes. The Board shall consult legal counsel and SPCSA staff as needed to ensure compliance.

## ARTICLE VI: COMMITTEES

**6.01 Standing Committees.** The Board shall maintain the following committees:

- **Academic Excellence Committee:** Responsible for reviewing monthly data from the Teacher Innovation Lab (TIL) and student growth velocity. The Committee interacts with the Board by presenting academic progress toward Nevada School Performance Framework (NSPF) targets.
- **Finance & Audit Committee:** Oversees the School's fidelity engine regarding financial resources. The Committee meets monthly to review budget-to-actuals, ensure transparency in the use of public funds, and oversee the execution of the

annual independent audit. The Committee is tasked with reviewing consequential irregularities and presenting findings within 30 days of receiving an audit.

- **Governance & Development Committee:** Leads Board recruitment, training, and orientation; self-evaluation; CEO evaluation, strategic fundraising; and succession planning. This committee ensures the Board remains in compliance with Nevada charter school regulations and Open Meeting Law.

**6.02 Authority to Bind.** No officer, director, or committee member shall execute any contract or obligation that binds the School without express prior authorization by a majority vote of the Voting Directors recorded in the minutes of a public meeting. The Board Chair is authorized to execute contracts that have been expressly approved by the Board. Committees may make recommendations and prepare contract documents for Board consideration but have no authority to bind the School absent a recorded Board vote.

**6.03 Committee Compliance.** All standing and ad hoc committees shall comply with Nevada Open Meeting Law (NRS Chapter 241). Notice and agendas for committee meetings shall be posted in accordance with NRS 241.020.

## **ARTICLE VII: GOVERNANCE-OPERATIONS SEPARATION & ACCOUNTABILITY**

**7.01 Boundary of Authority.** The Board shall at all times uphold the boundary between governing the School and leading daily school operations. The Board's primary staffing responsibility is to hire, oversee, and evaluate a CEO capable of achieving the School's mission and academic goals. The Board shall not direct or supervise on-the-ground staff or interfere with the CEO's management of personnel.

**7.02 Evaluation Framework.** The Governance & Development Committee shall develop and implement a formal annual evaluation process for the CEO based on established expectations, student growth velocity, and organizational health. The CEO shall, in turn, be responsible for the rigorous evaluation of all school leadership, including the Principal, Assistant Principals, Department Heads (if applicable) and Managers.

**7.03 Committee to Form Status & CEO Transition.** Until the School receives formal charter approval, the organization shall operate as a Committee to Form. During this period, the Lead Founder shall serve as a volunteer interim lead. A formal vote to appoint and contract a permanent CEO shall not occur until the Board is fully seated, independent and the authorizer approves the School's charter application, currently anticipated for late August 2026/ Early September 2026.

**7.04 Professional Development & Succession.** The Board shall engage in annual governance training conducted by an independent organization, such as BoardOnTrack, Opportunity 180 and State Public Charter School Authority (SPCSA) to ensure the Board maintains the capacity to oversee a high-performing organization. The Governance & Development Committee shall maintain a written succession plan for both Board leadership and the CEO to ensure organizational stability during transitions.

**7.05 Staffing Ethics & Anti-Nepotism.** No employee shall be placed in a position where they are evaluated by a supervisor with whom they have a "Consanguinity or Affinity" conflict (as defined by the Nevada Commission on Ethics) or an intimate/romantic relationship. In such cases, the CEO shall appoint a qualified independent evaluator to ensure the integrity of the performance review.

## **ARTICLE VIII: FINANCIAL AND MISCELLANEOUS**

**8.01 Fiscal Year.** The fiscal year begins July 1 and ends June 30.

**8.02 Checks and Notes.** All checks, drafts, or other orders for the payment of money in excess of \$10,000 must be signed by any two (2) authorized signatories, at least one of whom must be a Board officer specially Chair, Treasurer or Secretary. If the Board approves a line item in the budget (e.g., \$50,000 for curriculum), the CEO can execute that specific spend without a second signature, provided it aligns with the Financial Plan Workbook. During the Incubation Year (Year 0), the Board may pre-authorize higher spending limits for the Acting CEO to meet SPCSA Pre-Opening Requirements.

**8.03 Deposits.** School funds shall be deposited only in financial institutions located in the State of Nevada.

**8.04 Self Dealing.** The Board shall adhere to a strict conflict of interest policy. No Director shall participate in any discussion or vote on any matter in which they have a material financial interest. Any transaction involving a Director must be (a) fully disclosed in writing, (b) approved in good faith by a majority of disinterested Directors, and (c) fair and reasonable to the School at the time of approval. Material financial interest is defined as any direct or indirect pecuniary interest that a Director or officer, or a member of their immediate family, has in a transaction or relationship with the School. All Directors must disclose such interests in writing to the Board Chair and the Governance & Development Committee prior to discussion of the matter; disclosures shall be included in the meeting minutes and a recusal recorded.

**8.05 Budget.** The Board shall approve an annual budget prepared by the Chief Executive Officer, in consultation with any contracted financial consultant or back-office service provider, and submitted to the Board no later than sixty (60) days prior to the

start of the fiscal year. The budget shall include projected revenues, expenditures, monthly cash flow, detailed assumptions, and any capital or contingency plans. Consistent with Nevada reporting requirements, the budget must separately account for state and federal special education funding streams. All budget projections shall be consistent with the School's finance, procurement, and emergency succession policies.

The CEO shall provide monthly financial reports to the Finance & Audit Committee for initial review before presentation to the Board. These reports shall compare actuals to budget and include any recommended amendments. Board approval is required for all material budget amendments, defined as any unbudgeted expenditure exceeding \$10,000 or any cumulative variance greater than ten percent (10%) of a major functional category. The Board shall ensure the approved budget and all required fiscal reports are submitted to the SPCSA and other relevant authorities in accordance with statutory and charter deadlines.

**8.06 Indemnification.** The School may indemnify Directors and agents against judgments and reasonable expenses, provided they acted in good faith and without gross negligence.

**8.07 Code of Ethics.** All Directors and officers shall annually sign and adhere to the School's Code of Ethics and Conflict of Interest policies.

**8.08 Tax Exempt.** The corporation is organized exclusively for charitable, educational, and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. No part of the net earnings of the corporation shall inure to the benefit of any private individual. No substantial part of the activities of the corporation shall consist of carrying on propaganda or attempting to influence legislation. The corporation shall not participate or intervene in any political campaign on behalf of any candidate for public office.

**8.09 Dissolution.** In the event of dissolution or closure, the Board shall comply with the requirements of NRS 388A.306 and any applicable regulations, including the appointment of an administrator and the submission of a closure plan to the Sponsor. Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

**ARTICLE IX: AMENDMENTS**

These Bylaws may be amended by a majority vote of the Board of Directors. Amendments related to governance structure, statutory compliance, or the School's charter must be approved by the School's sponsor prior to taking effect. Other administrative amendments that do not overlap with the governance structure may be adopted by the Board and reported to the sponsor within ten (10) days.

**CERTIFICATION**

I hereby certify that I am the Secretary of The Ivy School and that the foregoing Bylaws were adopted on this date. \_\_\_\_\_ [Signature of Secretary]  
[Date]

**Montana Nonprofit Association (MNA)**

**Conflict of Interest Policy<sup>1</sup>**

And

**Annual Statement**

**For Directors and Officers and  
Members of a Committee with Board Delegated Powers**

**Article I -- Purpose**

1. The purpose of this Board conflict of interest policy is to protect MNA's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of MNA or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
3. This policy is also intended to identify "independent" directors.

**Article II -- Definitions**

1. **Interested person** -- Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial interest** -- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - a. An ownership or investment interest in any entity with which MNA has a transaction or arrangement,
  - b. A compensation arrangement with MNA or with any entity or individual with which MNA has a transaction or arrangement, or
  - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which MNA is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial

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<sup>1</sup> This policy is based on the IRS model Conflict of Interest policy, which is an attachment to Form 1023. It adds information needed to allow MNA to assess director independence in order to answer questions on Form 990.

interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

3. **Independent Director** -- A director shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS 990 form or, until such definition is available, the director --
  - a. is not, and has not been for a period of at least three years, an employee of MNA or any entity in which MNA has a financial interest;
  - b. does not directly or indirectly have a significant business relationship with MNA, which might affect independence in decision-making;
  - c. is not employed as an executive of another corporation where any of MNA's executive officers or employees serve on that corporation's compensation committee; and
  - d. does not have an immediate family member who is an executive officer or employee of MNA or who holds a position that has a significant financial relationship with MNA.

### **Article III -- Procedures**

1. **Duty to Disclose** -- In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.
2. **Recusal of Self** -- Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
3. **Determining Whether a Conflict of Interest Exists** -- After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.
4. **Procedures for Addressing the Conflict of Interest**
  - a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

- b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board or Executive Committee shall determine whether MNA can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in MNA's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

#### **5. Violations of the Conflicts of Interest Policy**

- a. If the Board or Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### **Article IV – Records of Proceedings**

The minutes of the Board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

#### **Article V – Compensation**

- a. A voting member of the Board who receives compensation, directly or indirectly, from MNA for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from MNA for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from MNA, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### **Article VI – Annual Statements**

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:
  - a. Has received a copy of the conflict of interest policy,
  - b. Has read and understands the policy,
  - c. Has agreed to comply with the policy, and
  - d. Understands MNA is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

#### **Article VII – Periodic Reviews**

To ensure MNA operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.

- b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to MNA's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

#### **Article VIII – Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, MNA may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

The End

Revision History by the MNA Board  
Initial Conflict of Interest policy adopted April 19, 2006  
Restated April 17, 2008

**Director and Officer  
Annual Conflict of Interest Statement**

1. Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. Position:

Are you a voting Director? Yes No

Are you an Officer? Yes No

If you are an Officer, which Officer position do you hold:

\_\_\_\_\_.

3. I affirm the following:

I have received a copy of the MNA Conflict of Interest Policy. \_\_\_\_\_ (initial)

I have read and understand the policy. \_\_\_\_\_ (initial)

I agree to comply with the policy. \_\_\_\_\_ (initial)

I understand that MNA is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. \_\_\_\_\_ (initial)

4. Disclosures:

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with MNA? Yes No

i. If yes, please describe it: \_\_\_\_\_

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with MNA? Yes No

i. If yes, please describe it, including when (approximately):

ii. \_\_\_\_\_  
If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

5. Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why? \_\_\_\_\_

\_\_\_\_\_  
Signature of director

Date: \_\_\_\_\_

Date of Review by Executive Committee: \_\_\_\_\_

# The Ivy School: Code of Ethical Standards

## I. Statement of Purpose and Public Trust

A position at The Ivy School is a public trust to be held for the sole benefit of the students and the community. Every officer and employee must commit to avoiding conflicts between private interests and the general public interest. In the performance of official duties, loyalty must be placed on the laws of the State and basic principles of ethics rather than the temptation of private gain.

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## II. Specific Prohibitions

In accordance with Nevada's ethical standards, all school personnel are prohibited from:

- **Unwarranted Privileges:** Using one's position to secure unwarranted privileges or advantages for oneself or any person to whom there is a private commitment.
- **Gifts and Economic Opportunities:** Accepting any gift, favor, service, or economic opportunity that would tend to improperly influence a reasonable person in that position.
- **Confidential Information:** Using confidential information acquired through official duties to further one's own pecuniary (financial) interests.
- **Government Resources:** Using school-owned property, equipment, or resources for personal use or for a campaign for any office.
- **Improper Influence:** Using a position of authority to influence a subordinate to benefit a personal interest.

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## III. Conflicts of Interest and Disclosure

Conflicts of interest can undermine the integrity of the school's decision-making process. To preserve the public trust, personnel must:

- **Recognize Conflicts:** Identify situations where private interests (financial or personal) interfere, or appear to interfere, with objectivity.
- **Disclose Relationships:** Disclose any interest created by a gift, loan, or commitment in a private capacity to the interests of others. This includes commitments to:
  - Members of the household.
  - Relatives within the third degree of consanguinity.
  - Substantial business relationships.
- **The "Reasonable Person" Standard:** Analyze whether the conflict would materially affect the independence of judgment of a hypothetical "reasonable person".

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## IV. Guidelines for Abstention

Disclosure is mandatory; however, it is not always a "safe harbor".

- **When to Abstain:** An officer or employee must abstain from voting or exercising official discretion when independence of judgment is materially affected by private interests.
- **Factual Testimony:** When a conflict exists, personnel may provide factual statements but must avoid advocacy. Prohibited advocacy is often signaled by phrases such as "I think," "I believe," or "I would hope".

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## **V. Acknowledgment and Compliance**

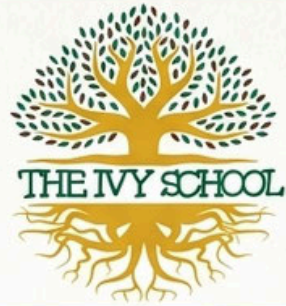
Every officer must acknowledge in writing that they have received, read, and understand these ethical standards. Failure to comply with these standards may result in disciplinary action, financial sanctions, or removal from office.



