

NEXUS

CHARTER SCHOOL

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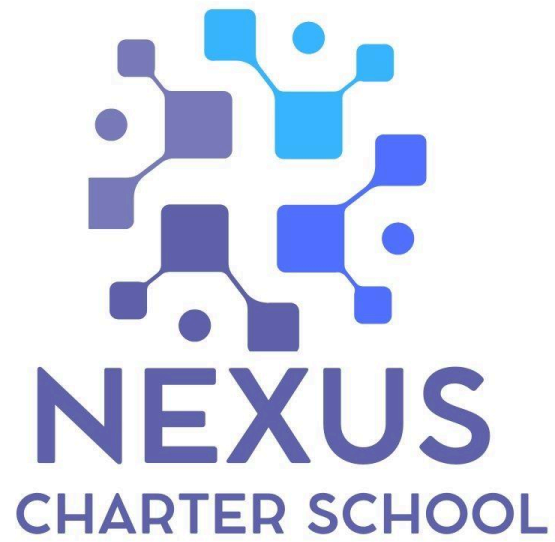
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Section 1: Application Cover Sheet

1.1 General Information

1.1.1 Questions

Name of Proposed School: Nexus Charter School
Proposed Opening Year: 2027-2028
Grades Served in Year 1: 6, 9 Grades Served at Capacity: 6-12

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: David Sabey

1.2 Application Team Information

1.2.1 Questions

In accordance with [NRS 388A.249](#), a Committee to Form or a Charter Management Organization may submit an application to the City of Henderson Charter School Division. 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?

N/A

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

N/A

Committee to Form Applicants: Please list the name, residence, and role of all persons on the Committee to Form (CTF) 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 (CTF) Membership Category	Full Name	State and County of Residence (list permanent residence)	Role with Proposed School
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1	1(a): a teacher or other person licensed pursuant to chapter 391 of NRS	David Sabey License No. 95895	Clark Country, NV	Executive Director
2	1(b): a teacher or other person licensed pursuant to chapter 391 of NRS or a school administrator	Tiare Monga License No. 88400	Clark Country, NV	Board Member
3	1(c): a parent or legal guardian who is not a teacher or employee of the proposed school	Cynthia Sellers	Clark Country, NV	Board Member
4	1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.	Truman Rowley	Clark Country, NV	Board Member
5	1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.	Larson Welsh	Clark Country, NV	Board Member
	2: Other <i>(optional)</i> ¹	Ben Salkowe License No. 79821	Clark Country, NV	Board Member
	2: Other <i>(optional)</i>	Jen Steele-Ridosh License No. 94715	Clark Country, NV	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.

Full Name	State and County of Residence <i>(list permanent residence)</i>
N/A	

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.

Full Name	Role with Proposed School	Current Employer
N/A		

¹ "In addition to the members who serve pursuant to subsection 1, the committee to form a charter school may include, without limitation, not more than four additional members" (NRS 388A.240(2)). You may wish to consider including a community representative, if one is not already filling an existing category above.

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.

Full Name	State and County of Residence <i>(list permanent residence)</i>
N/A	

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

1.3.1 Questions

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
NV	City of Henderson	Nexus Charter School	April 30	June 16

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
N/A			

1.4 Planned Enrollment

1.4.1 Questions

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						

1						
2						
3						
4						
5						
6	80	80	80	80	85	85
7		80	80	80	80	80
8			80	80	80	80
9	80	80	80	80	85	85
10		80	80	80	80	80
11			80	80	80	80
12				80	80	80
Total	160	320	480	560	570	570

1.5 Proposed Location

1.5.1 Questions

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: N/A

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: East Henderson/Whitney

County: Clark Country Zip Code(s) to be Served by School: 89015, 89011, 89122, 89121

1.6 Charter Management Organizations (CMOs) and Educational Management Organizations (EMOs)

1.6.1 Questions

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 Preparation²

1.7.1 Questions

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	

1.8 Applicant Certification

1.8.1 Questions

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

² [NAC 388A.160\(8\)](#)

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) with any information or questions.

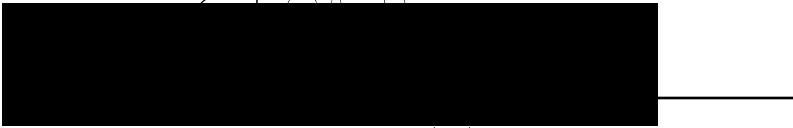
- **Original Proposals from Applicants:** During the drafting of the application, applicants are encouraged to review prior applications submitted to the SPCSA. However, it is the SPCSA's expectations that all applications are original work reflecting the proposed school model of the Committee to Form 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.

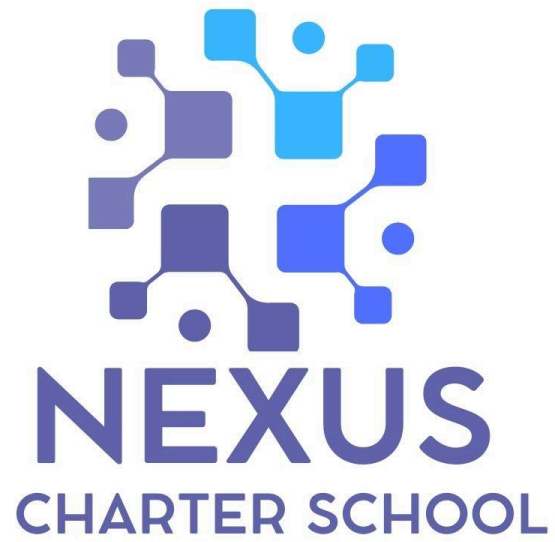
I acknowledge the Applicant Responsibilities above, the responsibility to continuously supplement the application with any material changes that occur after submission and certify that the information provided within this application is true and accurate to the best of my knowledge.

David Sabey

4/20/26

Date

A large black rectangular redaction box covers the signature area. A horizontal line is drawn above the box, and a vertical line is drawn to the right of the box, meeting the horizontal line. A small handwritten mark is visible below the box.



Section 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.

Mission: We empower all of our students to act wisely in a dynamic, unpredictable future and become a force for good in the world. We do this by cultivating intellect, independence, and integrity.

Vision: We see school as an engine of personal and civic growth, a site of genuine human development. At Nexus, students develop meaningful competencies and ultimately become the kinds of people who we would like to have as neighbors, colleagues, and fellow citizens—the kinds of people who will solve the problems we face as a community, nation, and 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,

Nexus seeks to serve the East Henderson/Whitney community, including zip codes 89015, 89011, 89122, and 89121. This vibrant area reflects both the history and future of Southern Nevada—home to Henderson’s original townsite as well as newer, rapidly developing neighborhoods. Anchored by civic and natural landmarks such as City Hall and the Wetlands Park, the community spans long-established neighborhoods and emerging developments, bringing together diverse families, industries, and opportunities within a single, dynamic region. All of the members of the Committee to Form have deep roots in this area; we are all Henderson residents. Tiare Monga and Cynthia Sellers reside in the target zipcodes, and the other members live in neighboring zipcodes. Our children attend public schools in the area—and we intend to enroll them in Nexus, when it is approved. We approach Nexus as part of the community, not outsiders.

East Henderson/Whitney families sense that in this changing world, school ought to change³. Yet all of the secondary schools in this area still operate on the same industrial era design we have had since the 1800s. Built for yesterday, these schools do not prepare our students for tomorrow. A diploma no longer guarantees a stable career; even a college degree is no longer a sure path to financial security. Families see the disconnect between what school offers and what the future requires—and they are ready for something different and better.

Nexus offers a true alternative to traditional schooling. Rather than batch-processing same-age students through a standardized curriculum, we focus on developing and demonstrating real competencies that prepare students to thrive in college, careers, and civic life⁴. Graduates leave not only with a credential, but with the knowledge, skills, and habits needed for long-term success.

This approach is especially powerful for students often underserved by traditional systems—students with disabilities, English learners, economically disadvantaged students, and those who learn at different paces from the norm. In the traditional model, time is fixed and learning is variable, often advancing students before they have mastered essential content. For many students, this time-bound approach produces gaps that compound over time.

Nexus reverses this dynamic: learning is constant, and time is flexible. This allows us to meet each student where they are and ensure that every graduate is truly prepared for the future. The result is not only stronger individual outcomes, but a more capable, informed, and empowered community.

³ Consider the following responses from our survey: “I have had to endure the unchanged school system and it has failed me time and time again.” “[Schools should have] More classes that are staying with the times.” “I’d also like for my child to be taught more that will help her more in her adult life.”

⁴ It is worth noting that there is often a disconnect between the credential and the corresponding competence. Many students pass their classes and get a diploma without having developed a meaningful level of understanding and skill that can be applied in authentic contexts. See, for example, [Sanchez \(2025\)](#) and [Uranis et al. \(2019\)](#).

b) The key components of your educational model

Nexus’ model is research-based and student-centered. Most fundamentally, we are a competency-based school in which students get credit and advance upon demonstrated mastery. Building on that foundation, we offer personalized literacy and numeracy “labs,” in which students develop fundamental reading and math skills, and integrated “explorations,” in which teachers from different disciplines co-develop shared projects and flexibly co-teach the same group of students. This teacher teaming and project-based learning encourages deeper learning across the curriculum and gives us greater flexibility to meet the needs of individual students. And, recognizing that meaningful learning requires a safe and supportive social context, we build community, belonging, and SEL skills through advisory.

With our mission in mind, we appreciate athletic training as a metaphor for our approach. With the overarching goal of preparing students to act wisely in the world, we see ourselves as a training program that systematically strengthens and trains the “muscles” of intellect, independence, and integrity so that students are prepared to take wise action in the future⁵. Our literacy and numeracy labs are like strength training—the building blocks of the higher-level competencies. Our project-based interdisciplinary explorations are like scrimmages, where students are asked to apply their learning in holistic, complex ways. And our advisory program is like a team meeting, where athletes set goals, make adjustments, and build community. Together, these elements constitute a comprehensive training program that yields real competence and agency, ultimately empowering our students to thrive and become a force for good in the world.

Table 1: Key Components of Nexus Model	
Component	Definition and Evidence of Efficacy
Competency-Based Education (CBE)	<p>Definition: CBE is a student-centered approach to schooling in which learners advance upon demonstrated mastery of clearly defined knowledge and skills. In a CBE school, the goal is not to expose students to material but to help them develop genuine competence, with significant flexibility in terms of how and when it is developed and demonstrated.</p> <p>Evidence of Efficacy: There is strong theoretical and empirical evidence that a CBE school in East Henderson/Whitney will produce meaningful, equitable, and enduring benefits for the students and community it serves. In a comprehensive meta-analysis of the research on CBE extant in the 1970s and 1980s, Kulik et al. (1990) found that this approach 1) had positive effects on the college, high school, and elementary students’ performance on exams, 2) was particularly beneficial to the lower-achieving students, and 3) improved students’ attitudes toward school. These findings have been largely replicated in subsequent research.</p> <p>Contemporary researchers have found that CBE at the college level has positive effects on end-of-term exams and grades,⁶ and more general competencies like critical thinking.⁷ Research about CBE at the secondary level has likewise found that CBE leads to higher scores on summative assessments⁸ and even on standardized tests⁹.</p> <p>Other researchers have found that CBE is associated with positive socioemotional developments such as mental wellness,¹⁰ motivation,¹¹ growth-mindset and ownership,¹² how favorably students view the course content,¹³ and the extent to which students make progress on goals they set for themselves.¹⁴</p>

⁵ It is worth contrasting these outcomes with the typical outcomes of an industrial model school. In our assessment, many students get a diploma without truly developing their intellect, independence, or integrity. Indeed, the system of schooling may very well undermine those characteristics. You can pass all your classes without developing meaningful levels of understanding and skill, let alone character.

⁶ [Richard et al. \(2022\)](#), [Fischer & Fischer \(2024\)](#), [Posner \(2011\)](#), and [Bowman Foster & Jones \(2020\)](#).

⁷ [Mayeshiba, Jansen, and Muhlbauer \(2018\)](#)

⁸ [Kramer et al. \(2024\)](#), [Clymer and William \(2007\)](#), and [Boesdorfer & Daugherty \(2020\)](#)

⁹ See [Haptonstall \(2010\)](#), [Polio & Hochbein \(2015\)](#), [Bill & Melinda Gates Foundation \(2014\)](#), [Pane et al. \(2017\)](#), [Pane et al. \(2015\)](#)

¹⁰ [Larsen \(2023\)](#)

¹¹ [Haynes et al. \(2016\)](#)

¹² [Knight & Cooper \(2019\)](#); [Kramer et al. \(2024\)](#)

¹³ [Posner \(2011\)](#)

¹⁴ [Navarre Cleary \(2020\)](#)

	<p>Finally, and importantly for the community we seek to serve, researchers point out that CBE is an equitable grading system that benefits underserved and marginalized students just as much as or more than historically high-achieving students.¹⁵</p> <p>The effectiveness of CBE has not only been examined in academic research; it has been tested in schools that have switched from traditional grading to CBE.</p> <p>Lindsay Unified School District (California): Between 2014-2019, after they had adopted CBE, students at Lindsay Unified School District:</p> <ul style="list-style-type: none"> • Moved from 26% proficiency to 47% proficiency on the state’s Smarter Balanced Assessment Consortium (SBAC) assessment. • Moved from the 33rd percentile rank to the 87th percentile rank in the SBAC’s English language arts (ELA) achievement when compared to similar school districts in California. • Additionally, the district exceeded county and state growth on the SBAC ELA and math exams and ranked first in SBAC ELA growth in 2019 compared to 63 similar districts.¹⁶ <p>Chugach School District (Alaska): Within five years of adopting CBE, Chugach School district saw the following results:</p> <ul style="list-style-type: none"> • Average student achievement on the California Achievement Test rose from the below the 25th percentile to the 72nd percentile. • The percentage of students participating in college entrance exams rose from 0% to over 70%. • Teacher turnover decreased from 55% to 12% annually.¹⁷ <p>CBE has the potential to produce similar gains in student achievement and wellbeing in East Henderson/Whitney, especially for underserved populations.</p>
Literacy and Numeracy Labs	<p>Definition: Literacy and Numeracy Labs are daily, personalized learning blocks designed to systematically build the foundational academic skills that underpin all higher-order learning. These Labs operate differently from traditional classes: they are organized hierarchically as ladders with clearly defined objectives at each rung, students advance at flexible paces based on demonstrated mastery rather than fixed timelines, and learning is supported through a combination of adaptive digital tools, teacher-facilitated instruction, small group work, and in-person assessments. Numeracy Lab is structured around an integrated math curriculum, and Literacy Lab is structured around thematic units that build high-leverage background knowledge and develop reading comprehension.</p> <p>The Labs provide targeted, incremental, personalized training that ensures all students—including those who arrive below grade level—develop the fundamental capabilities they need to perform at a high level and fully develop the competencies we are committed to cultivating.</p> <p>Evidence of Efficacy: A recent study about knowledge-building literacy education found that systematically building knowledge and developing literacy within the context of that knowledge across years of school has a positive effect on students’ reading comprehension¹⁸. This knowledge-building approach to literacy may be particularly beneficial for historically marginalized populations, including students with dyslexia¹⁹. A recent study found that using Khan Academy as a supplement to teacher-facilitated instruction had a positive effect on students’ math performance²⁰. Recent meta-analyses have found that adaptive learning systems tend to have a positive effect on student learning²¹.</p>
Inter-	<p>Definition: Interdisciplinary Explorations are flexibly co-taught classes that integrate two separate</p>

¹⁵ [Sturgis & Casey \(2018\)](#), [Kramer et al. \(2024\)](#), [Richard et al. \(2022\)](#)

¹⁶ [Sommer & Nchise \(2020\)](#)

¹⁷ [Sturgis \(2012\)](#)

¹⁸ [Kim et al. \(2020\)](#).

¹⁹ [International Dyslexia Association](#)

²⁰ [Eames et al. \(2026\)](#)

²¹ [Wang et al. \(2024\)](#) and [du Plooy \(2024\)](#).

disciplinary Explorations	<p>disciplines (e.g., Math and Science, or English and Social Studies). Teachers from both disciplines coordinate their instruction around a shared project and flexibly use the space and time to maximize deep understanding and meet students’ needs. Much of the Exploration is organized around gold-standard PBL units²².</p> <p>Teacher teaming and course integration at Nexus means that groups of educators share responsibility for the same students, distributing expertise and collaborating to provide more personalized instruction, timely feedback, and coherent learning experiences. Inspired by Arizona State University’s (ASU) Next Education Workforce model, teaming replaces isolated teachers and siloed disciplines with collaborative, team-based staffing. This approach expands instructional capacity, allows flexible teacher roles, and supports interdisciplinary integration so that students experience learning as connected rather than fragmented.</p> <p>Within an Exploration, one educator might lead whole-group instruction, while another provides targeted interventions. This flexibility ensures that students receive the feedback, scaffolding, and extension they need to succeed. Moreover, when teachers from different disciplines collaborate, they design learning experiences that highlight connections across subjects—for example, aligning argumentative writing in English with historical analysis in social studies. Such integration reduces the siloing of knowledge, helps students transfer competencies between contexts and deepens their understanding of academic content. For a school like Nexus, where developing cross-cutting competencies is the mission, this coherence is essential.</p> <p>Evidence of Efficacy: : Research shows that interdisciplinary approaches foster deeper learning, promote transfer of knowledge, and help students apply skills across contexts²³. And emerging research shows that teacher teaming improves both teacher and student outcomes. Teachers in team-based models report higher job satisfaction, stronger professional collaboration, and greater likelihood of staying in the profession compared to peers in traditional settings. Teaming also improves instructional quality: teamed teachers are more often rated “highly effective,” collaborate more frequently on lesson planning and data use, and report higher-quality interactions with students. Early evidence also suggests positive effects on student outcomes, including gains in reading growth and math achievement.²⁴</p> <p>Research on course integration supports similar conclusions: interdisciplinary approaches foster deeper learning, promote transfer of knowledge, and help students apply skills across contexts²⁵. By combining teaming with integration, Nexus not only makes teaching more sustainable but also ensures students are developing the broad, connected competencies they need for future success.</p>
Advisory	<p>Definition: Advisory at Nexus is a daily, small-group structure in which each student is paired with a consistent teacher-mentor and a group of peers, in a multi-grade setting. In advisory students are known, supported, and guided through academic and personal growth. Advisory fosters relationships, belonging, and accountability, while also providing space for students to set goals, monitor progress, and reflect on both academic and non-academic competencies. It also provides a context for older students to mentor younger students.</p> <p>Advisory is also the backbone of Nexus’s commitment to developing non-academic and SEL competencies. Grounded in the non-academic components of our competency framework, students take time in advisory to reflect, discuss, set goals, and support each other in developing integrity and independence. The structures and processes of advisory (e.g., community circles) build community, self-awareness, and agency; strengthen learning across disciplines; and help students integrate competencies into both their personal lives and academic work.</p>

²² See [PBLWorks’ definition and explanation of “gold standard PBL.”](#)

²³ See [Zhou et al. \(2024\)](#), [Ye & Xu \(2023\)](#), and [Andi Aka et al. \(2025\)](#).

²⁴ See [ASU’s Next Education Workforce Results](#)

²⁵ See [Zhou et al. \(2024\)](#), [Ye & Xu \(2023\)](#), and [Andi Aka et al. \(2025\)](#).

	<p>Evidence of Efficacy: Research underscores the effectiveness of well-structured advisory programs. A summary by the Institute of Education Sciences²⁶ highlights that effective advisory:</p> <ul style="list-style-type: none"> ● Improves academic success ● Fosters social-emotional development (SEL) ● Strengthens teacher-student relationships ● Mitigates the challenges of school transitions (e.g., middle to high school) ● Improves school climate ● Enhances postsecondary readiness <p>In addition, research on metacognition demonstrates that when students explicitly reflect on their learning processes, they achieve higher levels of academic success, transfer knowledge more effectively, and develop stronger self-regulation skills²⁷. Advisory provides the consistent structure where such reflection can occur, making it a powerful driver of student growth and long-term success.</p>
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c) The outcomes and goals you expect to achieve for students and the school overall, and

The fundamental commitment of Nexus is to cultivate the competencies that will empower our students to act wisely in a dynamic, unpredictable future and to become a force for good in the world. We do this by fostering intellect, independence, and integrity. In other words, Nexus aims to achieve outcomes that transcend academics, but contribute to students’ long-term quality of life.

As we work in partnership with the East Henderson/Whitney community to accomplish that mission, we fully expect Nexus to achieve the following outcomes:

- Earn a four- or five-star rating on the Nevada School Performance Framework by the end of its first charter term
- Prepare students for college, career, and civic life not only with the requisite credentials, but meaningful competencies
- Demonstrate high levels of academic achievement across student groups, meeting or exceeding Nevada state standards in core subject areas as measured by the SBAC, NWEA, and ACT assessments.
- Foster a vibrant learning environment with porous boundaries between disciplines and between in-and out-of-school contexts—a site of genuine human and community development.

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

Table 2: Key Supporters/Partners	
Supporters/Partners/Resources	Contributions
Opportunity 180	Technical assistance, leadership development, and grants
Center for the Future of Learning	Offer facilities and trainings
Larchmont Charter School	Coaching and strategic guidance
Teach for America	Teacher pipeline and support
Vertex (formally Ed Tec) or similar	Back-office support
Diverse Charter School Coalition	Provide coaching and strategic guidance
Junior Achievement	Career Exploration curriculum and experiential learning
Hilz Commercial Group	Facilities
Project 150	Support for students dealing with homelessness
College of Southern Nevada	Dual Enrollment

See Attachment 3 and Section 2.3.6 for additional information.

²⁶ IES
²⁷ See [Beach et al. \(2020\)](#) and [Dangremond Stanton et al. \(2021\)](#).

3) Identify the statutory purpose(s) 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.)

Nexus' Committee to Form aims to achieve outcomes that improve the long-term quality of life of all students served, including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level. Accordingly, the school plan, in alignment with the mission and vision, satisfies four of the statutory purposes of charter schools in Nevada:

(a) Improving the academic achievement of pupils.

Our competency-based system of grading ensures that students learn at the level for which they are prepared, receive timely support when they need it, and advance as they demonstrate genuine mastery. This prevents students from being passed along without necessary competencies while also allowing those ready for advanced work to progress. As a result, student achievement is expected to rise across groups, with struggling students receiving effective intervention and advanced students remaining engaged through continuous challenge.

(b) Encouraging the use of effective and innovative methods of teaching.

Our model encourages innovation by restructuring instruction around competency-based grading, personalized literacy and numeracy labs, team-taught interdisciplinary and project-based explorations, and the Nexus advisory program. Our competency-based grading shifts the instructional focus from seat time to demonstrated learning, requiring teachers to use flexible, evidence-based instructional methods. Teacher teaming provides greater capacity for differentiation and cross-disciplinary instruction. Advisory creates space for the cultivation of both belonging and metacognition. Together, these elements create an innovative teaching and learning environment that adapts to students' needs while maintaining rigor.

(c) Providing an accurate measurement of the educational achievement of pupils.

Traditional grades often obscure what students have and have not mastered, and discrepancies between student proficiency levels, grades, and school star ratings further cloud the waters. A parent of an A student at a five-star school might be justifiably appalled to learn that their child is well below proficiency in Math²⁸. Proxies for intellectual development like course grades and test scores are often unreliable, as when a student correctly guesses the right answer, or when a knowledgeable student has test anxiety. Although we will use some traditional metrics, we rely primarily on student-curated portfolios to evaluate students' progress in relation to the Nexus competencies. Evaluating students' intellectual development in light of a body of work over time is a more meaningful measurement of educational achievement than conventional proxy measures²⁹.

(f) Creating new professional opportunities for teachers.

Our interdisciplinary teaming model fundamentally reimagines the teaching profession, moving from isolated classroom practice to collaborative, distributed expertise. Teachers work in interdisciplinary teams of two, sharing responsibility for groups of students and co-designing project-based units that integrate their content areas. This structure provides new opportunities for educators to develop expertise in assessment design, competency-based evaluation, intervention strategies, and cross-curricular integration. Teachers also assume expanded roles as advisors who mentor students through their academic journeys, portfolio coaches who guide students in curating and defending their work, and curriculum designers who create authentic, community-connected projects.

²⁸ This is the case in nearly $\frac{3}{4}$ of the students in the five star high schools in the target community (see Table 3 below).

²⁹ Consider, for example, what a letter grade communicates: We can conclude that a student with a B did reasonably well (but not great) on whatever assignments/assessments were included in the grade, but we often do not know what those assignments were, how they were evaluated, and what the student is actually capable of. A portfolio of work, on the other hand, is much richer and more transparent.

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

Nexus’ Committee to Form is deeply connected to the community it intends to serve. As noted previously, we live in this area, work in schools in this area, send our children to schools in this area—and intend to send our children to Nexus when it is approved. We are part of the community that will be served by Nexus, and we have developed the proposal in conversation and partnership with other members of our community—our neighbors.

We intend to primarily serve students and families who live in the zip codes of 89015, 89011, 89122, and 89121. Students in these areas are zoned for Basic HS, Chaparral HS, Brown JHS, Courtney JHS, and Harney MS, and have a variety of charter and magnet options, including Pinecrest Cadence, Coral Academy Cadence,³⁰ Signature Prep, Legacy Traditional School, Nevada State High School – Downtown Henderson, SLAM, and East Career and Technical Academy. While these schools provide important educational opportunities, the available data reveal both persistent inequities and unmet needs.

Nexus has been developed, in conversation with members of the East Henderson/Whitney community, to meet several needs that are evident in data discussed more fully below: proficiency levels, demographic disparities, and attendance challenges.

Proficiency levels

A glance at the performance metrics reveals significant cause of concern. First, even at highly rated schools, the proficiency levels are somewhat uninspiring. At the highest performing high schools in the area, less than half of the students are considered proficient in Math. Predictably, schools with lower ratings have even lower proficiency levels. Given these troubling statistics, it should come as no surprise that students graduating from these schools are not reliably prepared for college. This is evident in both the ACT scores and the percentage of students who enroll in the Nevada System of Higher Education who are required to take remedial classes in college. Even at 5-star schools, the average ACT score is below the threshold of college readiness (22), and even at the top performing district magnet school, over a third of students require remediation in college. The most highly rated schools in the area are systematically advancing large groups of students through to graduation without adequately preparing them for the postsecondary world.

Existing charter performance in the region, which tends to surpass neighboring district schools, serves as a powerful proof point for the efficacy of the chartering system. Yet, the persistent waitlists at these schools indicate that there remains a significant level of unmet demand. Nexus Charter School seeks to join this ecosystem, continuing the regional momentum toward even higher-performing, more student-centered schools.

Table 3: High School Performance					
	Star Rating	ELA Proficiency	Math Proficiency	ACT	Remediation Required
Chaparral HS	2	13%	2%	14	63%
Basic HS	3	38%	12%	16	43%
East CTA	4	62%	24%	18	36%
SLAM	5	54%	19%	17	<i>Not listed</i>
Pinecrest	5	72%	46%	20	<i>Not listed</i>
Nevada State HS	5	78%	38%	20	<i>Not listed</i>

³⁰ Data about the performance of Coral Academy’s high school in Cadence are not yet publicly available.

Table 4: Middle School Performance			
	Star Rating	ELA Proficiency	Math Proficiency
Harney MS	1	22%	9%
Cortney JHS	1	23%	13%
Brown JHS	2	42%	21%
Legacy Traditional	3	50%	26%
Signature Prep	3	53%	27%
SLAM Academy	5	55%	39%
Pinecrest Academy	5	66%	59%
Coral Academy	5	67%	40%

We believe that these low levels of proficiency and readiness for higher education are largely due to the underlying systems of schooling, which we refer to as the “industrial model”—an approach built on the flawed design of time-bound advancement. In this default setup, time is held constant while learning is variable. At the end of a semester, students move forward regardless of whether they have mastered 60% or 100% of the material.

Consider a student with a C- in Algebra. They receive credit and advance, yet they carry significant gaps in their mathematical understanding into more complex coursework. Over time, these gaps compound, eventually turning into massive stumbling blocks. We see the fallout of this in the uniform decline in math proficiency between middle schools and the high schools they feed into, evident in tables above. After being advanced through middle school with incomplete understanding, these students are being asked to build higher levels of understanding on a foundation that is fundamentally cracked³¹.

Our competency-based model is designed to address this systemic problem. Students progress to more advanced coursework as they demonstrate meaningful levels of mastery, not at a certain point in time. By changing the time-bound nature of grading and advancement, we create the conditions for all students to learn in a more meaningful and lasting way. And by shoring up their foundation, we allow them to build to higher levels.

Demographic disparity

A significant concern with current local options is the demographic disparity between charter/magnet schools and their zoned counterparts. By averaging statistics from zoned schools to estimate the actual community demographic, we find the East Henderson/Whitney school-age population is approximately 15% White, 50% Hispanic, and 21% Black, with 17% categorized as ELL and 17% holding an IEP.

However, enrollment data reveals that charter options—particularly those with an exclusive focus on traditional college-prep academics—tend to be significantly more White and less diverse than the surrounding neighborhoods (see Table 5 below). This suggests that a purely conventional scholastic approach may not be resonating with families of color who have historically been marginalized by that very system. We address this not just through outreach, but through fundamental design: our competency-based model replaces the 'factory' timeline with a mastery-focused approach, ensuring that a student’s foundation is solid before they move forward.

For communities of color in East Henderson and Whitney who have often seen their children labeled as "behind" due to the time-bound systems of factory model school, Nexus replaces the stigma of failure with a pathway to mastery and radical transparency: parents see exactly which skills their child has mastered and where they need more time. By honoring each student’s individual pace and focusing on verified capabilities rather than just "seat time," we move away from a one-size-fits-all factory and toward a school that treats every student as an individual capable of excellence. We aren't just preparing students for a classroom; we are equipping them with a portfolio of proven skills that provides a tangible path to success, whether that leads to a university or another postsecondary path.

Table 5: School Demographics
High School

³¹ This inference is supported by the research literature. See, for example, [Siegel et al. \(2012\)](#).

	White (%)	Hispanic (%)	Black (%)	ELL (%)	IEP (%)
Target Community ³²	16%	50%	21%	17%	17%
Chaparral HS	7%	63%	21%	29%	15%
Basic HS	25%	41%	19%	10%	16%
East CTA	6%	81%	<5%	11%	6%
SLAM	14%	59%	14%	11%	11%
Pinecrest	40%	32%	6%	3%	9%
Nevada State HS	65%	19%	<5%	0%	0%
Middle School					
Harney MS	8%	59%	21%	20%	13%
Cortney JHS	9%	52%	26%	20%	21%
Brown JHS	32%	35%	19%	6%	20%
Legacy Traditional	25%	39%	14%	7%	10%
Signature Prep	19%	45%	13%	10%	19%
SLAM Academy	9%	62%	15%	11%	14%
Pinecrest Academy	43%	35%	<5%	2%	11%
Coral Academy	22%	41%	8%	7%	9%

Attendance Challenges

Available data suggest that, at zoned district schools especially, there is a significant amount of transiency and chronic absenteeism. In factory-model schools, these dynamics create significant challenges for teachers and students because the one-size-fits-all system does not easily accommodate difference and variation. Our CBE approach is designed to both prevent disengagement-driven absenteeism and accommodate unavoidable absences.

Preventing Disengagement-Driven Absenteeism. Research identifies student disengagement—boredom, perceived irrelevance, and lack of belonging—as a primary driver of chronic absenteeism³³. Nexus directly addresses these root causes. Our advisory program fosters the strong relationships and sense of belonging that research associates with improved attendance. Our project-based Explorations make learning feel relevant and purposeful rather than arbitrary. Our competency-based advancement system gives students ownership over their learning, replacing the helplessness that comes from repeated failure in traditional grading systems. Our interdisciplinary approach reduces the fragmentation that makes school feel like disconnected hoops to jump through. Together, these features create conditions that reduce voluntary absenteeism: meaningful work, genuine connection, and clear pathways to success.

Accommodating Unavoidable Absences. For students whose absences stem from circumstances beyond their control—housing instability, family responsibilities, health challenges—Nexus's competency-based model is significantly more accommodating than time-bound systems. In traditional schools, absences are particularly disruptive because learning is synchronized: when the class moves ahead on a fixed schedule, absent students fall behind. In our CBE system, students pick up where they left off when they return, advancing based on demonstrated mastery rather than seat time. Because classrooms support personalized pacing, learning is less dependent on being physically present on a particular day. Schools like Boston Day and Evening Academy, which successfully use CBE models with students experiencing homelessness and other marginalizing circumstances, demonstrate that this approach accommodates disrupted attendance in ways traditional systems cannot. While we will systematically promote attendance through engagement and belonging, our model ensures that absences—whether by choice or circumstance—do not become insurmountable academic barriers.

Table 6: Transience and Chronic Absenteeism

³² This is the average of the zoned public middle and high schools.

³³ See the [US Department of Education](#) report on Chronic Absenteeism

High School		
	Truancy (%)	Chronic Absent (%)
Chaparral HS	29%	51%
Basic HS	29%	48%
East CTA	2%	18%
SLAM	10%	8%
Pinecrest	5%	18%
Nevada State HS	6%	<5%
Middle School		
Harney MS	33%	36%
Courtney JHS	38%	35%
Brown JHS	36%	30%
Legacy Traditional	17%	9%
Signature Prep	13%	2%
SLAM Academy	10%	8%
Pinecrest Academy	5%	13%
Coral Academy	9%	9%

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

The Problem We're Solving

Secondary education in East Henderson/Whitney, reflecting state- and nationwide trends, faces two interrelated crises. First, students are profoundly disengaged³⁴. National studies show the overwhelming majority of high school students report negative emotions—tired, bored, stressed—associated with their time in school³⁵. They experience education as a series of arbitrary hoops to jump through rather than meaningful preparation for their futures³⁶. Second, students are not reliably developing the skills and understanding they need to thrive in a dynamic and unpredictable future. This is evident in low proficiency levels and lack of college/workforce readiness. But the problem runs deeper than test scores: there is a fundamental disconnect between what schools often value, reward, and incentivize versus what colleges, employers, academic disciplines, and civic life actually demand³⁷. Traditional schools tend to reward compliance, point accumulation, and short-term memorization; the real world demands critical thinking, problem-solving, communication, and the ability to learn independently³⁸.

These problems are connected. Students disengage precisely because they sense this disconnect—they recognize that “doing school” well doesn't necessarily mean learning anything meaningful. Meanwhile, industrial schools’ focus on “batch processing” students through standardized curricula on fixed timelines ensures that many advance without genuine mastery while others disengage while waiting for their peers to catch up. The result is the worst of both worlds: students who are neither engaged nor truly prepared.

Students and families in East Henderson/Whitney sense this keenly and are actively seeking alternatives. This is evident in declining enrollment from CCSD schools, increasing enrollment in charter options, and rising numbers of homeschooling families.³⁹ As we spoke with students and families in this community, we consistently heard them express dissatisfaction with the local schools and interest in other options for their children, especially ones that would be more engaging and personalized, and would yield more meaningful learning.