# ATTACHMENT

# 11





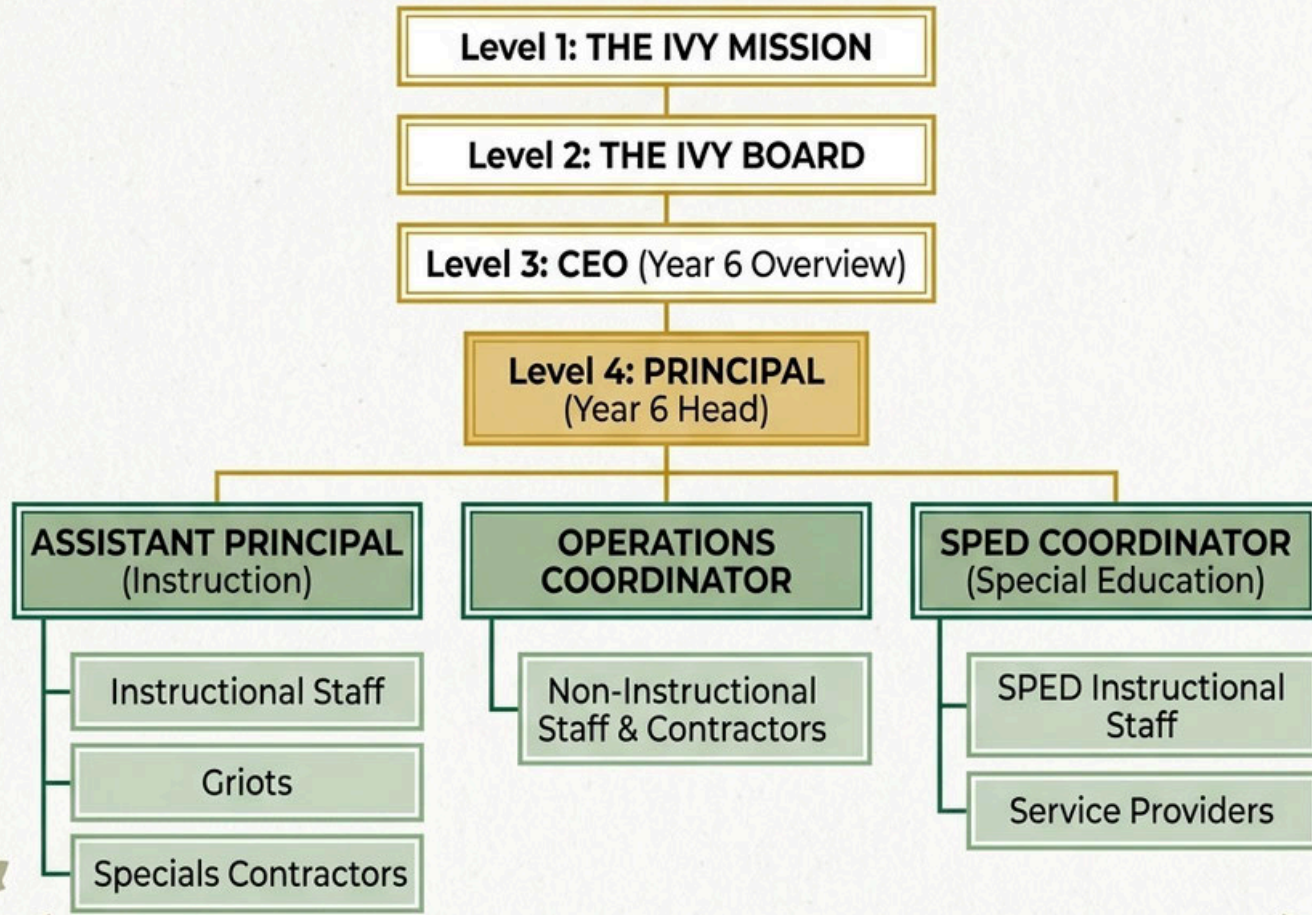
## THE IVY SCHOOL - YEAR 1 ORGANIZATIONAL CHART



# THE IVY SCHOOL - YEAR 6 ORGANIZATIONAL CHART



## IVY MISSION & VALUES (Year 6 Alignment)





# ATTACHMENT

# 12

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**SUMMARY**

Highly accomplished educational leader with 20+ years of experience driving student achievement and fostering innovative learning environments. Proven expertise in curriculum development, school administration, and special education advocacy.

**Lead Founder** **2024-Current**  
**The Ivy School, Las Vegas, NV**

- Directing charter school application & development, ensuring compliance with state and federal regulations.
- Managing budget development and financial oversight, securing grant funding. Awarded \$30,000 Pre Planning Grant, awarded Tiny Fellowship & \$5000 grant, awarded 2025 Camelback Fellowship & \$40,000 grant, awarded Z Combinator Fellowship & \$10,000 pitch competition prize, 2025 Finalist for New Schools Venture Fund and Charter School Growth Fund.
- Leading strategic planning and operational implementation, aligning with school mission.
- Overseeing curriculum selection and assessment.
- Establishing community partnerships.

**SPED Advocate/Curriculum Design Consultant,** **2016-2024**  
**Jax Consulting, Remote**

- Advocated for students with IEPs, ensuring service delivery and rights protection.
- Developed customized curriculum and professional development materials.
- Provided educational consultation to families and organizations.

**Principal/Assistant Principal,** **2017-2018**  
**Propel Schools, Pittsburgh, PA**

In addition to previously mentioned duties

- Implemented professional development programs.
- Restructured Special Education department, improving compliance.

**School Turnaround Specialist/ Assistant Principal,** **2013-2016**  
**DC Public Schools, Washington, DC**

- Worked directly with two Cluster Instructional Superintendents and 9 Turnaround School Principals to develop high-quality comprehensive school improvement plans, monitor implementation and evaluate results.
- Designed and implemented academic, behavior incentive and student recruitment programs.
- Led data-driven instruction and school improvement planning leading to double digit gains in English and/or Math at 3 supported schools.
- Evaluated and provided recommendations to build capacity in for variety of partnership programs such as City Year, Experience Corps & Turnaround for Children

**Principal** **2012 -2013**  
**Eagle Academy, Washington, DC**

- Ensuring compliance with district/state regulatory processes, investigating concerns, determining consequences, communicating with parents and entering discipline information into the SWIS system
- Creating and implementing professional development to continuously improve instruction and build teacher capacity
- Implementation, Evaluation and Monitoring of Creative Curriculum and GOLD Assessment

**WORK  
EXPERIENCE  
HIGHLIGHTS**

- Supervision and Evaluation of staff
- Coordinating and Managing Free and Reduced Meals Application Process
- Developing, coordinating and supporting culture initiatives
- Designing and implementing data driven instruction

#### Assistant Principal / Teacher

2007-2012

#### Baltimore City Public Schools, Baltimore, MD

- Implemented project-based learning and arts-integrated curriculum.
- Managed 6<sup>th</sup> grade and 8<sup>th</sup> grade teams, including the Emotional Disability Dept.
- Led Student Support Team (SST, the MTSS programming) and 504 Teams, drafting Intervention & 504 Plans.
- Developed systems and procedures for SST.
- Served at Grade Level Hearing Officer for Out of School Suspensions.
- Developed systems and procedures for conducting investigations & hearings for OSS.
- Created systems and procedures for tracking Special Education compliance & data.
- Contributed to school safety and instructional program development.
- Regularly observed classroom instruction of all teachers monitoring their effectiveness and success in implementation of Common Core Curriculum
- Supervision and Evaluation of staff
- Coordination and Management of Free and Reduced Meals Application Process
- Led teams to making 10% gains in English and Math standardized assessments.

#### EDUCATION & FELLOWSHIPS

- M.Ed., Curriculum & Instruction – American InterContinental University – Hoffman Estates, IL – 2007
- Comprehensive Orton Gillingham Plus, K-6 Series - Institute of Multi-sensory Education, 2024
- Orton Gillingham Morphology Plus - Institute of Multi-sensory Education, 2025
- Public Administrator I - Coppin State University-2009
- Opportunity 180 Propel Fresh Start Fellowship - Opportunity 180 - 2024-2025
- National Accelerator for Autism Charter Schools - AZ Autism Charter School - 2024-2025
- SchoolOps Fellowship - SchoolOps - 2025
- Tiny Fellowship - 4.0 Schools - 2025
- Camelback Fellowship - Camelback Ventures - 2025
- Z Combinator Fellowship - Zeta Schools - 2025 - 2026

#### CERTIFICATIONS

- **Advanced Professional Certificate - Maryland** (Elementary 1 - 5, Middle School Grades, English 7 - 12, Theater 7 - 12, Speech Communications 7 - 12, Administrator I/II, Superintendent I)
- **Class AA Certificate – Mississippi** (Elementary Education K - 3, Elementary Education 4 - 6, English 7 - 12, Drama K - 12, Speech Communication 7 - 12, Administrator)
- **Career Continuous Educator’s Certificate- Missouri** (Early Childhood Education Birth - 3, Elementary Education 1-6, Language Arts 5 - 9, English 9 - 12, Speech and Theater 5-12)
- **Certificate of Completion - Institute for Multi-Sensory Education** Comprehensive Orton - Gillingham Plus Virtual (30.00 Hours)
- **Certificate of Completion - Institute for Multi-Sensory Education** Morphology Plus Virtual (30.00 Hours)



# ATTACHMENT

# 13



# ANGELA D. COLBERT, M.Ed.

Executive School Leader | Strategic Culture Builder | Champion of Equity, Culture & Student Excellence

*Grounded in Love - Learning - Leadership - Legacy*

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## EXECUTIVE SUMMARY

Transformative K-8 school leader with 16+ years of experience strengthening academic systems, school culture, and community partnerships. Founder of Young Leaders Academy of Excellence and a values-driven instructional leader grounded in the Four L's - Love, Learning, Leadership, and Legacy. Skilled in strategic planning, instructional coaching, MTSS, and building joyful, rigorous environments where scholars and educators thrive.

## CORE LEADERSHIP COMPETENCIES

- Visionary School Leadership & Strategic Planning
- Instructional Coaching & Teacher Development
- Culture-Building, MTSS, and Student Supports
- Family & Community Engagement
- School Operations, Compliance, and Budget Oversight
- Talent Development, Hiring, and Staff Management
- Crisis Leadership & Change Management
- Public Speaking & Strategic Communication

## PROFESSIONAL EXPERIENCE

### Assistant Director | Vegas Vista Academy

*Opportunity 180 Propel Fellowship | July 2025 - Present*

- Supports Executive Director in leading daily school operations and strategic initiatives
- Oversees student behavior systems, discipline, and culture alignment
- Plans and facilitates staff development to strengthen instructional practice
- Provides real-time coaching and feedback to teachers
- Conducts cultural walkthroughs to ensure a positive, mission-aligned school climate
- Leads and supports major schoolwide events and community engagement efforts
- Represents the school at meetings and community functions

### Assistant Principal | Nevada Rise Academy

*Opportunity 180 Propel Fellowship | July 2024 - July 2025*

- Built strong relationships with teachers, families, and community partners
- Provided instructional coaching for kindergarten, intervention, and enrichment teams
- Designed and facilitated professional development to improve teacher effectiveness
- Oversaw MTSS, behavior interventions, and compliance reporting
- Mediated parent, scholar, and staff concerns with strong problem-solving

### Principal | HOPE Christian School Prima

*Milwaukee, WI | July 2020 - February 2024*

- Led a school of 650 scholars and 40 staff, overseeing academics, culture, operations, and budgeting
- Strengthened community partnerships and expanded family engagement initiatives
- Grew extracurricular programming to increase student belonging
- Navigated COVID-era challenges while maintaining stability and high expectations

## ANGELA D. COLBERT, M.Ed.

Executive School Leader | Strategic Culture Builder | Champion of Equity, Culture & Student Excellence

*Grounded in Love - Learning - Leadership - Legacy*



- Supervised hiring, onboarding, and professional development for all staff

### Dean of Students | Carver Academy (Milwaukee Public Schools)

*August 2019 - July 2020*

- Built strong family relationships to support scholar behavior and engagement
- Oversaw K4-5th grade culture systems, attendance, and PBIS implementation
- Served as primary contact for behavioral concerns and family communication

### Principal | Calvary's Christian Academy School of the Arts

*Milwaukee, WI | October 2017 - June 2018*

- Strengthened family engagement and created a welcoming school climate
- Led student and staff recruitment efforts
- Supervised faculty and supported instructional effectiveness
- Managed operations including payroll, budgeting, and compliance

### Summer School Co-Principal | Center for Urban Teaching Leadership

*Milwaukee, WI | March 2018 - May 2021*

- Developed schedules, assemblies, and incentive programs
- Managed summer school operations and instructional quality
- Conducted classroom walkthroughs and provided live coaching

## EDUCATION & CERTIFICATIONS

- Wisconsin Lutheran College - Milwaukee, WI Master's Degree, Innovative Leadership in Education
- Alverno College - Milwaukee, WI Bachelor of Arts, Professional Communication & Business Management
- Certified Life Coach - Focused on growth, resilience, and achievement
- Leadership Fellowships:
  - - Opportunity 180 Propel Fellow
  - - ODE & Cultivate Fellow
  - - 2025 Bellwether Las Vegas Instructional Coaching Cohort

## TECHNICAL SKILLS

- Microsoft Office Suite (Word, Excel, PowerPoint, Outlook)
- School operations, compliance, and budget management
- Strategic communication & public speaking
- Instructional coaching & leadership development
- Student advocacy, family engagement, and community collaboration



# ATTACHMENT

# 14



























































































































































































## ATTACHMENT 15: INCUBATION YEAR PLANNING TABLE

### Directions

Using the table on the next page, outline a detailed start-up plan aligned to specific organizational goals for the planning year to ensure that the school is ready for a successful launch. *Add rows as needed.*

- The “Planning Year Milestones (SMART Goals) by Work Stream” column should include SMART Goals (Specific, Measurable, Achievable, Relevant, and Time-Bound) under the appropriate work stream.
- The activity column should include detailed information regarding action items necessary to accomplish each SMART Goal during the incubation year. For example, under the Talent Work Stream you may have one Milestone/SMART Goal related to teacher hiring (see sample below). This likely includes multiple activities such as finalized job descriptions, multiple recruitment methods, finalized salary ranges, hiring and onboarding. Each of these activities should be listed separately. For each activity, list the responsible personnel and the date(s) for the activity.
- Your completed table should include all workstreams. It is likely that many of the workstreams will have multiple Milestones/SMART Goals, each of which will have multiple activities. **To be granular enough and meet rubric criteria, the incubation year plan should be several pages in length.**

### Sample

*The following sample provides one example of a single Milestone/SMART Goal and it's aligned activities within the TALENT work stream. Note that a completed incubation year plan will have at least one, and likely multiple Milestones/SMART Goals within each work stream.*

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)
<b>TALENT</b>			
Hire 15 Teaching staff in order to fill all teaching positions by July 1, 2024.	Finalize job descriptions including salary ranges	Principal	November 1, 2027
	Recruitment: Post Job Descriptions	Principal	November 7, 2027
	Recruitment: Attend hiring events	Principal and board members	December 2026-January 2027
	Recruitment: Colleges with K-12 teaching programs	Principal and board members	November 2026-January 2027
	Recruitment: Teach for America	Principal	November 2027
	Receive and vet resumes	Principal	Beginning January 2026
	Interview: Phone Screens	Principal	Beginning January 2027
	Interview: In-Person Interviews	Principal and board members	February-May 2027
	Interview: Video or direct observation of teaching	Principal	February-June 2027
	Hiring: Offer Letters	Principal	April-June 2027
	Hiring: Fingerprinting and background checks	Principal	April 15-June 30 2027

### Template

*Please add rows under each work stream, as needed to provide complete details regarding your incubation year plan.*

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)
<b>INSTRUCTION</b>			

Starting August 2026 and continuing through the first charter term, the CEO will establish and maintain a minimum of three formal strategic partnerships with local museums, cultural institutions, or community Griots (experts) to serve as the primary Learning Ecosystem for the REX (Research, Evaluate, X-Factor) Inquiry Block.	Seek out formal museum, historical sites and Griot partnerships.	CEO/ SPARK Coordinator	Aug '26 - ongoing
	Begin recruiting for volunteer Griots. Develop a Griot list	SPARK Coordinator	Begins July 1-ongoing
By July 1, 2027, The Ivy School will execute formal service contracts with elected assessment providers (i-Ready and AimswebPlus) to secure all necessary testing platforms, hardware integration, and technical training resources. This goal ensures that 100% of staff are equipped to perform Universal Screening for Dyslexia, Dyscalculia, and literacy benchmarks within the first 45 days of the inaugural school year.	Create SY26-27 Testing Schedule	CEO	Aug '26-Oct '26
	Begin contract process with Aimsweb, i-Ready, Infinite Campus (IC), SBAC	CEO	Aug '26 - Oct '26
	Begin contract process with DRC (SBAC&WIDA)	CEO	Jan '26- May '26
	Purchase state testing materials	CEO	Jan '26 – May '26
	Purchase i-Ready Diagnostic & IC	CEO	Jan '26 – May '26
By July 1, 2027, The Ivy School will complete the procurement and curation of all primary and supplemental curricular materials required for the Summer Teacher Innovation Lab (TIL). This includes securing clinical literacy and math resources (IMSE Orton-Gillingham, UFLI, and TouchMath), REX Inquiry artifacts, and SIOP® instructional scaffolds to ensure 100% of the inaugural teaching cohort can successfully complete their 16-day pre-opening clinical induction.	Finalize purchased curriculum selections and propose contracts to the board	CEO	October '26 – Dec '27
	Arrange for purchase of textbooks, library books, and curriculum software.	CEO/ Operations Coordinator	Jan '26 – May '26
	Build out cross curricular curriculum map with standards.	CEO	
	Develop Scope & Sequence for REX based on curriculum map, including student-facing Mastery Targets that connects content across curriculum.	CEO, Curriculum Consultants	Nov '26 – Feb '27
	Build out REX scope, sequence, and assessment criteria	CEO	
	Work with PBL Works & NAMS (National Association of Museum Schools) to design REX Messy Problems aligned to curriculum map, project plan design rubric, and evaluation of student success skills.	CEO	Nov '26 – March '27
	Align museum trips	CEO	March 2027
	Develop Draft Teacher Innovation Lab structures, protocols, and calendars	CEO	Jan '26 – May '26
	Develop The Ivy's Instructional Handbook (instructional taxonomies and non-negotiables)	CEO	Jan '26 – May '26
	Develop and align classroom walkthrough tools with Teacher Evaluation Tool	CEO	Jan '26 – May '26

	Draft Teacher Evaluation Schedule and protocols aligned to teacher contract	CEO	Jan '26 – May '26
	Draft PD tentative Schedule Plan, scope and sequence for Summer 2026 – December 2026.	CEO	Jan '26 – May '26
	Finalize and propose contracts and schedules for professional development with instructional partners (IMSE, curriculum providers, QTEL, PBL Works)	CEO	Jan '26 – May '26
	Work with Special Education Consultants to develop written policies and procedures for RTI, SPED, and EB services and finalize procedures and protocols.	CEO/ Head of School	Aug '25 – Oct '25
	Develop Teacher Innovation Lab plan through first observation cycle	CEO	May 2027
<b><i>TALENT</i></b>			
By January 31, 2027, the Board of Directors will formally appoint the founding CEO & founding Operations Coordinator. The Board will finalize the executive employment contract to ensure consistent leadership throughout the incubation year and the transition to school operations.	Hire the CEO	Board	Within 30 days of approval
	Conduct Operations Coordinator Search. Submit final choice to Board for hiring.	CEO	Oct '26 -Dec '26
	CEO/School Leader/ Coordinator Performance Metrics: Finalize evaluation framework for the founding leadership team based on the P <sup>3</sup> Framework (Power, Passion, Purpose.)	Board of Directors	October 2026
	Board confirms Operations Coordinator	Board	By December 20, 2026
By May 31, 2027, the Board of Directors will formally hire the Principal. The Board will finalize the executive employment contract to ensure consistent leadership throughout the incubation year and the transition to school operations.	Launch Principal Search & Coordinator Search, including application, interview with CEO, interview with the Board and Principal Selection Committee	CEO/ Board of Directors	Dec '26
	Bring in parents, in place leadership team members and CEO to conduct Principal Selection Day (interview, performance task and panel interview)	CEO	April '27
	Principal Selection Committee nominates 1-2 candidates for Principal. CEO makes final decision. CEO proposes final candidate to Board	Principal Selection Committee	May '2027
	Board confirms Principal & Coordinators	Board of Directors	May 2027
By December 31, 2026, the Board of Directors and CEO will formally	CEO/Principal: Adopt evaluation framework for the founding	CEO	December 2026

adopt comprehensive evaluation frameworks for the founding CEO/Principal and all founding Coordinators, ensuring all leadership metrics are rooted in the P <sup>3</sup> Framework (Power, Passion, Purpose).	leader based on the P <sup>3</sup> Framework (Power, Passion, Purpose).		
	Adopt Coordinator Evaluation for founding Coordinators based on the P <sup>3</sup> Framework (Power, Passion, Purpose). CEO submits to the Board for approval.	CEO/ Board of Directors	December 2026
By June 30, 2027, the CEO will draft and publish a comprehensive Schedule of Evaluation Windows for the 2027-28 academic year, ensuring that all founding staff—including specialized clinical practitioners and coordinators—are observed and evaluated in alignment with the P <sup>3</sup> Framework and Nevada statutory requirements.	Draft schedule of Evaluation Windows	CEO	June 2026
Within 30 days of charter authorization, the CEO will identify and hire a specialized Office Contractor to manage the administrative execution of the student recruitment and enrollment process to ensure 100% seat capacity for the August 2027 opening.	Hire office contractor	CEO	Within 30 days of approval
By March 31, 2027, the Board of Directors and CEO will formally adopt a Teacher Evaluation Tool that complies with Nevada Revised Statutes (NRS 391.465) and specifically measures competencies required for The Ivy's clinical model.	Adopt a Teacher Evaluation Tool	Board	March 2027
	Board votes on Teacher Evaluation Tool	Board	March 2027
By April 30, 2027, the CEO and Board of Directors will draft and adopt a comprehensive Human Resources Policy Manual and Employee Handbook that complies with all Nevada labor laws and aligns with the school's clinical staffing model.	Work with Backoffice provider to draft HR policies and procedures and Employee Handbook	CEO/ Jacinta Raines	October -March 2027
	Finalize policies, procedures and handbook and submit to Board for adoption	CEO/ Board	April 2027
	Board votes on Handbook, policies and procedures	Board	April 2027
By November 30, 2026, the CEO with support from Backoffice provider and/or contractors, will design and produce a comprehensive suite of recruitment and hiring materials—including specialized job descriptions, an Ivy Candidate Prospectus, and mission-aligned interview rubrics—to launch the primary staff recruiting cycle in November 2026.	Finalize salary scale, all staff	CEO/Jacinta Raines	November 2026
	Finalize compensation and benefits package, work with Backoffice provider to create employee-facing documents	CEO/ Jacinta Raines	November 2026
	Finalize hiring processes and owners, develop interview guide for all steps. Present to the Board.	CEO/ Jacinta Raines	November 2026
	Board votes on compensation & benefits package	Board	November 2026
	Develop recruiting marketing materials for Hiring.	CEO	November 2026