³⁴ [Winthrop et al. \(2025\)](#)

³⁵ [Moeller et al. \(2020\)](#)

³⁶ [Hrynowski \(2024\)](#)

³⁷ See, for example, [Swanek \(2025\)](#)

³⁸ See, for example, [Smith et al. \(2018\)](#), and their discussion of the shortcomings of multiple-choice tests at assessing critical thinking.

³⁹ [SPCSA's report](#) points out that charter enrollment has been on the rise since 2017. This is reflected in local schools like Mater, Pinecrest, and SLAM, which have all increased enrollment while district enrollment has dropped. See [Johns Hopkins' report](#) on the growth of homeschooling in Nevada.

Our Approach

Nexus Charter School addresses both problems simultaneously by redesigning what students do in school and how we measure their success. Our model is built on four interconnected components:

Competency-Based Grading fundamentally changes the incentive structure of school. Students advance when they demonstrate genuine mastery of meaningful competencies, not when they accumulate enough points or sit through enough class time. We operationalize this through a portfolio system. Throughout the year, students curate portfolios of their strongest work from across their classes and defend them at least annually before panels of teachers and community members, using transparent rubrics that define mastery levels for each competency. This system addresses engagement (students see clear connections between effort and real growth rather than arbitrary grades) and ensures students develop authentic capabilities rather than learning to game a grading system disconnected from real learning.

Personalized Literacy and Numeracy Labs ensure every student builds the foundational academic skills essential for all higher-order learning. Students advance through clearly defined progressions at their own pace, receiving credit when they demonstrate genuine mastery rather than when the semester ends. Numeracy Labs combine adaptive technology with teacher-facilitated instruction to build deep conceptual understanding, not just procedural fluency. Literacy Labs systematically build the cumulative knowledge base that makes reading comprehension possible while ensuring every student engages daily with appropriately challenging texts. This personalization addresses both engagement (students work at their level, experiencing neither boredom nor helpless frustration) and mastery (students cannot advance with gaps in understanding).

Interdisciplinary Project-Based Explorations replace siloed content coverage with meaningful work that mirrors how knowledge is actually used in academic disciplines and the real world. Team-taught courses integrate content areas and are structured around authentic projects that simultaneously meet Nevada Academic Content Standards and develop the Nexus competencies, including the core academic skills of analysis, argumentation, research/inquiry, communication/representation, modeling, critical evaluation, and design/creation. Rather than memorizing disconnected facts for tests, students analyze primary sources, construct arguments with evidence, conduct original research, create products for real audiences, and present their work publicly. This approach addresses engagement (work feels purposeful and connected to the world beyond school) and develops transferable skills that matter in college, careers, and civic life.

Advisory provides every student with a consistent adult advocate who knows them well and fosters the sense of belonging essential for engagement. Advisory also creates dedicated space for metacognition—reflection on learning processes that helps students become more effective, independent learners. Research identifies metacognition as one of the most influential factors in academic success and shows it improves students' ability to transfer knowledge across contexts.

Together, these components form a coherent system that simultaneously engages students and helps them develop meaningful skills and understanding.

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: 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.

Our school is designed with the conviction that every student is capable of meaningful growth when provided with the right support and opportunities. The competency-based education (CBE) model, personalized literacy and numeracy labs, integrated PBL explorations, and advisory structures, ensures that students are not constrained by a one-size-fits-all approach but are instead given equitable access to rigorous learning tailored to their circumstances and needs.

Table 7: DEMOGRAPHIC AND ACADEMIC NEED
<i>Serving Historically Underserved Student Groups and Students at Risk of Dropping Out</i>

2025 Demographic and Academic Needs Assessment	How Nexus Addresses These Needs
<p>According to the SPCSA's Demographic and Academic Needs Assessment, several student groups have been found to consistently underperform academically and graduate at lower rates compared to the statewide average. These groups include American Indian/Alaskan Native, Black/African American, Hispanic/Latino, and Pacific Islander students, as well as economically disadvantaged students, English Language Learners, students in foster care, homeless students, and students with disabilities (IEPs). The assessment found these disparities reflected across Nevada state math and ELA assessments (grades 3–8 and the 11th grade ACT), as well as in four-year graduation rates. (see pp. 5, 9).</p>	<p>Nexus Charter School is intentionally designed to enroll and serve economically disadvantaged students (FRL), English Language Learners (EL), students with disabilities (IEP), students in foster care, students experiencing homelessness, and students from racially minoritized groups. Our competency-based model addresses the specific obstacles these student groups face in traditional schooling systems while providing the accelerated support necessary for them to achieve academic performance above state averages. As noted in section 2.1.1.b above and on 3.1.2, there is evidence that our model will serve these student groups well.</p>

Geographies of Consistently Underperforming Schools

2025 Demographic and Academic Needs Assessment	How Nexus Addresses These Needs
<p>The SPCSA found that the zipcodes we propose to serve include large percentages of students who were enrolled in 1- or 2- star schools, including 31.9% in 89015, 100% in 89122, and 89.2% in 89121. They also identified several of the schools that students in this community are zoned for as consistently underperforming, including Chaparral HS, Harney MS, Cortney JHS, and Brown JHS⁴⁰. Even at more highly rated schools in the area, the proficiency rates remain uninspiring, with large groups of students below grade-level (see Tables 3-4 in section 2.2.1).</p>	<p>We believe the root cause of students falling behind, disengaging, or dropping out is the one-size-fits-all structure of traditional schooling. Thus, Nexus addresses the academic and demographic needs at their root. By combining competency-based advancement, personalized literacy and numeracy labs, integrated project-based learning, and advisory support, we create a school that is inherently responsive to individual needs, pacing, and interests.</p>

2.3 Parent and Community Involvement

1) Describe the Committee to Form or CMO’s ties to and/or knowledge of the target community.

The Nexus founding team is deeply connected to the East Henderson/Whitney community—we are not outsiders proposing a school, but community members creating an educational option we believe our children and neighbors deserve. All founding team members are Henderson residents who live in or near the communities we intend to serve. Most are parents whose own children attend Henderson schools, giving us firsthand knowledge of existing options. Beyond residency, our team brings extensive professional experience serving student populations similar to those in our target area:

Table 8: Committee to Form	
David Sabey	<p>A dedicated Henderson resident and father, Dr. David Sabey is founding Nexus High School to bridge the gap between academic credentials and authentic student competence. With a PhD in Teaching and Learning and extensive experience in Title I and high-needs contexts, Dr. Sabey has seen firsthand the limitations of traditional "factory-model" schooling. He has dedicated his career to supporting early-career teachers and implementing instructional strategies that empower students to learn in engaging and empowering ways. His leadership is informed by a unique blend of doctoral-level research and "in-the-trenches" experience, ensuring Nexus provides an interdisciplinary, student-centered environment where every learner is known and challenged.</p>

⁴⁰ See the 2026 School Data Workbook posted on the [New Charter Application page](#).

<p>Tiare Monga (resident, parent, educator)</p>	<p>As the Director of Special Education at Mater Academy, Tiare Monga brings specialized expertise in serving the diverse needs of East Las Vegas and the Whitney community to the Committee to Form. A veteran administrator and East Henderson resident, Tiare’s career is defined by her deep commitment to inclusive education, having served as an Assistant Principal at Basic High School and as an athletic coach. Her frontline experience managing programs for English Language Learners, students with disabilities, and economically disadvantaged populations ensures the board’s strategic decisions are rooted in the real-world assets and challenges of the local community. By bridging high-level compliance and instructional leadership with a parent’s perspective, Tiare provides the essential advocacy needed to create a school environment where every student—regardless of their starting point—can excel.</p>
<p>Jennifer Steele-Ridosh (resident, parent, educator)</p>	<p>A veteran educator and Henderson resident, Jennifer Steele-Ridosh joins the Committee to Form with a distinguished record of academic transformation and school leadership. Currently an Assistant Principal at the 5-star Somerset Academy, Jennifer was the driving force behind a remarkable turnaround, elevating her school from a 2-star to a 5-star projection in just three years and achieving a perfect 100-point NSPF rating. With fourteen years of experience as a teacher, instructional strategist, and administrator, she specializes in data-driven achievement, standards alignment, and high-impact instructional coaching. Jennifer brings the pedagogical precision and proven leadership necessary to translate the board's vision into a premier academic environment for Henderson families.</p>
<p>Ben Salkowe (resident, educator)</p>	<p>A veteran educator and proven school architect, Ben Salkowe joins the Committee to Form with an unmatched track record in Nevada’s charter and alternative education sectors. As the Founding Principal of Equipo Academy and a Founding Partner of The Studio High School project, Ben has demonstrated an elite ability to scale educational institutions from the ground up—successfully recruiting 900 students and 91 staff members while managing an \$8M operating budget. Under his leadership, his teams achieved 5-star evaluations and a Top 10 Nevada High School ranking, boasting a 100% college acceptance rate. With deep roots in East Las Vegas and a career dedicated to student outcomes, Ben provides the board with the high-level strategic coaching, financial oversight, and pedagogical expertise necessary to transform a vision into a premier, top-performing school.</p>
<p>Cynthia Sellers (resident, parent, businessperson)</p>	<p>A Business Management graduate and Air Force veteran, Cynthia Sellers brings a powerhouse combination of operational discipline and educational advocacy to the Committee to Form. After completing specialized dyslexia training to successfully homeschool her son, Cynthia developed a custom curriculum that bridged Clark County standards with essential life skills—including financial literacy, real estate logistics, and business planning. Her professional trajectory, spanning VIP suite supervision for Levy to real estate coordination, equips her with the high-level organizational and fiscal expertise necessary to launch a successful institution. As a dyslexic professional herself, Cynthia is dedicated to building a school that balances academic rigor with the practical, real-world tools every non-linear learner needs to thrive.</p>
<p>Larson Welsh (resident, parent, attorney)</p>	<p>Larson Welsh brings a formidable legal and strategic lens to the school’s development. A Henderson native and product of the local school system, Larson is a seasoned litigator and firm administrator who specializes in transforming complex problems into concrete solutions. His professional expertise ranges from drafting foundational operating agreements and leases to managing high-stakes commercial disputes involving upwards of \$30 million. With a proven track record of overseeing 100+ active files and navigating multi-state enforcement efforts, Larson provides the board with the rigorous oversight necessary for contract negotiation, risk management, and long-term institutional stability. As a CCSD parent, he is deeply committed to establishing a high-caliber, sustainable educational alternative in Henderson that serves the community he grew up in.</p>
<p>Truman Rowley (resident, parent, accountant, professor)</p>	<p>A Certified Public Accountant and UNLV faculty member, Dr. Truman Rowley brings elite financial oversight and institutional rigor to the Committee to Form. With a Ph.D. from the University of Georgia and advanced degrees from Brigham Young University, Truman specializes in financial statement auditing and the design of internal control systems. His</p>

	professional background as a consultant with Protiviti, combined with his award-winning research on instructional success factors, provides the board with a high-level framework for fiscal transparency and organizational accountability. As a Henderson resident and parent of school-age children, Truman is personally invested in the school's long-term sustainability, ensuring its operational and financial foundations are as robust as its academic mission to serve the local community.
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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.

The members of Nexus' committee to form are parents and members of the target community, and the development of this application has been fundamentally shaped by extensive engagement with our community.

Community Engagement Strategies Implemented:

Throughout the 2025-2026 school year, we have engaged with the target community and developed our model in the following ways:

Parent and Family Surveys: We conducted extensive surveys of parents in our target zip codes, gathering both quantitative and qualitative data about their satisfaction with current school options, their priorities for their children's education, and their interest in alternative models. Between September 2025 and February 2026, we distributed the surveys in person via a QR code, online in local Facebook groups, and through a local preschool which forwarded our survey to the families on their mailing list.

One-on-One Conversations: Team members held hundreds of conversations with families near Basic HS, Chaparral HS, Brown JHS, Cortney JHS, Harney MS, Sewell ES, Hinman ES, and Morrow ES. We would canvass these areas during student pick up time, and engage with the parents directly, asking them about their perception of their zoned school, and their interest in our competency-based alternative. These conversations provided deeper insight into specific family circumstances, interests, and concerns, and underscored trends from our surveys.

Cottage Meetings: We held multiple small-group meetings in families' homes throughout East Henderson, creating comfortable settings where parents could ask questions, share concerns, and provide candid feedback about our proposed model. At the time of this writing, we have held five of these meetings in different homes, with more in the works.

Community Tabling: We established presence at shopping centers and community events, engaging in hundreds of informal conversations with community members and providing information about our school model. We set up tables near the Eastgate Walmart, the Henderson Shopping Village Dollar Tree, the Lake Mead Gateway Plaza Albertson's, at the Cornerstone Park Farmer's Market, and at local parks in order to make ourselves available in different locations and to a diverse clientele. We also participated in the School Choice Fair and the Nevada Homeschooling Convention in order to engage with a broad audience of families that may be dissatisfied with the conventional approach to school.

Model Pilots: We piloted components of our instructional approach—including project-based units and competency-based assessment—with students in the area⁴¹. These pilots provided invaluable feedback about what works, what needs refinement, and how students and families respond to our model in practice.

Methodology:

We responded to community input through an inductive thematic analysis. We began by categorizing the open-ended survey responses into several recurring themes. These identified themes then served as the framework for our direct field

⁴¹ These include units in Dr. Sabey's class, in a 12th grade English class with a collaborating teacher, and in Mr. Salkowe's work at The Studio.

outreach at school dismissal sites and tabling locations, allowing us to validate that our survey findings resonated with the broader public, deepen our understanding through follow-up questions that explored the "why" behind parent frustrations, and refine our school model (e.g., our CBE approach) in direct response to this feedback.

Specific Examples of How Community Input Shaped Our Application:

Desire for New School Options: Of our survey respondents, only 20% were satisfied with the currently available options, and 78% were interested in attending a new charter school. This indicates widespread dissatisfaction and interest in alternatives. Other parents described their children's disengagement with school. Overwhelmingly, parents, students, and community members agreed that conventional schooling teaches students "how to do school" more than how to learn, think, or apply knowledge—and, relatedly, it often does so in a rather boring way. The people we spoke with described schools as systems where compliant students get good grades, but those grades don't necessarily reflect deep understanding, transferable skills, or future readiness.

Real-World Skills Over Test Scores: Parents consistently told us they want schools to really develop their children's understanding and skills, not just give them grades and pass them along. They recognize that the world their children are entering demands the ability to think critically, discern truth, and collaborate across lines of difference, and schools do not consistently cultivate these skills. This feedback validated our focus on meaningful competencies demonstrated through authentic projects rather than isolated test performance. We also learned that parents were interested in helping their children explore careers and prepare for the workforce. In response to this feedback, we are also developing career exploration programming in partnership with Junior Achievement of Southern Nevada (see Attachment 3). As our school matures, we foresee making this a central part of the model, with both in-school programming and out-of-school work-based learning⁴².

Transparency and Communication: A consistent theme in parent feedback was frustration with opaque grading systems and unclear expectations in traditional schools. Parents repeatedly expressed that they often do not understand what their children are learning or how to help them do better. This feedback reinforced our commitment to transparent competency rubrics and visual dashboards that show exactly which skills students have demonstrated. We designed our communication systems to ensure parents always know where their children stand and what comes next.

Parent Participation Structures: Parents expressed desire to be involved in their children's education but often feel schools provide limited meaningful opportunities. This feedback informed our decision to invite parents to participate in quarterly exhibition days, portfolio defenses, and project planning, and to establish ongoing mechanisms for parent input through advisory councils.

Adjustment of Grading Approach: Our initial proposal included eliminating traditional letter grades entirely. However, extensive parent feedback revealed significant concerns about implications for college applications and transcripts. Parents worried that without traditional GPAs, their children would be disadvantaged in college admissions. In response, we adjusted our approach: while we maintain competency-based grading as our primary system, we developed a way to convert our competency-based records into traditional GPAs and letter grades when necessary for college applications or external reporting (see Supplemental Attachment 1). This adjustment directly reflects parent priorities—they want a different model, but not at the cost of their children's college opportunities.

Proactive Implementation Design: Our pilot work revealed critical insights about the infrastructure and cultural shifts necessary for variable pacing and competency-based advancement to work effectively. Traditional schooling has tremendous inertia; students, families, and even teachers carry assumptions and habits from conventional systems that must be explicitly addressed. In our pilot work, we both surfaced challenges that arise from our CBE approach and developed solutions to address and preempt them. Rather than taking cultural transformation for granted, we now build it into our model through intensive onboarding, ongoing family education, transparent dashboards, and regular communication.

⁴² In the early years of the school, our primary commitment is to developing the academic portion of our model, but we are excited about how work-based learning complements our competency-based approach. In our first year, we intend to provide career exploration programming through elective offerings, and we will build on this and expand as we deem it beneficial.

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?

Community engagement will not end with application submission—it will intensify as we move from approval to opening and into ongoing operations.

Pre-Opening Engagement (Approval to Opening):

Parent Advisory Council Formation: We have already begun forming a parent advisory council that includes families from our target communities. This council will meet monthly throughout the pre-opening period, providing input on key decisions including facilities, scheduling, policies, hiring priorities, and operational systems. The council will include parents of students with disabilities and English Language Learners to ensure diverse perspectives inform our planning.

Community Outreach Sessions: We will host regular community meetings in East Henderson/Whitney to share updates on our progress toward opening, answer questions, gather feedback, and recruit families and community partners. In addition to recruitment, our goal is to develop deep connections with community businesses and organizations; we want to become integrated with the community, not just physically located within it. These sessions will be offered in multiple languages with interpretation services.

Enrollment Family Orientations: As families enroll, we will conduct extensive orientation sessions explaining our model in detail—how competency-based grading works, what portfolio defenses entail, how students advance through Labs and Explorations, and how families can support their children. These orientations will be iterative; we will refine them based on family questions and concerns.

Home Visits: Before school opens, advisors will conduct home visits with enrolled families, building relationships, understanding family contexts, and addressing concerns in comfortable, familiar settings. This practice will continue annually for all families. (This is a practice at Equipo Academy that has proved beneficial for the school.)

School Design Input: Beyond the parent advisory council, we will invite parents to provide input via surveys on school design elements including technology policies, extracurricular offerings, and other aspects that affect daily experience.

Communication Systems: We will establish regular communication rhythms using email, SMS, and eventually a comprehensive family communication platform. All communications will be available in English and Spanish, and other languages as needed.

Post-Opening Engagement (Ongoing Operations):

Quarterly Exhibition Days: At the end of each Exploration unit, students will present their project work publicly. Parents will be invited to attend these exhibitions, see their children's work, and engage with the authentic learning happening in our school.

Portfolio Defenses: Parents will be invited to attend their children's annual portfolio defenses, witnessing them explain their growth, defend their work, and articulate their learning goals. This provides far deeper insight into student learning than traditional parent-teacher conferences.

Parent-Teacher Conferences: We will maintain quarterly conferences where parents, students, and advisors discuss progress, address concerns, and set goals. These conferences will focus on competency development and holistic growth rather than just grades.

Regular Surveys: In synch with our quarterly exhibitions, portfolio defenses, and parent-teacher conferences, we will administer surveys to solicit feedback from students, parents, and other community stakeholders.

Parent Advisory Council: Our parent advisory council will continue meeting monthly with school leadership, providing ongoing input on school policies, culture, curriculum, and operations. The council will include representation from diverse family backgrounds including economically disadvantaged families, ELL families, and families of students with disabilities.

Project Proposal Opportunities: We will invite parents and community members to propose authentic projects for our Explorations. Parents with particular expertise or community connections can suggest problems for students to solve, products to create, or audiences to engage, ensuring our curriculum remains connected to community needs and assets.

Parent Education Workshops: We will offer regular workshops on topics parents identify as valuable—understanding competency-based education, supporting literacy development at home, navigating college admissions with non-traditional transcripts, understanding IEPs, supporting English language development, and other relevant topics.

Transparent Data Sharing: We will share school-wide data on academic growth, attendance, school climate, and other indicators with the parent community regularly, maintaining transparency about our performance and areas for improvement.

Responsiveness to Concerns: We will establish clear channels for parents to raise concerns and will commit to timely, substantive responses. Parent feedback will inform continuous improvement of our practices

Table 9: COMMUNITY ENGAGEMENT

Activity	Timing	Frequency	Owner(s)	Audience	Success Metric
PHASE 1: PRE-OPENING (August 2026 – August 2027)					
Parent Advisory Council Formation & Ongoing Meetings	Begins immediately post-approval (Aug); continues through opening	Monthly	Executive Director; Board members (advisory); Operations Manager (when hired)	Parents of enrolled/prospective students incl. families of students with disabilities & ELL families	Council formed within 60 days of approval; 80%+ attendance; documented input shapes ≥3 key planning decisions
Community Information Sessions	Aug – June (year before opening)	Bi-monthly (every 2 months); more frequent near enrollment deadlines	Executive Director; Board members; Volunteers/prospective staff	East Henderson & Whitney neighborhood residents; prospective families	≥2 sessions per community per semester; interpretation services at every session; attendee feedback collected
Enrollment Family Orientations	Jan – Aug (year of opening, as families enroll)	Ongoing / as families enroll; iterative refinement after each cohort	Executive Director; Principal (consultative, once hired); Operations Manager	Newly enrolled families	100% of enrolled families attend orientation before opening day; session content updated based on Q&A feedback
Home Visits	Spring/Summer before opening (Apr – Aug)	Once per enrolled family pre-opening; annually thereafter	Advisors (prospective/volunteer); Executive Director	All enrolled families	100% of enrolled families receive a home visit before opening day
School Design Input Surveys	Sept – Dec (year before opening)	2–3 survey cycles during	Executive Director;	Prospective and enrolled families; community members	≥50 responses per survey cycle; survey findings

Table 9: COMMUNITY ENGAGEMENT

Activity	Timing	Frequency	Owner(s)	Audience	Success Metric
		pre-opening period	Operations Manager		documented and shared back with respondents
Communication Systems Setup	Aug – Oct (immediately post-approval)	Ongoing; systems established within first 60 days	Executive Director; Operations Manager	All prospective and enrolled families	Email + SMS channels live within 60 days of approval; all communications available in English & Spanish
PHASE 2: POST-OPENING					
Quarterly Exhibition Days	End of each Exploration unit (approx. quarterly)	Quarterly	Principal; Teachers/Advisors	All families; community members	≥70% family attendance per exhibition; post-event satisfaction survey completed
Portfolio Defenses	Annual (end of school year)	Annually per student	Principal; Advisors	Families of all students	100% of families invited with ≥2 weeks notice; ≥80% attendance
Parent-Teacher Conferences	Quarterly throughout school year	Quarterly	Advisors; Principal	All enrolled families	≥90% of families complete at least 2 conferences per year; conference notes documented
Parent Advisory Council (Ongoing)	Ongoing from opening	Monthly	Executive Director; Principal; Board representative	Diverse parent representatives incl. economically disadvantaged, ELL, and disability-community families	Council meets every month; ≥1 policy or operational change per semester traceable to council input
Project Proposal Opportunities	Ongoing; solicited at start of each Exploration unit	Per Exploration unit (approx. quarterly)	Principal; Lead Teachers	Parents and community members with relevant	≥1 community-proposed project per school year incorporated into curriculum

Table 9: COMMUNITY ENGAGEMENT

Activity	Timing	Frequency	Owner(s)	Audience	Success Metric
				expertise or connections	
Parent Education Workshops	Ongoing; topics identified each semester	Bi-monthly (based on demand)	Executive Director; Principal; Guest facilitators	All families; targeted outreach to ELL and IEP families	≥4 workshops per year; attendance tracked; topic selection informed by family surveys
Transparent Data Sharing	End of each semester/year	Bi-annually (mid-year + end of year)	Executive Director; Principal	All families; broader community	Data report published and shared with all families within 2 weeks of each reporting period
Responsiveness to Concerns	Ongoing from opening	As needed; response SLA established	Principal; Executive Director	Any family or community member	Clear concern-reporting channels established by opening day; 100% of concerns acknowledged within 48 hrs; substantive response within 5 business days

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?

Nexus recognizes that families face diverse barriers to school involvement. We will implement specific strategies to ensure all parents—including parents of students with disabilities and English Language Learners—can participate meaningfully:

Eliminating Language Barriers:

- All written communications (newsletters, progress reports, handbooks, website, family portal) will be translated into Spanish and other relevant languages based on enrolled families' needs
- Live interpretation will be provided at all school events including parent-teacher conferences, advisory meetings, portfolio defenses, exhibition days, parent education workshops, and advisory council meetings
- Bilingual staff members will be available to answer phone calls and respond to questions
- Family orientations will be offered in multiple languages

Accommodating Work Schedules and Transportation:

- Parent-teacher conferences and other family events will be offered at multiple times including evenings and weekends to accommodate parents with inflexible work schedules
- Virtual participation options will be available for families who cannot attend in person
- Transportation support will be provided for family events when possible
- Childcare is provided at parent workshops and advisory council meetings

Supporting Parents of Students with Disabilities:

- Special education staff will proactively reach out to parents of students with IEPs to schedule IEP meetings at convenient times
- IEP meetings will include clear explanations of how our competency-based system serves students with disabilities and how accommodations/modifications are implemented
- Parent education workshops will include specific sessions on special education topics, rights, and how to advocate for children
- Parents of students with disabilities will have direct access to our special education coordinator
- We will connect families with community resources and parent support groups

Supporting Parents of English Language Learners:

- All communications with ELL families will be in their home language
- Parent-teacher conferences will include discussion of both English language development and content mastery
- We will provide resources to help families support home language development (recognizing that strong home language foundations support English acquisition)
- Parent education workshops will include sessions specifically for ELL families on supporting bilingual learners
- We will celebrate multilingualism as an asset and invite ELL families to share their languages and cultures with the school community

Multiple Forms of Engagement:

- We recognize that not all parents can volunteer during school hours or attend evening events. We will provide diverse ways to engage: attending exhibitions and defenses, providing input on projects remotely, participating in surveys, joining virtual advisory council meetings, supporting homework at home, etc.
- We will communicate that all forms of engagement are valued—families do not need to volunteer in classrooms to be considered "involved parents"

Building Trust Through Transparency:

- Our competency dashboards and clear rubrics help all parents—regardless of educational background—understand exactly what their children are learning and how they are progressing
- This transparency is particularly important for families who may have felt excluded or confused by traditional grading systems

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

Nexus welcomes parent volunteers and will provide diverse opportunities for involvement:

Classroom and Lab Support: Parents may volunteer in Literacy Labs, Numeracy Labs, or Explorations, providing additional adult support for small groups, facilitating discussions, or assisting with project work.

Exhibition and Portfolio Defense Support: Parents may serve as audience members for student presentations, providing authentic community audiences that make student work more meaningful.

Exploration Project Expertise: Parents with particular professional expertise or skills may serve as mentors or consultants for specific Exploration projects, sharing their knowledge and connecting academic work to real-world applications.

Career Day and Guest Speaking: Parents may share information about their careers, industries, or life experiences with students, helping them see connections between education and future opportunities.

Event Support: Parents may help organize and staff school events including exhibitions, field trips, celebrations, and community gatherings.

Administrative Support: Parents may provide support with clerical tasks, materials preparation, or other operational needs.

Parent Advisory Council: Parents may serve on our advisory council, providing ongoing input on school policies and practices.

Policies Related to Volunteering:

Background Checks: All volunteers who will have unsupervised contact with students must complete background checks as required by Nevada law. Volunteers who will only volunteer under direct staff supervision during school events may have more limited screening.

Volunteer Orientation: All volunteers will complete an orientation covering school policies, confidentiality expectations, appropriate interactions with students, and their specific volunteer roles.

Confidentiality: Volunteers must maintain confidentiality regarding student information, behaviors, or academic performance they may observe.

No Requirements: Parent volunteering is welcomed but never required. Families' involvement in their children's education takes many forms, and we do not want to create barriers by requiring volunteer hours.

Flexibility: We recognize that many parents work during school hours. We will provide volunteer opportunities at various times and will value all forms of family engagement, not just in-classroom volunteering.

Equitable Access: We will ensure that volunteer opportunities are accessible to all families, including those who do not speak English, those with limited transportation, and those with other constraints.

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.

Table 10	
Partner Name	Opportunity 180 (O180)
Partnership Description	O180 will partner with Nexus Charter School to provide comprehensive support across key operational and leadership areas, including technical assistance, leadership development, and grant opportunities. Dr. Sabey is a current fellow in O180's Propel Fellowship and has participated in two of their fellowship programs, reflecting a strong existing relationship.
Nature, Purposes, Terms, and Scope of Services	O180 will provide: (1) Technical assistance related to facilities, recruitment, governance, and compliance; (2) Leadership development through Charter Consortium Meetings; and (3) Grant opportunities, including the Charter School Planning Grant and Year 0 Grant. This partnership is aligned with O180's mission to ensure every Nevada student attends a high-quality public school that prepares them for college and career readiness. Services are provided as in-kind support through O180's established charter school development programs, with no fee-based commitments indicated at this time.

Table 11	
Partner Name	Center for the Future of Learning (CFL)
Partnership Description	CFL has formally committed to supporting Nexus Charter School's launch and mission through student learning opportunities, staff professional development, and potential grant funding.
Nature, Purposes, Terms, and Scope of Services	CFL will provide: (1) Youth Leadership & Experiential Learning at their IAN Hub, a space designed for community-driven learning and bold educational experimentation; (2) Professional Development for Nexus staff through the Nevada Future of Learning Network, focusing on the Portrait of a Nevada Learner and Personalized Competency Based Learning; and (3) Grant Funding through their forthcoming Future Fund, designed for schools testing innovative learning models. Support is a combination of in-kind services and potential grant funding, with no fee-based commitments indicated.

Table 12	
Partner Name	Junior Achievement of Southern Nevada (JA)
Partnership Description	JA will provide Nexus students with a structured, multi-year pathway of experiential, standards-aligned programming from middle school through high school, as well as

Nature, Purposes, Terms, and Scope of Services	JA will provide: (1) Immersive Simulations at the JA Inspiration Center — JA BizTown (6th grade) and JA Finance Park (8th and 10th grades); (2) Curricular Support including a dedicated staff liaison and transportation coordination; and (3) Work-Based Learning including internships, job shadowing, career panels, and mentorship for upper-level high school students. Fee-based commitments include a per-student rate for in-person experiences, scaled annually to Nexus's free and reduced-price lunch percentage. Curricular materials are provided as in-kind support.
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Table 13	
Partner Name	Larchmont Charter School
Partnership Description	Rooted in a shared commitment to equity, rigorous academics, and inclusive school communities, Larchmont Charter School will provide Nexus leadership with coaching and consultation support designed to build leadership capacity, strengthen instructional systems, and support the development of a high-quality, sustainable school model.
Nature, Purposes, Terms, and Scope of Services	Larchmont will provide support across two areas: (1) Leadership Coaching — personalized, ongoing coaching for school leaders including the Executive Director, Principal, and/or leadership team, encompassing instructional leadership development, strategic planning, vision alignment, school culture building, and structured feedback and goal-setting cycles delivered virtually and/or in-person; and (2) Consultation Support — advisory guidance on school design, operations, curriculum implementation, assessment systems, data-driven instruction, and sustainable internal systems such as HR, compliance, and governance, with access to Larchmont's tools and frameworks. Fee-based commitments include compensation to Larchmont at a rate of \$150 per hour, with 3 complimentary hours included per month.

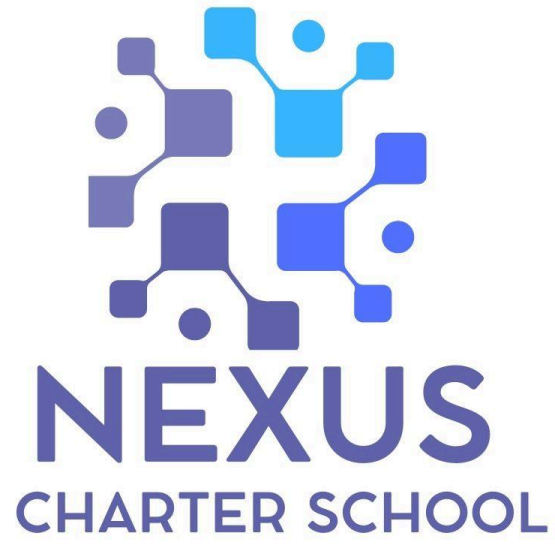
Table 14	
Partner Name	Teach For America (TFA)
Partnership Description	Teach For America, a national leader in recruiting, training, and supporting educators committed to closing the achievement gap, will partner with Nexus Charter School to supply trained, certified teacher candidates and provide ongoing professional development to support instructional excellence.
Nature, Purposes, Terms, and Scope of Services	TFA will provide support across two areas: (1) Teacher Recruitment & Placement — TFA will recruit, select, and present certified teacher candidates who meet applicable federal, state, and local licensure requirements, making reasonable efforts to supply an agreed number of teachers for hire by Nexus; and (2) Pre-Service Training & Professional Development — prior to entering the classroom, all candidates will complete TFA's pre-service training program. During the academic year, TFA will provide ongoing professional development including classroom observations, instructional videotaping and review, co-investigative coaching sessions, and content area/grade-level workshops facilitated by veteran teachers, as well as access to lesson plans, assessments, and instructional materials. Support is available to all teachers during their first two years. Fee-based commitments include an annual fee of \$2,000 per first-year teacher and \$2,750 per second-year teacher employed by Nexus under this agreement, subject to adjustment by TFA at school opening.

Table 15	
Partner Name	Diverse Charter Schools Coalition (DCSC)

Partnership Description	DCSC, a national organization representing 289 member schools serving over 120,000 students across 26 states, has supported Dr. Sabey in the development of the Nexus school model, and wants to continue the partnership. DCSC works to increase the number of high-performing, intentionally diverse public schools, and views Nexus as strongly aligned with its mission and values.
Nature, Purposes, Terms, and Scope of Services	DCSC has provided and will continue to provide in-kind consultation and network support, including: (1) School Model Design — collaborating with Nexus leadership to design a school model that reflects the strengths, needs, and hopes of the Las Vegas community; (2) Best Practices Integration — incorporating program elements and lessons learned from high-performing schools across the DCSC national network; and (3) Peer Connections — connecting Nexus founder David Sabey with experienced school leaders from successful Coalition member schools. Support is provided as in-kind services through DCSC's External Affairs function, with no fee-based commitments indicated. DCSC has expressed enthusiasm for continuing to support Nexus leadership as the school moves toward opening.

Table 16	
Partner Name	Project 150
Partnership Description	Project 150, a Nevada-based 501(c)3 nonprofit, will partner with Nexus Charter School to provide free basic necessities to high school students experiencing homelessness, displacement, or disadvantage — supporting their ability to remain enrolled and graduate.
Nature, Purposes, Terms, and Scope of Services	Project 150 will provide in-kind support across two areas: (1) On-Campus Food Access — weekly deliveries of non-perishable food items to a dedicated space on the Nexus campus, ensuring students have consistent access to basic nutritional resources; and (2) Clothing Boutique Access — Nexus high school students will have monthly access to Project 150's two clothing boutiques, where they can receive free clothing, hygiene products, and school supplies. All services are provided at no cost to Nexus or its students, with no fee-based commitments indicated. This partnership reflects a shared commitment to removing barriers to school attendance and supporting student success through graduation.