By June 1, 2027, the CEO will successfully recruit, interview, and hire the full founding instructional team—consisting of 9 teachers, 6 part-time teaching assistants, a SPED Coordinator, and a SPARK Coordinator—ensuring 100% of staff possess the specialized expertise required for The Ivy’s clinical and inquiry-based model.	Connect with partners, universities, educator organizations and community organizations such as Hispanic Educators Association of Nevada to identify candidates	CEO	Oct ’26 – Nov ’26
From October 2026 through June 2027, the CEO and Operations Coordinator will design and execute a multi-stage teacher recruitment and selection cycle—including specialized protocols, performance tasks, and selection days—to secure a full founding team of specialized clinical practitioners for the August 2027 opening.	Create Teacher Hiring Protocols	CEO	Oct ’26 – Nov ’26
	Launch Teacher Recruitment Campaign	CEO/ Operations Coordinator	Jan 2027
	Telephone Interviews	Operations Coordinator	Jan 2027-ongoing
	Performance Task	Operations Coordinator	Jan 2027 – ongoing
	Teacher Selection Day (in person interview, lesson or video interview with submission of recorded lesson)	CEO/ Operations Coordinator	Jan 2027 - ongoing until all roles are filled. Multiple dates may be scheduled.
	Offer letters sent out	Operations Coordinator	Jan 2027 - ongoing until all roles are filled.
By March 31, 2027, the CEO will complete the comprehensive design and scheduling of the three-week Summer Teacher Innovation Lab (TIL), ensuring all sessions are aligned with the school’s clinical pedagogy and ready for implementation on July 14, 2027.	Teacher Innovation Lab (TIL): Design the 3 week Summer Teacher Innovation Lab./ Schedule outside providers if applicable.	CEO	March 2027
By March 31, 2027, the CEO will design and schedule a three-week Summer Leadership Institute to ensure the Leadership Team, SPED Coordinator, and SPARK Coordinator are fully trained in clinical oversight and school-wide systems prior to the arrival of the full teaching staff.	Design 3 week Summer Leadership Institute for Leadership Team, SPED and SPARK Coordinators	CEO	March 2027
<b>OPERATIONS</b>			
From September 2026 through April 2027, the CEO and Operations Coordinator will execute a multi-phase community engagement and enrollment campaign—spanning marketing, mobile tours, a public lottery, and post-acceptance events—to secure 100% seat capacity and a robust waitlist for grades K–2 prior to the August 2027 opening.	Create marketing materials for recruitment & families.	CEO	September 2026
	Launch Lottery/Enrollment Campaign, including contacting families who filled out Intent to Enroll forms.	CEO	October 2026
	Student Enrollment & Lottery: Conduct the initial application window and public lottery for grades K-2.	CEO	October 2026-March 2027
	Schedule Lottery Tour in community spaces for October	CEO	September 2026

	launch to sign up families for lottery.		
	Schedule Mobile Enrollment Tour to complete enrollment for accepted families and/or gather more enrollments based upon open seats to launch in April 2027	CEO	September 2026
	Schedule and plan Accepted Ivy Scholars Picnic	CEO	November 2026
	Complete Lottery	Operations Coordinator	March 2027
	Create Waitlist	Operations Coordinator	March 2027
	Send out Acceptance Letters & make acceptance phone calls.	Operations Coordinator	March 2027
	The Ivy backfill any vacant seat that opens. When a student turns down acceptance or does not enroll within 5 days, Operations Coordinator will contact the next family on the grade-level waitlist established during the March Lottery. Families will have 48 hours to accept the seat and 5 business days to complete enrollment paperwork. If the waitlist is exhausted, The Ivy will reopen the application portal for a rolling First-Come, First-Served selection process.	Operations Coordinator	March 2027 - ongoing
By March 31, 2027, the CEO and Operations Coordinator will finalize and publish the comprehensive 2027-28 Academic Calendar, integrating all mandatory state testing windows with school-specific Museum Nights, field trips, and the REX (Research, Evaluate, X-Factor) Inquiry cycle.	Finalize School, Field Trip, Museum Night & Testing Calendar for SY26-27	CEO/ Operations Coordinator	March 2027
By August 1, 2027, the CEO and Board of Directors will ensure 100% completion of all items on the SPCSA 2026-27 Walkthrough Checklist to secure final operational approval during the formal site visit.	SPCSA Walkthrough Readiness: Complete all items on the 2026-27 Walkthrough Checklist for the final site visit.	Leadership Team/ Board	August 2027
By November 30, 2026, the CEO will establish formal procurement and requisition policies and complete the acquisition of all supplies and equipment required for the school's July launch, ensuring 100% operational readiness.	Develop procurement and requisition policies and processes in collaboration with The Ivy's Backoffice provider to ensure state and federal financial compliance, as appropriate (see Finance section for more)	CEO	September '26 - November '26
By June 30, 2027, the Operations Coordinator will research, source, and complete the purchase and installation	Develop a comprehensive list of all items to be purchased through December of Year 1	Operations Coordinator	February 2027

of all school furniture, equipment, and classroom supplies to ensure the facility is 100% outfitted for the August opening.	Research school furniture and equipment for cost effective options	Operations Coordinator	February '27 – March '27
	Purchase school furniture and equipment for the main office, administrative offices, classrooms, and common areas	Operations Coordinator (with approval from CEO)	April '27 – June '27
	Purchase classroom supplies	Operations Coordinator (with approval from CEO)	April '27 – June '27
	Purchase Specialist equipment	Operations Coordinator (with approval from CEO)	April '27 – June '27
	Contract with moving company to set move furniture and supplies in	Operations Coordinator	May 2027
By June 30, 2027, the Operations Coordinator will finalize all school safety protocols—including the development of detailed evacuation maps, specific emergency protocols, and a comprehensive 2027-28 drill calendar—to ensure 100% compliance with Nevada school safety regulations and SPCSA site-visit requirements.	Draft classroom maps and evacuation routes	Operations Coordinator	June 2027
	Create Drill Calendar	Operations Coordinator	June 2027
	Create evacuation protocols	Operations Coordinator	June 2027
By June 30, 2027, the CEO and Operations Coordinator will develop and implement a comprehensive suite of health and safety policies, procedures, and protocols that meet 100% of Nevada state and federal requirements to ensure a secure learning environment for the August 2027 opening.	Establish relationship with local services: Metro Police and LV Fire & Rescue, Board of Health	CEO	September 2026
	Scope and complete state reporting requirements	Operations Coordinator	April '27 – June '27
	Identify first aid resources and plan	Operations Coordinator	April '27 – June '27
	Develop student health record keeping process and forms, ensure HIPAA compliance	Operations Coordinator	April '27 – June '27
	Plan staff first aid training	Operations Coordinator	April '27 – June '27
	Deliver staff first aid training	Operations Coordinator	April '27 – June '27
	Create health and safety procedures and posting	Operations Coordinator	April '27 – June '27
	Develop emergency procedures and drill policies, procedures	Operations Coordinator	April '27 – June '27
	Purchase first aid resources; set up first aid area within the school	Operations Coordinator	April '27 – June '27
	Contract with FASA	Operations Coordinator	April '27 – June '27
	Collect medical forms from families	Operations Coordinator	April '27 – June '27
	Undergo building inspection	Operations Coordinator	April '27 – June '27
By June 30, 2027, the CEO and Operations Coordinator will establish a fully compliant food service	Gather direct certification data for all students enrolled through the March lottery.	CEO/ Operations Coordinator, Office Support	February – March 2027:

program—including the selection of a vendor and the development of safety protocols—to provide nutritious, reliable breakfast and lunch for all students starting on the first day of school.	Calculate the ISP using the April 1 snapshot to determine if the school meets the 25% minimum threshold for Identified Students (those automatically certified via SNAP, TANF, etc.).	Operations Coordinator	April 2027:
	If eligible, complete the CEP election spreadsheet and submit the application to the NDA.	Operations Coordinator	May 2027
	Run direct certification matches to obtain current counts of SNAP, TANF, FDPIR participants	Operations Coordinator	By March 30, 2027
	Match homeless, migrant and foster youth	Operations Coordinator	By March 30, 2027
	Reach out to food service vendors and Three Square for information and quotes; issue RFP	Operations Coordinator	Jan '27 – March '27
	Select vendor and draft contract	CEO/ Operations Coordinator	March '27 – July '27
	Approve and sign contract	Board	June '27
	Develop plans for food service, including delivery, menu, time, logistics, disposal	Operations Coordinator	April '27 – June '27
	Distribute and collect household income data/FRL forms	Operations Coordinator	April '27 – May '27
	Develop or purchase point of sale system and lunch documentation that is compatible with the Infinite Campus	Operations Coordinator	April '27 – June '27
By June 30, 2027, the CEO and Board of Directors will secure and activate all required insurance coverages from A-rated carriers—meeting or exceeding SPCSA and NRS requirements—to ensure the school is fully protected prior to the 2027-28 opening.	Solicit bids for all Insurance types (facilities, board coverage, liabilities, etc.) and select best fit	CEO	September 2026
	Select D&O Insurance to start within 15 days of approval	CEO/ Board	September 2026
	Approve and sign insurance contract(s)	Board	September 2026
	Select and approve other required insurance to begin when needed	Board	January 2027
Between November 2026 and July 2027, the CEO and Operations Coordinator will develop, fund, and operationalize a comprehensive Student Transportation Plan to ensure safe and reliable access for students residing 2 miles or more outside of walking zone for school's target zip codes.	Draft Transportation Plan & Budget	CEO	Nov '26 – June '27
	Approve Transportation Plan	Board	Dec '26
	Send our RFP for transportation services	Operations Coordinator (with approval of CEO/ Head of School)	Nov '26 - Jan '27
	Apply for Transportation funds	CEO	By Feb '27
	Select and Contract with Transportation provider	CEO/ Board	February 2027
	Work with Transportation Provider to create routes and procedures	Operations Coordinator	March '27 – July '27
Starting in April 2027, following the finalization of the student lottery, the SPED Coordinator and Office	Begin requesting IEPs from previous schools	Operations Coordinator/ SPED Coordinator	April 2027 - ongoing

Support will initiate and track formal requests for the Individualized Education Programs (IEPs) and 504 Plans of all enrolled students to ensure 100% service continuity by the first day of school.			
<b>TECHNOLOGY</b>			
By June 30, 2027, The Ivy School will procure and configure a dual-integrated Information Management System (IMS)—comprising a Student Information System (SIS) and a secure Human Resources Information System (HRIS)—that meets 100% of Nevada Department of Education (NDE) and SPCSA data security and student privacy requirements.	Create a filing system (digital and paper) for all school-related information	Operations Coordinator	Jan '27- March '27
	Secure Student Information System (SIS) for warehousing of student data and reports	Operations Coordinator	Jan '27- March '27
	Purchase secure filing cabinets / storage and other materials required for paper filing	Operations Coordinator	Jan '27- March '27
	Build or purchase option in Infinite Campus if available for reporting system, daily attendance	Operations Coordinator	Oct '25 – June '26
	Build or purchase option in Infinite Campus if available for reporting system, tardies	Operations Coordinator	Oct '25 – June '26
	Build or purchase option in Infinite Campus if available for reporting system, discipline data	Operations Coordinator	Oct '25 – June '26
	Design or purchase storage and tracking systems for PBL and End Caps	Operations Coordinator	Oct '25 – June '26
	Build or purchase option in Infinite Campus if available for reporting system, daily attendance	Operations Coordinator	Oct '25 – June '26
By June 1, 2027, The Ivy School will research, procure, and deploy a comprehensive technology suite—including 1:1 student devices, teacher workstations, and specialized REX hardware—to ensure 100% operational readiness and staff proficiency prior to the August 2027 opening.	Consider and select technology service providers	Operations Coordinator	Jan '27 -March '27
	Scope and purchase classroom technology	Operations Coordinator	Jan '27 -March '27
	Scope and purchase classroom technology	Operations Coordinator	Jan '27 -March '27
By June 30, 2027, the Operations Coordinator will secure a high-capacity copier lease and purchase a digital postage meter to ensure the school's administrative office is 100% operational for the August opening.	Purchase postage meter	Operations Coordinator	Jan '27 -March '27
	Lease copier	Operations Coordinator	Jan '27 -March '27
By July 15, 2027, The Ivy School will complete the staging, imaging, and distribution of all instructional technology—including 1:1 student devices and teacher workstations—to ensure 100% operational readiness for	Develop system and tracking for technology deployment	Operations Coordinator	April '26 – June '26
	Image student and staff devices with security policies	Operations Coordinator	April '26 – June '26
	Image student and staff devices with security policies	Operations Coordinator	April '26 – June '26

the launch of the Summer Teacher Innovation Lab.	Set up phone systems, answering machines	Operations Coordinator	April '26 – June '26
	Set up phone systems, answering machines	Operations Coordinator	April '26 – June '26
<b>FINANCE</b>			
By June 30, 2027, the CEO will finalize and the Board of Directors will formally adopt a 100% enrollment-based operating budget and a corresponding contingency budget to ensure fiscal sustainability based on actual student registration data.	Draft initial budget based on enrollment and any grants awarded.	CEO	September 2027
	Adjust budget to align with enrollment	CEO	May 2027
	Final Budget Approval: Adopt the 100% enrollment-based budget and the contingency budget (in case of lower enrollment).	Board	June 2027
By January 31, 2027, The Ivy School will finalize a contract with a proven Back-Office Provider to manage mission-critical finance and human resources functions, ensuring full operational support immediately following charter authorization.	Finalize agreement with Backoffice Provider	CEO	Jan '27
By June 30, 2027, The Ivy School will develop and adopt a comprehensive Financial Policies and Procedures Manual—approved by the Board of Directors—to ensure all transactions are transparent, trackable, and compliant with Nevada law and SPCSA standards prior to the onboarding of office staff.	Define policies for purchase orders, checks, receipts, approval	Board	June 30, 2027
By March 2027, the CEO and Operations Coordinator, with support from the Back-Office Provider, will design and implement a dual-integrated tracking system for categorical grant funding and a digital inventory system to ensure 100% compliance with federal and state Use of Funds and asset management regulations.	Develop, in consult with Backoffice Provider, monthly required financial reporting templates	CEO & Operations Coordinator with support from Backoffice Provider	March 2027
	Finalize cash flow plan, make adjustments as necessary	CEO & Operations Coordinator with support from Backoffice Provider	March 2027
	Design purchase order, check, and credit card request and authorization forms	CEO & Operations Coordinator with support from Backoffice Provider	March 2027
	Design and implement a grant tracking system and inventory system for purchases made through categorical grant funding	CEO & Operations Coordinator with support from Backoffice Provider	March 2027
	Financial Management System: Implement accounting software and internal controls as audited by the Board Treasurer.	CEO & Operations Coordinator with support from Backoffice Provider	March 2027
<b>PARENT &amp; COMMUNITY ENGAGEMENT</b>			
By February 28, 2027, the CEO will develop and implement a Continuous	Develop community engagement calendar with monthly meetings,	CEO	Now - Ongoing