Table 17	
Partner Name	Desert Research Institute (DRI)
Partnership Description	The Desert Research Institute, a leader in STEM education and research, will provide Nexus Charter School with access to free educational resources in support of the school's personalized, project-based learning model. DRI's support reflects a shared commitment to innovative education approaches that nurture student self-direction, critical thinking, and authentic achievement.
Nature, Purposes, Terms, and Scope of Services	Upon authorization and launch, DRI will provide in-kind support across two areas: (1) STEM Lending Library — access to curriculum materials, supplies, and STEM technology tools to enrich classroom instruction and project-based learning; and (2) Educator Professional Development — training opportunities for Nexus staff on a variety of STEM topics to strengthen instructional capacity. All resources are provided free of charge, with no fee-based commitments indicated.



Section 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?

Nexus Charter School is committed to earning a 4- or 5-star rating by the end of its first charter term. We understand the Indicators and Measures entailed in the NSPF rating system at both middle and high school levels⁴³, and have designed Nexus to address these dynamics at their roots. Our model is designed to ensure that all students—including those from historically underserved student groups—make strong academic growth, demonstrate high levels of proficiency, overcome opportunity gaps, engage at a high level, and progress toward graduation, college, careers, and civic life. This kind of equitable excellence is baked into the underlying structures of our school, in particular, through our competency-based grading system, literacy and numeracy labs, interdisciplinary explorations, and advisory system.

Please note that these are not merely features we are plugging into the standard factory-model of schooling, but constitute a revision of the underlying structure of school. We believe that the suboptimal outcomes evident in the schools in the East Henderson/Whitney community, including uninspiring proficiency rates at even highly rated schools, are symptoms of a one-size-fits-all system. By revising that system, we expect to produce better outcomes. The table below highlights the contrast between the features and outcomes of traditional schools and Nexus Charter School, focusing on differences in curriculum, advancement, and environment. To be clear, the table below is broader than our specific theory of action; it is intended to provide a fuller context for the theory of action that will be discussed in question two.

	Traditional Schools		Nexus	
	Features	Outcomes	Features	Outcomes
Curriculum What are you learning?	Classes are siloed. Desired outcomes are opaque. Coursework is largely individual deskwork.	Learning is fragmented, superficial, and short-lived. School feels like jumping through hoops. Many students become disengaged.	Classes are interdisciplinary. Desired outcomes are transparent. Coursework is largely project-based.	Learning is integrated, deep, and long-lasting. School feels like a coherent training program. Students are more likely to be engaged.
Advancement	Students are batch processed at the end	Students learn that they are not expected to	Students advance when they	Students learn that they are expected to

⁴³ For middle school, the Indicators are Academic Achievement (i.e., pooled proficiency percentage), Growth (Math and ELA MGP, and % meeting MGP), English Language Proficiency (% EL meeting AGP), Opportunity Gaps (% Prior non-proficient in ELA and Math meeting AGP), and Student Engagement (Chronic Absenteeism, Academic Learning Plans, and 8th grade credit requirements). For high school, the Indicators are Academic Achievement (i.e., % proficiency in Math, ELA, and Science), Graduation Rates (4- and 5-year ACGR), English Language Proficiency (% EL meeting AGP), College and Career Readiness (Post-Secondary Preparation Program Participation and Completion, % Advanced or CCR diploma), and Student Engagement (Chronic Absenteeism, 9th grade credit sufficiency). See the [DOE's explanatory introduction](#).

How do you move through the curriculum?	of the term, advancing in age-based cohorts through a predetermined sequence, regardless of their interest or readiness.	master the material, as long as they pass the class. They learn to “play the game” of school. Some students become dependent learners and develop gaps that compound over time.	demonstrate mastery. They curate a portfolio of their work and are expected to discuss and defend their learning and accomplishments. They have input regarding when they advance and what comes next.	master the material—that they cannot get credit without demonstrating competence. They learn how to learn. All students develop both independence and proficiency.
Environment What is it like to be there?	Large student body. Adults have compartmentalized responsibility for student development. Adults and students tend to develop context-specific relationships with little continuity over time. Students have little voice and choice.	Students feel anonymous and interchangeable. Some fall through the cracks. School develops a transactional culture.	Smaller student body. Adults have shared responsibility for student development. Through advisory and interdisciplinary classes, adults have crosscutting relationships with students. Students have voice and choice.	Students feel known. Educators attend to students’ holistic development over time. School develops a culture of care and trust.

We believe that by making these changes in Nexus’ curriculum, advancement, and environment, we will cultivate students’ holistic development, including their academic achievement. There is a substantial body of evidence that our model will help all students succeed, including those from historically underserved communities (see Table 20 below). As will be explained more fully below, we will track our progress with particular attention to the ACT, NWEA MAP test, Panorama School Climate Survey, attendance rates, and in-house exhibition evaluations and portfolio defenses.

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

Our mission is to empower **all** of our students to act wisely in a dynamic, unpredictable future and to become a force for good in the world. We do this by cultivating Intellect, Independence, and Integrity. Our graduate profile represents the way our work focuses on the “nexus” of these characteristics.

Our theory of change is aligned to this mission, and provides metrics for evaluating our efforts; it is, thus, critical to our success.

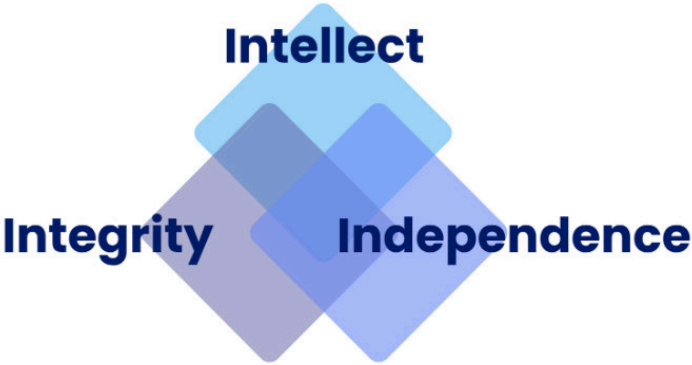


Table 19: Theory of Action

How we achieve our mission to empower students to act wisely and become a force for good in the world			
If Nexus...	Then students will...	Because...	Therefore...
Provides a rigorous and interdisciplinary curriculum focused on the Nexus competencies	Develop deep, integrated knowledge and durable skills (i.e., Intellect)	1. They are consistently asked to actively make meaning and apply learning. ⁴⁴ 2. They organize new learning within a stable cognitive structure. ⁴⁵	11th graders score an average of 22+ on the ACT, indicating that they are ready for college-level work. 8th graders score at or above the 60th percentile on the NWEA MAP test, indicating they are on-track for college readiness.
Creates meaningful opportunities for students to exercise agency and take responsibility for their learning	Develop autonomy and self-direction (i.e., Independence)	These experiences foster a sense of efficacy and accomplishment. ⁴⁶	All students achieve their growth goal ⁴⁷ on end-of-year NWEA MAP test. All students can thoughtfully discuss their strengths, needs, and plans for improvement in their portfolio defenses.
Cultivates strong relationships and a culture of belonging	Engage more wholeheartedly in their education (i.e., Integrity)	They experience psychological safety and trust. ⁴⁸	Chronic absenteeism ≤10%. Students give 80%+ favorable responses on Sense of Belonging, Teacher-Student Relationships, and Psychological Safety in the Panorama School Climate Survey.

There is good reason to believe that this approach will benefit historically underserved student groups just as much or more than historically privileged groups. The table below includes highlights from the scholarly research that support this assertion, and identifies some of the guiding principles of our work and the associated design features of the school, which are discussed more fully in the subsequent section.

Table 20: DESIGN FEATURES AND BENEFITS			
Component of Theory of Action	Guiding Principles	Evidence that this approach will benefit historically underserved groups	Design Features
If Nexus provides a rigorous and interdisciplinary curriculum focused on applying the same	Coherence	“By emphasizing instructional coherence, school systems can address the academic effects of COVID-19 and offer more equitable experience	Competency-Based Grading

⁴⁴ [Freeman et al. \(2014\)](#) found that active learning increases student performance in STEM classes. [Zhang and Ma’s \(2023\)](#) meta-analysis found that project-based learning significantly improved students’ learning outcomes and positively contributed to academic achievement, affective attitudes, and thinking skills.

⁴⁵ See [van Merriënboer and Sweller’s \(2005\)](#) overview of Cognitive Load Theory. [Shin et al. \(2017\)](#) discuss the lack of coherence in US schools and the positive effects of a coherent curriculum on student learning.

⁴⁶ This is aligned with [Self-Determination Theory](#) and [Self-Efficacy Theory](#). [Zimmerman \(2002\)](#) explains that students must be able to make choices in order to become self-regulated learners. [Patall et al. \(2010\)](#) found that giving students choices increased their engagement and achievement. [Taub et al. \(2020\)](#) found that even moderate amounts of agency increase learning outcomes. [Mammadov & Schroeder’s \(2023\)](#) meta-analysis suggests that supporting students’ autonomy leads to positive learning outcomes.

⁴⁷ The NWEA Map test generates a growth goal based on comparisons to peers across the country who scored similarly. We take this automatically generated goal into account, but also create our own internal benchmarks in relation to obtaining grade-level proficiency within three years or less. That timeframe is partly based on the [research](#) that the benefits of knowledge-building accrete over time; it is not a short-term intervention.

⁴⁸ [Allen et al. \(2021\)](#) review the literature that suggests that students who lack a sense of belonging are more likely to engage in problematic behavior and struggle academically, and those who have a sense of belonging tend to perform better and be more engaged. [Katsantonis’ \(2025\)](#) found that student-teacher relationships and a sense of belonging were positively correlated with levels of engagement.

core academic practices, then students will develop deep knowledge and durable skills (i.e., Intellect) because (1) they are consistently asked to actively make meaning and apply learning, and (2) they organize new learning within a stable cognitive structure.	Trans- parency Active learning	for students they’ve historically underserved” (TNTP, 2022). Winkelmes et al. (2016) found that transparent instruction was beneficial for all students, but especially for historically underserved student groups. “Active learning benefits all students but offers disproportionate benefits for individuals from underrepresented groups” (Theobald et al., 2020).	Literacy and Numeracy Labs Interdisciplinary Explorations
If Nexus creates meaningful opportunities for students to exercise agency and take responsibility for their learning, then students will develop autonomy and self-direction (i.e., independence) because these experiences foster a sense of efficacy and accomplishment.	Agency	Lee et al. (2020) review the literature on student agency, concluding that “Historically nondominant students tend to have fewer opportunities to express their agency in schools,” and “Educational practices that build on student assets to support their agency have shown promising outcomes for equity, school improvement, and student learning.”	Competency-Based Grading Project-Based Learning
If Nexus cultivates strong relationships and a culture of belonging, then students will engage more wholeheartedly in their education (i.e., integrity) because they experience psychological safety and trust.	Relation- ships	Murphy et al. (2020) found that efforts to address belonging can improve core academic outcomes for historically underserved students.	Advisory

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:

- a) Programs (e.g., curriculum, professional development, afterschool program, parent program, etc.),
- b) Principles (e.g., restorative practices, individualized learning, learn at your own pace, etc.), and
- c) 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 following distinguishing features of our model are critical to the success of Nexus and can be implemented in a coherent and cohesive manner which drives toward our vision and mission. As noted previously, we conceptualize these features as analogous to aspects of athletic training: Literacy and Numeracy Labs are like strength training, Interdisciplinary Explorations are like scrimmages, and Advisory is like a team meeting. In light of that analogy, our competency framework provides our definition of fitness—the kind of “athleticism” we are committed to fostering. These features constitute a coherent training program that empowers our students to act wisely in a dynamic, unpredictable future and become a force for good in the world. We are prepared to implement these features with fidelity through strategic professional development, expert partnerships, dedicated leadership structures, and robust monitoring systems.

Table 21: DESIGN IMPLEMENTATION

Design Features	Implementation	Ensuring Fidelity	Evidence of Efficacy
<p>Competency-Based Grading</p>	<p>One of Nexus's core distinguishing features is our competency-based grading system, which replaces traditional points- and time-based progression with transparent, standards-aligned demonstrations of mastery.</p> <p>Competency Framework: The foundation of the system is our competency framework, which articulates seven standards-aligned academic skills students develop: analysis, argumentation, research/inquiry, communication/representation, modeling, critical evaluation, and design/creation. Each competency is supported by a school-wide multi-tiered rubric that describes what the skill looks like at different levels of performance (see Supplemental Attachment 1 for example rubric).</p> <p>Rubrics: These rubrics align with Nevada Academic Content Standards (NVACS) and translate them into tools that can be used consistently across the school to guide and assess students' work. These rubrics promote vertical and horizontal alignment among teachers and allow students to progress beyond their grade level whenever they are ready, while also supporting students who are below grade level by helping teachers pinpoint current performance and target support.</p> <p>Portfolios: Students curate portfolios of work demonstrating their mastery of core competencies, including work completed outside of school. At least annually, students participate in a portfolio defense where they present highlights of their work to a panel of teachers and community members, reflect on their learning, discuss strengths and areas for improvement, and articulate next steps.</p> <p>Student Dashboards: We will use visual dashboards that display students' demonstrated competency levels across all the Nexus competencies, providing real-time transparency for students, families, and teachers about progress and next steps. (We currently intend to use the Beacon Learning platform, which is a customizable CBE dashboard.)</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> • Pre-service training for all teachers on competency-based assessment, rubric use, and portfolio coaching • Quarterly calibration sessions where teachers score sample student work together to ensure inter-rater reliability • Common planning time and weekly PLCs <p>Systems & Structures:</p> <ul style="list-style-type: none"> • Student information system with competency-tracking functionality (Beacon Learning) • Weekly grade-level and department PLC meetings to review student competency progression data • Weekly leadership walkthroughs with CBE-implementation focus <p>Family Support:</p> <ul style="list-style-type: none"> • Family orientation in August explaining CBE system with visual examples • Quarterly parent-teacher conferences • All communications available in Spanish and other languages as needed <p>Student Onboarding:</p> <ul style="list-style-type: none"> • First 2+ weeks include explicit instruction on competency framework, how to track progress, how to self-assess • Goal-setting sessions with advisors • Practice portfolio presentations with peer feedback • Student surveys on clarity of expectations and feedback quality 	<p>As noted in Section 2.1.2b, a substantial body of research suggests that competency-based models are effective in general and particularly beneficial to historically underserved populations. There is also a growing number of charter using using</p> <p>In three separate pilots, we found that students benefitted from CBE in a variety of ways. In particular, students reported that they appreciated the transparency of objectives and the flexible pacing. Teachers we worked with also reported that oral exams are particularly powerful ways to assess real understanding, and that competency-based grade reports are more conducive to student ownership than traditional letter-grade reports.</p>

	<p>Timeline: Full implementation from Day 1 for all students. Transfer students from traditional systems will receive intensive onboarding (see below) to help them understand and succeed in the new system.</p>		
<p>Personalized Literacy Labs</p>	<p>Literacy Labs are structured around cumulative knowledge-building and increasing levels of text complexity, ensuring that every student builds powerful background knowledge and engages daily with appropriately challenging texts.</p> <p>Curriculum Structure: Labs are organized into thematic modules, each focused on a specific domain of knowledge (e.g., Ancient Civilizations, The Age of Exploration, The Civil Rights Movement, etc.). Each module includes:</p> <ul style="list-style-type: none"> • Core texts at increasing complexity levels • Background-building activities and multimedia resources • Vocabulary instruction tied to the domain • Comprehension checks and knowledge assessments • Extension opportunities for advanced readers <p>Knowledge-Building Approach: Rather than teaching isolated reading strategies divorced from content, we systematically build schemas across history, science, literature, and the arts. Depending on how quickly they advance through the material, students spend multiple weeks immersed in each domain, reading related texts that build upon each other and deepen students’ understanding.</p> <p>Advancement: Students earn credit for a module when they demonstrate: (1) domain knowledge through discussion and/or written assessment, (2) comprehension of texts at the appropriate complexity level, and (3) ability to comprehend a new text related to that domain. Students then either advance to a new module or read more complex texts within the same domain.</p> <p>Differentiation: Within each Lab session, students are working on different modules and at different text complexity levels based on their current abilities. Teachers facilitate small groups, provide targeted instruction,</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> • Training on knowledge-building literacy instruction • Training on text complexity analysis and matching students to appropriate texts • Ongoing PD on leading literacy discussions, questioning techniques, and formative assessment • Quarterly data analysis sessions reviewing student module completion rates and growth <p>Curriculum & Resources:</p> <ul style="list-style-type: none"> • Curated text sets for each module at multiple complexity levels • Pacing guides showing expected module progression <p>Leadership:</p> <ul style="list-style-type: none"> • Humanities PLC Chair coordinates curriculum, tracks student progress, supports teachers • School leadership conducts walkthroughs and provides coaching <p>Monitoring Fidelity:</p> <ul style="list-style-type: none"> • Weekly review of which students are on which modules • Monthly analysis of module completion rates • Observation of Lab instruction for evidence of knowledge-building vs. isolated skills instruction • Student reading logs and comprehension data • NWEA MAP Reading scores 3x/year to track growth 	<p>Research Evidence:</p> <p>Knowledge-rich curricula and explicit content-building have been consistently linked to stronger reading comprehension (Surma et al., 2025; Cabell & Hwang, 2020; Cervetti & Hiebert, 2018). Harvard research found that students following a knowledge-building curriculum in science performed better on reading comprehension transfer tests, with schools able to stimulate transfer over a two-year period (Kim et al., 2024). The International Dyslexia Association emphasizes that because building knowledge is a gradual, cumulative process, the most effective way to boost reading comprehension is through a coherent content-focused curriculum adopted schoolwide.</p>

	<p>and conduct individual conferences.</p> <p>Schedule: 45 minutes daily</p>		
<p>Personalized Numeracy Labs</p>	<p>Numeracy Labs combine adaptive digital tools with teacher-facilitated instruction to build deep conceptual understanding, not just procedural fluency.</p> <p>Integrated Math Approach: Rather than the traditional Algebra I → Geometry → Algebra II sequence, we use an integrated approach where students encounter algebra, geometry, statistics, and functions in each year, with increasing sophistication. This approach better reflects how mathematics is actually used and helps students see connections across domains.</p> <p>Blended Model:</p> <ul style="list-style-type: none"> • Application & Discussion (20-30% of time): Students work on rich tasks, explain their thinking, critique reasoning, and apply mathematics to authentic contexts • Teacher-Led Instruction (20-30% of time): Small group and whole-class instruction on conceptual understanding, problem-solving strategies, mathematical reasoning, and connections across topics • Independent Practice (40-60% of time): Students use Khan Academy or similar platform for targeted practice, immediate feedback, and diagnostic assessment. The platform adapts to student performance, providing appropriately challenging problems. <p>Mastery-Based Progression: Students advance through clearly defined learning objectives when they demonstrate mastery on both digital assessments and in-person teacher evaluations (to ensure conceptual understanding, not just procedural skill).</p> <p>Hierarchy: Labs are organized hierarchically from foundational number sense and operations through advanced topics like calculus and statistics. Students progress at individualized paces based on demonstrated mastery.</p> <p>Schedule: 45 minutes daily</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> • Training on integrated Illustrative Math curriculum and instructional approaches • Training on using adaptive technology effectively (not just "tech babysitting") • Training on mathematical discourse and productive struggle • Training on in-person formative assessment to verify conceptual understanding <p>Curriculum & Systems:</p> <ul style="list-style-type: none"> • Integrated Illustrative Math curriculum • Khan Academy for adaptive content • Clear learning objective sequences (scope and sequence) • Assessment protocols that include both digital and in-person components <p>Leadership:</p> <ul style="list-style-type: none"> • STEM PLC Chair coordinates curriculum, tracks student progress, supports teachers • School leadership conducts walkthroughs and provides coaching <p>Structures:</p> <ul style="list-style-type: none"> • Flexible grouping based on current learning objectives • Common planning time for Numeracy teachers to analyze data and adjust instruction <p>Monitoring Fidelity:</p> <ul style="list-style-type: none"> • Weekly review of student progression through objectives • Walkthroughs observing balance of technology, instruction, and application • Review of in-person assessment data to ensure students aren't advancing on digital scores alone • NWEA Math scores 3x/year • Analysis of time allocation (tech vs. teacher-led vs. application) 	<p>Hanover Research's (2015) review of literature suggests that Integrated Math curriculum tends to be more effective than the conventional division of courses. Oreopoulos et al. (2024) found that students who used Khan Academy as part of a year-long mastery learning intervention improved end-of-year math scores by 0.12 to 0.22 standard deviations. A meta-analysis of 45 studies examining AI-enabled adaptive learning systems found a medium to large positive effect size ($g = 0.70$) on students' cognitive learning outcomes compared with non-adaptive interventions (Wang et al., 2024). Research on adaptive mathematics programs found significant learning gains, with greatest impacts among students with lower levels of math knowledge (Bang et al., 2022).</p>

<p>Inter-disciplinary Project-Based Explorations</p>	<p>Explorations are structured not like ladders but like spirals: students engage repeatedly in the core academic practices articulated in our competency framework, but at increasing levels of sophistication.</p> <p>Co-Teaching Model: Each Exploration is flexibly co-taught by two teachers who integrate their content areas. Teacher pairs are assigned adjacent classrooms with a removable partition (if possible), giving them flexibility in how they use the time and space. They can teach in parallel (each teaching one content area to half the cohort, then switching), or dividing students into groups according to their needs.</p> <p>Course Structure: Explorations fall into two categories:</p> <ul style="list-style-type: none"> • Humanities (ELA + Social Studies) • STEM (Science + Technology/Math/Engineering) <p>Each Exploration runs for one quarter (9-11 weeks) and is structured around a meaningful project that:</p> <ul style="list-style-type: none"> • Aligns with Nevada Academic Content Standards in both content areas • Requires application of literacy/numeracy skills from Labs • Develops and allows demonstration of multiple Nexus competencies • Results in an authentic product for a real audience • Culminates in public presentation during Exhibition Day <p>Project Examples:</p> <ul style="list-style-type: none"> • Humanities: Design a museum exhibit on the Civil Rights Movement (integrating primary source analysis, argumentative writing, historical research, and visual design) • STEM: Engineer a water filtration system for a developing community (integrating chemistry, mathematical modeling, technical writing, and presentation) <p>Assessment: Students receive frequent formative feedback throughout the project, but summative grades are based exclusively on demonstrated competencies. Parents receive updates on checkpoint completion (readings, drafts, etc.) but these do not factor into grades.</p> <p>Schedule: 95 minutes daily for each Exploration (Humanities + STEM)</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> • All teachers receive PBLWorks training before school opens (Gold Standard PBL) • Co-teaching teams participate in training together • Quarterly project tunings where teacher teams present project plans and get feedback <p>Planning Structures:</p> <ul style="list-style-type: none"> • Co-teaching pairs have at least 45 minutes daily common planning time • Wednesday PLCs for all Exploration teachers to share practices • Summer curriculum development week before each year • Project planning template ensures alignment to standards and competencies <p>Curriculum Development:</p> <ul style="list-style-type: none"> • PLC chair approves all project plans before launch • Project library developed over time with exemplar projects, student work samples, and lessons learned • Alignment maps showing which projects develop which competencies <p>Leadership:</p> <ul style="list-style-type: none"> • Leadership team observes each Exploration group multiple times per quarter • Walkthroughs assess student engagement, authentic work, competency development <p>Monitoring Fidelity:</p> <ul style="list-style-type: none"> • All projects reviewed using PBL rubric (Gold Standard elements) • Student work audits to ensure competencies are being demonstrated • Exhibition Day attendance and feedback • Student surveys on project meaningfulness and engagement • Analysis of which competencies students are demonstrating through Exploration work 	<p>Research Evidence:</p> <p>Multiple studies show that PBL enhances long-term retention, skill development, and understanding of complex concepts relative to traditional instruction (Strobel & Van Barneveld, 2009).</p> <p>Large-scale studies indicate PBL boosts performance on high-stakes assessments including AP exams, with gains consistent across socioeconomic groups, suggesting PBL can be an equitable approach (Saavedra et al., 2021). Causal research shows students in PBL classrooms outperform peers on objective, standards-aligned assessments, with effect sizes around 0.27 SD or an 8-percentage point increase (Krajcik et al., 2023). PBL is also associated with higher student engagement and motivation, which are strongly linked to improved learning outcomes (Almulla, 2020; Zhang & Ma, 2023).</p> <p>Interdisciplinary Learning Research: Zhou et al. (2024) found that students in an integrated STEM curriculum outperformed other students. Ye & Xu (2023) and Andi Aka et al. (2025) found that integrated learning fostered 21st century skills like critical thinking. Recent research demonstrated that students leveraged cross-disciplinary transfer of knowledge to deepen understanding of complex phenomena (Novis-Deutsch et al., 2024).</p>
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<p>Advisory</p>	<p>Advisory groups meet daily at the beginning of the school day (30 minutes). Every student has an advisor who knows them well—including their performance across classes and their out-of-school lives.</p> <p>Advisor Role:</p> <ul style="list-style-type: none"> • Primary point of contact for student's family • Tracks student's progress across all competencies and classes • Facilitates goal-setting and reflection • Coordinates interventions when needed • Coaches students through portfolio development • Advocates for student needs <p>Advisory Size: Approximately 12-15 students per advisor</p> <p>Advisory Composition: Mixed-grade advisories (combining 6th-8th or 9th-12th) to build community across grade levels</p> <p>Curriculum Structure: Advisory is organized around the Nexus competencies related to Independence and Integrity, including goal setting, time management, and interpersonal skills.</p> <p>Weekly Schedule (example):</p> <ul style="list-style-type: none"> • Monday: Community circle / check-ins • Tuesday: Academic goal-setting and progress monitoring • Wednesday: Independence mini-lesson and practice. • Thursday: Follow-up lesson and practice. • Friday: Community service planning / student voice <p>Key Functions:</p> <ul style="list-style-type: none"> • Metacognitive reflection on learning processes • Monitoring academic progress across classes • Building sense of belonging • Developing self-advocacy skills • College/career planning (high school) • Portfolio coaching 	<p>Professional Development:</p> <ul style="list-style-type: none"> • All advisors trained in advisory curriculum and facilitation techniques • Training on adolescent development, trauma-informed practices, and culturally responsive advising, as necessary. • Monthly advisor meetings to share practices and problem-solve <p>Curriculum & Resources:</p> <ul style="list-style-type: none"> • Advisory curriculum guide with daily/weekly lesson plans • Goal-setting and progress monitoring tools • SEL curriculum (likely Panorama SEL or similar) • Restorative practices training and circle protocols <p>Leadership:</p> <ul style="list-style-type: none"> • Leadership team oversees advisory program • Contracted social worker provides support for advisors dealing with complex student situations • Regular advisor meetings facilitated by school leadership <p>Systems:</p> <ul style="list-style-type: none"> • Advisors have access to all student data (attendance, competency progression, grades, discipline) • Regular communication protocols with families (at least monthly) • Advisory time protected (never canceled for other activities) <p>Monitoring Fidelity:</p> <ul style="list-style-type: none"> • Walkthroughs of advisory sessions • Student surveys on advisory quality, included in Panorama survey • Advisor self-assessment • Analysis of student attendance, engagement, competency progression by advisory group • Review of advisor-family communication frequency 	<p>Research Evidence:</p> <p>A summary by the Institute of Education Sciences highlights that effective advisory can:</p> <ul style="list-style-type: none"> • Improve academic success • Foster social-emotional development (SEL) • Strengthen teacher-student relationships • Mitigate challenges of school transitions • Improve school climate • Enhance postsecondary readiness <p>Research on metacognition demonstrates that when students explicitly reflect on learning processes, they achieve higher academic success, transfer knowledge more effectively, and develop stronger self-regulation skills (Ohtani & Hisasaka, 2018; Brady et al., 2021). Metacognitive skills are task-general and transferable to a wide variety of learning tasks (Schuster et al., 2020).</p> <p>Murphy et al. (2020) found that efforts to address belonging can improve core academic outcomes for historically underserved students.</p>
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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.

Nexus Charter School’s design is inspired by proven models from across the country.

Table 22: SCHOOL MODELS		
Key Feature	Existing School(s)	Student Performance Results
Competency-Based Grading	Big Picture Learning Network , especially Gibson Ek .	A longitudinal study of outcomes of Big Picture Learning students and alumni found that the model had positive effects on a variety of student outcomes, including high school graduation and college acceptance (see Arnold et al. 2015 , and Arnold & Mihut, 2020). Publicly available data show that Gibson Ek students have relatively high proficiency rates, including 85% ELA Proficient and 62.5% Math Proficient, which is higher than the Henderson and state average. ⁴⁹
Literacy and Numeracy Labs	Summit Public Schools	Summit Public Schools posts to its website that their students boast rates of 96% college/career readiness and 96% college acceptance. Publicly available data from the Summit Public Schools in Washington suggest their proficiency rates are around 75% in ELA and 50% in Math, which is comparable to Pinecrest Academy Cadence, the highest performing school in Henderson.
Interdisciplinary Explorations	High Tech High	In 2023, 96% graduation rate among all HTH senior classes. 95% of seniors meet the demanding “A-G requirements,” indicating readiness for college-level coursework. 82% of our 2022 graduates transitioned to college, tied for the highest among all districts in San Diego County. ⁵⁰ Of the 134 graduates in the HTH Class of 2024, 128 (95%) will be entering college in the fall. ⁵¹
Advisory	Compass Circle at Valor Collegiate Crew at Expeditionary Learning Equipo Academy	Valor and Expeditionary Learning are both well-regarded and high-performing charter networks. (See the Valor Results page for more details.) Equipo Academy is a high-achieving charter school in East Vegas that has a strong advisory program, which they see as central to their success.

Conclusion: We believe that the components of our evidence-based model can be implemented in a coherent and cohesive manner and will help us achieve our mission to empower all students to thrive in a dynamic, unpredictable future and to

⁴⁹ <https://reportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/105988>

⁵⁰ <https://www.hightechhigh.org/hths-outstanding-record-in-college-admissions/>

⁵¹ <https://www.hightechhigh.org/hth/wp-content/uploads/sites/22/2024/08/HTH-School-Profile-2024-25.pdf>

become a force for good in the world. Our plan is both ambitious and achievable, and will further the SPCSA's strategic goals. We are excited to bring this school to the community of East Henderson/Whitney.

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.

Overview

Nexus is designed as a coherent, integrated alternative to the factory-model school — one in which every structural and pedagogical decision flows from a shared commitment to cultivate students' intellect, independence, and integrity and, consequently, to empower them to act wisely in the future and become a force for good in the world. Rather than exposing students to content and moving them forward on a fixed timeline, Nexus builds genuine competence through a system of personalized labs, interdisciplinary project-based learning, and advisory. These components are not parallel programs running alongside each other; they are a unified training system, each element reinforcing the others, that ensures that all students, including those from historically underserved populations, meet or exceed the Nevada Academic Content Standards (NVACS), and graduate prepared for a meaningful and productive post-secondary life.

Class Size and Structure

In response to significant parent interest, Nexus is committed to having relatively low class sizes (up to 25 students per teacher). Our academic program is organized around three core structures:

Literacy and Numeracy Labs (45 minutes daily each): Small-group, personalized instruction in foundational skills with flexible, needs-based groupings. One teacher per Lab works with up to 25 students at various points in the learning progression.

Interdisciplinary Explorations (95 minutes daily for each of two Explorations—Humanities and STEM): Project-based learning integrating two content areas, co-taught by two teachers in adjacent classrooms. Each teacher is responsible for up to 25 students, with both teachers working together with up to 50 students total.

Advisory (30 minutes daily): Small-group community-building and mentoring with approximately 12-15 students per advisor. Advisory groups remain stable over multiple years whenever possible.

This structure means each student has a core team of 5-6 adults who know them well: their advisor, two Exploration teacher teams, and their Lab teachers. By design, students and teachers have crosscutting relationships, not bound by a particular subject. This encourages them to see each other more holistically and develop deeper relationships.

Physical Learning Environment

Lab Classrooms support both whole-group instruction and differentiated small-group work:

- Modular desks that can be configured in a variety of ways
- Small-group instruction areas with whiteboards
- Wall displays showing learning progressions so students can track their own progress
- Shared laptop carts for appropriate technology use
- **Literacy Labs:** Classroom libraries organized by thematic modules; comfortable reading areas
- **Numeracy Labs:** Manipulatives and mathematical tools; visual representations; whiteboards for student problem-solving

Exploration Classrooms enable flexible co-teaching:

- Adjacent rooms with removable partition, if possible, for combined or separate instruction
- Large wall spaces for displaying competency rubrics and ongoing student work
- Project work surfaces and storage for works-in-progress
- Presentation areas for practice and public exhibitions
- Technology for research, creation, and presentation

Advisory Spaces foster belonging:

- Flexible seating
- Comfortable, personalized atmosphere signaling ownership and belonging
- Wall space for student goals, community agreements, and personalized decorations

Common Spaces support school-wide culture:

- Multi-purpose room for whole-school exhibitions and portfolio defenses
- Wall displays throughout showing competency framework and Portrait of a Graduate
- Gallery spaces for rotating student work displays

Core Teaching Methods

Teachers employ evidence-based instructional methods strategically based on learning objectives and student needs. To be clear, Nexus' Explorations are explicitly designated for integrated, project-based learning, and the Labs are designed to allow for variable pacing through the material, but neither of these contexts are exclusive of direct instruction or other traditional instructional methods, as noted below.

Gold Standard Project-Based Learning: Extended investigations driven by authentic questions, student choice in methods and products, and public presentations

Direct Instruction and Modeling: Clear mini-lessons (10-15 minutes) with explicit teaching of concepts, think-alouds, and worked examples

Guided Practice: Small-group targeted instruction with scaffolded support, immediate feedback, and gradual release of responsibility

Academic Discussion: Socratic seminars, text-based discussions, and accountable talk protocols where students practice analysis and argumentation

Collaborative Learning: Structured peer work with defined roles (think-pair-share, jigsaw, peer tutoring, collaborative problem-solving)

Formative Assessment: Exit tickets, quick writes, observations, and whiteboards for checking understanding and adjusting instruction

Critique and Revision: Structured protocols for giving and receiving feedback; self-assessment using rubrics; required revision

Metacognitive Reflection: Think-alouds, reflection prompts, portfolio defenses, goal-setting, and learning from errors

Differentiation: Tiered tasks, flexible grouping, learning stations, varied modalities, scaffolds (graphic organizers, sentence frames), and enrichment pathways

Competency-Based Grading: The Foundation

Our competency framework articulates seven core academic practices: analysis, argumentation, research/inquiry, communication/representation, modeling, critical evaluation, and design/creation. Associated multi-tiered rubrics define what these look like at various levels of sophistication.