Engagement Plan to facilitate two-way communication with prospective families, ensuring that student voices are integrated into school launch preparations and that at least 95% of lottery-selected students finalize their enrollment.	website updates, and social media posts included to ensure family engagement is planned and scheduled through December of 2026		
	Maintain and update website and social media channels	CEO/ Operations Coordinator	Now – Ongoing
	Attend community events	CEO/ Operations Coordinator	Now - Ongoing
	Host monthly family meetings	CEO/ Operations Coordinator	October '26 - Ongoing
	Write and send monthly Vine newsletters/blast communications	CEO/ Operations Coordinator	Sept '26 - Ongoing
	Setup nonprofit mailing status with post office	CEO/ Operations Coordinator	September 2026
	Contract for translation services	CEO	October 2026
By June 30, 2027, the CEO will initiate and formalize at least three additional high-impact community partnerships that specifically enhance the school's instructional capacity, museum-based pedagogy, and support for neurodivergent learners.	Develop relationships with all elected officials (as final location is determined)	CEO/ Operations Coordinator	Now - Ongoing
	Build, maintain, and seek out additional community partner relationships	CEO/ Operations Coordinator	Now - Ongoing
	Initiate formal M.O.U. process with community partners	CEO/ Operations Coordinator	Now - Ongoing
	Approve and sign M.O.U. agreements	CEO/ Operations Coordinator	Now - Ongoing
<b><i>SCHOOL SYSTEMS &amp; CULTURE</i></b>			
By April 30, 2027, the CEO and Board of Directors will finalize and adopt a comprehensive Student Handbook and Code of Conduct that complies with Nevada Revised Statutes and operationalizes The VINE (School-Wide Positive Behavior Interventions and Supports).	Design systems and procedures, student discipline	CEO	Jan '27 – March '27
<b><i>SCHOOL SYSTEMS &amp; CULTURE</i></b>			
By April 30, 2027, the CEO and Board of Directors will finalize and adopt a comprehensive Student Handbook and Code of Conduct that complies with Nevada Revised Statutes and operationalizes The VINE (School-Wide Positive Behavior Interventions and Supports). By May 31, 2027, the CEO and Operations Coordinator will finalize the design, scheduling, and procurement for the school's School-Wide Positive Behavior Intervention and Support (SWPBIS) system—known as VINE—and the SPARK	Finalize Student Handbook, Family Handbook & Code of Conduct	CEO	March 2027
	Approve Student & Family Handbook, all policies	Board	April 2027
	Design the VINE SWPBIS	CEO	March 2027
	Schedule and calendar Vine Events such as Kids' Choice Day, Spirit Week, (Students) Honors' Ceremonies (Parents) Honors' Ceremonies & Patch Ceremonies & VINE Field trips	Operations Coordinator	March 2027

intervention process to ensure a cohesive clinical and community culture for the August 2027 opening.			
By May 31, 2027, the CEO and Operations Coordinator will finalize the design, scheduling, and procurement for the school's School-Wide Positive Behavior Intervention and Support (SWPBIS) system—known as VINE—and the SPARK intervention process to ensure a cohesive clinical and community culture for the August 2027 opening. By June 1, 2027, the CEO and Operations Coordinator will finalize and publish the comprehensive daily schedule for the 2027-28 academic year, ensuring it maximizes clinical intervention dosages and accommodates the school's unique pedagogical blocks.	Formalize SPARK Process with forms and protocols	CEO	March 2027
	Launch Future Scholar design competition for patch and incentive designs.	CEO	March 2027
	Design promo & select winners of design competition. Order VINE materials such as Patches and incentives	CEO/ Operations Coordinator	May 2027
	Schedule and Calendar Concerts, student performances and rallies.	Operations Coordinator	March 2027
	Schedule and calendar Parent events such as Nest meetings, workshops, Muffins with Moms/ Donuts with Dads, and Goodies with Grandparents.	Operations Coordinator	March 2027
	Finalize and publish daily schedule	CEO/ Operations Coordinator	April '27 – June '27
	Assign students to homerooms	Operations Manager/ SPED Coordinator	June '27 – August '27
<b>GOVERNANCE</b>			
Within 30 days of charter authorization, The Ivy's Board of Directors will formally transition into its official governing capacity, assuming full legal and fiduciary responsibility for the school's incubation and launch.	Organizational Meeting- Official transition to governing Board of Directors	Board	Within 30 days of authorization
	Governance Training session	Board/ BoardonTrack	July 2026-ongoing
	Board Member Onboarding & Training: Complete required SPCSA training and fingerprinting/background checks for all board members.	CEO / Board/ BoardonTrack	Within 30 days post approval.
	Bylaws, Code of Ethics, and Conflict of Interest Policies Adoption.	Board	Within 30 days of authorization
	Insurance Procurement: Obtain general liability, D&O, and workers' compensation insurance as required by the Charter Contract.	CEO/ Board	Within 30 days post approval
	Policy Governance Step 1- Outcomes Policies; Board defines and approves annual outcomes	Board	Within 90 days of authorization
	Policy Governance Step 2- Executive Limitations; Board defines and approves its instructions to the CEO/ Head of School	Board	Within 90 days of authorization
	Policy Governance Step 3- Board Staff Linkage Policy; Board defines and approves its	Board	Within 90 days of authorization

	interactions and limitations of authority with school staff		
	Recruit vacant positions on The Ivy's Board	Board Chair & CEO	Now – Ongoing as vacancies occur
	Set consistent meeting times and locations, post publicly	Board	May 2026
	Develop and approve board meeting format	Board	May 2026
Beginning in May 2026, The Ivy's Board of Directors will implement and maintain a high-impact governance model that ensures 100% compliance with Nevada Open Meeting Law and federal regulatory requirements throughout the school's operational life.	Develop and approve board meeting preparation packet format and timeline for distribution	Board	May 2026
	Develop and approve minutes and record keeping procedures and formats	Board	May 2026
	Attend a local charter school board meeting	Board	August 2026
At the October 2026 inaugural Board meeting, the Board of Directors will establish a formal Development and Capacity-Building Plan to secure supplemental revenue—totaling at least 15% of the annual operating budget—to support the school's clinical model and long-term organizational goals.	Create a fundraising plan for the fiscal year with initiatives, owners, and targets	Board	October 2026
	Create a plan for periodic review of available grants and authoring of proposals	Board	Sept '25
<b><i>FACILITY</i></b>			
From April 2026 through July 2027, the CEO and Board of Directors will execute a multi-phase facility project—including site selection, the Opportunity 180 funding application, financing closure, and renovations—to ensure The Ivy takes occupancy of a fully permitted and mission-aligned campus by July 1, 2027.	Site Visits	CEO/ Operations Coordinator/ Board	Now – ongoing until identified property
	Apply for Opportunity 180 Facilities Fund	CEO	September 2026
	Identify and start meeting with City/County Planning and Traffic Divisions	CEO	August 2026-ongoing
	LOI on Property	CEO/ Board	July '26 – October '26 (tentative. May need to be adjusted if building is not identified)
	Identify alternative location in case building is not ready for July 1 move in	CEO/ Operations Coordinator	October '26 - ongoing
	Purchase Lease Agreement	CEO/ Operations Coordinator	August '26 - September '26
	Site/School Design	CEO/ Operations Coordinator	July '26 – November '26
	Due Diligence	CEO/ Operations Coordinator	July '26 – November '26
	Meeting with City/County Planning and Traffic Divisions to occur during the Due Diligence phase (July–November 2026).	CEO/ Board	July '26 – November '26

	Close on Financing	CEO/ Operations Coordinator	October '26 – November '26
	Renovations	CEO/ Operations Coordinator	November '26 – June '26
	Inspections / Permits	CEO/ Operations Coordinator	June '27 – July '27
	The Ivy moves in	CEO/ Operations Coordinator	July 1, 2027
<b><i>OTHER</i></b>			



# ATTACHMENT

# 17







# ATTACHMENT

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*Insurance Proposal for*

***The Ivy School, Inc.***

***Presented By  
Daniel LeaMon***



A Division Of:



## Introduction to the Charter School Insurance Alliance

The Charter School Insurance Alliance is a subsidiary of Alera Group, Inc., a national insurance agency with strong roots in Las Vegas, Nevada. We are licensed in property, casualty, health, and life insurance. The Charter School Insurance Alliance was founded on the growing need for charter schools to partner with an agency that understands the arduous process most charter schools face in creating their insurance program.

We are committed to providing our charter school clients with:

- The best insurance quotes available in the market.
- Outstanding customer service.
- Knowledge and expertise in the charter school arena unprecedented by any other insurance agency.

As a national agency, our office is able to work with charter schools anywhere throughout the nation. It is our hope that you will partner with us to satisfy your charter school's insurance needs. If you have any questions, please feel free to give us a call at anytime.

## Introduction to Your Team

Daniel LeaMon

Risk Management Consultant

[daniel.leamon@aleragroup.com](mailto:daniel.leamon@aleragroup.com)

Sandra Johnson

Senior Account Manager

[sandra.johnson@aleragroup.com](mailto:sandra.johnson@aleragroup.com)



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## Our Commitment to You

We truly value our clients business and we strongly believe an integral part of your charter school's insurance program is the professional service provided to you by your agency.

As such, we actually enter into an agreement with all our charter school clients to establish the minimum level of customer service you can expect from us. Below you will find a copy of the commitment we make with each one of our charter schools.

Customer Service Item	Frequency
Certificates of Insurance	Same Business Day
Phone Calls Returned	Same Business Day
Staff Availability	Mon.-Fri. 9:00 a.m. to 4:00 p.m.
Agent Availability	Anytime
Risk Management Review	Quarterly
Workers Compensation Safety Program Review	Annually
Auto Liability Safety Program Review	Annually
Claims Review Meetings	Quarterly
Annual Claims Review	90 Days Prior to Renewal
Delivery of Renewal Information	90 Days Prior to Renewal
Renewal Proposal	15 to 30 Days Prior to Renewal
Select Insurance Carrier(s)	15 to 30 Days Prior to Renewal
Release Renewal Insurance Certificates	24 Hours After the Receipt of Policy Number(s)
Bound Policy Delivery	Within 60 Days After Renewal



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## Location Schedule

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**Customer:** The Ivy School, Inc.

**Policy Period:** July 1, 2027 to July 1, 2028

**The Ivy School, Inc.**

#1 TBD



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## General Liability

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**Customer:** The Ivy School, Inc.  
**Policy Period:** 7/1/2027 to 7/1/2028  
**Carrier:** TBD  
**A.M. Best Rating:** A XV

### Coverages

	<b>Limits</b>
Per Occurrence	\$1,000,000
General Aggregate Limit Per Location	\$3,000,000
Products/Completed Operations Aggregate	Included
Personal Injury and Advertising	\$1,000,000
Fire Damage Legal Liability	\$100,000
Medical Payments	\$15,000

### Deductible

Bodily Injury, Property Damage, Each Occurrence \$0

Description of Premium	Basis (25-26)	Premium
<b>Number of Students K-8</b>	264	Included
<b>Total Number of Teachers</b>	15	Included

**TOTAL GENERAL LIABILITY PREMIUM \$3,912.00**

**Exclusions:** Asbestos Liability; Law Enforcement Professional Liability; Punitive Damages; Access or Disclosure of Confidential or Personal Info; Employment Related Practices; Fungi or Bacteria; Silica or Silica-Related; Pollution; Criminal Acts; Breach of Contract; War; Copyright Infringement



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## Abuse & Molestation

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**Customer:** The Ivy School, Inc.

**Policy Period:** 7/1/2027 to 7/1/2028

**Carrier:** TBD

**A.M. Best Rating:** A XV

**Coverages - Occurrence Form**

**Limits**

Each Occurrence Limit

\$1,000,000

Aggregate Limit

\$3,000,000

**TOTAL ABUSE & MOLESTATION PREMIUM      \$1,120.00**



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## Employee Benefits Liability

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**Customer:** The Ivy School, Inc.