Key Features:

- Students advance based on demonstrated mastery, not seat time
- Competency rubrics visibly posted and integrated into all communications
- Student dashboards display real-time progress across competencies
- Annual portfolio defenses where students present evidence to panels
- Transparent expectations empower students and families to take active roles in education

This system is inherently equitable: it separates learning from compliance, allows students to demonstrate competencies in varied ways, provides clarity about expectations, and enables true mastery rather than forcing students forward with gaps.

Literacy and Numeracy Labs: Personalized "Strength Training"

Labs build core academic skills through hierarchical progressions where students advance only after demonstrating mastery.

Structure:

- **Opening (10-15 min):** Whole-group mini-lesson on grade-level content with multiple entry points
 - Literacy: Close reading, primary source analysis, word morphology study
 - Numeracy: Number talks, worked examples, challenge tasks
- **Differentiated Work (30-35 min):** Flexible small groups based on current needs
 - Teachers rotate among groups providing targeted instruction
 - Students work on adaptive digital practice, appropriately leveled texts, problem sets, and collaborative activities
 - Partners explain thinking to each other; teacher probes for understanding
- **Assessment (Ongoing):** Students advance when they demonstrate proficiency and conceptual understanding through teacher verification

Differentiation: The structure inherently supports varied learners—students below grade level receive intensive support at their level; students at grade level progress steadily; students above grade level accelerate without ceilings. Flexible grouping prevents tracking while ensuring appropriate challenge.

Literacy Labs: Organized around thematic modules (Ancient Greece, Civil Rights Movement, etc.); students read related texts over multiple weeks building knowledge; text sets at multiple Lexile levels; advancement requires demonstrating domain knowledge, comprehension, and transfer to new texts; technology-free environment prioritizing discussion and books.

Numeracy Labs: Integrated Math approach; clear hierarchical progressions; shared laptop carts for balanced tech use; emphasis on conceptual understanding verified by teacher; visual representations and manipulatives; real-world applications.

Interdisciplinary Explorations: Project-Based "Scrimmages"

Explorations engage students in gold standard PBL where they apply competencies in holistic, integrated ways.

Co-Teaching Structure: Two teachers in adjacent classrooms with removable partitions, if possible, can teach in parallel, combine for whole-group instruction (facilities permitting), or divide students into differentiated groups for targeted support.

Project Phases:

1. **Launch (1-2 weeks):** Entry event, building background knowledge, scaffolding inquiry, forming teams
2. **Investigation (4-6 weeks):** Sustained inquiry, skill-building workshops, structured work time, formative checkpoints
3. **Critique and Revision (1-2 weeks):** Feedback protocols, revision, rehearsal
4. **Exhibition (1 week):** Public presentations to authentic audiences; competency assessment; reflection

Teaching Methods: Direct instruction on content and skills, facilitated inquiry, conferring with project teams, critique protocols, scaffolding for diverse learners, coaching toward public presentation.

Differentiation: Complex projects have multiple entry points; students take varied roles based on strengths; choice in topics and methods; multiple modalities for demonstration; collaborative support; authentic audiences create motivation.

Cultural Responsiveness: Real-world problems connect to students' communities; student choice incorporates diverse backgrounds; multiple perspectives explicitly included; community partnerships for authentic work.

Advisory: Community, Belonging, and Metacognition

Advisory provides a stable "home base" where students build relationships, reflect on growth, and develop habits of effective learners.

Structure: Daily 30-minute meetings that focus on SEL, community building, goal setting, and academic synthesis.

Teaching Methods: Community circles, one-on-one conferring, facilitated discussions, reflection activities, goal-setting protocols, SEL curriculum aligned to Nexus competencies.

Advisor Role: Primary family contact; student advocate; progress monitor across all classes; intervention coordinator; portfolio coach; SEL facilitator.

Differentiation: Small groups (12-15) enable genuine relationships; advisors tailor support to individual needs; multi-year relationships allow deep understanding of student contexts; coordination ensures coherent supports across schedule.

Integration: How Components Work Together

As noted in section 3.1.3, these structures form a coherent system, analogous to athletic training. Each component of our model is designed to foster the Nexus competencies in a particular way, building fundamental skills, orchestrating them in response to complex tasks, and developing the social foundation that allows for positive risk-taking and wholeheartedness. Because of this coherence, students' learning is not fragmented; instead, they make connections across their coursework, focus on the same core competencies, and synthesize and reflect on their learning. Ultimately, they develop Intellect, Independence, and Integrity, and grow in their ability to take wise action in the future.

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

Nexus recognizes that high-quality, standards-aligned curriculum is the foundation of effective instruction. We adopt strong instructional materials to ensure coherence, rigor, and alignment across classrooms. At the same time, we believe that meaningful learning is strengthened when these materials are paired with clear objectives, thoughtful assessment and feedback, and professional judgment. To that end, Nexus integrates its curriculum with in-house proficiency scales, a competency-based framework, and performance-based learning experiences. Teachers are supported with shared materials and structures, but they are not limited to scripted implementation. Instead, they collaborate with colleagues to design engaging, rigorous learning experiences, analyze student progress, and adjust instruction to meet student needs.

Table 23: Curricula			
Grade(s)	Subject	Product Name	Rationale for Selection
6-8	ELA	EL Education	Approved by NV DOE. Modular structure allows flexible use in both Labs (building domain knowledge through text sets) and Explorations (integrated projects). Recommended by Knowledge Matters Campaign for systematic knowledge building.
9-12	ELA	Odell Education High School Literacy Program 9-12	Approved by NV DOE. Rigorous content structured in modular units which could be integrated into both Labs and Explorations. Provides scaffolds for diverse learners while maintaining rigor.
6-12	Math	Illustrative Mathematics	Approved by NV DOE. Problem-based, conceptual approach aligns with our Numeracy Lab focus on deep understanding over procedural fluency. Integrated Math pathway (vs. traditional Algebra I/Geometry sequence) better supports retention and application. Includes built-in supports for diverse learners and formative assessment protocols. Spans grades 6-12, providing coherent progression.
6-12	Science	OpenSciEd	Approved by NV DOE. Phenomenon-based, inquiry-driven approach fits naturally into project-based Explorations. Three-dimensional learning (content + practices + crosscutting concepts) aligns with our competency framework. Designed for heterogeneous classrooms with embedded differentiation supports.
6-8	Social Studies	Educurious	Approved by NV DOE. Project-based curriculum is ideal for Humanities Explorations. Inquiry-driven units develop historical thinking skills while building content knowledge. Includes authentic assessments aligned to C3 Framework, which is compatible with the Nexus competencies.
9-12	Social Studies	National Geographic/Cengage	Approved by NV DOE. Engaging, primary-source-rich curriculum builds content knowledge while developing historical thinking competencies. Includes supports for ELLs and diverse learners. Digital resources support blended learning approach.

In Literacy Labs: Teachers will use EL Education and Odell Education modules to structure thematic knowledge-building units. Students will progress through modules at individualized paces, demonstrating mastery through comprehension checks, discussions, and written responses before advancing.

In Numeracy Labs: Teachers will use Illustrative Mathematics as the backbone of the learning progression, but will supplement with Khan Academy for adaptive practice and additional resources as needed. The IM problem sets and discussion prompts will drive small-group instruction.

In Explorations: Teachers will draw on all curricula to design integrated projects. For example, a Humanities Exploration might use an Educurious inquiry project as the framework while incorporating EL Education texts and writing protocols. A STEM Exploration might use an OpenSciEd phenomenon as the anchor while integrating Illustrative Mathematics modeling activities.

3) Describe how the school will meet requirements to provide instruction in the arts, computer education and technology, health, and physical education.

At Nexus, we are committed to providing a well-rounded education that includes instruction in the arts, computer education and technology, health, and physical education as required by Nevada law. For a list of our planned course offerings and their correspondence to graduation requirements, see Supplemental Attachment 2.

Arts: In addition to incorporating art into Humanities Explorations, Nexus will provide arts instruction through:

- **Dedicated arts elective courses** including visual arts, music, drama, and digital media arts, as budget and staffing permit
- **Integrated Humanities Exploration.** For students who have completed required History and Social Studies classes, a relevant Humanities Exploration may be used for .25 credits⁵².
- **Portfolio-based independent study.**

All students will complete at least 1 credit of Arts/Humanities by graduation

Computer Education and Technology:

- **Dedicated computer science electives:** Offered through electives block, including coding, web design, and computational thinking
- **Integrated STEM Exploration.** For students who have completed the required Science credits, a relevant STEM Exploration may be used for .25 credits⁵³.
- **Portfolio-based independent study.**

All students will complete at least .5 credits of Computer Education and Technology.

Health Education:

- **Dedicated health course:** Offered through electives block, including nutrition, substance abuse prevention, mental health, sexual health, and wellness (meeting NV requirements for health education)
- **Integrated STEM Exploration:** For students who have completed the required Science credits, a relevant STEM Exploration may be used for .25 credits⁵⁴.
- **Portfolio-based independent study.**

All students will complete at least .5 credits of Health.

Physical Education:

- **Dedicated PE Course:** Offered through electives block, including all required content per Nevada law.
- **Portfolio-based independent study.**

All students will complete at least 2 credits of PE.

⁵²When a Humanities Exploration is used to satisfy Arts credit, the Exploration's learning objectives, activities, and portfolio artifacts will be aligned to Nevada's arts content standards for the relevant discipline. For example, a Humanities Exploration on Renaissance culture might incorporate visual art analysis (anchor standard 7) and creation (anchor standard 3) aligned to Nevada's Visual Art standards.

⁵³ When a STEM Exploration is used to satisfy Computer Education and Technology credit, the Exploration's learning objectives, activities, and portfolio artifacts will be aligned to Nevada's computer and technology content standards. For example, a STEM Exploration related to biology might involve the development of a computer model of the spread of a virus (e.g., 6-8.CT.A.1).

⁵⁴ When a STEM Exploration is used to satisfy Health credit, the Exploration's learning objectives, activities, and portfolio artifacts will be aligned to Nevada's health education content standards. For example, a STEM Exploration on human biology might incorporate instruction on nutrition, body systems, and wellness aligned to Nevada's Health Education standards (e.g., 1.NP.HS.1).

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.

Alignment to Mission and Target Population

Our instructional strategies are deliberately designed to support our mission of empowering all students to act wisely in a dynamic, unpredictable future by developing Intellect, Independence, and Integrity. The students we serve in East Henderson/Whitney face significant challenges: many attend schools where proficiency rates are alarmingly low (as low as 2% in mathematics), many are economically disadvantaged, learning English, experiencing disabilities, or dealing with housing instability, and many, even those who get good grades, have learned to see school as meaningless hoop-jumping rather than preparation for their futures. Our instructional strategies are well-suited to this population because they prioritize three essential elements that are beneficial for all students and critical for historically underserved students: transparency of expectations, meaningful relevance, and genuine relationships. When students understand exactly what is expected, when learning connects to their lives, and when they have adults who know and believe in them, they engage—and when they engage, they learn.

Transparency Through Competency-Based Assessment

Traditional schools often have opaque expectations—students don’t know what “proficiency” means or how to achieve it. This ambiguity disproportionately disadvantages students from historically marginalized communities who may lack access to implicit knowledge about how school works and assumed background knowledge.

We address this through radical transparency. Our competency framework defines seven academic practices—analysis, argumentation, research/inquiry, communication/representation, modeling, critical evaluation, and design/creation—with clear learning progressions describing increasing levels of sophistication. These are visible throughout the building, used for self-assessment, and integrated into family communication. Students don’t guess what teachers want; they know what mastery looks like and can track their progress.

This clarity transforms instruction. Teachers focus on developing a set of competencies that is common across the school. Shared rubrics and examples clarify what is expected, allowing all stakeholders to understand how the competencies can develop over time. School becomes a coherent training program, not a series of arbitrary hoops. For students who have experienced school as subjective or unfair, this builds trust and agency—cultivating not just intellect, but independence and integrity.

Differentiation as Structure, Not Add-On

In traditional schools, differentiation is layered onto a one-size-fits-all system. We design it into the structure itself. Because students advance based on demonstrated mastery, pacing is naturally flexible. Students below grade level access rigorous, grade-level content while also working at their developmental level, and those who demonstrate mastery move on to more challenging work.

This is most visible in Labs—daily, personalized learning time. Each session begins with a brief whole-group mini-lesson to ensure all students engage with rich, grade-level content. From there, learning becomes individualized. Teachers use real-time data to form flexible groups, providing targeted instruction, conferring with students, and adjusting groups as needs evolve.

This approach does not lower expectations. All students work toward the same competencies, but through different texts, supports, and rates of progress. The goal is constant; the pathway is flexible. This model is especially powerful for students with disabilities and English Language Learners. Rather than being pulled out or left behind, they receive targeted support within a shared intellectual community, with accommodations embedded into daily instruction for all students.

Meaningful Learning Through Project-Based Explorations

While Labs build skills, Explorations make learning meaningful by connecting it to authentic tasks and audiences. For many students, “it’s on the test” isn’t a compelling reason to learn—they need to see how knowledge helps them understand and navigate their world. Project-based learning centers on real questions and meaningful products. Instead of passively studying the Great Migration, students might explore the question “What is it like to migrate to an unfamiliar place?” through artifacts and community interviews, and then create historical fiction narratives for younger students based on their findings. This approach is culturally responsive: it invites students’ experiences and networks into the school and positions them as assets.

Co-teaching strengthens this model. Teachers from different disciplines bring complementary expertise, model multiple ways of thinking, and more easily differentiate—supporting small groups, facilitating discussions, or shifting between whole-group and targeted instruction.

Students engage in sustained inquiry, producing work for public exhibition. This creates authentic accountability and motivates quality in ways grades often cannot. For students who have struggled in traditional settings, these experiences can be transformative—building confidence, effort, and ultimately, success.

Relationships and Belonging Through Advisory

All of these strategies—transparency, differentiation, and meaningful projects—depend on strong relationships. Students cannot take risks or persist through difficulty unless they feel safe, known, and valued, especially those marginalized by traditional systems. Advisory ensures every student has a consistent adult advocate. Advisors work with 12–15 students daily and, when possible, stay with them for multiple years, building deep relationships. These relationships make effective instruction possible. Advisors coordinate support when challenges arise, cultivate students’ strengths, and intervene early when disengagement appears.

Advisory is also where students develop metacognitive skills. Through structured reflection, they assess what worked, where they struggled, and what they need next—building the independence required for self-directed learning. It also creates culturally responsive spaces where identities are affirmed and voices elevated. Students engage in community dialogue, set meaningful goals, and resolve conflicts in ways that strengthen relationships. This focus on relationships is not ancillary—it is foundational. Students learn best from adults they trust. Advisory ensures every student has that connection, creating the conditions for rigorous, meaningful learning to succeed.

Data-Driven Responsive Instruction

These strategies are continuously refined based on comprehensive data about student learning and engagement. Teachers use multiple sources: NWEA MAP assessments (3x/year) provide nationally normed achievement and growth data; ongoing formative assessments (exit tickets, observations, work samples) collected daily; real-time tracking of Lab progression; Exploration project checkpoint completion; competency dashboard data; Panorama School Climate Surveys (2x/year) on belonging and engagement; and attendance patterns.

This enables responsive differentiation. In weekly PLC meetings, teachers analyze data together, identify students needing support or challenge, and plan interventions. When data shows inadequate progress, PLCs develop plans—more intensive small-group instruction, extended learning time, different approaches. When data shows groups struggling with particular competencies, teachers make adjustments. Each PLC has a designated leader, who reports to a supervising administrator (in the early years, either the Principal or Executive Director).

The competency-based system makes data particularly actionable. Rather than knowing a student has a “C” in math (which could mean anything), teachers know precisely which skills the student has and hasn’t mastered. This precision allows highly targeted instruction and clear communication about what needs to happen next. Importantly, data isn’t just used by teachers—it’s shared with students. Dashboards make progression visible, empowering students to track growth and advocate for needs. In Advisory, students review data with advisors, set goals, and develop plans. This positions students as active agents, not passive recipients.

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.*

N/A

3.3 PROMOTION AND GRADUATION REQUIREMENTS

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.

Nexus organizes student matriculation through a competency-based portfolio system. Each grade level corresponds to a distinct portfolio, and each portfolio contains requirements mapped to the Nevada Academic Content Standards (NVACS) for the courses associated with that grade. Portfolio requirements specify the quantity, quality, and type of work a student must produce in order to demonstrate mastery and receive credit.

Portfolio requirements are designed on a best-work basis: students may revise and resubmit work, or add supplemental evidence to their portfolio, at any time. Credit is awarded when the required standard of mastery is met, not when a fixed deadline passes. This policy eliminates penalization for low performance early on while maintaining high, non-negotiable expectations for eventual demonstration of proficiency. Students, families, and advisors are informed of portfolio requirements, relevant competencies, and current progress through the Nexus student information system, regular advisory check-ins, and formal progress reports issued at least quarterly.

Basecamp Portfolio. All students entering Nexus — at any grade level — first complete a “Basecamp portfolio.” This is a structured onboarding experience that introduces students to the Nexus model: the portfolio system, the competency framework, the culture of revision and mastery, and the norms of the learning community. Completion of Basecamp is required before a student advances to grade-level portfolio work. This provides a shared entry point that ensures every student understands what Nexus asks of them and how the system works.

Transfer Credit. Nexus recognizes course credit earned at previously attended accredited schools. Transferring students are not required to repeat or revalidate coursework for which they have already received credit, regardless of whether the prior school's expectations differed from Nexus's own. An eleventh-grade student transferring into Nexus, for example, would have all previously earned credits applied toward their Nexus record and would complete only the remaining portfolios required for graduation. This policy ensures that transfer students are not disadvantaged or delayed by the transition, while the forward-looking portfolio requirements ensure that all graduates ultimately demonstrate the Nexus standard of mastery.

Pace and Flexibility. Because the portfolio system is not time-bound, students may advance at varying paces. A student who completes portfolio requirements ahead of schedule, though still attending classes, is supported in pursuing passion projects, independent study, career exploration, or other self-directed learning, which can be included in the portfolio. A student who requires additional time to meet requirements receives continued support and is awarded credit retrospectively upon completion. Grade-level designations are used for administrative and reporting purposes, but the operative question at Nexus is always the extent to which a student has demonstrated mastery — not the time it takes them to do so.

Promotion policies, portfolio requirements, mastery standards, and progress-reporting procedures are communicated to all stakeholders — students, families, and staff — at enrollment, at the start of each school year, and through ongoing advisory relationships. Policies are published in the Nexus Student and Family Handbook, made available through the school's student information system, and reviewed with families at scheduled conferences.

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.

The Nexus model is structurally designed to reduce the conditions that typically place students at risk of retention, dropout, or credit deficiency. Because credit is tied to demonstrated mastery rather than to time, students are not in danger of losing ground due to a difficult grading period; their progress is cumulative and their work is always eligible for revision and resubmission. This built-in flexibility is particularly valuable for students who are overage for their grade level, re-engaging with school after an absence, or recovering from prior academic setbacks.

That said, Nexus maintains robust identification and intervention systems for students whose progress warrants additional support:

Advisory. Every student at Nexus is assigned to an advisor who maintains ongoing responsibility for monitoring both the academic progress and overall wellbeing of a small caseload of students. Advisors are the first point of contact when a student's portfolio progress stalls, attendance declines, or other warning signs emerge. The advisory relationship is designed to ensure that no student falls through the cracks unnoticed.

Professional Learning Communities (PLCs) and Data Analysis. Nexus staff participate in weekly and quarterly data reviews through structured PLCs. These reviews are designed to systematically identify students who are not progressing as expected — including those significantly behind on portfolio completion, those demonstrating patterns of disengagement, or those at risk of not meeting graduation requirements. PLC-generated data flags are used to initiate timely, targeted responses.

Multi-Tiered System of Supports (MTSS). Nexus implements a formal MTSS framework to match the level of support to the level of need. Tier 1 supports are embedded in all instruction — including differentiation built into Literacy Lab, Numeracy Lab, and the Explorations model. Tier 2 and Tier 3 supports are provided through targeted intervention, including small-group instruction, individualized academic planning, and coordination with school counselors and support staff.

Extended Learning Opportunities. After-school programming and intersession periods provide structured time for students to advance portfolio work, receive targeted support, and address any areas where mastery has not yet been demonstrated. These opportunities are available to all students and are proactively offered to those whose data suggests they would benefit. As noted in Section 3.9.2-3, Wednesdays will have a flexible schedule that will provide additional time for remediation and extension for students who need it.

Credit Recovery. Because the Nexus portfolio system is built on demonstrated mastery, the school does not rely on seat-time-based or automated online credit recovery programs as a primary mechanism for students who have fallen behind. Such programs, while administratively convenient, do not align with Nexus's commitment to genuine learning and meaningful credential attainment. Instead, students who have not yet met portfolio requirements continue to work toward those requirements — with additional support as needed — and receive credit when mastery is demonstrated. This approach preserves the integrity of the credential and ensures that credit recovery reflects real learning. For any student for whom a non-Nexus credit recovery pathway is required by circumstance or regulation, the school will work with the student and family to identify an appropriate solution in consultation with the authorizer.

Students who are overage for their grade level are supported through the same systems described above. The portfolio framework's flexibility is particularly well-suited to overage students, as it allows them to make accelerated progress toward completion without the social and motivational penalties that can accompany traditional grade retention. Nexus's advisory system ensures that the academic and social-emotional dimensions of a student's experience are addressed together.

3) For high school programs, explain how the school will meet state graduation requirements 11. 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.

Nexus' graduation requirements meet and in several respects exceed Nevada's state graduation requirements. Students earn credit through the successful completion of grade-level portfolios, each of which corresponds to a traditional course equivalent and is aligned to the NVACS for that course. Credit is awarded upon demonstration of mastery as documented in the portfolio. For a list of our projected course offerings and their correspondence to graduation requirements, see Supplemental Attachment 2.

Credit Hours and Portfolio Equivalencies. Each Nexus portfolio is designed to represent the learning equivalent of a traditional course credit. Portfolio requirements specify the scope, depth, and quality of work required, and are mapped explicitly to the NVACS standards for the corresponding course. The school maintains a course equivalency crosswalk, reviewed annually by the academic leadership team, that maps each portfolio to its traditional credit equivalent for transcript and graduation-requirement purposes. In general, we expect students to complete the portfolio requirements for a given class over the course of a school year.

Graduation Requirements. Nexus's graduation requirements align with Nevada's minimum graduation requirements as established by the Nevada Department of Education, including all required course-area credits in English Language Arts, Mathematics, Science, Social Studies, Physical Education, Health, and electives. Students must also complete all required Nexus portfolios through the 12th grade level and demonstrate the Nexus competency standards at the appropriate level for graduation.

Additional Requirements. Nexus's graduation requirements exceed state minimums in one significant respect: in addition to meeting the Nevada credit requirements, students must demonstrate proficiency across the Nexus competency framework — including competencies in Intellect, Independence, and Integrity — as evidenced by their cumulative portfolio record. This additional requirement is designed to ensure that every Nexus graduate has not only accumulated the required credits but has developed the capacities for independent learning, analytical thinking, and ethical action that are the hallmarks of the Nexus educational model.

Grade-Point Average. Nexus calculates GPA using a conversion scale that translates portfolio mastery levels to letter grades and grade points. The conversion scale is published in the Student and Family Handbook and is applied consistently across all courses. Students and families have access to current GPA calculations through the student information system.

Transcripts. Nexus transcripts include all standard elements required by the Nevada Department of Education, including course titles and equivalencies, credit hours earned, grades, and cumulative GPA. Transcripts can also include a competency profile summarizing the student's demonstrated proficiency across the Nexus framework, providing postsecondary institutions and employers with a richer picture of student achievement than a traditional transcript alone. Nexus will work with the authorizer to ensure that transcript formats meet all state and accreditation requirements.

Elective Courses. Nexus satisfies elective credit requirements through a combination of course offerings, approved self-directed projects, career exploration, and community-based learning experiences. Students select elective pathways in consultation with their advisor, and elective portfolios are subject to the same mastery standards as core course portfolios. The elective program is designed to support the development of expertise and self-direction — two of the Nexus competencies — while satisfying state elective credit requirements.

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).

Nexus Charter School's graduation requirements are designed to ensure that students leave prepared for a wide range of postsecondary opportunities, including college, trade school, military service, and entry into the workforce. Rather than relying on GPAs or seat time as proxies for learning, Nexus requires students to demonstrate meaningful mastery of clearly defined, Nevada Academic Content Standards-aligned competencies. Readiness is evidenced through multiple,

rigorous demonstrations of learning. Students curate portfolios that include interdisciplinary projects, analytical writing, research, and applied problem-solving. These portfolios provide concrete evidence that students can read complex texts, reason with data, communicate effectively, and apply knowledge in unfamiliar and authentic contexts—skills essential for success beyond high school regardless of pathway. All students participate in annual portfolio defenses in which they present their work to panels of educators and community members, reflect on their learning, respond to questions, and articulate next steps. This process develops and verifies the skills most closely associated with postsecondary success: metacognition, self-advocacy, professional communication, and the ability to evaluate one’s own strengths and growth areas.

Interdisciplinary Explorations further prepare students for life after high school by requiring sustained inquiry, collaboration, revision, and public presentation—mirroring the expectations of college coursework, technical training programs, and professional environments. Students also engage in internships and community-based learning experiences, allowing them to apply academic competencies in real-world settings. By requiring students to demonstrate readiness through authentic performance rather than accumulated credits alone, Nexus ensures that graduates are not only eligible for postsecondary opportunities, but genuinely prepared to thrive in them.

Nexus's graduation requirements are designed from the ground up to ensure that graduates are prepared for college, career, and other postsecondary pathways. This readiness is built into the model at every level — not added at the end as a checklist.

The Nexus competency framework directly addresses the capacities that are predictive of success after high school. The Intellect competencies — Analysis, Argumentation, Research and Inquiry, Communication and Representation, Modeling, Critical Evaluation, and Design and Creation — are the core cognitive skills required for rigorous academic work at the college level and for adaptive, high-value participation in the workforce. The Independence competencies — Self-Direction and Expertise — address the dispositional and motivational dimensions of college and career readiness: the ability to manage one's own learning, sustain effort in the face of difficulty, and develop genuine depth in a domain. The Integrity competencies ensure that graduates have the character and ethical grounding to navigate the demands of adult civic and professional life.

The portfolio system provides direct evidence of college and career readiness. Unlike a transcript that records letter grades and seat time, a Nexus portfolio is a curated body of work that demonstrates what a student can actually do — how they read, write, argue, research, and create. This is the kind of evidence that selective colleges, employers, and other postsecondary institutions are increasingly asking for, and Nexus graduates will have it in documented, verifiable form.

Nexus also supports college and career readiness through:

- Use of the Career and College Ready Diploma as the default for all students.
- Dual enrollment options for students seeking college credit or accelerated academic preparation⁵⁵.
- Structured advising that includes postsecondary planning beginning in 9th grade, with all students developing individualized postsecondary goals in partnership with their advisor and, eventually, a college counselor.
- Career exploration opportunities embedded in the elective and self-directed project system. (Some of this will stem from our partnership with Junior Achievement of Southern Nevada.)
- Access to college counseling support, including assistance with college applications, financial aid, and the translation of the Nexus portfolio and competency record into postsecondary application materials.
- Preparation for the Nevada Graduation Seal and any other state-recognized college and career readiness indicators applicable to Nexus graduates.

Nexus's goal is not merely to graduate students who meet the minimum requirements for a diploma but to graduate students who are genuinely ready — academically, intellectually, and personally — for whatever comes next. The portfolio system, the competency framework, and the advisory model are all designed in service of that goal.

⁵⁵ As noted in Section 3.10, we will support students in pursuing a variety of dual enrollment options. We have opted not to offer these on campus both to allow us to focus on our core academic programming and to allow students to enroll in a variety of courses, including academic and CTE courses, depending on their interests and plans.

3.4 DRIVING FOR RESULTS

The SPCSA 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 SPCSA Charter School Performance Framework¹², the Nevada School Performance Framework adopted by the Nevada Department of Education¹³, and applicable law and regulation. Applicants are expected to propose additional goals to complement or supplement, but not supplant, the SPCSA'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.

The mission of Nexus Charter School is to empower all students to act wisely in a dynamic, unpredictable future and to become a force for good in the world. Nexus fulfills this mission by cultivating Intellect, Independence, and Integrity. The mission-specific academic goals below operationalize these core components while complementing — not replacing — the academic expectations of the SPCSA Charter School Performance Framework and the Nevada School Performance Framework.

All goals are Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART), and rely on rigorous, valid, and reliable measures.

Intellect

1. By the end of Grade 11, students will achieve an average composite ACT score of 22 or higher, demonstrating readiness for credit-bearing college coursework. ACT is a nationally normed, reliable assessment aligned with college readiness benchmarks.
2. By the end of Grade 8, students will achieve an average score at or above the national 60th percentile in both Reading and Mathematics on the NWEA MAP assessment, indicating students are on track toward college and career readiness. MAP is a nationally normed, vertically scaled assessment that provides reliable measures of student achievement.

Independence

3. Each year, at least 80% of students will meet or exceed their individual NWEA MAP growth targets in Reading and Mathematics, demonstrating continuous academic progress relative to their starting point.
4. By the end of each academic year, at least 80% of students will meet proficiency on the “Metacognition” strand of the Nexus Portfolio Defense, demonstrating their ability to accurately describe their strengths, areas for growth, and specific improvement strategies. Portfolio defenses are evaluated using common analytic rubrics and moderation protocols to ensure inter-rater reliability.

Integrity

5. The school will maintain chronic absenteeism at or below 10% annually, as measured by state attendance reporting definitions.
6. Each year, at least 80% of students will provide favorable responses on the Panorama School Climate Survey in the domains of Sense of Belonging, Teacher–Student Relationships, and Psychological Safety, indicating a learning environment that supports risk-taking, persistence, and academic engagement.

Process by which we will determine and set targets:

Nexus Charter School establishes academic targets through a multi-step, evidence-based process designed to balance external accountability requirements with the school's competency-based mission. Targets are informed by (a) state and national benchmarks, (b) normative expectations provided by assessment publishers, and (c) internal performance evidence drawn from student work and portfolio defenses.

For state-mandated and nationally normed assessments (e.g., ACT and NWEA MAP), Nexus uses published benchmarks and normative data to establish clear, externally validated targets. ACT benchmarks are aligned to college-readiness standards recognized by Nevada and national postsecondary institutions. NWEA MAP targets are set using national percentile norms and growth expectations, with on-track and growth indicators calibrated to students’ starting performance levels rather than fixed grade-level cut scores.

For performance-based measures such as portfolio defenses, Nexus develops and maintains analytic rubrics aligned to grade-level competencies and standards-aligned schoolwide learning outcomes. Targets for portfolio performance are set through backward design, beginning with clearly articulated competency criteria and reviewed annually using moderation protocols to ensure consistency, rigor, and validity across student cohorts.

Each quarter, the school leadership team reviews current data, emergent trends, and sub-group performance, and makes plans for the next quarter. At the end of each year, leadership reviews prior-year results, cohort trends, and subgroup performance to confirm that targets remain ambitious, achievable, and aligned with both the Nevada School Performance Framework and the SPCSA Charter School Performance Framework. Where appropriate, targets are adjusted prospectively to reflect changes in student population, assessment validity evidence, or state accountability requirements. This annual review ensures that targets function as tools for continuous improvement rather than static compliance metrics.

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.

The following goals align to indicators within the SPCSA Academic Performance Framework and the Nevada School Performance Framework (NSPF) and are designed to place Nexus on a trajectory to meet or exceed state performance expectations.

Table 24: GOALS OVER TIME						
Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2027-2028	2028-2029	2029-2030
80% of students will meet or exceed grade level proficiency in Math and ELA	Both	SBAC	20% Proficient in Math 40% Proficient in ELA ⁵⁶	40% 55%	60% 70%	80% 80%
80% students achieve their growth goal on	Both	NWEA MAP	25% Math	45%	65%	80%

⁵⁶ These numbers were derived from Basic High School’s proficiency (37.9% and 12%) and ACT scores (38% and 11.4%), and Brown Junior High School’s proficiency scores (42% and 21%), which are posted in the Nevada Accountability Portal.

end-of-year NWEA MAP test.			50% ELA ⁵⁷	60%	75%	80%
80% of students will meet proficiency on the “Metacognition” strand of the Nexus Portfolio Defense Rubric.	Both	Internal Rubrics	Students’ metacognitive reflection skills are developed and assessed through Nexus’s portfolio defense process, a structured, performance-based component of the instructional model. Across the year, students collect evidence of learning, engage in guided reflection cycles, and receive explicit instruction in goal setting, self-assessment, and progress monitoring. During portfolio defenses, students present their work and explain their learning process, challenges, strategies, and next steps in response to panel questions. Performance is evaluated using a common analytic rubric with a metacognitive reflection strand measuring accuracy of self-assessment, use of evidence, and specificity of improvement plans. Staff participate in scoring calibration and moderation to ensure consistency and rigor, allowing the school to measure independence as an observable academic skill rather than a subjective trait.			
Chronic absenteeism ≤10%.	Both	Chronic Absentee Rates	40% ⁵⁸	20%	10%	5%
Students give 80%+ favorable responses in the Panorama School Climate Survey.	N/A	Panorama	50%	75%	85%	95%

3) Explain how the baselines in the table above were set.

Because Nexus Charter School is a new school without historical performance data, baseline projections were established using a combination of local comparison data, national norms, and expected startup implementation patterns. For state accountability measures (e.g., SBAC proficiency and growth), Nexus analyzed publicly available performance data from Basic High School and Brown Junior High School, whose attendance zones most closely align with the geographic communities Nexus intends to serve. For nationally normed measures (NWEA MAP), baseline achievement and growth projections were informed by national percentile distributions and typical growth expectations for students entering below grade-level benchmarks. Because Nexus is designed as a competency-based model with structured intervention systems, projected improvement trajectories assume accelerated growth over the first three years as instructional systems stabilize and students adapt to the model. Attendance and climate baselines were derived from regional chronic absenteeism patterns and state-reported school climate data for similar communities. Initial targets reflect common post-pandemic engagement challenges, with planned reductions as family engagement systems, advisory structures, and school culture become established. Together, these methods ensure that baselines are realistic, data-informed, and aligned with the performance starting point of the population Nexus expects to enroll, while also supporting an ambitious trajectory toward meeting or exceeding NSPF and SPCSA performance expectations. After the school opens its door, we will administer a variety of diagnostic tests as we onboard new students to fine tune these projections and establish actual baseline data to inform our practice.

⁵⁷ These numbers were derived from Brown’s MIP (40%) and LTG (43%) scores and Basic High School’s MIP (46%) and LTG (48%) scores in the “Student Performance Compared to Goals” section of the Nevada Accountability Portal.

⁵⁸ This is based on chronic absentee rates at Basic (43%) and Brown (37.4%), the district schools in the area we intend to serve.