**Policy Period:** 7/1/2027 to 7/1/2028

**Carrier:** TBD

**A.M. Best Rating:** A XV

**Coverages - Claims Made**

**Limits**

Each Employee	\$1,000,000
Aggregate Limit	\$3,000,000
Deductible	\$1,000

**TOTAL EMPLOYEE BENEFITS LIABILITY PREMIUM**

**\$300.00**

**Exclusions:** Bodily Injury, Property Damage or Personal Injury; Insufficiency of Funds; Failure to Perform a Contract; Workers Compensation Laws; ERISA; Taxes, Fines & Penalties; Available Benefits; Criminal Acts; Employment



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## Commercial Auto

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**Customer:** The Ivy School, Inc.  
**Policy Period:** 7/1/2027 to 7/1/2028  
**Carrier:** TBD  
**A.M. Best Rating:** A XV

### Hired and Non-Owned Auto Liability

### Limits

Liability	\$1,000,000
Hired Auto Physical Damage- Comprehensive Ded.	\$100
Hired Auto Physical Damage- Collision Ded.	\$500

**TOTAL AUTO PREMIUM      \$250.00**



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## Inland Marine

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**Customer:** The Ivy School, Inc.  
**Policy Period:** 7/1/2027 to 7/1/2028  
**Carrier:** TBD  
**A.M. Best Rating:** A XV

### **Inland Marine:**

### **Limits**

Educational Institutions Miscellaneous Property	\$50,000
Contractors Equipment Coverage - Leased or Rented from Others	\$50,000
Pollutant Cleanup and Removal	\$10,000
Deductible Each Occurrence	\$1,000

### **Terms**

Special Form  
 Actual Cash Value

**TOTAL INLAND MARINE PREMIUM                    \$524.00**



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## Property

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**Customer:** The Ivy School, Inc.  
**Policy Period:** 7/1/2027 to 7/1/2028  
**Carrier:** TBD  
**A.M. Best Rating:** A XV

### **Coverage Limits**

Coverage Type	Coinsurance	Limit	Deductible
Contents	100%	\$100,000	\$1,000
Business Income	N/A	\$2,000,000	72 hours

### **Terms**

Special Form  
 Agreed Value

**TOTAL PROPERTY PREMIUM            \$2,500.00**





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## Directors & Officers, Educators Legal, Employment Practices Liability

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**Customer:** The Ivy School, Inc.

**Policy Period:** 7/1/2027 to 7/1/2028

**Carrier:** TBD

**A.M. Best Rating:** A XV

### **School & Educators Legal Liability - Includes Directo**

	<b><u>Limits</u></b>
Each Loss Limit	\$1,000,000
Aggregate Limit	\$3,000,000
Deductible	\$10,000

### **Employment Practices Liability**

	<b><u>Limits</u></b>
Each Loss Limit	\$1,000,000
Aggregate Limit	\$3,000,000
Deductible Each 'Wrongful Employment' Act	\$10,000

### **Non-Monetary Relief Defense Coverage**

	<b><u>Limits</u></b>
Aggregate Limit	\$300,000
Deductible	\$10,000

### **Additional Terms**

Retroactive Date	Inception
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**TOTAL PREMIUM      \$1,500.00**



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## Workers Compensation

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**Customer:** The Ivy School, Inc.  
**Policy Period:** 7/1/2027 to 7/1/2028  
**Carrier:** The Hartford  
**A.M. Best Rating:** A+ XV

### Coverages

### Limits

Part One: Workers Compensation Insurance  
*Nevada Statutory Requirements*

Part Two: Employers Liability

Each Accident Limit	\$1,000,000
Injury by Disease - Each Employee	\$1,000,000
Injury by Disease - Policy Limit	\$1,000,000

### WC Class Codes & Payroll Breakdown

### Payroll

Class 8868 - School, Professional Employees and Clerica	\$1,010,000.00
Class 9101 - All other school employees	\$10,000.00

<b>TOTAL WORKERS COMPENSATION PREMIUM</b>	<b>\$2,000.00</b>
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## Umbrella Liability

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**Customer:** The Ivy School, Inc.

**Policy Period:** 7/1/2027 to 7/1/2028

**Carrier:** TBD

**A.M. Best Rating:** A XV

### Coverages

### Limits

Occurrence or Each Claim Limit	\$3,000,000
General Aggregate Limit	\$3,000,000
Retained Limit	\$0

### Underlying Coverages

### Underlying Limits

General Liability	\$1,000,000 / \$3,000,000
Educators Legal Liability	\$1,000,000 / \$3,000,000
Counseling Professional Liability	\$1,000,000 / \$3,000,000
Employee Benefits	\$1,000,000 / \$3,000,000
Abuse or Molestation	\$1,000,000 / \$3,000,000
Auto Liability - Hired/Non-Owned Auto	\$1,000,000 CSL

**TOTAL EXCESS LIABILITY PREMIUM**

**\$3,000.00**

**Exclusions:** Follows underlying forms



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## Cyber Security Liability

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**Customer:** The Ivy School, Inc.

**Policy Period:** 7/1/2027 to 7/1/2028

**Carrier:** Coalition Insurance Company

**A.M. Best Rating:** A+ XV

### Cyber Coverages

Coverage Type	Retention	Limits/Sublimits
Network & Info Security Liability	\$5,000	\$1,000,000
Regulatory Defense & Penalties	\$5,000	\$1,000,000
PCI Fines and Assessments	\$5,000	\$1,000,000
Funds Transfer Liability	\$5,000	\$1,000,000
Multimedia Content Liability	\$5,000	\$1,000,000
Breach Response Costs	\$5,000	\$1,000,000
Crisis Mgmt. & Public Relations	\$5,000	\$1,000,000
Ransomware & Extortion	\$5,000	\$1,000,000
Direct & Contingent Bus. Income	\$5,000	\$1,000,000
Computer Equipment & Bricking	\$5,000	\$1,000,000
Funds Trans. Fraud & Social Engineering	\$5,000	\$250,000 sublimit
Impersonation Repair Costs	\$5,000	\$50,000 sublimit
Reputation Repair	\$5,000	\$1,000,000

Limit Type	Limit
Aggregate Limit	\$1,000,000

**TOTAL CYBER LIABILITY PREMIUM     \$2,500.00**

**Policy Terms:** Claims Made Policy

**Subject To:** Signed and dated cyber application.



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## Student Accident Insurance

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**Customer:** The Ivy School, Inc.

**Policy Period:** 7/1/2027 to 7/1/2028

**Carrier:** TBD

**A.M. Best Rating:** A++ XV

**Coverage:**

**Limits**

Accidental Medical Expense (Excess) Limit	\$25,000
Accidental Dental Expense included	
No Deductible	
Benefit Amount - 100% of Usual and Customary	Full Excess
Accidental Death Limit	\$25,000
Accidental Dismemberment Limit	\$50,000
Accidental Paralysis Limit	\$50,000
AD&D and Paralysis Aggregate - Per Accident	\$500,000

**TOTAL ACCIDENT PREMIUM**

**\$250.00**



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## 2027 Premium Summary

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**Customer** The Ivy School, Inc.

<b><u>Coverage</u></b>	<b><u>Premium</u></b>
General Liability	\$3,912.00
Abuse	\$1,120.00
Employee Benefits Liability	\$300.00
Auto	\$250.00
Inland Marine	\$524.00
Property	\$2,500.00
Crime	Included
Directors & Officers, Educators Legal, Employment Practices Liability	\$1,500.00
Workers' Compensation	\$2,000.00
Umbrella Liability	\$3,000.00
Cyber Liability	\$2,500.00
Student Accident Insurance	\$250.00
<b>TOTAL 2027 ANNUAL PREMIUM</b>	<b>\$17,856.00</b>



# ATTACHMENT

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## Budget Narrative – The Ivy School

### Overview

The attached budget and six-year financial projections for The Ivy School are based on conservative, data-driven assumptions reflecting Nevada funding formulas, SPCSA guidance, historical charter school data, and benchmarking against comparable start-up charter schools in Clark County, Nevada. The budget demonstrates the school’s ability to operate sustainably while delivering a high-quality, mission-aligned educational program to underserved students.

### Enrollment Assumptions

The Ivy School is projected to open in the 2027–28 school year with approximately 204 students, serving grades K–2 and 6, and will grow incrementally to approximately 580 students by Year 5. Grade levels will be added annually until the school reaches full elementary and middle school configuration. Average class size is projected at least 22 students per classroom. Special populations are estimated at 15% Special Education, 33% English Language Learners, and approximately 90% Free/Reduced Lunch eligibility.

### Revenue Assumptions

#### *State Revenue*

The primary revenue source is Nevada’s Pupil-Centered Funding Plan (PCFP), using the Clark County adjusted base per-pupil funding rate of \$9,502, with weighted funding for Special Education, English Learners, and Gifted and Talented students. State transportation funding is included beginning when eligible. Total state revenue grows proportionally with enrollment.

#### *Federal Revenue*

Federal revenue includes conservative estimates for IDEA, Title I, Title II, Title III, and Title IV funding, as well as National School Lunch Program reimbursements, assuming at least 75% student participation. Charter School Program (CSP) grant revenue is included as allowable per workbook guidance. Percentages of students identified as eligible for free and reduced lunch, English Language Learners, and Special Education are based on the average demographics of the schools in our target community, reflecting our commitment to serving students attending from at-risk based populations.

Some revenues and expenses are based on specific student populations, which have been included based on actual average demographics in the zip codes where the school is planning to be located. Based on this info, following are the estimated percentages and counts expected as compared to total enrollment.

Population	% of enrollment	2026-27	2027-28	2028-29	2029-30	2030-31
		Y1	Y2	Y3	Y4	Y5
SpEd/IEP	15%	31	41	51	74	87
ELL	33%	67	90	112	162	191
FRL	100%	204	272	338	492	580

### Start Up Funding

The Ivy School has confirmed two sources of funding for Y0 and is in the process of securing a third for Y0-2. For Y0, the school has secured \$10k from Z Combinator and \$40k from Camelback. Additionally, the school will pursue CSP funding and anticipates receiving the full \$2M to use through Y2.

#### *Local Revenue*

Local revenue sources include student activity fees, limited uniform replacement fees, food service sales, and modest fundraising. Only confirmed or highly probable revenues are reflected.

### **Staffing and Compensation**

Staffing projections align with enrollment growth and instructional needs. Teacher salaries begin at approximately \$59,500 with modest annual increases of 3% COLA. Benefits include NV PERS contributions, Medicare, unemployment insurance, workers' compensation, and health insurance. Total compensation remains within sustainable charter school benchmarks.

Professional development will be invested in for both the museum learning experience of the model and the Brain Based focus.

The Ivy School would also like to encourage leadership pathways from instructional-to-instructional leads and will be providing two \$5000 stipends for EL Coordination and Literacy Specialist.

### **Instructional and Operational Expenses**

Instructional costs include core curriculum, instructional supplies, student technology, educational software, field trips aligned with the school's project-based learning model, and student uniforms beginning after the initial year.

Operational expenses include special education contracted services, professional development, back-office financial services, legal and audit expenses, insurance, marketing, and student transportation services.

Early years reflect front-loaded instructional and technology investments while enrollment is building to full grade level expansion. Per pupil services decline as enrollment scales and the fixed contracts stabilize. The supplies and services in Y4 and Y5 show stabilization as the program reaches steady state operation. The table below outlines revenue contribution and variable expenses per pupil.

	<b>Operating Revenue per Pupil</b>	<b>Supplies per Pupil</b>	<b>Purchased Services per Pupil</b>	<b>Total Variable Expenses per Pupil</b>	<b>Contribution Margin per Pupil (Revenue-Total Per Pupil Expenses)</b>
Y1	\$15,628	\$1,308	\$5,373	\$6,681	\$8,947
Y2	\$15,394	\$1,640	\$4,539	\$6,179	\$9,215
Y3	\$13,298	\$1,326	\$3,930	\$5,255	\$8,042
Y4	\$13,063	\$1,280	\$3,105	\$4,385	\$8,677
Y5	\$13,384	\$1,920	\$3,360	\$5,280	\$8,104

### **Facilities**

Facility costs are based on market lease rates in Clark County, at approximately 40,000 square feet at a rate of \$1.5 per square foot. Lease rates assume a 3% annual escalation. Utilities, custodial services, and maintenance are budgeted based on comparable school benchmarks and are separate from the monthly lease agreement.

### **Technology and Capital**

The Ivy School plans to phase in a close to one-to-one student technology model by Year 5. The model encourages technology as a supplement to the project based and museum experience learning so one-to-one technology is not a priority. Students will have access to chromebooks and the classroom will utilize smartboards, projectors and other instructional devices. All teaching staff will have a laptop as well with Google portal access. Capital investments include student devices, teacher laptops, classroom equipment, and furniture, with planned replacement cycles to ensure fiscal predictability.

The school encourages project-based learning and will be investing in Makerspace specific to Elementary and Middle School separately. In addition, based on the final location that the school inhabits, the playground space will be equipped with a K-3 and possibly upper elementary playground. Organizations such as Building Hope and Kaboom will be reached for support. If space is needed for growing enrollment, any open space such as a sanctuary will be remodeled to a multipurpose room/gym and available classroom or office space.

### **Cash Flow and Reserves**

The budget maintains a positive cash balance in all months. While no explicit reserve line item is included, annual operating surpluses result in reserves exceeding 5% after Year 1 and over 20% by Year 5 providing strong financial stability. The school projects to finish the first year with at least 15 DCOH to meet the SPCSA requirement.

With meticulous efforts to budget conservatively while still providing resources to fulfill the school's mission, we were able to create a balanced budget with a surplus each year. The growing fund balance would protect the school from contingencies such as reduced funding levels, change in enrollment, or other unforeseen events.

This petition budget is built to ensure the school maintains a positive cash balance in all months. The school's cash flow forecast in Year 1 does not currently assume that they will need to borrow working capital over the course of the year.

### **Financial Resilience**

To ensure the long-term sustainability of our mission, The Ivy School employs a Revenue-First financial strategy that prioritizes the maintenance of instructional vitals and student recruitment while utilizing a smart stewardship to manage potential funding volatility.

### **Year 0 Lean Launch Expenditure Suppression**

Without the CSP grant, the school would immediately reduce the \$568,821 Year 0 expenditure budget by \$200,000 - \$250,000 through the following actions:

- **Executive Salary Deferral:** Leadership (CEO) would move to a deferred or partial salary model until the first PCFP (State Revenue) payment is received in July of Year 1. Operations Coordinator is already on part time. Principal position would be deferred until fiscally stable in later years. The CEO would serve in dual roles of CEO and Principal, taking only 1 salary in Year 1.
- **Infrastructure Phasing:** The \$100,000 Property/Equipment budget would be reduced to a Day 1 Essentials list, prioritizing mandated tech and safety over elective sensory-room furniture.
- We will not cut the marketing budget; instead, we will shift the \$25,000 Community Engagement and \$5,000 Marketing funds toward high-conversion, low-cost Relationship Marketing:
  - **Data-Driven Ad Spend:** Shift from broad branding to hyper-local, digital lead-generation targeting parents in our specific seven zip codes who are searching for Dyslexia support or Gifted programs.
  - **The Village Model Pivot:** Redirect funds to stipends for Parent Ambassadors in the community to host small living room information sessions, which have a higher enrollment conversion rate than large-scale events.

### **Alternative Funding Streams**

The Board would pivot to the following identified high-capacity funding sources to cover the reduced start-up costs:

- **Pursuing Additional Grant Funding:** Currently The Ivy School is a finalist for Charter School Growth Fund and New School Venture Funds. We continue to pursue grants to ensure we are able to launch on time.
- **Philanthropic Bridge Loan:** The Board Treasurer will secure a loan for working capital line of credit. This ensures we can pay our \$135,000 Year 0 wages and \$54,826 benefits before the first state check arrives.
- **In-Kind Support:** We will seek in-kind donations for sensory equipment. We will continue to pursue partnerships with Museums so that ticket costs are reduced to \$0. Additionally, we would increase our use on free online museums such as [The Library of Congress Digital Collections](#), and The [Smithsonian Digital Collections](#)
- **Vendor Payment Deferrals:** Negotiating with the back-office provider and facility landlord for a 3-6 month grace period on service and lease payments in Year 0, with payments amortized over the remainder of the Year 1 term.
- **Transportation Grant Prioritization:** Immediate application for the Nevada State Transportation Grant (\$98,124) to ensure general fund dollars are not diverted from instruction to logistics.

### Operational Adjustments for Year 1 Stability

To protect the school's Safe-to-Learn mandate under tighter margins, the following Year 1 adjustments would be triggered:

- **Contracted Services Reduction:** The \$15,000 budgeted for Contracted Specials Teachers would be eliminated; the Principal and CEO would cover these instructional blocks to maintain core classroom ratios.
- **Aide Hiring Delay:** The hiring of the 6 part-time Aides would be phased based on monthly cash-on-hand rather than hiring all six in July.

### Co-Location

To ensure sustainability, The Ivy intends to co locate with another school. We are budgeted to spend 15% of our budget on facilities. The partnering school would pay rent to The Ivy, allowing an additional funding stream. The Ivy is partnered with Epic Change Education (ECE) and 22Beacon. As a part of this partnership, ECE helps to match schools for co-location while 22Beacon provides financing. Currently, multiple proposed schools are in consideration for co-location. If these schools are not approved or the match is not a conducive one, The Ivy will not co-locate. The Ivy School's academic & financial model is not dependent on co-location for success; co-location is treated strictly as a financial enhancement, not a requirement for operation.

### Conclusion

The proposed budget reflects a realistic, conservative, and sustainable financial plan that aligns fully with the Financial Plan Workbook and SPCSA expectations. The projections demonstrate The Ivy School's fiscal capacity to support its educational mission over the long term.

## Job Description: Founding Principal

The Ivy School is seeking a visionary Founding Principal to establish the instructional heart of our high-stakes, community-facing Brain-Based Museum Model. Reporting to the CEO, the Principal is the primary guardian of the school's academic culture, ensuring that the Neurodiversity Paradigm is operationalized through rigorous, museum-based inquiry and high-dosage clinical supports.

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### About The Ivy School

The Ivy School is a pioneering public charter school designed to serve all learners through a high-stakes, community-facing Brain Based Museum Model. Built upon the P<sup>3</sup> Framework (Power, Passion, Purpose), The Ivy utilizes a unique Brain Based Museum Inquiry pedagogy where students engage in REX (Research, Evaluate, X-Factor) cycles to unmask their limitless potential. Deeply rooted in the community, the school integrates the Griot tradition, honoring local experts and family legacies as essential partners in the educational ecosystem.

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### Core Responsibilities

#### 1. Cultural & Instructional Leadership

- **Culture Founder:** Establish and nurture a school-wide culture of limitless belief in all students ensuring the environment is neurodiversity-affirming for students, staff, and families.
- **REX Inquiry Block:** Oversee the development of the museum-based inquiry cycles, ensuring they align with Nevada Academic Content Standards while maintaining the high levels of engagement required for our museum model.
- **Ivy LEAP & Clinical Literacy:** Ensure 100% fidelity to the school's structured literacy and high-dosage clinical intervention models.
- **Teacher Innovation Lab (TIL):** Design and facilitate the Friday professional development lab, focusing on data-driven instruction and clinical taxonomies.

#### 2. Staff Development & Coaching

- **Instructional Coaching:** Implement the Teacher Evaluation Tool (compliant with NRS 391.465) to provide continuous, high-leverage feedback to the founding team.
- **Clinical Practitioners:** Build and sustain a staff culture where teachers act as clinical practitioners, fostering an environment of constant innovation and data-driven growth.
- **Walkthroughs:** Conduct regular, documented classroom walkthroughs aligned with the school's instructional taxonomies and the P<sup>3</sup> Framework.

#### 3. Systems & Data-Driven Results

- **SPARK & MTSS Coordination:** Collaborate with the SPARK and SPED Coordinators to ensure that data cycles (from i-Ready, Aimsweb, and SBAC) lead to immediate instructional adjustments.
- **Compliance:** Ensure all promotion, retention, and graduation requirements align with Nevada Department of Education standards while honoring the school's unique mission.

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### Qualifications

- **Licensure:** Must hold or be eligible for a Nevada School Administrator License.
- **Proven Track Record:** Demonstrable experience in a leadership role at a high-performing or high-growth school.
- **Expertise:**
  - Deep knowledge of Applied Neuroscience and Neurodiversity-Affirming practices.
  - Experience in Project-Based Learning (PBL) or Museum-Based Pedagogy.
  - Strong background in Structured Literacy and clinical intervention frameworks.

- **Mission Alignment:** An unwavering belief that the labels of disability must be unmasked to reveal the brilliant Power within every child.
- 

**Timeline**

- **Search Launch:** December 2026.
- **Selection Day:** April 2027 (Includes a performance task and panel interview).
- **Board Confirmation:** May 2027.
- **Official Start:** July 1, 2027 (Summer Leadership Institute).

## **Job Description: Founding School Operations Coordinator**

The Ivy School is seeking a highly organized and mission-aligned founding Operations Coordinator to serve as the operational architect of our school's launch and daily functions. Reporting directly to the CEO, this individual will manage the complex logistics of our incubation year and transition the school into a fully operational, high-performing clinical model.

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### **About The Ivy School**

The Ivy School is a pioneering public charter school designed to serve all learners through a high-stakes, community-facing Brain Based Museum Model. Built upon the P<sup>3</sup> Framework (Power, Passion, Purpose), The Ivy utilizes a unique Brain Based Museum Inquiry pedagogy where students engage in REX (Research, Evaluate, X-Factor) cycles to unmask their limitless potential. Deeply rooted in the community, the school integrates the Griot tradition, honoring local experts and family legacies as essential partners in the educational ecosystem.

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### **Core Responsibilities**

#### **1. Logistics and Facilities Management**

- Execute the multi-phase facility project, including site visits, due diligence, and school design to ensure a July 1 occupancy.
- Manage school renovations and secure all necessary local permits and inspections by June 2027.
- Procure and oversee the installation of all school furniture, administrative equipment, and classroom supplies.
- Source and manage non-academic vendors, including food service (CEP/NDA compliance) and transportation providers.
- Master Schedule: Maintain and optimize the daily schedule to maximize clinical intervention dosages for all scholars.

#### **2. Student Recruitment and Enrollment**

- Collaborate with the CEO to execute community engagement campaigns, including mobile enrollment tours and lottery events.
- Manage the Enrollment & March Lottery process and oversee accepted student paperwork to maintain 100% seat capacity.
- Coordinate the backfill process for any vacant seats to ensure fiscal and operational stability.

#### **3. School Culture and Systems**

- In Year 0, operationalizing The VINE (SWPBIS) by managing student Patch and incentive design competitions, running the social media for the design competitions, ordering patches and incentives, and scheduling culture events like Rallies and Patch Ceremonies.
- Work with the SPARK Coordinator to Schedule and logistics-manage all parent engagement series, including Muffins with Moms, Donuts with Dads, and Goodies with Grandparents for Year 1
- Finalize and publish the comprehensive daily schedule, integrating instructional blocks with clinical intervention windows.
- Evaluate non-instructional staff.

#### **4. Compliance and Technology**

- Develop and implement 100% of required health and safety protocols, including evacuation maps and the 2027-28 drill calendar.
- Configure the Information Management Systems (SIS and HRIS) to meet NDE and SPCSA data security requirements.

- Supervise school devices to NDE and SPCSA data security requirements.
  - Deploy and maintain the student device program and specialized REX Inquiry hardware.
  - Other duties as assigned.
  - Work collaboratively with the Leadership team to ensure 100% required items are submitted via Epicenter to SPCSA.
  - Pull and analyze schoolwide data, creating reports with trends.
- 

### Qualifications

- **Education:** Bachelor's degree in Business Administration, Education Management, Certified Associate in Project Management (CAPM)®, or a related field preferred.
  - **Experience:** Demonstrated experience in school operations, project management, or startup logistics, construction management.
  - **Skills:** Deep understanding of Nevada Revised Statutes (NRS) regarding school safety, student enrollment, and public procurement.
    - Proficiency in Infinite Campus or similar Student Information Systems preferred.
    - Proficiency in Google Suite.
    - Ability to work in a high-stakes, community-facing environment and solve complex problems collaboratively.
    - Project Management
    - Coachable and able to work well in teams.
  - **Mission Alignment:** A firm belief that all students can achieve their full potential within a neurodiversity-affirming clinical model.
- 

### Timeline

- **Search Launch:** October 2026.
- **Selection Process:** Includes a performance task and CEO interview.
- **Board Confirmation:** December 2026/ January 2027.
- **Official Start:** January 2027.

## Job Description: Founding Special Education (SPED) Coordinator

The Ivy School is seeking a mission-driven and clinically minded founding Special Education (SPED) Coordinator to lead the support systems for our students. Reporting to the Principal, the SPED Coordinator ensures that every student with an Individualized Education Program (IEP) or 504 Plan receives a Free Appropriate Public Education (FAPE) while unmasking their limitless potential through our Brain Based Museum Model.

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### About The Ivy School

The Ivy School is a pioneering public charter school designed to serve all learners through a high-stakes, community-facing Brain Based Museum Model. Built upon the P<sup>3</sup> Framework (Power, Passion, Purpose), The Ivy utilizes a unique Brain Based Museum Inquiry pedagogy where students engage in REX (Research, Evaluate, X-Factor) cycles to unmask their limitless potential. Deeply rooted in the community, the school integrates the Griot tradition, honoring local experts and family legacies as essential partners in the educational ecosystem.

---

### Core Responsibilities

#### 1. Specialized Instruction & Teacher Coaching

- Serve as an instructional coach for general education and specialized staff, ensuring the effective implementation of Ivy LEAP (Structured Literacy) and differentiated math strategies.
- Collaborate with the CEO to develop and deliver training during the Teacher Innovation Lab (TIL) on topics such as neurodiversity-affirming pedagogy and co-teaching models.
- Conduct regular classroom walkthroughs and provide feedback to teachers to ensure instructional taxonomies and SPED non-negotiables are met.