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?

Nexus Charter School will implement a comprehensive system for collecting, analyzing, and reporting student performance data in order to drive continuous program improvement across all levels of the school. Data will be reviewed at the school, cohort, subgroup, and individual student levels and will inform instructional decision-making, resource allocation, and professional development throughout the year and across the charter term.

School leadership, under the direction of the Executive Director, will regularly report student performance data to the governing board and broader school community. These reports will include results from nationally normed assessments (e.g., NWEA MAP), state assessments, competency-based measures, and school climate surveys. Data will be disaggregated by subgroup, including race/ethnicity, English Learner status, socioeconomic status, and disability status, to ensure equitable outcomes and inform targeted supports.

SCHOOL-LEVEL DATA:

School-level data includes aggregate results from benchmark assessments, state testing, competency dashboards, attendance, and climate surveys. The leadership team will analyze these data to identify trends in achievement, growth, and engagement. Findings will inform key decisions related to academic programming, staffing, professional development, and resource allocation. Annual performance reports summarizing these data will be shared with the board, staff, and families. Longitudinal analyses across years will be used to evaluate program effectiveness and guide strategic planning.

COHORT-LEVEL DATA:

Teachers will engage in ongoing data analysis through weekly Professional Learning Community (PLC) meetings and quarterly data cycles. Using formative and summative assessment data, teachers will identify student needs, group students for targeted instruction, and adjust pacing and instructional strategies. PLCs will develop and document instructional response plans, including reteaching priorities, intervention groups, and progress monitoring systems. School leaders will support this work through regular review of PLC plans, classroom observations, and follow-up progress checks. Patterns in class-level data will also inform schoolwide instructional priorities and professional development.

SUBGROUP DATA AND EQUITY ANALYSIS:

Student performance data will be routinely disaggregated to identify disparities in achievement and growth across subgroups. These analyses will be conducted within PLCs, Student Support Team (SST) meetings, and leadership reviews. Identified gaps will prompt targeted interventions, adjustments to instructional approaches, and, where necessary, changes to schoolwide systems and supports. Equity-focused data review is an ongoing component of instructional planning and organizational decision-making.

INDIVIDUAL STUDENT DATA:

Individual student data will be used to monitor progress toward mastery of grade-level standards and competencies. Teachers and leaders will utilize digital dashboards to track performance across academic, behavioral, and engagement indicators. Students who are not meeting expectations will receive targeted interventions documented through Individual Learning Plans (ILPs), which include progress monitoring and family communication. Teachers will maintain records of instructional strategies and interventions to inform ongoing adjustments.

Student data will also be shared directly with students and families. Progress reports will be issued regularly, and conferences will provide opportunities for in-depth discussion of student performance, goals, and next steps. Students will engage in reviewing their own data through advisory structures, setting goals and developing plans to improve performance.

USE OF DATA TO INFORM INSTRUCTION:

Data analysis will occur on weekly and quarterly cycles aligned to key assessment windows. Following each benchmark assessment (including exhibition days), PLCs will analyze outcomes, identify priority standards and student needs, and develop targeted instructional responses. These plans will include small-group instruction, intervention cycles, and

adjustments to curriculum pacing. School leadership will monitor implementation and impact through follow-up data reviews and classroom observations.

School climate data, including Panorama survey results, will be analyzed by leadership and disaggregated by grade level and subgroup. Findings related to belonging, engagement, and school culture will inform advisory programming, restorative practices, and staff professional development.

Across the charter term, Nexus Charter School will analyze year-over-year trends in student achievement, growth, subgroup performance, attendance, and climate data. These analyses will inform ongoing refinement of curriculum, instruction, and school systems, ensuring that the academic program remains responsive, equitable, and effective.

Table 25: RESPONSE TO DATA PLAN

Timing	Assessment	Response to Data
Quarter 1	<ul style="list-style-type: none"> • NWEA MAP 1 • Exhibition Day 1 	<p>Exhibition Day and MAP results are analyzed within two weeks of receipt during structured PLC data meetings using a common protocol. Teachers identify:</p> <ol style="list-style-type: none"> 1. standards and skill domains with the lowest performance, 2. students below projected growth or below the 40th percentile, and 3. subgroup trends <p>Each PLC develops a written instructional response plan that includes reteach priorities, small-group intervention rosters, and adjustments to pacing. Plans are submitted to the supervising administrator, who conducts follow-up classroom observations and a 4–6 week progress check using formative assessment data to verify implementation and impact. Students identified for significant support are referred to SST for additional intervention planning.</p>
Quarter 2	<ul style="list-style-type: none"> • NWEA MAP 2 • Panorama • Exhibition Day 2 	<p>Exhibition Day and MAP data are analyzed with explicit comparison to Quarter 1 action plans to determine which interventions accelerated growth and which did not. PLCs revise intervention groups, adjust instructional strategies, and identify students needing Tier 2 or Tier 3 supports (tutoring, schedule adjustments, or targeted skill blocks). Leadership reviews MAP growth trends schoolwide to determine whether curriculum pacing or instructional practices require adjustment.</p> <p>Panorama climate data are analyzed by leadership and disaggregated by grade and subgroup. Trends related to belonging, relationships, or psychological safety trigger specific actions such as advisory curriculum adjustments, restorative practice supports, or staff PD focused on classroom culture. Findings and action steps are shared with staff, families, and the board.</p>
Quarter 3	<ul style="list-style-type: none"> • NWEA MAP 3 • ACT • Exhibition Day 3 	<p>Exhibition Day and MAP 3 serve as a pre-summative indicator. PLCs determine which standards remain below proficiency and implement focused “power standard” reteaching plans before state testing. Students not on track for growth targets are assigned short-term intervention cycles with weekly progress monitoring.</p> <p>ACT results are analyzed by the leadership team to identify readiness gaps in literacy, math reasoning, and problem-solving. Findings inform course alignment, academic counseling, and targeted supports for students approaching postsecondary transitions.</p>

Quarter 4	<ul style="list-style-type: none"> • SBAC • Exhibition Day 4 • Portfolio Defense • Panorama 	<p>When SBAC results are available, the leadership team conducts a comprehensive analysis of proficiency, growth, and subgroup performance. Results are compared to MAP projections to evaluate assessment alignment and instructional effectiveness. Schoolwide priorities for the following year (curriculum refinement, PD focus areas, staffing or scheduling changes) are established based on this review and presented to the board.</p> <p>Exhibition Day and Portfolio defense outcomes are analyzed to identify trends in competency development, metacognition, and application of learning. These results are triangulated with academic data to refine instructional design and performance task expectations.</p> <p>Spring Panorama data are reviewed to evaluate the impact of culture initiatives and inform advisory programming and staff development for the following year.</p>
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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.

Nexus Charter School will implement a structured, tiered response system if student academic performance falls short of expectations. This system will operate at multiple levels: classroom, grade level, subgroups, and schoolwide.

Corrective Action Tiers:

- Tier 1: Classroom-Level Response: If individual students or a small group demonstrate lack of progress:
 - Teachers will receive coaching and engage in data analysis during PLCs.
 - Instruction will be adjusted through targeted reteaching, enhanced scaffolds, or supplemental tools.
 - Progress will be monitored regularly through formative assessments and shared with families.
- Tier 2: Grade-Level or Subgroup Response: If a pattern of underperformance is identified across a grade or specific subgroup (e.g., English Learners, students with disabilities):
 - Grade-level teams will co-develop intervention plans.
 - Additional supports such as tutoring, afterschool intervention, or bilingual scaffolds will be activated.
 - School leaders will review pacing, curriculum implementation, and instructional alignment.
- Tier 3: Schoolwide Programmatic Response: If schoolwide benchmarks are not met or if disparities persist across subgroups:
 - The leadership team will conduct a comprehensive program audit.
 - Actions may include adopting new curriculum components, reallocating staff, revising schedules, or offering whole-staff professional development.
 - The governing board will receive an action plan and monitor implementation.

Triggers for Action May Include:

- Less than 40% of students achieving proficiency in ELA or math
- Median growth percentile (MGP) below 50 for two consecutive years
- Subgroup performance gaps exceeding 15 percentage points

Oversight Responsibility:

The Executive Director will lead the monitoring and implementation of corrective actions and develop the specific interventions for all subgroups. Regular updates will be provided to the governing board and discussed during monthly academic oversight meetings. Ultimately, the governing board is responsible for the school’s performance, and can terminate and replace the Executive Director/Principal should the school consistently fall short of its goals.

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.

In addition to mandatory state testing, Nexus will use a combination of schoolwide interim assessments and classroom-level measures to monitor student learning, identify needs, and ensure progress toward SPCSA and state proficiency targets.

At the schoolwide level, students will participate in NWEA MAP assessments three times per year, which provide nationally normed growth data and standards-aligned skill information. Students will also maintain portfolios updated at least quarterly, which document evidence of mastery across grade-level standards and Nexus competencies. These assessments allow us to track progress over time, identify gaps, and develop supports for students and cohorts.

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

At the classroom level, teachers will use embedded checks for understanding, regular formative assessments, and standards- and competency-aligned summative assessments. Teachers will be trained to design assessments that yield actionable data, ensuring instruction is responsive to student needs. Training will focus on aligning assessments to the Nevada Academic Content Standards, school performance goals, and Nexus competencies, as well as analyzing results to differentiate instruction and adjust pacing.

This training will be embedded in the weekly PLC meetings, in relation to the cohort of students they currently teach. Under the direction of the school leader, the PLC chairs will lead these trainings, with the leadership pushing in as needed.

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.

The validity and reliability of our interim assessments are supported by their alignment to state standards, nationally normed instruments (MAP), and consistent schoolwide rubrics for portfolios. Data from interim assessments will inform daily instruction, targeted interventions, and program-level decisions throughout the year. In the context of PLCs, teachers will receive ongoing professional development as needed in assessment, including interpreting results, designing embedded checks, and integrating assessment data into instructional planning.

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?

Our assessment and response process takes place on weekly, quarterly, and annual scales. During weekly PLCs, teachers review emergent data and make plans for the upcoming lessons. Every quarter, after students complete their exploration projects and present them at the Exhibition day, PLCs and the school leadership team review summative competency results and make plans for the upcoming quarter. And every year, after students' portfolio defenses, PLCs and the school leadership team reviews the annual results, and makes plans for the upcoming year. These interlocking scales help us attend to outcomes at different levels of granularity and make related decisions accordingly. Our academic calendar includes an early release Wednesday and a "planning week" between each quarter, so there is built-in time for PLCs to meet and discuss interim assessments, including NWEA MAP tests and in-house assessments related to Literacy and Numeracy Labs and Interdisciplinary Explorations.

The school leadership team will train PLC chairs, who will lead the data conversations and decision-making in their PLCs.

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.

The most meaningful measure of Nexus's model is the growth of students who enroll in 6th or 9th grade and remain through 8th or 11th grade — three full years of the knowledge-building, competency-based model. Our goal is that by the end of 8th and 11th grade, the inaugural Nexus 6th and 9th grade cohorts will score at or above the 60th percentile in both math and ELA on the NWEA MAP and at or above a 22 on the ACT— benchmarks correlated with college readiness. This requires consistent above-normative growth across all six testing windows over three years, with 80% of students meeting or exceeding their individual growth projections at each window. The knowledge-building research supports a longitudinal interpretation of this trajectory: ELA gains may be modest in year one as the curriculum takes hold, with meaningful acceleration in years two and three as background knowledge compounds. Math gains follow a similar pattern, with the most significant acceleration occurring as foundational gaps — addressed systematically in Numeracy Lab — are closed and students build on a solid conceptual foundation.

As noted in Question 3.4.2, baseline projections were derived from public data related to surrounding schools' performance. The benchmarks below stem from those projections and our three-year plan to have our first 11th grade class score an average of at least a 22 on the ACT and our first 8th grade class to score, on average, at or above the 60th percentile. The table below assumes those projections are accurate and represents significant progress toward that goal. These benchmarks will be adjusted in response to initial diagnostic data. The Table in question 3.4.4 discusses how we will respond to data from these and other assessments.

Table 26: YEAR 1 BENCHMARKS					
Target	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Math Proficiency	NWEA MAP (Math)	MAP 1 (Diagnostic) Projected: 20% demonstrate grade-level proficiency	MAP 2 Meet or exceed mid-year typical growth goal (30%+ demonstrate grade-level proficiency)	MAP 3 At least 40% demonstrate grade-level proficiency At least 45% will achieve their growth goal.	
	Numeracy Lab Internal Assessments	At least 80% students demonstrate proficiency on Q1 material	At least 80% students demonstrate proficiency on Q2 material	At least 80% students demonstrate proficiency on Q3 material	At least 80% students demonstrate proficiency on Q4 material
	SBAC				Above state and surrounding schools' average proficiency, with at least 40% of students demonstrating proficiency.
ELA Proficiency	NWEA MAP (ELA)	MAP 1 (Diagnostic)	MAP 2	MAP 3	

		Projected: 40% demonstrate grade-level proficiency	Meet or exceed mid-year typical growth goal (47%+ demonstrate grade-level proficiency)	At least 55% demonstrate grade-level proficiency At least 60% achieve their growth goal.	
	Literacy Lab Internal Assessments	At least 80% of students demonstrate proficiency on at least one novel study module	At least 80% of students demonstrate proficiency on at least two novel study modules (cumulative)	At least 80% of students demonstrate proficiency on at least three novel study modules (cumulative)	At least 80% of students demonstrate proficiency on at least four novel study modules (cumulative)
	SBAC				Above state and surrounding schools' average proficiency, with at least 55% of students demonstrating proficiency.
Nexus Competencies (College/Career Readiness)	Exhibitions/ Portfolios	Internal diagnostics Exhibition Day 1 At least 20% of students demonstrate proficient metacognition	Exhibition Day 2 At least 40% of students demonstrate proficient metacognition	Exhibition Day 3 At least 60% of students demonstrate proficient metacognition	Exhibition Day 4 Portfolio Defense 80% of students demonstrate proficient metacognition

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

Nexus will use a secure, integrated data system to collect, analyze, and report academic, behavioral, attendance, and social-emotional learning (SEL) data. These systems will support real-time decision-making at the classroom, school leadership, and governance levels. All student data is collected and stored in compliance with the Federal Education Right to Privacy Act (FERPA) in data dashboards and reports furnished by the respective contracted vendors of the assessment programs.

Wherever possible, Nexus intends to leverage Infinite Campus for the secure collection of student data; in the event an external data dashboard becomes necessary for communication with stakeholders such as parents and/or the Nexus Governing Board, any such dashboard will be similarly secure and password protected.

Nexus intends to use the Google suite of educational and productivity products, including, but not limited to, Gmail, Drive, Docs, Sheets, Slides, and Classroom and issue each student and staff member a unique username and password which will also be periodically required to be updated to maintain secure access.

In compliance with FERPA, any printed student data will use anonymization such as student numbers in favor of names or other personally identifying information. Families will receive ongoing and continuous support to ensure that they understand the student performance information that they receive in quarterly progress reports, report cards, and portfolio defenses. Additional policies and procedures will be developed by Nexus' Leadership Team to ensure responsible and effective data collection, storage, and analysis. Data security procedures and practices training is included in professional development at the beginning of the year and periodically throughout the year to ensure adherence to best practices for data safety and security.

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.

Nexus has adopted Organizational and Financial Performance Goals aligned to the State Public Charter School Authority Charter School Financial Performance Framework to ensure near-term financial stability and long-term financial sustainability. Progress towards these goals will be included in the school's monthly report to the Governing Board.

Table 27: FINANCIAL AND OPERATIONAL PERFORMANCE GOALS		
Near-Term Financial Stability Performance Goals	Explanation	Alignment to SPCSA Financial Performance Framework
Stability Goal #1: Nexus' current ratio is 1.1 or greater.	The current ratio depicts the relationship between a school's current assets and current liabilities. In addition, the current ratio is a financial ratio that measures whether or not a school has enough resources to pay its debts over the next 12 months. It compares a school's current assets to its current liabilities.	Nexus' Stability Goal #1 is the same as the SPCSA's Financial Performance Framework Near-Term Measure 1. To meet the SPCSA's standard on this measure, Nexus must achieve or exceed this goal.
Stability Goal #2: Nexus' unrestricted Cash-on-Hand Ratio is equal to or greater than 60 days of cash AND the one year trend is positive.	The unrestricted days cash-on-hand indicates how many days a school can pay its operating expenses without an inflow of cash. National standards state 60-120 cash-on-hand is considered a model practice.	Nexus' Stability Goal #2 is the same as the SPCSA's Financial Performance Framework Near-Term Measure 2. To meet the SPCSA's standard on this measure, Nexus must achieve or exceed this goal.
Stability Goal #3: Nexus' enrollment forecast accuracy is equal to or greater than 95%.	Enrollment forecast accuracy tells sponsors whether or not the school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations.	Nexus' Stability Goal #3 is the same as the SPCSA's Financial Performance Framework Near-Term Measure 3. To meet the SPCSA's standard on this measure, Nexus must achieve or exceed this goal.
Stability Goal #4: Nexus is not in default of loan covenant(s) and is not delinquent with debt service payments, OR Nexus has no outstanding loans	The debt default indicator addresses whether or not a school is meeting its loan obligations and/or is delinquent with its debt service payments. Notes from the audited financial statements are used as the source of data. In most cases this will not be applicable for	Nexus' Stability Goal #4 is the same as the SPCSA's Financial Performance Framework Near-Term Measure 4. To meet the SPCSA's standard on this measure, Nexus must achieve or exceed this goal.

	charter schools that do not have an outstanding loan.	
Long-Term Financial Stability Performance Goals	Explanation	Alignment to SPCSA Financial Performance Framework
Sustainability Goal #1: Nexus' aggregated three-year total margin is positive and the most recent year total margin is positive.	Total margin measures the deficit or surplus a school yields out of its total revenues, which indicates whether or not the school is operating within its available resources. The measurement looks at the most recent 3 years.	Nexus' Sustainability Goal #1 is the same as the SPCSA's Financial Performance Framework Sustainability Measure 1. To meet the SPCSA's standard on this measure, Nexus must achieve or exceed this goal.
Sustainability Goal #2: Nexus' debt to asset ratio is less than 0.90.	The debt to asset ratio measures the amount of debt a school owes versus the assets they own; in other words, it measures the extent to which the school relies on borrowed funds to finance its operations. A debt to asset ratio greater than 1.0 is a generally accepted indicator of potential long-term financial issues, as the organization owes more than it owns, reflecting a risky financial position. A ratio less than 0.9 indicates a financially healthy balance sheet, both in the assets and liabilities, and the implied balance in the equity account.	Nexus' Sustainability Goal #2 is the same as the SPCSA's Financial Performance Framework Sustainability Measure 2. To meet the SPCSA's standard on this measure, Nexus must achieve or exceed this goal.
Sustainability Goal #3: Nexus' multi-year cumulative cash flow is positive and the most recent year cash flow is positive.	The cash flow measure indicates a school's change in cash balance from one period to another. This measure includes restricted and unrestricted funds. The measurement looks at the most recent 3 years	Nexus' Sustainability Goal #3 is the same as the SPCSA's Financial Performance Framework Sustainability Measure 3. To meet the SPCSA's standard on this measure, Nexus must achieve or exceed this goal.
Sustainability Goal #4: Nexus' debt service coverage ratio is equal to or exceeds 1.10, OR Nexus does not have an outstanding loan.	- The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year. In most cases this will not be applicable for charter schools that do not have an outstanding loan. This ratio measures whether or not a school can pay the principal and interest due on its debt based on the current year's net income. Depreciation expense is added back to the net income because it is a non-cash transaction and does not actually cost	Nexus' Sustainability Goal #4 is the same as the SPCSA's Financial Performance Framework Sustainability Measure 4. To meet the SPCSA's standard on this measure, Nexus must achieve or exceed this goal.

	<p>the school money. The interest expense is added back to the net income because it is one of the expenses an entity is trying to pay, which is why it is included in the denominator.</p>	
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3.5.1 AT RISK STUDENTS AND SPECIAL POPULATIONS

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?

At Nexus, a student is considered “at-risk” if they meet one or more of the following criteria:

- State-identified special populations such as English Language Learners, students with special needs, and homeless/migrant students
- Students who qualify for Free and Reduced Lunch (FRL) and/or students from low-income households
- Low benchmark scores on NWEA MAP and/or other diagnostic tests
- Low performance levels on exhibitions and internal assessments.
- Lack of growth in performance levels over the course of a school year.
- Frequent tardiness and/or absences
- Engage in repeated behavior incidents which are not responsive to Tier 1 or 2 behavioral interventions

Nexus uses the following academic and behavioral data, processes, and methods to identify at-risk students and understand their needs:

- As a part of the registration and enrollment process, families are encouraged to identify any student or family needs which will help us to understand how to best serve each student. Information from registration/enrollment such as FRL forms, questionnaire responses about students’ home language, and voluntary information from families about their housing status is used to initially identify students as members of any relevant state-identified special populations or as coming from low-income households.
- NWEA MAP assessments are administered three times per year in the fall, winter, and spring; internally created assessments are used throughout the year, allowing Nexus to continually collect timely data on student growth and achievement.
- Grade level and subject area PLCs meet regularly to analyze data from interim assessments and internally created assessments, track students’ academic progress, and to prioritize sharing any indicators that a student is “at-risk” with the student and their family immediately, allowing Nexus staff to discuss potential interventions with these key stakeholders as we develop a plan to address each student’s needs. If students are identified as needing additional support through our RTI process, RTI will also be used to meet their needs (see RTI strategy in questions 3 and 5 below for more information).
- Any student with repeated tardies and/or absences will have a conference with appropriate personnel beginning on the third tardy/absence to discuss the cause and to co-create a plan for improved attendance and/or timeliness. This plan will be documented in writing and shared with the family to review the viability of the plan and any actions needed from the family to assist the student in following through. If a student reaches 5 tardies or 5 unexcused absences, their family will be notified in writing and be required to participate in a phone, virtual, or in-person meeting to re-develop the plan and to ensure that the student is able to attend school as expected.
- All Nexus teachers are trained in our Restorative Justice techniques and schoolwide behavior expectations, which are communicated to families at the beginning of each academic year. Any additional/more specific classroom behavioral expectations developed by any teacher shall be communicated to and approved by the Executive Director before being implemented and/or shared with students and families. Students who are not meeting schoolwide or classroom behavioral expectations will first work in class with their teacher to resolve the issue in accordance with our school discipline policy (see Section 3.8 for more information). If additional intervention for a student’s behavior is needed, they will engage in a restorative circle with appropriate personnel. If a third

intervention is needed, a restorative circle including the student, their family, relevant staff, and school leadership will be required to develop a collaborative plan to repair the harm and get the student back on track.

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 at Nexus is not a program layered on top of the core model — it is built into the model's architecture. Because our competency-based design treats learning as the constant and time as the variable, every student who needs more time and support receives it as a default feature of daily instruction rather than as an exception. Students are not pushed forward with unresolved gaps; they receive targeted support until they demonstrate genuine mastery. This structural approach is the foundation on which all other intervention supports rest.

Primary Remediation Vehicles

In Literacy Lab, students read within sustained thematic modules that systematically build cumulative background knowledge and domain-specific vocabulary — the two strongest predictors of reading comprehension (Cromley and Azevedo, 2007; Hirsch, 2006). Rather than practicing skills on decontextualized passages, students develop a rich knowledge schema that gives them access to increasingly complex texts over time — a compounding effect that research suggests becomes most pronounced after two to three years of consistent knowledge-building instruction. Within the Lab, struggling readers access tiered texts at appropriately challenging Lexile levels while remaining part of the same intellectual community, receiving small-group direct instruction and vocabulary support calibrated to their current level. Meaningful choice in reading materials increases motivation and engagement, which research consistently links to persistence and growth.

In Numeracy Lab, students progress through a hierarchically organized sequence of mathematical concepts, advancing only upon demonstrated mastery of each. Instruction emphasizes conceptual understanding over procedural fluency — research finds that students learn math best when they develop genuine understanding of why mathematical relationships work, not just how to execute procedures (Learning Policy Institute, 2025). The Concrete-Representational-Abstract instructional sequence builds deep, transferable understanding and is particularly effective for students with learning difficulties (Agrawal and Morin, 2016). Teacher verification of conceptual understanding determines advancement, ensuring that the compounding gap problem driving East Henderson's middle-to-high school math proficiency drop is interrupted at its source.

Specialist Support

Nexus's structural remediation is supported by a Special Education Coordinator, an English Language Learner Coordinator, and two paraprofessionals, who operate primarily through a push-in model that keeps students integrated within the general education environment. Pull-out support is available when individual needs require more intensive intervention. All classroom teachers receive training in supporting struggling learners within the Lab and Exploration structures. Students who fall below proficiency benchmarks receive Individualized Learning Plans (ILPs), co-developed by teachers, support staff, and families, and reviewed every six to eight weeks. A formal Multi-Tiered System of Supports (MTSS), described in the following section, structures the school's tiered intervention approach.

Measuring Success Over Time

In year one, success is measured primarily by growth: we target 75% of students meeting or exceeding their individual NWEA MAP projected growth by winter, rising to 80% by spring. By year three, compounding knowledge-building and mastery-based progression effects should be clearly visible, with average proficiency approaching 70% in ELA and 60% in math, and 80% of students meeting growth goals. By year five, we target 80% proficiency in both subjects and 80% meeting NWEA growth goals, with the first full 6th grade cohort reaching the 60th percentile on NWEA MAP — a benchmark correlated with college readiness. Long-term, we will track college remediation rates for Nexus graduates as the ultimate measure of durable academic preparation.

Responsibility and Adjustment

The Executive Director holds primary responsibility for monitoring remediation effectiveness, supported by weekly PLC meetings, ILP review cycles every six to eight weeks, and quarterly data analysis reviewed by leadership and the board. If data signals inadequate progress, the leadership team adjusts instruction, staffing, or programming accordingly. A mandatory strategic review is triggered if any student subgroup falls below the 50th percentile in NWEA growth for two consecutive assessment cycles.

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.

1. Multi-Tiered System of Supports (MTSS):

Nexus Charter School's MTSS framework includes three tiers of academic support:

- **Tier 1:** High-quality, differentiated instruction using Nevada standards-aligned Common Core curricula and universal design for learning (UDL). Roughly 80-90% of the student body.
- **Tier 2:** Small-group targeted interventions during designated intervention blocks, including structured phonics groups, math fluency bootcamps, and comprehension strategy sessions. Roughly 10-15% of the student body.
- **Tier 3:** Intensive, individualized interventions provided by specialists, including 1:1 tutoring and specialized instruction for students not making adequate progress. Roughly 1-5% of the student body.

2. Individualized Learning Plans (ILPs):

Students who fall below proficiency on internal or state benchmarks will receive an ILP, co-developed by the student's teacher(s), instructional support staff, and family. These plans will:

- Define academic goals in numeracy, literacy, and competency-development.
- Specify targeted interventions and frequency.
- Include family strategies and progress check-ins. ILPs will be reviewed every 6–8 weeks to ensure effectiveness and updated based on assessment data.

3. Extended Learning Time:

Students in need of remediation will have access to:

- **Afterschool Academic Enrichment:** Small-group tutoring, homework help, and targeted skills workshops.
- **Intersession Enrichment:** Acceleration and remediation offerings in literacy and math.

4. Data-Driven Instructional Cycles:

Teachers will participate in quarterly data cycles to:

- Analyze formative and benchmark data (e.g., NWEA MAP, curriculum assessments).
- Identify students in need of reteach and reassess.
- Collaboratively plan remediation strategies through Professional Learning Communities (PLCs).

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

Nexus believes that families are essential partners in the learning and remediation process. Communication about the need for academic intervention will be proactive, transparent, culturally responsive, and multilingual to ensure that all families understand their child's progress and the support available.

Initial Identification and Notification:

Parents will be notified promptly when screening and benchmark assessment data indicate that a student is not meeting grade-level expectations.

Initial notification will occur:

- Within two weeks of benchmark testing windows.
- Through a formal communication letter available in the family's preferred language.
- Via follow-up phone calls, texts, or in-person conversations to ensure clarity and provide the opportunity for questions.

After this initial notification, communication with parents will continue through a variety of channels, including:

- Weekly outreach in which students' advisors share updates, goals, and achievement data.
- Quarterly parent-teacher conferences, in which students' advisors will discuss each student's body of work, academic standing, progress, and planned interventions.
- Annual portfolio defenses in which students present a curated body of work to a panel (in which parents are invited to participate) and reflect on their learning, areas of strength/growth, and next steps.

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?

Nexus recognizes that academic achievement is inseparably connected with mental wellness and socioemotional skills. Accordingly, we implement a comprehensive system of behavioral, social-emotional, and mental health supports rooted in Multi-Tiered Systems of Support (MTSS).

Tier 1: Universal Supports

All students will participate in structured, schoolwide Social-Emotional Learning (SEL) programming embedded in the daily schedule. Core components include:

- Daily advisory meetings
- Clear, consistent behavior expectations supported by schoolwide Positive Behavioral Interventions and Supports (PBIS)
- School culture rituals, including restorative circles and celebrations of positive behavior, including accomplishing goals and making progress.

In addition to these schoolwide structures, expectations, and rituals, all staff will receive professional development in de-escalation strategies and restorative practices.

Tier 2: Targeted Supports

Students exhibiting early signs of behavioral or mental health challenges will receive targeted small group or individual interventions, including:

- Behavior contracts, co-created with students and families to promote accountability and positive reinforcement.
- Small-group SEL instruction, focused on skills like conflict resolution, impulse control, or emotional identification.
- Peer mediation or facilitated conflict resolution sessions for recurring interpersonal issues.

Tier 3: Intensive Individualized Interventions

For students with persistent or significant behavioral/mental health needs, Nexus will provide additional supports, including:

- Individualized Behavior Intervention Plans (BIPs) based on Functional Behavior Assessments (FBAs).
- School-based mental health services, such as counseling with a licensed school social worker or therapist.
- Referral pathways to external mental health agencies, in partnership with local providers, for services beyond the school's scope.
- Wraparound supports, including case management and coordinated services with families and providers.

Implementation and Monitoring of Individual Plans:

Individualized plans will be created collaboratively by students, teachers, support staff, and families. Each student with a BIP will have a designated staff member to supervise and ensure proper implementation of the plan, likely but not necessarily the advisor. Staff will track interventions and student outcomes using tools such as behavior tracking logs, observation checklists, SEL and behavior screeners (e.g., SAEBRS, Panorama), and goal reflections. Plans will be reviewed every quarter by the advisor, family, and designated support team to assess progress and adjust strategies. At every step, we will include and inform families.

3.5.2 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.

Table 28: FOUNDING TEAM TRACK RECORD

<p>Tiare Monga</p>	<p>Tiare Monga has taught and led Special Education for 15 years. Currently serving as the Director of Special Education Services for a multi-campus charter network in Las Vegas, she oversees the development, implementation, and compliance of programs across the full continuum of need. Her leadership ensures that students with disabilities, English language learners, and gifted students access high-quality, standards-aligned instruction through robust IEP systems, data-driven progress monitoring, and inclusive MTSS models. By collaborating with instructional leaders and related service providers, she builds staff capacity to deliver evidence-based practices that promote both academic growth and student independence. Her systems-level approach emphasizes proactive barrier removal—addressing academic, behavioral, and social-emotional needs—while fostering strong partnerships with families and the community. Through strategic coaching and compliance oversight, she ensures historically underserved populations are positioned for academic success and a confident transition into adulthood. Through her leadership, the charter network has maintained compliance, avoided legal entanglement, increased the quality of IEP development and behavior plans, and improved progress monitoring and data systems. He also helped implement a PAES lab and transition program, the first of their kind in the charter landscape in Southern Nevada.</p>
<p>Ben Salkowe</p>	<p>As both a teacher and principal at Equipo Academy, Ben Salkowe has achieved high academic outcomes for a broad spectrum of students, including those with disabilities, English language learners, and homeless and migrant students. Most famously, he has led the school in securing college acceptances for all enrolled students, a feat unheard of in East Las Vegas, where many students are the first generation of their family to graduate from high school, let alone college. Under his leadership, Equipo Academy achieved 5-star ratings, and over 80% of its graduates enrolled in college.</p>
<p>Jennifer Steele-Ridosh</p>	<p>Jennifer Steele-Ridosh brings a demonstrated track record of driving high academic outcomes across diverse student populations in her roles as Assistant Principal and Instructional Strategist. For students with disabilities, she developed scheduling systems to ensure IEP alignment, access to Tier 1 instruction, and appropriate inclusion supports — maintaining compliance while keeping focus on measurable student progress. As EL Coordinator, she oversaw WIDA testing, accommodation plans, tutoring programs, and compliance reporting for English learners, while also ensuring equitable access and targeted support for homeless and migrant students. For intellectually gifted learners, she designed an Intervention and Enrichment block emphasizing higher-order thinking, creative problem solving, and Project-Based Learning investigations. Her work implementing MTSS and schoolwide PBIS frameworks contributed to significant schoolwide growth, including leading her school from a 2-star to a 5-star designation. Across all student groups, her approach centers on data-driven decision-making, structured accountability systems, and close</p>

	collaboration with educators.
David Sabey	As a classroom teacher and instructional coach, David Sabey has worked with students across a wide range of demographics and ability levels. He has taught in both charter and district schools, in the Historic West Side, East Las Vegas, and Henderson, and has successfully led his students to high levels of mastery across all these contexts. He leverages his ability to communicate in Spanish to work with the families of EL students, and he collaborates with the Special Education team and the families of students with IEPs to help these students succeed in his class.
Cynthia Sellers	As a dyslexic mother to a dyslexic son, Cynthia Sellers has learned a lot about meeting the needs of neurodivergent learners. Because her son was not receiving the help he needed from his zoned district school, she homeschooled him for a year to get him back on track. She brings deep understanding of dyslexia in particular and neurodivergence in general to the founding team.

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:

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?

Nexus Charter School is committed to ensuring that all students—including those with disabilities—receive a Free Appropriate Public Education (FAPE) and access a rigorous, inclusive, and individualized education in the least restrictive environment (LRE). The school will provide a full continuum of services aligned with IDEA, Section 504, and state special education law.

Identification Process:

- **Universal Screening:** All students will participate in academic and behavioral screeners within the first 30 days of enrollment.
- **Student Support Team (SST):** For students not responding to Tier 1 and Tier 2 interventions, SSTs will review data and determine whether a special education evaluation is appropriate.
- **Referral for Evaluation:** If concerns persist, and with parent consent, a comprehensive evaluation will be conducted by a multidisciplinary team. Assessments will be valid, culturally responsive, and administered in the student’s primary language when applicable.
- **Parent Referral:** At any point, parents may refer a student for evaluation.

Preventing Over-Identification:

- Cultural and linguistic considerations will be factored into referrals, ensuring English Learners or trauma-affected students are not misidentified.
- Prior to referral, students will receive evidence-based interventions over a defined period, with progress monitoring to establish need.
- Professional development will train all educators to differentiate instruction and implement MTSS with fidelity, minimizing inappropriate referrals.
- Data collection and analysis we attend to potential disparities among subgroups so that we can take appropriate action.