#### 2. Clinical Support & The SPARK (MTSS) Framework

- Collaborate with the SPARK Coordinator to run Manifestation Determination Meetings, ensuring due process and restorative justice practices are followed.
- Sits on the SPARK Team and supports writing SPARK Plans.
- Assist in the design of the VINE SWPBIS system to ensure positive interventions are tailored to the needs of students with disabilities.

#### 3. Compliance & IEP Management

- Lead the identification, screening, and evaluation process for students with suspected disabilities.
- Facilitate IEP/ 504 meetings and manage the development of rigorous, goal-oriented instructional plans.
- Oversee the transfer of student records and ensure 100% service continuity for all enrolled students by the first day of school.
- Oversees SWD data (achievement, attendance & behavior), drafting reports with trends.
- Ensures accommodations and interventions are successfully implemented via classroom observations and less on plan reviews.
- Maintain 100% compliance with Nevada Revised Statutes (NRS 388) and federal IDEA regulations.
- Other duties as assigned.

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### Qualifications

- **Licensure:** Must hold or be eligible for full Nevada Licensure as a Special Education Teacher or Administrator.
- **Experience:** Demonstrated success in serving a wide range of students with disabilities (mild, moderate, and severe).

- **Skills:**
    - Deep knowledge of Structured Literacy and Museum-Based Inquiry preferred.
    - Expertise in Restorative Justice and positive behavioral interventions.
    - Strong organizational skills to manage the SPED Master Tracker and state reporting requirements.
  - **Mission Alignment:** A firm belief that all students can achieve their full potential within a neurodiversity-affirming clinical model.
- 

#### Timeline

- **Search Launch:** December 2026.
- **Selection Process:** Includes a performance task and CEO interview.
- **Board Confirmation:** May 2027.
- **Official Start:** Summer Leadership Institute, July 2027.

## Job Description: Founding SPARK Coordinator

**PROPOSED SPARK COORDINATOR: Angela Colbert (see attached resume)**

The Ivy School is seeking a visionary and community-centered founding SPARK Coordinator to architect the cultural and intervention ecosystem of our school. Reporting directly to the CEO, this leader serves as the primary guardian of school climate and the engine behind the SPARK (MTSS) framework. The SPARK Coordinator ensures that all of our students and their families experience a school environment rooted in the Brain Based Museum Model.

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### About The Ivy School

The Ivy School is a pioneering public charter school designed to serve all learners through a high-stakes, community-facing Brain Based Museum Model. Built upon the P<sup>3</sup> Framework (Power, Passion, Purpose), The Ivy utilizes a unique Brain Based Museum Inquiry pedagogy where students engage in REX (Research, Evaluate, X-Factor) cycles to unmask their limitless potential. Deeply rooted in the community, the school integrates the Griot tradition, honoring local experts and family legacies as essential partners in the educational ecosystem.

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### Core Responsibilities

#### 1. SPARK Framework & Intervention Leadership (MTSS)

- **Program Launch:** Implement of the SPARK Process, including standardized forms, clinical referral protocols, and data-tracking cycles.
- **Tiered Support:** Differentiate planning for each student according to the significance of their need, providing a continuum of research-based academic, attendance and behavioral supports.
- **Clinical Collaboration:** Coordinate with the SPED Coordinator to conduct Manifestation Determination meetings and ensure due process for students with disabilities.
- **Data Fidelity:** Use assessment data (e.g., i-Ready, Aimsweb) to drive key decisions aimed at improving academic and behavioral outcomes for at-risk populations.

#### 2. School Culture & The VINE (SWPBIS)

- **VINE Implementation:** Operationalize the VINE (School-Wide Positive Behavior Interventions and Supports) system, including the management of the Patch incentive program.
- **Cultural Norming:** Lead the concrete plan for norming social and cultural expectations at the start of each year for students, staff, and families.
- **Event Coordination:** Schedule and execute VINE events, including Kids' Choice Day, Honors' Ceremonies, Patch Ceremonies, and VINE Field Trips.
- **Manages Hoot Loot and the Hoot-tique:** Our token economy and store, coordinates ordering incentives, Student Design Competitions and student shopping.
- **Restorative Justice:** Ensure that responses to behavioral needs prioritize positive interventions and restorative justice practices rather than punitive measures.
- **Manages Museum Week:** Works with the Operations Coordinator to set up, bring in judges and execute Museum Night.

#### 3. Community & Family Engagement

- **Family Partnership:** Collaborate with the Operations Coordinator to execute family events such as Muffins with Moms, Donuts with Dads, and Goodies with Grandparents.
- **Griot Integration:** Recruit and manage the Griot (Community Expert) list, facilitating their involvement as partners in the school's Learning Ecosystem.
- **Outreach:** Actively participate in the school's Continuous Engagement Plan, ensuring that family voices are heard and integrated into school launch preparations.

- **Create Community Partnerships:** Works to create additional partnerships to bring supports & resources for students and families.
  - **Other duties as assigned.**
- 

#### Qualifications

- **Education/Experience:** Demonstrated success in managing school-wide culture and MTSS frameworks in a high-growth or high-performing school environment.
  - **Expertise:**
    - Deep understanding of Applied Neuroscience and its application to student behavior.
    - Knowledge of Nevada Revised Statutes regarding restorative justice and student discipline.
    - Experience in Museum-Based Inquiry or Project-Based Learning is highly preferred.
  - **Skills:** Strong organizational capacity to manage complex event calendars and multi-stakeholder clinical data cycles.
  - **Mission Alignment:** A firm belief that all students can achieve their full potential when their Passion and Purpose are prioritized.
- 

#### Timeline

- **Search Launch:** December 2026.
- **Selection Process:** Includes a performance task and CEO interview.
- **Official Start:** Summer Leadership Institute, July 2027.



# ATTACHMENT

# 21





## Z Combinator Fellowship Gift Agreement

Congratulations on your successful completion of the Z Combinator 2025-26 Fellowship and on putting together your strong fundraising pitch! In recognition of your efforts and to support the opening of your school, an anonymous donor has generously pledged a **\$10,000** gift to your school, conditioned on the following agreements by you:

- Attend all virtual cohort follow-up sessions with the Z Combinator team to share your recent wins and challenges: Pre-Launch (~June 2026), Post-Launch (~September 2026), and Mid-Year (~March 2027)
- Share your progress, wins, and challenges with the Z Combinator team through a short survey ahead of each virtual session as well as your end of year 1 outcomes
- Participate in Z Combinator feedback requests via survey, focus group, or conversation
- Use 100% of the funding to support your school launch, as outlined in your pitch on January 15, 2026 and no later than September 2027
- Provide proof of tax-exempt status of your organization

Please sign below to accept the above agreements and to accept the conditional gift of **\$10,000** to your school.

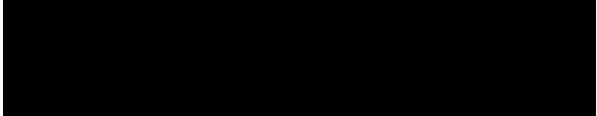
In order to receive your gift payment, please reach out to the Z Combinator team at [zcombinator@zetaschools.org](mailto:zcombinator@zetaschools.org) to confirm your school's opening status and to initiate the process of disbursing the funds. Your school will receive the gift payment on or around the month following the first day of your school year.

Congratulations again!

kimberly Jackson

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Z Combinator Fellow  
First & Last Printed Name



Z Combinator Fellow  
Signature

2/4/2026

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Date



## LETTER OF AGREEMENT

VENTURE NAME (AS INDICATED ON W9): Ivy School Inc.

VENTURE ADDRESS: 9999 W Katie Ave, Unit 1294, Las Vegas, NV 89147

VENTURE PHONE: 6824445493

We are delighted to inform you that Camelback Ventures (Camelback) will provide **Ivy School Inc.** hereafter referred to as Grantee with a grant of \$40,000, to be paid according to the schedule below.

- Full payment will be sent after Week 1 of the Fellowship

**[Nevada Grantlab]** hereafter referred to as Sponsor has determined that the Grantee furthers its charitable goals and tax-exempt purposes. Sponsor will receive granted funds on its own behalf and disburse such funds to the Grantee, in accordance with the terms and conditions of its fiscal sponsorship arrangement.]

### PURPOSE OF GRANT

This grant has been provided to advance Camelback's mission in the following ways:

- Empower Grantee to enact change within the community in which Grantee is located
- Diversify Camelback's portfolio of ventures creating great schools and prosperous, livable communities

In addition to providing a grant, we are committed to an open, constructive relationship in support of your organization and its mission.

### WORKING RELATIONSHIP BETWEEN CAMELBACK AND GRANTEE

The Grantee can expect the following as part of a relationship with Camelback:

- We will be active thought partners throughout the Fellowship experience.
- We will provide feedback, expertise and a broader perspective.
- We always seek to be constructive, and may sometimes be challenging as a means of pushing Grantee to higher levels of impact.
- We will continue to be a resource to you.
- We can help make connections with potential funders, partners, vendors, policy makers, or clients.
- We can share strategic insights based on our experience in the sector.
- We can provide hands-on assistance on projects related to specific management challenges or opportunities.
- We are also happy to participate in meetings or events involving your stakeholders.
- We will regularly seek out your perspective on how we are doing. Your feedback helps us improve our own work and achieve greater impact.
- We will minimize our data and information requests. We know such requests can be disruptive to your team, but are sometimes needed to capture important knowledge and measure our own impact.
- We will tell you immediately if there is a problem in our relationship. We share the responsibility to provide hard feedback if it is necessary.

Camelback expects the following from the Grantee:

- In a proactive, open and timely manner, inform Camelback and your Board of Directors about every significant issue, challenge, transaction and event that may affect the organization's outcomes and impact.
- Ask us for help whenever you believe we may be able to help you think through an issue, connect to a potential partner, customer, vendor, or resource, and execute a strategic project.
- Share your victories with us so we can celebrate with you!

- Attend and actively participate in all professional development and field-building events that we sponsor.
- Provide data and information as requested in a timely manner.
- Tell us if you have any concerns about our working relationship with you or our performance as a funder.
- Provide all grant reporting requirements as requested in a timely manner.

**PAYMENT PROVISIONS**

Camelback agrees to pay the **Fiscal Sponsor** up to \$40,000 in ONE payment. The payment will be disbursed upon:

- Receipt of this fully executed original Letter of Agreement
- Determination letter from the IRS verifying you 501c3 status
- Accurately completed W9
- Completion of Week 1

Given the critical importance of the leadership team to the success of any venture we fund, Camelback reserves the right to suspend the disbursement of any remaining grant payments in the case of a material change in the employment status during the grant term of any of the key Grantee personnel related to the management of this grant. Camelback also reserves the right to suspend the disbursement of any remaining grant payments if, in consultation with Grantee, we determine that the organization has failed to comply with the terms of this grant letter agreement.

No grant funds shall be used to purchase or finance the purchase of buildings or property.

Camelback makes grants available using funds from a variety of foundations and individuals, and at its sole discretion has selected Grantee to receive this grant. Grantee may not make any statement, or otherwise imply to the media, the general public or any other donor or investor that Grantee is supported by any donor other than Camelback, unless your organization had directly received funds from that donor.

**REPORTING REQUIREMENTS**

Grantee will report on progress towards Grantee’s goals, fundraising, and impact, as part of the annual alumni survey:

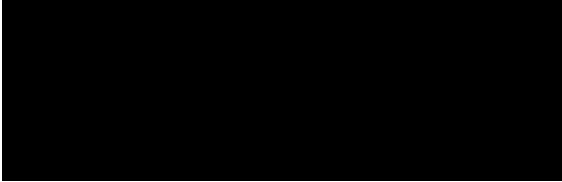
Report Name	Report Purpose And Information	Report Timing
Annual Alumni Report	Purpose: To formally check on progress of grant and Grantee’s progress.	Annually, to be submitted within 5 days of receiving the alumni survey.



**SIGNATURE**

Please indicate agreement to this Grant and its terms by signing and returning this Agreement to Camelback. On behalf of Camelback Ventures, we all look forward to a productive relationship. Together, we will diversify the social innovation space.

**For Camelback Ventures**



CEO

Date: 6/26/2025

**Fellow**

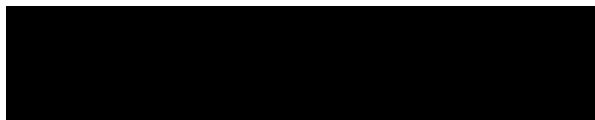


Name:

Title: CEO/ Founder

Date: 6/26/2025

**Fiscal Sponsor**



Name: Janice Ritchie

Title: Director of Administration

Date: 6/26/2025



# ATTACHMENT

# 22



Please see Attachment  
22 uploaded separately  
as an Excel file.