Transitioning Out of Special Education:

- A student may be exited from special education if formal re-evaluation and team review show they no longer meet eligibility criteria.
- The IEP team (including family) will conduct a re-evaluation, review data, and determine declassification.
- Transition supports, including a 504 plan or RTI-based academic interventions, will be considered to ensure a smooth shift.

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

Nexus Charter School will offer a continuum of placements and supports tailored to the severity and nature of the disability:

- **Continuum of Services:**
 - **Full Inclusion/Co-Teaching:** For most students with mild-to-moderate disabilities, services will be delivered within general education settings with accommodations, push-in support, or co-teaching models.
 - **Pull-Out Resource Support:** For targeted skill instruction in ELA, math, or executive functioning skills, students may receive small-group instruction outside the classroom for part of the day.
- **Instructional Approaches and Strategies:**
 - **Specialized Instruction:** Multisensory, evidence-based programs will be used to address specific learning disabilities.
 - **Assistive Technology:** Speech-to-text, audio books, graphic organizers, and other tools will support access to the general curriculum.
 - **Behavioral Supports:** For students with emotional disabilities, supports may include BIPs, counseling, and structured SEL routines.
 - **Therapies and Related Services:** Based on IEPs, students will receive services such as speech-language therapy, occupational therapy, physical therapy, and mental health counseling.
- **Support for Students with Severe Disabilities:**

For students with significant intellectual, physical, or emotional impairments, individualized education programs will include alternative curriculum and modified standards, life skills and vocational training (either in-house or through dual enrollment, when age-appropriate), intensive behavioral support, and low student-to-staff ratios with paraprofessional support.

Should students have more acute needs that cannot be met by Nexus staff, we will contract with outside service providers (i.e. psychologists, occupational therapists, speech therapists, etc.). While these costs are anticipated in our current budget projections, Nexus will further adjust staffing, payroll, and/or other expenditures as needed in order to ensure that we can hire additional certified special education teachers, aides, and/or paraprofessionals should circumstances dictate. We will proactively seek guidance and support from the NV DOE, the SPCSA, our special education support team, and Nexus' legal advisor, as needed, to ensure that we provide the best possible support for our students and to ensure that we comply with all state and federal laws at all times.

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?

Nexus Charter School will foster strong collaboration between general education and special education staff to support inclusion and academic rigor:

- **Collaborative Practices:**

- **Co-Teaching Models:** In designated classrooms, general and special educators will jointly plan and deliver instruction using models such as parallel teaching, station teaching, and one teach–one assist.
- **Shared Planning Time:** General and special educators will have weekly PLC and common prep blocks for joint lesson planning, accommodation alignment, and student progress review.
- **Professional Development:** Ongoing training in PLCs will focus on practices such as Universal Design for Learning (UDL), differentiation, inclusive practices, and collaboration techniques.
- **Data-Driven Collaboration:**
 - Teams will co-analyze student data to adjust accommodations and instructional strategies.
 - Special educators will contribute to unit planning and formative assessment analysis to ensure IEP goals align with curriculum.
- **Integrated Support:**
 - Related service providers (e.g., SLPs, OTs) will consult with classroom teachers to embed supports into daily routines.
 - The Student Support Team will meet regularly to coordinate services, monitor progress, and adjust plans across settings.

For more information about our professional development plan, refer to Section 3.6.

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.

Nexus Charter School is committed to full compliance with federal and state regulations, including IDEA, Section 504, and Nevada state education law.

- **Licensed Special Education Teachers:** All special education teachers will hold valid Nevada teaching licenses with appropriate endorsements. Recruitment will begin early in the planning year using platforms such as EdJoin and Handshake, and in partnership with teacher recruitment organizations like Teach for America.
- **Related Services Personnel:** All providers (e.g., psychologists, therapists) will be state-licensed professionals or contracted through approved, licensed Nevada providers.
- **Special Education Administrator:** Nexus Charter School will designate a credentialed Special Education Coordinator to oversee IDEA compliance, IEP development, and staff training. As the caseload increases and budget permits, we may appoint a Director of Special Ed. Until then, the Special Education Coordinator reports to the Principal who reports to the Executive Director.

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?

(See combined response below)

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

A designated SPED coordinator who reports to the principal will oversee our special education efforts and ensure compliance. Ultimately, the Executive Director is accountable to the board for the effectiveness and legal compliance of the school's Special Education.

- **Progress Monitoring:** IEP teams will track progress through quarterly reviews and annual updates, using student work samples and formal assessments.
- **Compliance Audits:** The school will conduct regular internal audits of IEP folders and service logs to ensure adherence to federal and state mandates.

- **Governing Board Oversight:** The board will receive annual reports on program performance and compliance.

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

Nexus Charter School implements a multi-stage transition process that evolves as students progress from middle school to high school graduation, ensuring they are prepared for both the next academic level and the transition to adulthood.

8th Grade to High School Transition

All eighth-grade students with IEPs who are on track for promotion will participate in an end-of-year Transition of Services meeting with their family. Led by the Special Education (SPED) Team, this meeting provides families with critical information regarding the move to high school, including:

- A comprehensive review of student and parental rights.
- Answering frequently asked questions (FAQs) about the transition process.
- Training on how students and families can self-advocate for services and where to obtain additional advocacy support.

Prior to this meeting, the SPED Team conducts a comprehensive needs assessment with input from the student, family, and related service professionals to capture a robust snapshot of current goals. This results in a Personalized Transition Plan that can be shared with the student's future school, if they are leaving Nexus, to ensure coordination of services and expectations.

High School Post-Secondary Transition Plans (PTP)

As students advance through high school, the transition focus shifts toward post-secondary independence. Beginning no later than the first IEP in effect when a student turns 14 (or younger if appropriate), the school will implement a formal Post-Secondary Transition Plan (PTP) as part of the IEP process.

- **Student-Driven Goals:** Transition planning will be driven by the student's preferences, interests, and strengths. Students will be invited to lead or actively participate in their IEP meetings.
- **Measurable Post-Secondary Goals:** The SPED Team will develop measurable goals in the areas of post-secondary education/training, employment, and, where appropriate, independent living skills.
- **Transition Services and Course of Study:** IEP teams will outline a coordinated set of activities and a multi-year course of study (including CTE or dual-credit options) designed to help the student achieve their post-secondary goals.
- **Agency Linkages:** Nexus Charter School will coordinate with adult service agencies to ensure students are connected to external supports before graduation.
- **Transition Coordinator:** The school will designate a Transition Coordinator, likely the Special Coordinator, to oversee the implementation of high school transition mandates, ensuring all PTPs comply with federal IDEA and Nevada state laws.

By combining these immediate academic transition meetings with long-term post-secondary planning, Nexus Charter School ensures that students with disabilities are empowered to succeed both within the K-12 system and in their chosen paths thereafter.

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

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?

EL students are defined as those whose home language is something other than English. Families will be asked to complete a Home Language Survey at the time of enrollment, which will help Nexus with correct identification of

students as EL. If a student is identified during enrollment as an EL student, but has not been previously assessed for proficiency, they are screened using the WIDA-ACCESS Placement Test within 30 days from the start of school or within two weeks, if enrolling mid-year, as required by law, to determine their proficiency in English. The results of the screener will be used to determine EL eligibility, for certain course placements, and to determine which language supports are necessary.

Teacher observations and reporting will be used as a secondary trigger for WIDA screening in the event that a student is not identified by their family at enrollment and appears to possibly be an EL student; this will aid Nexus in avoiding misidentification and ensure that all ELs are properly identified. For any student who is screened, if the assessment determines that the student does not qualify for EL services, communication will be sent home in the family's native language explaining the reason the student was tested, their results, the reason the student did not qualify for services, and their rights; a copy of this communication will be kept in the student's file in English and the family's home language.

For students who are identified as EL through the screening process, the evaluation results will aid Nexus PLCs in determining any small group or other supports that may be needed. Nexus will employ data and progress monitoring and teacher observations to determine if students may be misidentified throughout the year. Students may only exit EL services by demonstrating proficiency on the annual WIDA test of English proficiency.

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

Results of the WIDA Screener and related placement decisions will be shared with both staff and families in a timely and accessible manner in line with statutory requirements (i.e., within 30 days from the start of school, or two weeks from enrollment):

- Families will receive written notification in their home language, including the student's proficiency level, placement in the EL program, and the rationale for services.
- Notification will include a description of the language development program, parent rights, and opt-out provisions (as applicable under federal law).
- Staff, including general education and support teachers, will be provided with a student's EL status, proficiency level, and recommended supports via internal communication and shared instructional planning documents.
- Teachers will receive training on how to use WIDA Can-Do Descriptors and English Language Development (ELD) standards to adapt instruction.

While Advisory teachers will remain the primary point of contact between families and the school, the EL specialists will assist Advisory teachers in preparing communications for families of EL students to ensure clarity of EL program and support communications.

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 (TESL ELAD endorsement) for the primary teacher providing EL services in pull-out and inclusive environments at charter schools.

Nexus is committed to ensuring that our school meets the unique needs of English Learners (ELs) while meeting or exceeding Nevada's educational requirements for teachers. To ensure highly qualified staffing that empowers us to conduct assessments and progress monitoring for EL students, Nexus leverages our highly qualified EL specialists as the primary teachers providing EL services. Our EL specialists are required to hold ELAD endorsements (or comparable legacy credentials). In addition to serving students, they will serve as coaches, provide professional development, and collaborate on school plans for ELs. EL specialists closely monitor and evaluate students' progress and provide individualized interventions designed to meet each student's needs. Nexus diligently monitors school compliance with the State Public Charter School Authority (SPCSA), the Nevada Department of Education, and other relevant agencies to ensure alignment with state guidelines and legal requirements; leadership and EL specialists will regularly review Nevada's state requirements and guidelines for EL services and TESL endorsement. We maintain detailed records of staff qualifications and use verification processes to ensure that EL services are conducted by licensed and ELAD endorsed teachers. Nexus implements a comprehensive plan for staffing, training, assessments, and progress monitoring, including

meeting Nevada’s legal requirement for TESL endorsements for teachers providing EL services. We only hire EL specialists/TESOL teachers who meet state qualifications, including holding a ELAD endorsement. Nexus employs regular training and PD throughout the year to keep our EL specialists and staff up-to-date with best practices.

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?

ELs will have equitable access to grade-level content through a combination of:

- Integrated English Language Development (ELD): All teachers will embed language supports using visuals, sentence frames, and explicit vocabulary instruction in content lessons.
- Designated ELD: Students will receive targeted instruction in English language development aligned to WIDA standards, delivered by a licensed TESL-endorsed teacher.
- Scaffolded Core Instruction: All students will have access to the core curriculum (e.g., EL Education, Illustrative Math), adapted with GLAD, SIOP, and UDL strategies.
- Small Group Instruction: Based on proficiency levels, students may be grouped for strategic interventions in reading, writing, listening, and speaking.
- Family communication will also be scaffolded. Translation and interpretation services will be provided for all school communications, including IEP meetings and academic conferences.

It is worth reiterating that Nexus does not merely add EL supports onto a conventional approach to schooling; rather, those supports are baked into a competency-based system that immerses students in rich, rigorous content while allowing them to progress at varied paces through personalized pathways. At Nexus, differentiation is structural rather than incidental—it is designed into the school’s underlying systems, not layered onto a one-size-fits-all model.

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?

Nexus will monitor EL students’ growth using the WIDA ACCESS test, administered annually, as well as formative classroom assessments and language portfolios. Students will exit EL services when they meet Nevada’s reclassification criteria, which currently includes:

- Proficient WIDA ACCESS scores (composite and literacy sub-scores)
- Demonstrated academic proficiency in ELA and content areas, based on grades, SBAC, and benchmark assessments
- Teacher and parent input confirming readiness to exit

After exiting, students will be monitored for four years, per federal requirements, to ensure continued academic success. Quarterly reviews of former ELs’ progress will be led by the EL Coordinator, with intervention triggered if signs of regression appear. Program effectiveness will be evaluated annually using disaggregated student achievement data (SBAC, WIDA ACCESS, MAP), stakeholder surveys, and analysis of EL subgroup growth in literacy and math.

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.

Rather than offering a separate Gifted and Talented Education (GATE) program, Nexus Charter School is designed to meet the needs of gifted learners through its competency-based education (CBE) model and personalized learning systems. Because students progress based on demonstrated mastery, intellectually gifted students are able to move more quickly through competencies, pursue greater depth and complexity, and engage in advanced applications of core academic content without being constrained by a one-size-fits-all pacing model.

Gifted students are identified through multiple measures, including prior standardized assessment data (e.g., SBAC), universal screeners and diagnostics, performance on competency-based assessments, and collaboration with families and educators. This information informs each student’s personalized learning plan, which articulates academic starting points, goals, interests, strengths, and opportunities for extension and enrichment.

Nexus’ emphasis on rigorous, inquiry-driven learning ensures that intellectually gifted students are consistently challenged through embedded differentiation and opportunities for deeper learning, including:

- **Flexible pacing and pathways**, allowing students to accelerate through competencies and engage with advanced texts, problems, and disciplinary practices.
- **Targeted workshops and seminars**, where gifted students may engage in advanced skill development, self-directed study, or enrichment aligned with their demonstrated readiness.
- **Complex, authentic performance tasks and projects**, through which gifted students may take on greater conceptual complexity, interdisciplinary connections, or leadership roles within collaborative work.
- **Leadership, discourse, and mentorship opportunities**, enabling gifted students to deepen understanding by explaining, modeling, and extending learning alongside peers.

Because Nexus is intentionally structured to support personalization and differentiation for all learners, no separate staffing or standalone programming is required to serve gifted students. The primary resources needed are dedicated planning time and access to advanced materials, texts, and project-based opportunities aligned to individual student pathways.

5) Explain how the school will meet the needs of homeless/migrant students: 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? b) How will you assess the needs of homeless and/or migrant students and their families and ensure that they receive required services?

At Nexus, ensuring equitable access for homeless and migrant students begins with sensitive and accurate identification in accordance with the McKinney-Vento Homeless Assistance Act and applicable federal migrant education provisions. During enrollment, families complete a housing and mobility questionnaire, and prior school records are reviewed to determine eligibility for services. Staff are trained to recognize signs of housing instability or migratory status, and a designated Liaison coordinates identification, support, confidentiality, and compliance with federal protections.

Consistent with McKinney-Vento requirements, students experiencing homelessness are enrolled immediately, even if documentation such as proof of residency, school records, or immunization records is unavailable, and families are supported in obtaining necessary documentation. When in the student’s best interest, the Liaison facilitates the student’s right to remain in their school of origin and coordinates required transportation.

Once identified, students receive a comprehensive intake to assess academic standing, attendance, material needs, access to transportation, health and mental health services, and language support. Each student’s advisor serves as the primary point of contact, checking in with families weekly to monitor well-being, connect them with resources, and ensure that supports remain responsive to changing circumstances. Nexus’ competency-based education (CBE) framework naturally accommodates students who may face unplanned absences or disruptions; flexible pacing, personalized pathways, and mastery-based progressions allow students to continue engaging with rigorous content and progress at a pace aligned to their current readiness.

Additional supports may include transportation assistance, access to technology and learning materials, social-emotional support through counseling or advisory, and connections to community resources for food, clothing, or basic needs. We are partnering with a local organization, Project 150, to provide these supports (see Letter of Partnership in Attachment 3). By embedding these supports within the core academic program and the personalized advisory structure, Nexus ensures

that homeless and migrant students are fully included, supported, and able to thrive academically despite external challenges.

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.

At Nexus, we reject the model of professional development as a series of disconnected, obligatory workshops⁵⁹. That model treats teachers as vessels to be filled rather than professionals to be developed, and the research on its effectiveness reflects that⁶⁰. Our primary approach to professional development is grounded in the same principles that govern student learning at Nexus: growth happens through authentic practice, meaningful collaboration and feedback, and genuine autonomy — not through compliance with external impositions⁶¹. The primary site of teacher learning at Nexus is the work itself. By design, Humanities and STEM teachers co-plan and coordinate their instruction around shared projects, breaking down the walls between classrooms and creating ongoing, structured opportunities to observe each other's practice, share expertise, and learn in collaboration⁶². Grade-level and subject-area PLCs extend this further: rather than consuming professional development content delivered from outside, our PLCs are oriented around the regular, disciplined analysis of real student work — examining what students are producing, what it reveals about their learning, and what instructional adjustments are warranted. The PD is not something that happens alongside the teaching; it is entailed in the work of teaching. Just as we ask students to take ownership of their learning, develop genuine expertise, and grow in self-direction, we ask the same of our teachers — and we build the structures that make that growth possible.

We follow the model of Professional Learning Communities (PLCs) articulated by [DuFour and Eaker \(1998\)](#). In this approach, teachers collaborate regularly around four guiding questions:

1. **What do we want students to learn?**
2. **How will we know if they have learned it?**
3. **How will we respond when students struggle?**
4. **How will we extend learning for students who are already proficient?**

Nexus' competency-based education framework naturally complements this model. Because students progress based on demonstrated mastery, teachers already collect rich data on individual learning trajectories, allowing PLCs to focus on actionable instructional adjustments. Exploration teams, which share students across subject areas, meet during common prep periods to analyze student performance, design interventions, and plan enrichment opportunities. Grade-level and subject-area PLCs provide additional collaboration structures for reviewing trends, aligning competencies, and sharing best practices.

By embedding PLCs into the school schedule and leveraging the CBE system, Nexus ensures that professional development is *structural, ongoing, and directly connected to student outcomes*, rather than a series of add-on workshops. Teachers collectively own both student learning and instructional improvement, strengthening collaboration, responsiveness, and the overall coherence of the curriculum.

⁵⁹ This is not to say that we will never provide universal training in specific topics (e.g., EL supports and IEP implementation training) from time to time and as required by law, but that is not the primary modality of our PD.

⁶⁰ See [Darling-Hammond et al. \(2017\)](#)

⁶¹ Our concept of PD aligns with the federal law that defines “professional development,” 20 U.S.C. § 7801(42), which stipulates that it should be “sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.”

⁶² [Zuo et al. \(2023\)](#) report that teachers believe that collaboration with other teachers is the most beneficial form of PD. [Vescio et al. \(2008\)](#) find evidence that high-quality PLCs positively impact teaching and learning.

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.

During the incubation year, Nexus will provide opportunities for faculty to gather, build relationships, and begin collaborative work, establishing a strong foundation for teamwork and shared ownership of student learning. The formal onboarding period will take place in the two weeks immediately prior to the first day of school, focused on preparing teachers to deliver our exploration-based, project-driven curriculum within the competency-based education (CBE) framework.

The initial step of onboarding will ensure that all teachers have a deep understanding of the academic competencies students are expected to develop. With this foundation, Exploration teams will collaboratively design two anchor project-based learning (PBL) units that provide rich contexts for students to develop and demonstrate these competencies across disciplines. PD will focus on planning these projects, establishing clear success criteria, designing assessments aligned to competencies, and building the instructional infrastructure necessary for high-quality PBL. Teams will determine collaboration structures—whether to team-teach, work in parallel, or organize flexible groups—and plan for differentiation and scaffolding to meet the needs of all learners.

In addition to Exploration team work, all teachers will participate in universal PD sessions to align on schoolwide expectations, policies, and instructional approaches. Teachers will also receive orientation to the CBE model, including tracking student mastery, integrating formative assessment, and using competency data to inform instruction. Sessions will include collaborative planning blocks, modeling of instructional strategies, and rehearsal of PBL implementation. By the end of the two-week onboarding, teachers will be fully prepared to deliver standards-aligned, competency-based PBL experiences from the first day of school.

Table 29: NEXUS CHARTER SCHOOL SUMMER INSTITUTE (JULY 26, 2027 - AUGUST 6, 2027)					
	Monday	Tuesday	Wednesday	Thursday	Friday
				Building open for room setup, informal introductions, etc.	Building open for room setup, informal introductions, etc.
Week 1	<p>Introduction to the Nexus Way (profile of a graduate, competency framework, explorations, and literacy and numeracy labs)</p> <p>School culture (classroom management norms, school-wide expectations)</p> <p>HR logistics and onboarding</p>	<p>Nexus Theory of Action Goals and introduction to NWEA Map Test, Panorama, and portfolio defenses</p> <p>Exploration and Lab Assignments</p> <p>Week 1 logistics and planning</p> <p>Basecamp portfolios</p>	<p>PBL Training “Project Slice”</p> <p>PBL Teach library exploration and resource curation</p>	<p>Competency Norming Part 1 (Research/Inquiry and Critical Evaluation)</p> <p>PBL Unit 1 Development and Tuning Exploration 1 Planning</p>	<p>Competency Norming Part 2 (Analysis and Modeling)</p> <p>PBL Unit 2 Development and Tuning Exploration 2 Planning</p>

Week 2	Literacy Lab: Development of core concepts and assessments Subject-area PLCS	Numeracy Lab: Development of core concepts and assessments Grade-level PLCs	Training in de-escalation and restorative practices Operations	Advisory home visits Quarter 1 plans finalized	Advisory home visits
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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?

Nexus embeds professional development within the daily, weekly, and quarterly structures of the school year, ensuring that collaboration and instructional improvement are ongoing and integrated rather than add-on activities. Exploration teams are provided at least one shared prep period each day, which they use for collaborative planning, student data analysis, and coordination of instruction across disciplines. This shared time allows teachers to make real-time adjustments to projects and instructional strategies based on student mastery and ongoing formative assessment.

In addition to daily Exploration team collaboration, grade-level and subject-area teams meet weekly, after students’ early release on Wednesday, to share information across STEM and Humanities Explorations and with Literacy and Numeracy labs, ensuring coherence in student learning experiences and coordination of supports.

Between each quarter, during the “planning week,” teachers are given structured time to analyze student data, plan upcoming projects and lessons, and pursue other forms of professional development.

These embedded collaboration structures allow professional development to be responsive and ongoing, focused on reviewing student learning data, refining instructional approaches, and building collective expertise. By aligning the school calendar, daily schedule, and staffing structures around these dedicated collaboration periods, Nexus ensures that teachers have consistent, protected time for data-informed instructional decision-making throughout the school year.

Including the time for common planning and collaboration, Nexus teachers have approximately 277 hours of professional development throughout the school year⁶³.

Table 30: Professional Development		
Context of PD	Time	How this time will be used
Summer Institute	2 weeks	Onboarding, team-building, the “Nexus Way,” school-wide expectations (e.g., UDL, differentiation, de-escalation), mandatory trainings.
Daily Shared Prep Period	45 minutes/day	Planning, assessment, feedback
Early Release Wednesday	36 days	PLC Meetings. Ensuring coherence across rooms/grade levels. Analysis of student work. Developing shared understanding of competencies, grade-level work.
Planning Weeks (between quarters)	3 weeks	Analysis of student outcomes. Developing interventions. Planning for upcoming quarter.

⁶³ Shared prep period four days a week: 140 periods x 45 minutes = 6300 minutes; Early release Wednesdays: 36 x 120 minutes = 4320 minutes; Planning week: 20 days x 300 minutes = 6000 minutes.

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

At Nexus, coaching and individualized teacher support are embedded within the daily instructional environment and closely connected to the professional learning structures already in place. The primary mechanism for ongoing professional growth is the PLC model, where teams collaborate regularly to analyze student data, plan instruction, and reflect on practice. In addition to PLCs, teachers receive targeted coaching and mentorship from administrators and, as the school develops, from master teachers. In general, administrators and master teachers will observe teachers and debrief those observations at least once every other week for ongoing instructional coaching. Formal evaluations will be conducted on a semesterly basis.

Initially, administrators will provide coaching in the context of classroom observations and evaluations, offering actionable feedback on instructional strategies, project-based learning facilitation, and competency-based practices. As the faculty grows, master teachers will assume a coaching role, providing peer-to-peer support, modeling best practices, and helping teams refine instructional approaches.

Nexus' approach is intentionally designed to move away from the traditional model in which teachers work in isolation. Coaching and support are integrated into collaborative structures, ensuring that teachers are continuously learning alongside colleagues and that responsibility for student learning is shared. Over time, PLCs will function as dynamic teams that collectively monitor student progress, problem-solve challenges, and strengthen instructional practices, creating a culture of ongoing, embedded professional development and continuous improvement.

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.)?

At Nexus, teachers receive structured training and ongoing support to ensure they can meet the needs of all students, including those who require additional supports such as students with disabilities, English learners, and students experiencing housing or other challenges. Professional development begins with comprehensive orientation to strategies for differentiation, Universal Design for Learning (UDL), and fostering inclusive, culturally responsive classrooms in relation to our unique model. Teachers also receive training as needed on language acquisition strategies, supporting EL students, interpreting and implementing IEPs, progress monitoring, and collecting and analyzing student data to inform instruction.

Embedded within Nexus' CBE and PLC structures, teachers work collaboratively to plan instruction, review student progress, and adapt supports in real time. SPED staff and language specialists actively participate in PLCs, providing targeted resources, modeling strategies, and co-planning as needed. Advisors also play a key role in identifying students who need additional supports and coordinating with teachers to ensure interventions are integrated into the personalized learning plans.

Ongoing coaching from administrators and, over time, master teachers reinforces this professional learning. Teachers receive individualized feedback and support in implementing accommodations, differentiation, and scaffolding within core instruction. By combining formal PD, embedded coaching, and collaborative PLC structures, Nexus ensures that every teacher is prepared to provide equitable access to rigorous, standards-aligned instruction while meeting the unique needs of students who require additional supports.

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

Professional development at Nexus is primarily led internally and embedded within the school's daily and weekly instructional practices. The core responsibility for professional learning rests with school leadership, which facilitates and supports Professional Learning Communities (PLCs), conducts observations, and provides coaching aligned to instructional priorities and student learning goals. Exploration team leads and, as the school develops, designated master

teachers will also play key roles in guiding collaborative planning, modeling best practices, and supporting continuous improvement within PLCs.

Because PLCs are the primary vehicle for professional development, all instructional staff share responsibility for contributing to collective inquiry, data analysis, and instructional refinement. This model ensures that professional learning is ongoing, responsive, and grounded in real classroom practice rather than dependent on standalone workshops.

While the majority of professional development will be internal, Nexus may partner selectively with external organizations to strengthen specific instructional practices. Potential partners include organizations such as PBLWorks for project-based learning support, as well as local educational organizations and institutions of higher education that can provide targeted expertise, training, or coaching aligned with the school's competency-based and exploration-driven model. These external partnerships will complement, rather than replace, Nexus' internal professional learning systems.

3.7 SCHOOL CULTURE

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

The culture of Nexus Charter School is grounded in our Portrait of a Graduate, which emphasizes the development of intellect, independence, and integrity in service of wise action. Nexus is intentionally designed as a community of learners committed to continuous growth—individually and collectively—where all members of the school community work to develop and refine the competencies necessary to think deeply, act ethically, and contribute meaningfully in a complex and rapidly changing world.

This ethos promotes a positive academic environment by treating learning as an active, purposeful endeavor rather than a passive or compliance-driven process. Students are not batched or advanced by age or seat time; instead, the competency-based education (CBE) model recognizes students as individuals with unique strengths, needs, and trajectories. Students take ownership of their learning by setting goals, curating portfolios of evidence, reflecting on progress, and supporting peers in shared intellectual work. This structure fosters academic responsibility, intrinsic motivation, and a sense of belonging within a supportive learning community.

Social and intellectual development are further reinforced through collaboration, discourse, and shared accountability. Students learn to engage respectfully with diverse perspectives, persist through challenge, and act with integrity in both individual and group contexts. Advisors and teachers model these habits through close relationships, regular feedback, and a shared commitment to growth.

Ultimately, every aspect of Nexus' culture—its instructional systems, relationships, and expectations—is aligned toward a single purpose: cultivating young people who can draw on their education to act wisely and become a force for good in the world.

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.

Nexus cultivates its school culture from before the first day of school through intentional faculty hiring, onboarding, and community-building practices. We recruit a diverse and vibrant faculty who model the qualities of our Portrait of a Graduate—intellect, independence, and integrity—and who are committed to fostering wise action in students. Before the school opens, teachers engage in collaborative professional development, develop a shared vision, and establish empowered PLCs, ensuring they work as interconnected teams rather than isolated instructors. This shared commitment to student learning models the attributes we seek to cultivate in students and creates a cohesive, supportive professional culture.

For students, Nexus embeds culture into everyday learning experiences. Teachers create contexts for students to develop and demonstrate the Nexus competencies, using advisory, project-based learning, and collaborative work to practice independence, intellectual curiosity, and integrity. Moments in which students act with these attributes are intentionally recognized and celebrated, reinforcing expectations and building a positive climate. Structures such as quarterly parent-student-teacher conferences, annual portfolio defenses, and ongoing advisory check-ins provide repeated opportunities to celebrate growth, clarify expectations, and strengthen the connection between students, families, and the school community.

Students entering at the start of the year participate in a dedicated orientation, and families are engaged in advance to establish shared expectations. For students joining mid-year, Nexus dedicates time for a thoughtful onboarding process rather than immediately placing them in classes. These students meet with their advisor and advisory group, receive a comprehensive introduction to school expectations and routines, and complete diagnostic assessments to guide placement and personalized support. This intentional process ensures that every student, regardless of entry point, has the guidance, context, and relationships necessary to integrate successfully into the Nexus culture.

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

At Nexus, school culture is inseparable from our broader mission: to empower students to act wisely and become a force for good in the world. We cultivate a culture in which students develop the Portrait of a Graduate attributes—intellect, independence, and integrity—and learn to translate these qualities into wise action. Our goal is to create a context in which students take ownership of their learning, fully engage in the pursuit of mastery, and embrace the shared norms and expectations of the school community.

We will evaluate the implementation and impact of our culture through multiple measures. At a daily level, we will assess whether students are:

1. **Engaging in rigorous learning** that advances the Nexus competencies,
2. **Actively engaged** in learning experiences, demonstrating curiosity, persistence, and collaboration, and
3. **Included and supported**, ensuring that all students participate fully regardless of background or prior experience.

Success will be evident when students demonstrate mastery of competencies, take responsibility for their learning, and engage wholeheartedly in academic and community life. These observations will be reinforced and reflected upon during quarterly parent-student-teacher conferences, advisory check-ins, and annual portfolio defenses, providing both formative and summative opportunities to assess and refine the school's culture and ensure it continues to support student growth and wise action.

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

At Nexus, supporting students' social and emotional development is foundational to our mission and culture. We intentionally foster an environment in which students feel a strong sense of belonging, because we believe students engage most deeply—and act with integrity—when they feel known, valued, and supported. This sense of belonging enables students to participate wholeheartedly in their education and to develop the habits of intellect, independence, and integrity that lead to wise action.

Advisory serves as the primary setting for explicit social-emotional learning (SEL) instruction. All students receive Tier 1 SEL supports through advisory, where they learn and practice skills such as self-awareness, self-management, collaboration, and responsible decision-making. These skills are explicitly connected to Nexus' Portrait of a Graduate, helping students understand how SEL competencies support intellectual growth, independence, and ethical action. SEL is also reinforced throughout the school day, particularly within project-based Exploration courses.

Project-based learning in Explorations provides a natural and powerful context for embedded SEL⁶⁴. As students work collaboratively on extended projects, they build relationships, explore identity, and develop skills for productive collaboration and conflict resolution. PBL requires students to manage time, teams, and tasks, while engaging in shared decision-making and navigating differing perspectives. With intentional scaffolding and guidance from teachers, students learn to manage deadlines, address disagreements constructively, and balance individual and collective responsibilities.

Public exhibitions and annual portfolio defenses further support social-emotional growth by helping students develop confidence, reflection, and a sense of agency. Through presenting their work, receiving feedback, and articulating their learning journey, students come to see themselves as capable contributors to their community.

Nexus employs a tiered approach to student support. Tier 2 includes targeted small-group interventions for students who need additional SEL support, while Tier 3 provides individualized services coordinated through advisors, counselors, and external partners as needed. To monitor student well-being and school climate, Nexus uses Panorama surveys and other data sources to assess belonging, engagement, and social-emotional growth. This information informs continuous improvement and ensures supports remain responsive and equitable.

5) Discuss any required dress code or uniform policy.

Nexus does not require school uniforms; instead, dress code expectations are designed to nurture self-expression while maintaining a safe and respectful learning environment which is free from unnecessary distractions.

Dress Code Policy

All students are expected to dress each day in a manner that supports a focused learning environment and reflects respect for all members of our school community.

Required clothing must include:

- A **top** that covers from the armpits to at least the belly button, with any width of sleeve or strap
- A **bottom** that begins at the hip bone and fully covers the genitals, buttocks, and undergarments

All clothing must:

- Be free of language, imagery, or symbols that demean or discriminate against any person or group
- Support a scholarly atmosphere and the work of learning

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.

At Nexus, discipline is not separate from the school's academic mission or culture; it is a central way we help students develop intellect, independence, and integrity, and ultimately learn to act wisely. As with our instructional model, the goal of discipline is not to impose behavior through external control, but to create a context in which students develop the judgment, responsibility, and ethical reasoning required to govern themselves and contribute positively to a community.

The Nexus Constitution

⁶⁴ See PBL Works' [summary of the research](#), and [Edutopia's article](#) on how PBL can foster SEL skills.

To support this goal, Nexus operates under a school constitution that establishes shared norms, rights, responsibilities, and expectations. This constitutional framework makes expectations transparent and reinforces the idea that discipline is a collective responsibility rather than a set of arbitrary rules imposed by adults.

We will adapt the constitution from Francis W. Parker Charter Essential School as our founding document, which students will ratify in Year 1. The constitution establishes rights and responsibilities for all community members, including:

1. Every member of the Nexus community has the right to be treated with courtesy and the responsibility to treat fellow community members and guests with the same.
2. Every member of the Nexus community has the right to believe what they want and the responsibility to employ thoughtful habits of mind/learning.
3. Every member of the Nexus community has the right to express concern and the responsibility to do so using an appropriate time, place, tone and attitude.
4. Every member of the Nexus community has the right to have their personal belongings respected by others and the responsibility to respect the belongings and resources of the school and others.
5. Every member of the Nexus community has the right to enjoy and participate in the Nexus community and the responsibility to not disrupt the enjoyment and the participation of others.
6. Every member of the Nexus community has the right to be supported in their learning style and the responsibility to do their own work well, ask for help, and give appropriate help.
7. Every member of the Nexus community has the right to have their voice heard and the responsibility to listen to others.
8. Every member of the Nexus community has the right not to answer questions that incriminate them or put them in danger.

Like the nation's founding document, the Nexus Constitution is designed to be stable yet adaptable. Amendments may be proposed and deliberated within advisory groups, where students engage in discussion, reflection, and debate. Each advisory votes on proposed amendments, with a two-thirds majority required for an advisory to advance a proposal to a schoolwide vote. A two-thirds majority of all advisories is required for ratification. This process reinforces civic responsibility, discourse, and shared ownership of community norms.

Restorative Justice Practices

In compliance with Nevada law (NRS 392.4644, NRS 392.466, and NRS 392.472), Nexus emphasizes restorative and reflective approaches to discipline. When expectations are not met, the primary response is to help students understand the impact of their actions, repair harm, and restore trust within the community. All staff members will receive training in restorative justice practices to ensure consistent, effective implementation throughout the school.

Restorative practices at Nexus include:

Restorative Circles: Regular community-building circles in advisory create strong relationships that prevent conflicts and provide structures for addressing issues when they arise. These proactive circles normalize talking about challenges and practicing perspective-taking.

Restorative Conversations: When minor infractions occur, teachers and advisors engage students in one-on-one conversations to understand what happened, why it happened, who was affected, and how to repair harm and prevent recurrence.

Restorative Conferences: For more serious incidents, formal conferences bring together the student who caused harm, those affected, and supportive adults to discuss the impact of actions, acknowledge harm, and develop plans for restoration and accountability.

Tiered Behavioral Interventions

Nexus uses a tiered approach to behavioral interventions, escalating support and consequences based on severity and frequency of behaviors:

Tier 1 - Minor Infractions: Behaviors such as tardiness, off-task behavior, or minor disruptions are addressed by the teacher or staff member through:

- One-on-one redirect or restorative conversation
- Communication with student's advisor
- Contact with parent/guardian
- Reflection activities where students consider impact and develop alternative strategies

Tier 2 - Moderate Infractions: Habitual or worsening Tier 1 behaviors and more serious behaviors (including but not limited to bullying, use of insults or vulgarity, ditching class, theft, cheating, or disrespect) result in:

- Immediate referral to principal and/or school counselor
- Restorative conference with affected parties
- Parent/guardian meeting
- Development of individualized behavior support plan with input from advisor and counselor
- Potential assignment to reflection or community service activities
- Documented intervention plan with clear expectations and timelines

Tier 3 - Serious Infractions: Habitual or worsening Tier 2 behaviors and serious behaviors (including but not limited to fighting, aggressive threats or harassment, hate speech, repeated bullying, insults or profanity directed toward staff, or significant property damage) result in:

- Immediate referral to principal
- Restorative conference
- Parent/guardian meeting required
- In-school or out-of-school suspension (1-10 days depending on severity)
- Behavior contract required for re-entry
- Possible recommendation for alternative placement or expulsion for the most severe or persistent behaviors

Tier 3 Major - Zero Tolerance Behaviors: Certain behaviors that threaten the safety or well-being of others result in immediate suspension and possible expulsion, including:

- Assault or battery
- Possession, use, or distribution of weapons (as defined by NRS)
- Possession, use, or distribution of illegal drugs or alcohol
- Arson or attempted arson
- Threats of violence against staff or students
- Sexual harassment or assault

Even for these most serious infractions, restorative practices will be employed to the greatest extent possible, consistent with maintaining school safety and in compliance with Nevada law.

Positive Behavior Support

Positive behavior is encouraged through:

Modeling and Explicit Instruction: Staff consistently model the rights and responsibilities outlined in the constitution. Advisory time includes explicit instruction in conflict resolution, emotional regulation, and community citizenship.

Recognition: Staff recognize and celebrate moments when students demonstrate integrity, independence, intellect, and wise action (or their component competencies). Recognition may include public acknowledgment in advisory, mentions at community gatherings, or positive communication with families.

Competency Development: Our academic competencies include skills that support positive behavior (e.g., communication). Students develop these competencies through and beyond their coursework and receive feedback on their growth.

Advisory Support: Advisory provides consistent small-group settings where students build relationships, discuss challenges, practice perspective-taking, and support each other's growth. Advisors help students reflect on their behavior choices and develop strategies for meeting community expectations.

Student Voice and Agency: By giving students genuine voice in school governance through the constitutional amendment process and opportunities to propose projects and shape their learning, we foster investment in the community and intrinsic motivation to uphold its values.

Transparent Expectations: Our constitutional framework and competency rubrics make behavioral expectations crystal clear, reducing confusion and helping students succeed.

By embedding discipline within a constitutional, restorative framework, Nexus ensures that behavioral expectations are not merely enforced, but understood, owned, and internalized—preparing students to act wisely both within and beyond the school community.

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 in order to promote the continuation of educational services in the school.

Nexus is committed to ensuring that discipline practices do not disproportionately impact certain student populations and that the rights of students with disabilities are fully protected.

Monitoring and Preventing Disproportionate Discipline

The school leadership team will track and analyze discipline data disaggregated by:

- Race and ethnicity
- Gender
- Disability status (students with IEPs)
- English Language Learner status
- Socioeconomic status (FRL eligibility)
- Foster care or homeless status

These data will be reviewed at least quarterly to identify any patterns of disproportionate discipline. If analysis reveals that particular student groups are receiving discipline referrals, suspensions, or other consequences at higher rates than their representation in the student body, the leadership team will:

1. **Conduct Root Cause Analysis:** Examine underlying causes of disparity—are certain behaviors being coded differently? Are implicit biases affecting referrals? Are particular classroom management approaches less effective for certain students?
2. **Review Individual Cases:** Examine specific discipline incidents involving affected student groups to identify patterns and potential alternative approaches.
3. **Professional Development:** Provide targeted training for staff on culturally responsive classroom management, implicit bias, trauma-informed practices, and differentiated behavior support.
4. **Adjust Practices:** Modify policies, procedures, or practices that contribute to disproportionality. This may include revising behavior definitions, providing additional support for particular student groups, or implementing specific interventions.
5. **Report to Board:** Inform the governing board of any identified disparities and the action plan to address them.
6. **Monitor Progress:** Track whether interventions reduce disproportionality over subsequent quarters.

Proactive Equity Measures

Beyond monitoring, Nexus will proactively work to prevent disproportionate discipline:

Culturally Responsive Practices: All staff will receive training in culturally responsive teaching and behavior management, recognizing that behaviors may be interpreted differently across cultural contexts and that what appears as "defiance" may reflect cultural communication norms or trauma responses.

Restorative Approaches: Research shows restorative practices can reduce racial discipline gaps. Our emphasis on restorative justice over punitive consequences helps ensure equity.

Individualized Support: Our advisory system ensures every student has an adult advocate who understands their context and can intervene before behaviors escalate to formal discipline.

Clear, Objective Criteria: Our tiered behavior system with clear definitions reduces subjectivity in discipline decisions, minimizing opportunities for implicit bias to influence outcomes.

Protecting Rights of Students with Disabilities

Nexus will rigorously protect the rights of students with disabilities in all disciplinary actions, in full compliance with the Individuals with Disabilities Education Act (IDEA):

Manifestation Determinations: Before any suspension exceeding 10 cumulative days or any expulsion of a student with an IEP, the school will conduct a manifestation determination review within 10 school days. This review, conducted by the IEP team (including parents, special education coordinator, general education teacher, and administrator), will determine whether:

1. The conduct was caused by, or had a direct and substantial relationship to, the student's disability, OR
2. The conduct was a direct result of the school's failure to implement the IEP

If the behavior is determined to be a manifestation of the student's disability, the student will not be expelled and alternative interventions will be developed. The IEP team will conduct a functional behavioral assessment (FBA) if one has not been conducted, and will implement or revise a behavior intervention plan (BIP).

Functional Behavioral Assessments and Behavior Intervention Plans: For students with disabilities who exhibit behavioral challenges, Nexus will conduct FBAs to understand the function of behaviors and develop positive BIPs to teach replacement behaviors and modify environmental factors. These proactive interventions often prevent the need for exclusionary discipline.

Continuation of Services: Even when a student with an IEP is suspended or placed in an interim alternative educational setting, the school will ensure continuation of educational services that enable the student to progress in the general curriculum and advance toward IEP goals. A student with a disability may not be suspended for more than 10 cumulative days without continuing to receive special education services.

Interim Alternative Educational Settings: For certain serious infractions (weapons, drugs, serious bodily injury), a student with a disability may be placed in an interim alternative educational setting for up to 45 school days, regardless of whether the behavior is a manifestation of disability. However, the student must continue receiving special education services and the IEP team must determine the appropriate setting.

Parent Participation: Parents of students with disabilities will be included in all disciplinary proceedings and manifestation determinations. They will be notified of disciplinary actions, provided copies of procedural safeguards, and given opportunity to participate in decision-making.

Responsibility: The Director of Special Education will be responsible for ensuring that all disciplinary actions involving students with IEPs comply with IDEA requirements, including timely manifestation determinations, continuation of services, and proper documentation.

Staff Training: All staff will receive training on the rights of students with disabilities in discipline, including when manifestation determinations are required and how to implement BIPs consistently.

Exhausting Alternatives: Before considering expulsion of any student, particularly students with disabilities, Nexus will exhaust all possible alternatives including modified schedules, intensive behavior supports, counseling services, alternative educational placements, and wraparound services coordinated with community partners.

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.

Nexus will provide full due process rights to all students facing suspension or expulsion, in compliance with Nevada law (NRS 392.466 to 392.472).

Suspension Procedures

Immediate Removal: A student may be removed from school immediately for up to two (2) school days if their continued presence poses a danger to persons or property or significantly disrupts the educational practices of the school. Parents will be notified immediately.

Investigation: The principal or executive director will investigate the facts, obtain witness statements, and gather evidence related to the alleged infraction.

Restorative Conference: Within three (3) school days of a proposed suspension, the school will convene a Restorative Conference. This conference serves dual purposes: it is both a restorative justice practice aimed at repairing harm and a due process hearing where charges are presented and the student has an opportunity to respond. The conference will include:

- The student
- Parent(s) or guardian(s)
- The principal or designee (as facilitator)
- A staff advocate (typically the student's advisor or school counselor)
- Others as appropriate (affected parties, witnesses, etc.)

At the conference, the facilitator will:

- Present the charges against the student
- Present evidence and witness statements
- Provide the student opportunity to respond, present their perspective, and offer evidence
- Discuss the impact of the student's actions on individuals and the community
- Determine appropriate consequences

Written Notice: Following the Restorative Conference, Nexus will provide written notice to the student and family including:

- The specific charges and rule violations
- The evidence supporting the charges
- The length of suspension (if applicable)
- Requirements for re-entry (e.g., parent meeting, behavior contract)
- The student and family's right to appeal
- The appeal process and timeline

Re-entry Requirements: If a suspension is imposed, the student cannot return to school without a parent/guardian re-entry meeting. During this meeting, the student will be given a behavior contract that serves as a binding agreement between parents, student, and school outlining expectations and consequences for future infractions.

Appeal Process for Suspensions:

- To appeal a suspension, the family must submit a written request within five (5) school days of receiving the written suspension notice
- The appeal will be heard by the principal (as designee of the school board) within ten (10) school days of the written appeal request
- At the appeal hearing, the student may present evidence, testimony, and witnesses in support of their case
- The student's disciplinary history may be considered as part of the appeal
- The principal will make an impartial decision based on evidence presented and provide a written decision including reasons
- The principal's decision on suspension appeals is final

Expulsion Procedures

Expulsion may be considered if:

- A student has accumulated ten (10) days of out-of-school suspension
- A student commits a Tier 3 Major infraction (weapons, drugs, assault, etc.)
- A student's behavior poses ongoing serious threat to school safety

Only students age 11 or older may be expelled.

Authority: Only the governing board has authority to expel a student.

Investigation and Restorative Conference: The same investigation and Restorative Conference procedures apply as for suspensions. The principal will make a recommendation regarding expulsion to the board or its designee.

Written Notice: Following a recommendation for expulsion, Nexus will provide written notice to the student and family including:

- The specific charges and rule violations
- The evidence supporting the charges
- The recommendation for expulsion
- The student and family's right to a hearing before the board or its designee
- The hearing process, timeline, and appeal rights
- Notice that the student will be placed on suspension pending the hearing and any appeals

Expulsion Hearing:

- To request a hearing, the family must submit a written request within five (5) school days of receiving the expulsion notice
- The hearing will be conducted within ten (10) school days of the written request
- The hearing will be conducted by either the full governing board or a fair and impartial panel of representatives assigned by the board (at the board's sole discretion)
- At the hearing, the student may:
 - Be represented by legal counsel or advocate
 - Present evidence, testimony, and witnesses in support of their case
 - Question witnesses presented by the school
 - Make statements on their own behalf
- The student's disciplinary history may be considered
- The hearing panel or board will make an impartial decision based on evidence presented
- The decision will be provided in writing and include reasons

Appeal Process for Expulsions:

- If a panel of board designees upholds the expulsion, the student and family may request an appeal to the full governing board within ten (10) days of receiving the written decision
- The appeal must be in writing and include reasons for the appeal

- The board will review the evidence presented at the hearing and make a final decision based on the evidence
- The board's decision is final

Special Considerations for Students with Disabilities: All expulsion proceedings for students with IEPs will include manifestation determination reviews as described in section 2 above, and will comply fully with IDEA requirements.

Reporting: The leadership team will report to the Las Vegas Metropolitan Police Department and all appropriate agencies, including the State Public Charter School Authority, any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons as outlined in NRS and NAC.

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?

Overall Responsibility: The Principal, who reports to the Executive Director, has primary responsibility for implementing the school's discipline policy and ensuring compliance with Nevada law and SPCSA requirements.

Specific Responsibilities:

Principal or Executive Director:

- Investigate alleged infractions
- Facilitate or designate facilitators for Restorative Conferences
- Make suspension decisions (up to 10 days)
- Make recommendations to the board regarding expulsions
- Ensure due process procedures are followed
- Hear suspension appeals
- Coordinate with law enforcement and SPCSA as required by law
- Provide written notice to families regarding discipline actions
- Oversee maintenance of discipline records

Special Education Coordinator:

- Ensure compliance with IDEA in all disciplinary actions involving students with IEPs
- Coordinate and participate in manifestation determination reviews
- Ensure continuation of special education services during suspensions
- Train staff on rights of students with disabilities in discipline
- Review discipline data for students with disabilities

School Leadership Team:

- Maintain accurate discipline records in student information system
- Generate quarterly discipline data reports disaggregated by student demographics
- Analyze discipline data for patterns of disproportionality
- Report discipline data to SPCSA as required
- Develop and implement action plans to address any identified disparities
- Report findings and action plans to governing board

Advisors and Teachers:

- Implement Tier 1 interventions for minor infractions
- Document behavioral concerns and interventions
- Communicate with parents regarding behavioral concerns
- Refer more serious infractions to principal
- Participate in Restorative Conferences as appropriate
- Serve as student advocates in disciplinary proceedings when requested

- Implement behavior support plans and monitor student progress

Governing Board:

- Approve discipline policies
- Hear expulsion cases or appoint hearing panels
- Make final decisions on expulsions
- Review quarterly discipline data reports
- Provide oversight and accountability for equitable discipline practices

Record Maintenance and Reporting:

All discipline incidents will be documented in the student information system with the following information:

- Date, time, and location of incident
- Description of behavior/infraction
- Student(s) involved
- Staff member(s) involved
- Witnesses
- Interventions attempted
- Consequences imposed
- Parent notification
- For students with IEPs: whether manifestation determination was conducted and results

The school leadership team will generate quarterly reports for internal review and provide all required discipline data to SPCSA according to established timelines and formats.

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

Nexus has established clear, measurable goals for student behavior:

1. **Chronic Absenteeism:** Maintain chronic absenteeism rate at or below 10% for all students and all subgroups.
2. **School Climate:** Achieve 80% or higher favorable responses from students on the Panorama School Climate Survey in the following domains:
 - Sense of Belonging
 - Teacher-Student Relationships
 - Psychological Safety
3. **Constitutional Governance:** Students will demonstrate ownership of community norms by actively engaging in the constitutional amendment process, with at least one amendment proposed and deliberated per school year, reflecting students' investment in collective governance.
4. **Restorative Practices:** 90% or more of discipline incidents at Tier 1 and Tier 2 levels will be addressed through restorative practices rather than exclusionary discipline.
5. **Reduced Suspensions:** Maintain out-of-school suspension rate below 5% for all students and all subgroups.
6. **Zero Expulsions:** Strive for zero expulsions by exhausting all alternative interventions and supports.
7. **Equitable Discipline:** No student subgroup (defined by race, ethnicity, gender, disability status, ELL status, or socioeconomic status) will receive discipline referrals or consequences at rates significantly disproportionate to their representation in the student body.

Data Tracking:

The school leadership team will track multiple sources of behavioral data:

Quantitative Data:

- Attendance and chronic absenteeism rates (tracked daily, reported weekly)
- Discipline referrals by type, tier, student, and staff member (tracked continuously)
- Consequences imposed (warnings, conferences, suspensions) by type and student demographics
- Suspension rates (in-school and out-of-school) overall and by subgroup
- Expulsions (if any)
- Panorama School Climate Survey results (administered 2-3 times per year)
- Participation rates in restorative conferences and circles

Qualitative Data:

- Restorative conference notes and outcomes
- Behavior intervention plan implementation fidelity
- Student, family, and staff feedback on discipline practices
- Constitutional amendment proposals and deliberations
- Advisory reflections on community culture

Data Review and Use:

Quarterly Review: The school leadership team will review comprehensive discipline data quarterly, examining:

- Trends in types and frequency of behavioral incidents
- Effectiveness of interventions at each tier
- Patterns of disproportionality by student demographics
- Progress toward behavioral goals
- School climate survey results (when administered)

Action Planning: Based on quarterly data review, the leadership team will:

- Identify students needing additional behavioral support and coordinate interventions
- Adjust discipline practices if certain approaches are ineffective
- Provide targeted professional development if data reveals staff struggles with particular types of behaviors or student populations
- Implement corrective actions if disproportionality is identified
- Celebrate successes and effective practices

Board Reporting: The leadership team will present discipline data and analysis to the governing board quarterly, including:

- Progress toward behavioral goals
- Any identified concerns or disparities
- Action plans to address concerns
- Recommendations for policy or practice changes

SPCSA Reporting: The principal will ensure accurate and timely reporting of all required discipline data to SPCSA according to established schedules and formats.

Continuous Improvement: Nexus views discipline data not as a compliance exercise but as essential feedback about how well our community is living up to our constitutional values and supporting all students to develop integrity, independence, and wise action. We will use data to continuously refine our practices, ensuring that discipline supports rather than undermines our mission.

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.

Nexus will operate on a slightly extended academic calendar designed to align with the rhythms of our competency-based, project-based educational model and the needs of our student population in the East Henderson/Whitney area.

Rather than a traditional calendar with a single extended summer break, Nexus will organize the academic year into four quarters of approximately 9–11 weeks each, separated by two-week breaks. The overall calendar is modestly longer than a standard Nevada school year to accommodate one week of structured teacher planning time between each quarter — time that is essential to the intensive work of competency-based education.

This structure serves our students and model in the following ways:

Reducing Extended Breaks and Supporting Consistent Engagement: By distributing time off across the year rather than concentrating it in a single long summer, Nexus minimizes the disruption to student learning that can occur during extended breaks. This is particularly important for students who benefit from consistent routines and ongoing academic engagement.

Supporting Competency-Based Advancement: Our model requires students to demonstrate mastery before advancing. The quarterly structure creates natural checkpoints for portfolio review, competency assessment, and individualized planning conversations with students and families. Students who need additional time to demonstrate a competency, as well as those ready to accelerate, can be identified and supported at these transition points.

Enabling Intersession Opportunities: The two-week breaks between quarters create space for optional intersession programming, including targeted academic support, enrichment, and project-based work. While participation is not required, these periods extend meaningful learning opportunities for students who choose to engage.

Structured Teacher Planning Time: During each two-week quarter break, students have the full two weeks off while teachers utilize one week for rest and one week for collaborative planning, data analysis, professional development, and preparation for the upcoming quarter. This dedicated planning time is critical for tracking individual student progress, designing authentic projects, and coordinating the interdisciplinary instruction central to our model.

Approximate Calendar (subject to final board approval):

- Quarter 1: Early August - early-October (~8 weeks)
- Fall Break: Mid-October (2 weeks, including intersession programming)
- Quarter 2: Mid-October- Mid-December (~ 9 weeks)
- Winter Break: Late December - Early January (~3 weeks)
- Quarter 3: Early January - Mid March (~9 weeks)
- Spring Break: Mid-March (2 weeks, including intersession programming)
- Quarter 4: Late March - Early June (~11 weeks)

This calendar provides well over the required instructional minutes in terms of both high school classes and overall time while better supporting student learning and teacher effectiveness.

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.

Daily Schedule Overview:

Nexus will operate from 8:00 AM to 3:05 PM, providing robust instructional time while accommodating family schedules and transportation needs.

Monday, Tuesday, Thursday, Friday - Regular Schedule:

The school day will include the following components (specific timing subject to refinement based on operational needs):

- **Advisory** (30 minutes): Small-group time for community-building, goal-setting, reflection, and holistic student support
- **Numeracy Lab** (45 minutes): Personalized mathematics instruction combining adaptive technology with teacher facilitation
- **Humanities Exploration** (95 minutes): Interdisciplinary, project-based learning integrating ELA and Social Studies, co-taught by two teachers
- **Lunch** (45 minutes)
- **STEM Exploration** (95 minutes): Interdisciplinary, project-based learning integrating Science and Mathematics/Engineering, co-taught by two teachers
- **Literacy Lab** (45 minutes): Personalized reading instruction focused on knowledge-building and text complexity
- **Electives** (45 minutes): Student choice time for clubs, athletics, arts, additional academic support, or other enrichment

Total instructional time exceeds Nevada's requirement of 330 minutes/day for grades 7-12.

Wednesday - Remediation/Extension Day:

Wednesday will be an early release day. School will start at the usual time (8:00 AM), but students will be dismissed at noon. (We will seek to partner with an outside provider for after-school programming for students who require supervision beyond the abbreviated school day.) The Wednesday schedule will include advisory and then four 45-minute periods in which teachers will provide remediation and extension activities for students. Because middle school does not have the requirement of 120 course hours, we will use this time to flexibly group students according to their needs. For high school students, we will rotate their assignment to ensure that each assigned course is allotted the required time.

After student dismissal, teachers will use the remaining contract time for:

- Professional learning community (PLC) meetings
- Collaborative planning and curriculum development
- Data analysis and student progress review
- Individual planning time
- Site visits to students' work-study placements (for high school)

This flexible day serves multiple purposes: It builds in time and space for students can get the differentiated support they need, and for teachers to collaboratively analyze student data, grade and plan⁶⁵.

Instructional Minutes for Core Subjects:

⁶⁵ [NCCE \(2016\)](#) illustrates how “Teachers in the U.S. spend more time teaching, and thus have less time for collaboration and planning, than their counterparts in high-performing education systems.” Nexus is founded by educators who have felt this directly and recognize the detriment of overscheduling teachers and underscheduling time for collaboration, grading, and planning.

Our interdisciplinary model integrates traditional "core subjects" in ways that provide deep, connected learning:

- **English Language Arts:** Students receive ELA instruction through Humanities Explorations (45 minutes) and Literacy Labs (45 minutes), totaling approximately 90 minutes daily of literacy-focused instruction
- **Mathematics:** Students receive mathematics instruction through STEM Explorations (45 minutes, with significant math integration) and Numeracy Labs (45 minutes), totaling approximately 90 minutes daily
- **Science:** Integrated into STEM Explorations (45 minutes), with substantial time dedicated to scientific inquiry, experimentation, and analysis
- **Social Studies:** Integrated into Humanities Explorations (45 minutes), where students engage with historical texts, analyze social issues, and conduct research

This integrated approach provides more instructional time in core subjects than traditional siloed schedules while helping students see connections across disciplines.

Annual Instructional Minutes:

With 375 instructional minutes⁶⁶ per full day and 240 minutes per early-release day, Nexus will substantially exceed Nevada's minimum requirements:

- Grades 3-6: 54,000 minutes required → Nexus will provide 61,515+ minutes
- Grades 7-12: 59,400 minutes required → Nexus will provide 61,515+ minutes
- High School courses: 120 hours required → Nexus will provide at least 120.75 hrs

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.

Alignment with Competency-Based Education:

Traditional bell schedules, with short periods and frequent transitions, fragment learning and make it difficult for students to engage in deep, sustained work. Nexus's schedule is intentionally designed to support competency development:

Extended Blocks for Explorations: The 95 minute blocks for Humanities and STEM Explorations provide time for students to engage in authentic project work that cannot be accomplished in 45-minute periods. Students can conduct research, collaborate with peers, receive feedback, revise their work, and demonstrate competencies—all within a single class session rather than across fragmented days.

Daily Literacy and Numeracy Practice: By providing dedicated time every day for foundational skills in Labs, we ensure consistent practice and progress monitoring. Students build automaticity and fluency that supports their work in Explorations.

Teacher Collaboration Time: The co-teaching model in Explorations requires significant planning and coordination. By structuring the schedule so that Exploration partners have common planning time, we enable the collaboration essential for high-quality interdisciplinary instruction.

Differentiated Wednesday: The differentiated Wednesday schedule allows us to be responsive to students' emerging interests and needs. The early release also provides teachers time to collaborate, analyze data, plan, and make adjustments for upcoming lessons.

Meeting Student Population Needs:

Consistent Structure with Flexibility: Our students benefit from the consistent daily structure (same schedule Monday, Tuesday, Thursday, Friday) while also experiencing the flexibility of competency-based pacing within that structure.

⁶⁶ We used the guidance in the [DOE Memorandum 26-06](#) to calculate instructional minutes (which includes passing periods between academic classes), but we exclusively used time in class to calculate course hours for high school.

Accommodating Working Families: The 8:00 AM - 3:00 PM schedule aligns with typical work schedules, making it feasible for working parents to manage drop-off and pick-up. As needed and as permitted by the budget, we will provide extended-day programming before and after school for families who need it.

Reducing Cognitive Load: By having the same two teachers for both Explorations each day (Humanities team and STEM team), students build deeper relationships and experience less cognitive load from navigating many different teachers and expectations. This is particularly supportive for students with disabilities, English Language Learners, and students experiencing trauma or instability.

Quarterly Rhythms: Our quarterly rhythms give teachers and students regular time to reflect and rejuvenate. This helps avoid burnout, and gives teachers valuable time to analyze past performance and plan ahead. (We model our calendar after Equipo Academy's, which has used it to great success.)

Authentic Learning Opportunities: The Wednesday work-study and field experience model provides students who may feel disconnected from traditional academics with opportunities to see the relevance of their learning, develop professional skills, and build social capital through connections with community members and employers.

Supporting Teacher Effectiveness:

Daily Planning Time: Teachers have substantial planning time built into each day, plus the extended Wednesday collaboration time. This is essential for the demanding work of designing projects, assessing portfolios, providing individualized feedback, and tracking competency development.

Sustained Professional Learning: The structured planning week between quarters and Wednesday PLC time create conditions for sustained professional growth and collaborative problem-solving.

In sum, our schedule is not a generic template but a carefully designed system that enables the personalized, project-based, competency-based instruction central to our model while supporting the specific needs of our student population and the professional effectiveness of our teachers.

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?

Attendance Goal:

Nexus aims to achieve and maintain an average daily attendance (ADA) rate of 95% or higher for all students and across all subgroups. Additionally, we are committed to keeping chronic absenteeism (missing 10% or more of enrolled school days) at or below 10% of our student population.

Ensuring High Attendance Rates:

As detailed in our response to Academic Needs (Section 3), Nexus's entire model is designed to prevent the disengagement that drives chronic absenteeism:

Engagement-Centered Design: Our project-based Explorations, competency-based advancement, and advisory structures address the root causes of voluntary absenteeism—boredom, perceived irrelevance, and lack of belonging. When students find school meaningful and feel known by adults, they are more likely to attend.

Flexible Yet Rigorous: Our competency-based system accommodates students who must miss school due to circumstances beyond their control (housing instability, family responsibilities, health challenges) while maintaining high expectations. Students can pick up where they left off rather than falling irretrievably behind, reducing the spiral of absence → failure → disengagement.

Strong Relationships: Through advisory and the co-teaching model, every student is known well by multiple adults who notice when they're absent and reach out proactively.

Attendance Monitoring and Intervention:

Responsibility for Data Collection:

- Teachers will take attendance daily during Advisory (first period of the day)
- Attendance data will be entered into the student information system in real-time
- Office staff and/or family liaison will review daily attendance reports and contact families of absent students the same day
- The school leadership team will monitor attendance trends weekly and generate reports for review

Tiered Intervention System:

Tier 1 - Universal Supports (All Students):

- Clear communication of attendance expectations during enrollment and orientation
- Daily attendance monitoring and same-day parent contact for absences
- Positive recognition for strong attendance
- Advisory discussions about the importance of attendance and strategies for overcoming barriers
- Welcoming school culture that makes students want to be present

Tier 2 - Early Intervention (Students Showing Concerning Patterns):

When a student accumulates **3 absences within a quarter or 5 absences overall**, the following interventions will be triggered:

- Advisor reaches out to student and family to understand barriers and develop an attendance plan
- Review of whether absences are related to academic struggles, peer conflicts, transportation issues, health concerns, or other factors
- Connection to appropriate supports (counseling, academic intervention, transportation assistance, etc.)
- Monitoring of attendance plan implementation with weekly check-ins
- Documentation of interventions in student record

Tier 3 - Intensive Intervention (Students Approaching or Exceeding Chronic Absenteeism):

In accordance with Nevada attendance laws, when a student's attendance becomes a serious concern:

After declaration of truancy (one or more unapproved absences):

- Written notification to parent/guardian explaining legal requirements for school attendance
- Meeting with principal, family liaison, student, and family to identify barriers and develop comprehensive intervention plan
- Possible referral to school counselor or social worker for deeper support
- Connection to community resources (healthcare, housing assistance, transportation, etc.)
- Modified schedule or alternative programming if appropriate

After habitual truancy (three or more truanancies in one school year per NRS 392.140):

- Additional written notice to parent/guardian of habitual truancy status
- Intensified intervention including potential home visits
- Referral to law enforcement as required by NRS 392.144
- Possible filing of educational neglect after 20+ unexcused absences per NRS 432B.140

Protecting Instructional Time: Throughout all interventions, Nexus will work to keep students in school and engaged in learning. Exclusionary consequences are a last resort; our goal is to remove barriers to attendance, not create additional ones.

Excused vs. Unexcused Absences:

Nexus will follow Nevada law and best practices in distinguishing excused from unexcused absences:

Excused absences include:

- Personal illness (with parent note within 3 days; doctor's note if absence exceeds 3 days or if student has frequent absences)
- Unavoidable medical appointments (with doctor's note; student expected to attend school before/after appointment if possible)
- Family emergency (with principal approval)
- Funeral for immediate family member (2 days in-state, 3 days out-of-state, unless otherwise approved)
- Religious holidays within student's tradition
- Required court appearance
- Pre-arranged absence approved by principal (up to 10 days with at least one week advance notice)
- Other extenuating circumstances approved by principal

Unexcused absences include:

- Any absence not meeting the above criteria
- Absences for which required documentation is not provided within specified timeframes
- Truancy (absence without parent/guardian knowledge or approval)

All absences are considered unexcused until proper documentation is provided and approved by office staff.

Special Considerations:

Students with Disabilities: Attendance interventions for students with IEPs will be coordinated with special education staff to ensure that absences are not related to disability manifestations and that interventions do not conflict with IEP provisions.

English Language Learners: All attendance communications will be provided in families' home languages, and family liaisons will work to understand cultural factors that may affect attendance patterns.

Students Experiencing Homelessness or in Foster Care: Nexus will provide flexible, trauma-informed support for these students, working closely with child welfare agencies and homeless liaisons to minimize attendance disruptions and maintain educational continuity.

Data Use for Continuous Improvement:

Beyond individual interventions, Nexus will use attendance data to improve systems:

- **Monthly Review:** School leadership will review attendance data monthly, disaggregated by student demographics, to identify patterns and adjust supports
- **Quarterly Analysis:** Comprehensive attendance analysis will be included in quarterly reports to the governing board, including ADA rates, chronic absenteeism rates by subgroup, effectiveness of interventions, and adjustments to policies or practices
- **Annual Evaluation:** At year-end, leadership will conduct comprehensive attendance analysis to inform the following year's calendar, schedule, policies, and interventions

By combining a school model designed to promote engagement with proactive monitoring and tiered interventions, Nexus will maintain high attendance rates and ensure that all students receive the instructional time necessary for academic success.

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 SPCSA 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 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.

We will partner with the College of Southern Nevada (CSN) to offer dual enrollment opportunities to qualified and interested students in grades 9–12. Students may enroll in any CSN course for which they meet prerequisites, allowing them to pursue coursework aligned with their individual interests and postsecondary goals — whether in academic subjects like English, mathematics, or science, or in career and technical areas like photography, business, or technology.

Dual enrollment will initially be offered off-campus, with students attending courses directly at CSN campuses. This approach is both practical and philosophically consistent with our competency-based education (CBE) model: rather than replicate what CSN already does well, we will focus our energy on executing our unique instructional model while supporting students in navigating a real college environment. This experience itself develops the independence, self-advocacy, and real-world readiness that our school prioritizes.

Scheduling and credit integration will be handled collaboratively by advisors and the college counselor. CSN credits and grades will be recognized within our CBE framework: students who successfully complete a CSN course will be excused from the corresponding portfolio requirements. For example, a senior earning a passing grade in a semester-long CSN English course will be excused from the equivalent English 12 portfolio competencies; a student completing a CSN photography course will satisfy an elective requirement. This integration ensures dual enrollment is additive — expanding opportunity rather than creating redundant work.

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.

We initiated outreach to CSN in January 2026 and have since developed the partnership as evident in Attachment 7. Because our school will open serving 9th graders and grow one grade level per year, we do not anticipate students being eligible for dual enrollment until 11th grade. This timeline gives us a meaningful runway to build a well-prepared program before the first students enroll in CSN courses.

We will advance the partnership through the following steps:

- **Spring–Summer 2026:** Finalize and execute an MOU with CSN governing enrollment processes, credit transfer, and communication protocols between institutions. Identify a CSN liaison to serve as our primary point of contact.

- **2026–2027 (Year 1):** Train advisors and the college counselor on CSN enrollment systems, eligibility requirements, and available student supports. Begin introducing dual enrollment as a future pathway during 9th grade advising conversations, so students can plan their coursework accordingly.
- **2027–2028 (Year 2):** Begin targeted dual enrollment preparation with 10th graders. Work with CSN to confirm prerequisite pathways and ensure students are on track academically to qualify for dual enrollment in 11th grade.
- **2028–2029 (Year 3):** Launch dual enrollment for the first cohort of eligible 11th graders. Conduct a program review at the end of the first year to assess participation, student experience, and any needed adjustments.
- **Ongoing:** Conduct annual reviews of the partnership and program outcomes, expanding course options and supports as enrollment and demand grow.

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.

Students enrolling in CSN dual credit courses will pay CSN's standard dual enrollment rates directly to the institution:

Table 31: DUAL ENROLLMENT COSTS		
Fee	Standard Rate	FRL-Eligible Rate ⁶⁷
Tuition (per credit)	\$95.75	\$65.00
Technology fee (per credit)	\$11.50	\$11.50
Course-specific fees	Varies	Varies

To ensure the dual enrollment program is financially accessible to all students, the school will cover the full cost of dual enrollment — including tuition, technology fees, and applicable course fees — for students who qualify for Free and Reduced Lunch (FRL). No student will be turned away from dual enrollment participation due to financial need. The school will budget for this commitment annually and will actively pursue supplemental grant funding and donations to sustain and expand financial support. Students who do not qualify for FRL but face financial hardship may also apply for assistance on a case-by-case basis.

Transportation to CSN campuses will also be considered in our financial accessibility planning, and we will explore supports such as bus passes or carpool coordination for students who need them.

4) Describe how the school will monitor the students enrolled in the dual enrollment program, including course enrollment, attendance, and the acquisition of college credits.

The college counselor (when hired) and each student's assigned advisor will share responsibility for monitoring dual enrollment participation. Oversight will follow a structured process:

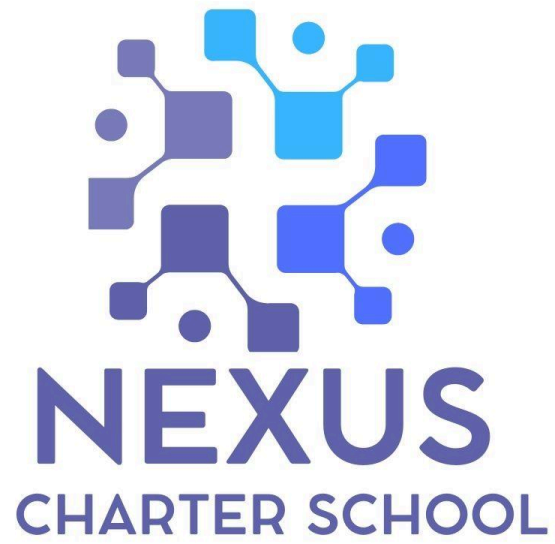
Enrollment: Before each CSN term, the college counselor will verify that each participating student has completed the CSN enrollment process, confirmed their course selection, and received any required approvals. A roster of dual-enrolled students will be maintained and shared with relevant advisors.

Attendance and Progress: Advisors will conduct biweekly check-ins with dual-enrolled students to monitor attendance, workload, and academic standing. Students will be expected to self-report any attendance concerns or academic difficulties, and advisors will follow up proactively if warning signs emerge.

⁶⁷ These numbers come from CSN's planned fees for the 2027-2028 school year, which are slightly higher than the preceding years.

Academic Progress Reviews: Formal progress reviews will occur at two points each semester — at the midpoint and upon grade release — during which the college counselor and advisor will review each student's standing, identify any students at risk of not earning credit, and connect them with supports as needed. This may include tutoring referrals, schedule adjustments, or direct outreach to the CSN course instructor.

Credit Acquisition: Upon course completion, the college counselor will confirm that earned credits have been recorded by CSN and will update the student's internal record to reflect the corresponding CBE portfolio exemptions. Credits and grades will be communicated to families as part of regular progress reporting.



Section 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.

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.

Nexus is governed by a Board of Directors featuring a diverse cohort of high-capacity professionals whose collective expertise meets the rigorous demands of school oversight. The Board maintains a membership of no fewer than 5 and no more than 11 individuals, with the specific number determined periodically by Board resolution. Expansion of the Board is based on a strategic analysis of current requirements and the need for specific expertise.

As the holder of the school's charter, the Board is responsible for ensuring Nexus meets or exceeds all academic and operational benchmarks, including full compliance with state and federal laws. All proceedings are conducted in accordance with Board bylaws and SPCSA regulations. In alignment with state law, all meetings are open to the public.

Primary Responsibilities

The Board's core functions include:

- **Leadership Accountability:** Hiring, supporting, and evaluating the Executive Director (ED).
- **Strategic Oversight:** Monitoring the implementation of the ED's multi-year strategic plan and annual operational plans.
- **Model Fidelity:** Ensuring the Nexus educational model is executed as intended.
- **Community Advocacy:** Serving as school ambassadors to bolster Nexus' public standing through fundraising, marketing, and committee service.
- **Integrity & Compliance:** Upholding the highest ethical standards and ensuring adherence to all local, state, federal, and SPCSA regulations.
- **Parent/Student Appeals:** Serving as the appellate body for parental appeals that escalate above the Executive Director.
- **Fiscal Stewardship:** Approving the annual budget, establishing internal controls, and ensuring the completion of legally required financial audits.
- **Board Development:** Engaging in continuous self-evaluation and professional growth.

Operational Structure

The Board interacts with the school exclusively through the Executive Director (ED). The Board provides direction as a unified body via formal resolutions passed with a quorum; no individual member may exercise authority over the Executive Director or school staff outside of these official proceedings.

While the Board establishes high-level organizational goals rooted in the school’s mission and authorizer requirements, the Executive Director retains full authority over day-to-day operations and the methodology used to achieve those goals.

Leadership & Committees

The Board elects a Chair, Vice-Chair, Secretary, and Treasurer annually. To streamline oversight, the following committees are established:

- **Academic Committee:** Collaborates with stakeholders to monitor teaching standards, evaluate curriculum alignment (including textbooks and assessment tools), and measure student performance against established benchmarks.
- **Executive Committee:** Comprised of at least two officers (including the Chair), this body addresses urgent matters between full Board meetings. Its actions must remain consistent with the charter and bylaws, and it cannot take actions that legally require a full Board vote.
- **Finance Committee:** Chaired by the Treasurer, this committee oversees the annual audit, reviews budget development led by school leadership, and provides regular reports on the school’s financial health.
- **Facilities Committee:** Responsible for developing strategies regarding the identification, acquisition, and renovation of current and future school sites.

Advisory Bodies

In addition to board committees (which consist of board members), Nexus will establish advisory bodies that provide input to the board and school leadership but have no governance authority.

Parent Advisory Council:

- **Composition:** Approximately 8-12 parents representing diverse grade levels, demographics, and perspectives
- **Frequency:** Monthly meetings with school leadership; quarterly presentations to the board
- **Purpose:**
 - Provide parent perspective on school policies, programs, and decisions
 - Serve as a communication bridge between the parent community and school leadership
 - Advise on parent engagement strategies, communications, and family support programs
 - Share feedback from the broader parent community
 - Help organize family events and volunteer initiatives
- **Board Interaction:** The Parent Advisory Council chair (or representative) presents to the board quarterly, sharing parent perspectives, concerns, and recommendations. The board considers this input when making policy decisions but is not bound by council recommendations. Board members may attend Parent Advisory Council meetings as observers to stay connected to parent perspectives.

Teacher Leadership Team (potential future development): While not established initially, as Nexus matures, we anticipate developing teacher leadership structures where teacher representatives coordinate professional learning communities, provide input on instructional decisions, and potentially advise the board on educator perspectives. However, this would remain advisory in nature, with instructional decisions ultimately made by school leadership under the Executive Director’s authority.

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?

Long-Term & Annual Planning

- **Triennially (Every 3 Years):** The Board collaborates on the development of, and provides final approval for, the Nexus Strategic Plan.
- **Annually:** The Board approves the ED’s Annual Plan—encompassing financial, operational, and academic targets—and conducts the Executive Director’s performance evaluation based on progress toward these specific benchmarks.

Quarterly Reporting

During quarterly sessions, the Board reviews holistic health metrics including:

- **Academic Performance:** The Executive Director presents data on student achievement, retention, and attendance. This includes specific metrics from RTI monitoring, NWEA MAP, SBAC, Panorama, and the Nexus competency dashboard, alongside qualitative reports on student exhibitions and portfolio defenses.
- **Stakeholder Engagement:** The Executive Director shares family satisfaction data. Additionally, time is partitioned for testimony from students, parents/guardians, and teachers to provide the Board with direct community feedback.

Monthly Oversight

- **Financial Health:** The back-office support provider delivers comprehensive financial statements to the Executive Director and Finance Committee. These reports include budget-to-actuals, revenue/expense tracking, cash flow projections, and statements of expenses.
- **Operational Status:** The Operations Manager submits detailed reports regarding facility maintenance, equipment, enrollment attrition, and student discipline data. Describe the school’s approach to help remediate students’ academic underperformance

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.

Our board is built to meet all statutory requirements, including teacher, administrator, parent of a child enrolled in the school, accountant, and attorney.

Table 32: PROPOSED FOUNDING BOARD

Proposed Board Member	Qualifications and Experience
Tiare Monga (parent/teacher/administrator)	<p>As the Director of Special Education at Mater Academy, Tiare brings specialized expertise in serving the diverse needs of East Las Vegas and the Whitney community to the Founding Board. A veteran administrator and East Henderson resident, Tiare’s career is defined by her deep commitment to inclusive education, having served as an Assistant Principal at Basic High School and as an athletic coach. Her frontline experience managing programs for English Language Learners, students with disabilities, and economically disadvantaged populations ensures the board’s strategic decisions are rooted in the real-world assets and challenges of the local community. By bridging high-level compliance and instructional leadership with a parent’s perspective, Tiare provides the essential advocacy needed to create a school environment where every student—regardless of their starting point—can excel.</p>
Larson Welsh (parent/lawyer)	<p>Larson brings a formidable legal and strategic lens to the school’s development. A Henderson native and product of the local school system, Larson is a seasoned litigator and firm administrator who specializes in transforming complex problems into concrete solutions. His professional expertise ranges from drafting foundational operating agreements and leases to managing high-stakes commercial disputes involving upwards of \$30 million. With a proven track record of overseeing 100+ active files and navigating multi-state enforcement efforts, Larson provides the board with the rigorous oversight necessary for contract negotiation, risk management, and long-term institutional stability. As a CCSD parent, he is deeply committed to establishing a high-caliber, sustainable educational alternative in Henderson that serves the community he grew up in.</p>
Truman Rowley (parent/accountant)	<p>A Certified Public Accountant and UNLV faculty member, Truman brings elite financial oversight and institutional rigor to the Founding Board. With a Ph.D. from the University of Georgia and advanced degrees from Brigham Young University, Truman specializes in financial statement auditing and the design of internal control systems. His professional background as a consultant with Protiviti, combined with his award-winning research on instructional success factors, provides the board with a high-level framework for fiscal transparency and organizational accountability. As a Henderson resident and parent of school-age children, Truman is personally invested in the school’s long-term sustainability, ensuring its operational and financial foundations are as robust as its academic mission to serve the local community.</p>
Cynthia Sellers (parent and business-woman)	<p>A Business Management graduate and Air Force veteran, Cynthia brings a powerhouse combination of operational discipline and educational advocacy to the Founding Board. After completing specialized dyslexia training to successfully homeschool her son, Cynthia developed a custom curriculum that bridged Clark County standards with essential life skills—including financial literacy, real estate logistics, and business planning. Her professional trajectory, spanning VIP suite supervision for Levy to real estate coordination, equips her with the high-level organizational and fiscal expertise necessary to launch a successful institution. As a dyslexic professional herself, Cynthia is dedicated to building a school that balances academic rigor with the practical, real-world tools every non-linear learner needs to thrive.</p>
Jennifer Steele-Ridosh (parent/teacher/administrator)	<p>A veteran educator and Henderson resident, Jennifer joins the Founding Board with a distinguished record of academic transformation and school leadership. Currently an Assistant Principal at the 5-star Somerset Academy, Jennifer was the driving force behind a remarkable turnaround, elevating her school from a 2-star to a 5-star projection in just three years and achieving a perfect 100-point NSPF rating. With fourteen years of experience as a teacher, instructional strategist, and administrator, she specializes in data-driven achievement, standards alignment, project-based learning, and high-impact</p>

	instructional coaching. Jennifer brings the pedagogical precision and proven leadership necessary to translate the board's vision into a premier academic environment for Henderson families.
Ben Salkowe (foster parent/teacher/administrator)	A veteran educator and proven school architect, Ben joins the Founding Board with an unmatched track record in Nevada’s charter and alternative education sectors. As the Founding Principal of Equipo Academy and a Founding Partner of The Studio High School project, Ben has demonstrated an elite ability to scale educational institutions from the ground up—successfully recruiting 900 students and 91 staff members while managing an \$8M operating budget. Under his leadership, his teams achieved 5-star evaluations and a Top 10 Nevada High School ranking, boasting a 100% college acceptance rate. With deep roots in East Las Vegas and a career dedicated to student outcomes, Ben provides the board with the high-level strategic coaching, financial oversight, and pedagogical expertise necessary to transform a vision into a premier, top-performing school. In his current role at The Studio High School project, Ben has also helped to pilot elements of Nexus’ competency-based grading model, and brings that experience to bear on the ongoing work to develop more student-centered, vibrant learning environments to Southern Nevada.

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.

Nexus’s governing board is currently fully seated with members who bring a diverse range of professional backgrounds, lived experiences, and deep connections to the East Henderson/Whitney community. Together, they represent expertise in education, accounting, law, school administration, and entrepreneurship, not to mention their experience as parents and residents of the community.

As the school grows, the board is committed to ongoing development and expansion to ensure strong governance and responsiveness to the needs of the school community. The board will undertake the following actions to support its growth and capacity:

- **Strategic Recruitment:** The board will annually assess its composition and identify gaps in skillsets, stakeholder representation (such as parents or alumni), or demographic diversity. Recruitment efforts will prioritize candidates who reflect the evolving needs of the school and community.
- **Parent and Stakeholder Representation:** The board will formally designate one or more seats for parents or guardians of Nexus students to ensure that family voices are meaningfully included in governance.
- **Board Development and Training:** All members will participate in annual governance training focused on compliance, academic oversight, equity, and financial stewardship. New members will receive onboarding that includes an orientation to the charter, bylaws, and board roles and responsibilities. (See training plan below.)
- **Succession Planning:** The board will develop a clear succession plan to maintain leadership continuity and preserve institutional knowledge as founding members transition out of service over time.
- **Committee Structure:** As the school launches, the board will establish standing committees (e.g., Finance, Academic Oversight, Governance, and Family Engagement) to broaden participation and deepen oversight in key areas.

Through intentional development and recruitment, the board will remain a strong, representative, and mission-aligned body capable of steering and supporting Nexus’ long-term success.

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.

Nexus’ current board members present no conflicts of interest and there are no prohibited familial relationships between charter holder board members, or between charter holder board members and staff, nor any supervisory or business relationships. To ensure that any actual or perceived conflicts are avoided, ongoing board member identification and recruitment will abide by our proposed conflict of interest policy (see Attachment 10) and state law. According to state law, no member of the board of directors may accept a position with Nexus or receive compensation while working for the institution as an employee or contractor.

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?

Nexus is committed to providing meaningful, appropriate training for board members on a regular basis, as reflected in the table below. All trainings will be documented and included in board records as part of SPCSA compliance monitoring.

Table 33: NEW BOARD MEMBER ORIENTATION			
Training	Owner	Topics	Timing
Orientation	Executive Director	-Nexus mission, vision, principles, and goals. -Introduction to key staff members -Review of the school's academic programs, curriculum, and student achievement data. -Introduction to key stakeholders, including parents, teachers, and community members. -An introduction to the school budget.	Within 30 days of joining the board
Onboard	Board Chair	-Introduction to the board members -Review of the board's roles and responsibilities, including legal and fiduciary duties -An overview of board policies and procedures, including bylaws, code of ethics, meeting protocols, and conflict of interest policies, -A review of the board's strategic plan and goals for the upcoming year.	Within 30 days of joining the board
Ongoing	Outside providers (e.g.,	-Legal and regulatory compliance -Board governance and leadership	Quarterly

	Opportunity 180, Board on Track) as determined by the Board.	-Financial management -Strategic planning and implementation (how to) -Board member self-assessment and evaluation.	
Annual	Board chair	-Alignment to Nexus “North Star” -High level strategic planning and goal setting -Team culture and cohesion	Summer

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.

Nexus is committed to fostering a culture of transparency, responsiveness, and collaboration between the school, families, and the governing board. Should a parent or student have an objection to a governing board policy, administrative procedure, or school-level decision, a clearly defined process will be in place to ensure the concern is respectfully heard and appropriately addressed.

Step 1: School-Level Resolution

Parents or students with a concern will first be encouraged to address the issue directly with the school-level staff member involved. For example:

- Academic or classroom concerns should be directed to the classroom teacher.
- Operational or procedural concerns should be directed to the Operations Manager.
- School-wide decisions or policies should be raised to the Executive Director.

School leadership will maintain an internal log of all formal concerns, along with the school’s response and outcome.

Step 2: Escalation to School Leadership

If the concern is not resolved at the initial level, the matter may be formally escalated to the Executive Director. The parent or student may submit a written statement describing the concern and the steps already taken. The Executive Director will investigate, provide a written response within 10 business days, and, if necessary, propose remedies or clarifications.

Step 3: Appeal to Governing Board

If the concern remains unresolved or relates specifically to a governing board policy or governance decision, the parent or student may submit a formal written appeal to the board via the Board Chair or designated board email. The appeal must clearly state:

- The policy, decision, or practice being challenged
- The steps taken to resolve the issue at the school level
- The desired resolution

The board will acknowledge receipt of the appeal within five business days. The matter may be placed on the agenda for the next regular public board meeting, referred to a designated board liaison or committee if applicable, or addressed in a closed session due to sensitive student information, depending on the nature and urgency of the concern.

The board will respond in writing with a resolution or explanation within 15 business days following the board's review.

Documentation and Records

All formal complaints and their resolutions will be documented and retained in accordance with Nevada public school recordkeeping policies. An annual report of complaint trends (without identifying information) will be reviewed by the board to monitor recurring issues and inform policy improvements.

Accessibility and Communication

The complaint policy and procedures will be included in the Student and Family Handbook, posted on the school's website, and provided in the home languages of enrolled families. Translation and interpretation services will be available as needed to support access and full participation in the process. This structured, tiered approach ensures that families and students feel heard and respected while maintaining the integrity and clarity of governance and school operations.

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.

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. b) Curriculum, instruction, and assessment. c) At-risk students and special populations. d) Performance management. e) Parent and community engagement.

Nexus' Committee to Form brings a strong and balanced set of qualifications aligned with the capacity areas necessary to successfully implement the proposed school design. Together, the team possesses expertise in school leadership, curriculum and instruction, operations, governance, performance management, and community engagement.

Cumulatively, we bring over twenty years of school leadership, over thirty years of classroom teaching, and decades of experience as professionals living and working in and near the East Henderson/Whitney community.

School Leadership, operations, and governance:

- The committee includes members who have served as the founding principal (Ben Salkowe), assistant principal (Jennifer Steele-Ridosh), and director of special education (Tiare Monga) of three different five-star charter schools in Las Vegas. Additionally, David Sabey has participated in a school leadership apprenticeship at a high-performing charter school in Los Angeles (Larchmont Charter School) over the 2025-2026 school year, and Tiare Monga has served as an assistant principal at Basic High School. Collectively, the team brings deep experience in school startup, growth, management, and strategic leadership, with over 20 years of school leadership.

Curriculum, instruction, and assessment

- The committee includes long-time educators who have led successful classrooms in Las Vegas, Henderson, and beyond. We have over 30 years of classroom teaching experience, spanning elementary, middle, high school,

undergraduate, and graduate levels. David Sabey, the architect of the Nexus model, has a PhD in Teaching and Learning, having studied education at Harvard and Vanderbilt, and has spent considerable time studying schools that use competency-based grading, portfolio-based advancement, and project-based learning. As a group, the committee has the experience and expertise it needs to direct and implement the proposed plan.

At-risk students and special populations

- The committee includes educators who have worked successfully with student groups in high-needs schools, including those who are classified as at-risk and special populations. Notably, Tiare Monga currently serves as the Director of Special Education across the Mater campuses.

Performance management

- Performance is managed through both an academic and fiscal lens. Truman Rowley (PhD, CPA) provides oversight in internal controls and auditing, ensuring financial transparency and accountability. Ben Salkowe has a proven history of coaching leadership teams to achieve Top 10 state rankings, while Jennifer Steele-Ridosh holds a perfect 100-point NSPF rating. They have demonstrated the ability to recruit, hire, and develop a highly effective staff, and their combined experience ensures that every facet of the school—from the classroom to the business office—is measured against the highest standards of excellence.

Parent and community engagement

- The committee is deeply embedded in the Henderson and East Las Vegas communities. As long-time residents and parents of school-aged children, Larson, Truman, Cynthia, Jennifer, Tiare, and David possess a stakeholder's "skin in the game." Their combined networks—stretching from the UNLV faculty to local athletic coaching and military circles—provide a robust platform for family recruitment. Their commitment is not just professional; it is personal, driven by a shared goal to establish a legitimate, high-caliber educational alternative for their own children and others in the community they call home.

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. -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.

Identified Individual: David Sabey, PhD

Proposed Role: Executive Director

Attachment: See Attachment 12 for Full Resume.

Nexus has selected Dr. David Sabey as its founding Executive Director. Not only is Dr. Sabey the primary architect of the Nexus model, but he brings an exceptional combination of elite academic preparation, proven instructional results, and operational leadership experience that directly addresses the full range of students the school will serve.

Qualifications for the Role

Dr. Sabey holds a PhD in Teaching and Learning from Vanderbilt University and a Master of Education from Harvard University. His doctoral research focused on designing learning environments that foster student agency and authenticity

— the same principles that anchor the Nexus instructional model. To bridge academic preparation with operational readiness, Dr. Sabey completed a Leader-in-Residence residency at Larchmont Charter School in Los Angeles, a nationally recognized high-performing institution, where he studied the financial, cultural, and operational systems that sustain charter school excellence. That experience has been formalized into an ongoing partnership, with Larchmont providing continued mentorship and operational support during Nexus's launch phase. Dr. Sabey also received a prestigious Propel Fellowship from Opportunity 180, which provides leadership coaching and operational guidance through the school's launch period.

Experience Serving All Students

Dr. Sabey has over seven years of classroom and instructional coaching experience in Southern Nevada — including both East Las Vegas and Henderson — serving populations directly comparable to those Nexus will enroll. His experience spans students with disabilities, English language learners, students requiring remediation, and students performing above grade level. In addition to his classroom work, he has served as an instructional coach and summer school leader, demonstrating the breadth of his instructional reach across student populations and contexts.

Leadership at High-Performing Schools and Culture-Building

Dr. Sabey's teaching career has largely taken place within high-performing charter and district school settings, where he has held leadership roles as instructional coach and leader of a summer school program. He has been rated "Highly Effective" by school administrators in every system he has served. He has also successfully piloted competency-based grading and authentic performance assessment systems. His students have gone on to publish op-eds in local media and transition from remedial placement to independent, prolific writing — evidence of a culture where students are held to high expectations and supported to meet them.

While Dr. Sabey's administrative experience has been primarily developed outside of formal school leadership roles, he has accumulated meaningful organizational leadership across multiple contexts. He served for four years as a senior member of a three-person executive team overseeing a 300+ member organization in Nashville, with responsibility for organizational health, volunteer management, and community outreach, and was selected to lead a regional multi-organization event requiring high-level logistics and stakeholder coordination. Most directly relevant to school leadership, Dr. Sabey designed and launched an innovative summer school program, a project that required him to hire, assign, and lead staff — giving him firsthand experience with the core functions of a school administrator, albeit on a smaller scale. He currently serves as Sunday School President at his local congregation, where he is responsible for recruiting, training, and supporting teachers to deliver high-quality instruction. He also founded the Green Valley Choir, a local amateur ensemble he has grown to over 20 members, guiding them through the full cycle of preparation and performance before audiences of hundreds. Taken together, these experiences reflect a leader who has consistently built organizations, developed people, and delivered results — and who is now bringing those capacities to bear in a school context, supported by structured coaching and mentoring.

Student Achievement Data

Dr. Sabey's track record demonstrates measurable, significant achievement gains with demographics comparable to Nexus's proposed student body:

Equipo Academy (East Las Vegas): Using NWEA MAP Growth data, Dr. Sabey's students consistently exceeded individual growth projections. Notably, one-third of his students achieved growth rates up to six times their projected MAP targets — a result that reflects his ability to accelerate learning across a wide range of starting points, including students who entered significantly below grade level.

Coronado High School (Henderson): Students achieved an average gain of ten percentile points on the MAP assessment in secondary English — a margin that substantially surpassed national averages for this level.

These results, achieved across both a high-need urban charter school and a traditional high school setting, demonstrate that Dr. Sabey's instructional approach produces strong outcomes across a broad range of contexts and demographics.

Ongoing Support:

Nexus is committed to continual improvement for leaders, as for teachers and students. Accordingly, Dr. Sabey and other members of the leadership team will engage in the following forms of professional development:

- **Institutional Backing:** To ensure a successful launch, Dr. Sabey was awarded a prestigious Propel Fellowship from Opportunity 180, which provides comprehensive support, including leadership coaching and operational guidance. Opportunity 180 will continue to support Dr. Sabey as he launches the school (see Letter of Support in Attachment 3).
- **Strategic Partnership with Larchmont Charter School:** During Dr. Sabey's tenure as a Leader-in-Residence at Larchmont Charter School in Los Angeles, Nexus has secured a formal partnership with the institution. Larchmont has agreed to provide executive coaching, ongoing mentorship, and operational support, ensuring that Nexus develops the same kind of high-performing systems and culture of Larchmont.
- **Additional Support:** Dr. Sabey is being considered for funding and support through the Z Combinator, and will continue to apply for other forms of leadership development and networking.

Ultimately, Dr. Sabey is uniquely positioned to lead Nexus. As the architect of the school's competency-based education model, he understands its design, rationale, and implementation demands more deeply than anyone else could. His years of on-the-ground classroom experience in Southern Nevada are threaded throughout this vision — it is not theoretical, but tested. And while his leadership experience has been built across a variety of contexts rather than a traditional administrative career path, it reflects a consistent pattern of building organizations, developing people, and delivering results. Supported by an administration-experienced board, ongoing coaching from Opportunity 180, and a formal mentorship partnership with Larchmont Charter School, Dr. Sabey enters this role with both a strong foundation and a robust support structure that will empower him to lead Nexus to excellence.

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.

The Nexus leadership team is composed of the Executive Director, Principal, and Operations Manager. As is evident in the attached organizational chart for the school, the structure of the Nexus leadership team will allow for the effective management of the school and staff through the appropriate assignment of management roles and the distribution of responsibilities. See job descriptions in Attachment 13.

5) Explain how the school leader will be supported, developed, and evaluated. Include the competencies used for selecting and evaluation the school leader and identify the specific leadership evaluation tool(s) the school plans to use.

Nexus Charter School is committed to a culture of continuous improvement, beginning with its executive leadership. The Executive Director and Principal will be supported through a rigorous evaluation framework, national and local professional networks, and a dedicated mentorship team.

Evaluation Framework and Competencies

The Nexus Board will evaluate the Executive Director and Principal using the Nevada Educator Performance Framework (NEPF) for School Administrators.

- **Standards & Indicators:** Evaluation will focus on the five Instructional Leadership Standards and the five Professional Responsibilities Standards. Per SB 460 (2025), the evaluation will include Educational Growth Goals (EGGs), which account for 15% of the summative rating and focus on longitudinal student progress.
- **Target Performance:** The School Leader is expected to maintain a rating of "Effective" (Level 3) or "Highly Effective" (Level 4) across all standards.
- **Timeline:**
 - **Incubation Year:** The evaluation will focus on operational milestones: facility procurement, staff recruitment, and CSP grant compliance.
 - **Operational Years:** The Board Chair will trigger the annual evaluation in June, incorporating student achievement data, staff retention rates, and financial audit results.

Professional Development and Support Systems

To ensure the Executive Director remains at the forefront of innovative charter leadership, Nexus will leverage the following developmental partners:

- **Opportunity 180 Charter Leader Consortium:** Nexus leadership will participate in this consortium to share best practices on Nevada-specific compliance, facilities, and community engagement.
- **Larchmont Charter School:** As noted in Attachment 3, Nexus is partnering with Larchmont Charter School for leadership coaching and support related to compliance, operations, and human resources.
- **Diverse Charter Schools Coalition (DCSC):** As noted in Attachment 3, Nexus will partner with DCSC to access resources for maintaining a high-performing, integrated, and diverse school culture.
- **Other fellowships and networks:** At the time of this writing, Dr. Sabey is in consideration for the Z Combinator fellowship⁶⁸, and will continue to engage with other possible partners.

Board Expertise

Nexus' founding board is deliberately heavy with school administrators. Ben Salkowe, Jennifer Steele-Ridosh, and Tiare Monga have all served on the leadership team of high performing charter schools in or near the East Henderson/Whitney area. They have on-the-ground experience with a similar demographic of students and can help guide the school as the launches, ensuring it begins on the right foot.

Evaluation Tools (Attachment 14)

⁶⁸ <https://www.zcombinator.org/>

Nexus will submit the standard **NDE NEPF School Administrator Rubrics** as Attachment 14. Additionally, the Board will track non-academic KPIs essential to a startup, including:

1. **Enrollment Stability:** Percentage of seats filled vs. charter contract targets.
2. **Fiscal Health:** Days of cash on hand and clean quarterly financial reports.
3. **Staff Climate:** Results from the annual staff satisfaction survey.

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.

Our staffing plan is designed to ensure sufficient capacity to enable high-quality teacher support/development, student/family support, effective school operations, and compliance with all applicable policies and procedures. Aligned to our mission, vision, and academic program, it is structured in service of a single goal: empowering every student to act wisely and become a force for good in the world. As reflected in the table below, Nexus is deliberately designed to be lean on administration. This is an intentional choice — both to preserve funding for recruiting and retaining a high-caliber teaching staff, and because our vision treats teachers as professionals, not subordinates. While Nexus has organizational structure, it is not a school where teachers simply implement curricula handed down from above; rather, teachers collectively own responsibility for student learning.

To support the flexibility in student grouping that our Labs and Explorations model requires, our staffing plan includes a meaningful number of paraprofessionals. Across all roles, the plan is designed to ensure sufficient capacity for high-quality teacher development, robust student and family support, effective school operations, and full compliance with all applicable policies and procedures.

Table 34: PROJECTED STAFFING						
	Year 1 2027- 2028	Year 2 2028- 2029	Year 3 2029- 2030	Year 4 2030-2031	Year 5 2031- 2032	Year 6 2032- 2033
Executive Director	1	1	1	1	1	1
Principal	1	1	1	1	1	1
Assistant Principal	1	1	1	1	1	1
Operations Manager	1	1	1	1	1	1
Classroom Teachers (Core - Labs and Explorations)	8	16	24	28	28	28
Classroom Teachers (Specials)						

SPED Coordinator	1	1	1	2	2	2
EL Coordinator	1	1	1	2	2	2
Student Support Position 1 (Counselor - SEL)		1	1	1	1	1
Student Support Position 2 (College Counselor)			1	1	1	1
Specialized School Staff 1						
Specialized School Staff 2						
Paraprofessionals (part time)	2	4	6	7	7	7
School operations/support staff (front office, part time)	1	1	1	1	1	1
Other						
Total FTEs at School	16.25	26.75	37.25	44	44	44
Student Enrollment	160	320	480	560	570	570

2) Provide the student-teacher ratio as well as the ratio of total adults to students for the school.

The student:teacher ratio is approximately 1:20, and the student:adult ratio is approximately 1:10. Even in general education classes, this is well within the statutory requirements for Special Education.

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.

Alignment to Mission, Vision, and Program:

Nexus' staffing plan is intentionally designed to support our Competency-Based Education (CBE) and Project-Based Learning (PBL) models, ensuring we meet our goal of earning a 5-star rating and fulfill our mission of empowering all of our students. While traditional schools often prioritize administrative scaling, our plan focuses on a "heavy-on-instruction" ratio of 1:20 (8 core teachers for 160 students). This small scale is not an accidental byproduct of a slow rollout, but a deliberate choice to allow our founding faculty the bandwidth necessary to provide the rigorous, iterative feedback cycles that mastery-based learning requires.

Our community feedback indicates a high demand for school environments where students are "known" and where learning is tied to real-world application. By maintaining a lean leadership team of an Executive Director, Principal, and Operations Manager, we ensure that the instructional vision remains the primary driver of school culture. This structure

empowers our founding teachers to operate as an integrated unit, co-teaching across Humanities and STEM blocks. This cross-curricular approach is ideally suited for the Southern Nevada community, as it mirrors the collaborative nature of the modern workforce and allows for the deep relationship-building essential to student persistence.

Expected Student Population and Needs:

We have developed this staffing model not in the abstract, but in relation to the students who are likely to enroll in Year 1, including the approximately 30 students with IEPs, 30 students categorized as EL, and 45 students who would be considered at-risk. For these students, our staffing plan provides immediate and robust support from Day 1. By hiring Special Education and EL Coordinators and two Paraprofessionals for our first 160 students, we ensure that our CBE model is fully accessible to students with unique learning needs. Our plan scales this support proactively as enrollment increases. This ensures that the "Personalized" in Personalized Learning is a reality for every student, regardless of their starting point.

Ultimately, the Nexus staffing plan balances fiscal responsibility with instructional depth. It creates an environment where teachers are not just lecturers, but mentors who have the time and structural support to help every student achieve mastery.

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.

Nexus is committed to recruiting, hiring, and retaining high quality teachers, leaders, and staff reflective of the student body, recognizing that this may be the most important factor in the success of the school. This is particularly true given the school’s innovative competency-based model, which requires teachers to collaborate across disciplines, design meaningful performance tasks, differentiate instruction based on student needs, and support flexible pacing. Accordingly, Nexus is intentionally designed to be both high-expectation and high-support for educators.

The school’s value proposition to teachers extends beyond monetary compensation. Nexus will provide structures that support professional success and job satisfaction, including common planning time, interdisciplinary team teaching, shared responsibility for student outcomes, and a collective mission focused on authentic competency development rather than compliance-driven grading. Members of the Committee to Form include experienced educators who have intentionally designed these conditions to address common sources of teacher frustration, including professional isolation, lack of coherence across courses, and limited student engagement. Informal outreach to current educators has produced strong interest in the model, particularly its emphasis on meaningful learning and professional collaboration.

Recruitment Strategy and Timeline

We intend to retain the excellent teachers we hire, but we also recognize the need to have a robust talent pipeline. The table below outlines the general process and timeline for recruitment once the school is established.

Table 35: RECRUITMENT MAP			
Phase	Key Activities	Owner	Timing

1. Culture & Communication	Maintain collaborative school culture throughout the year	Principal	Ongoing
1. Culture & Communication	Hold transparent 1:1s with returning staff about plans for next year	Principal	October– November
2. Vacancy Mapping	Compile retention picture; identify confirmed and anticipated vacancies	OM	November– December
2. Vacancy Mapping	Review vacancy map; confirm budget and headcount with board	ED	November– December
3. Preparation	Finalize job descriptions for each role	Principal (instructional) + OM (operational)	December– January
3. Preparation	Confirm compensation and benefits structure; get board approval if needed	ED	December– January
3. Preparation	Identify and prioritize target pipelines (universities, TFA, credential programs, internal paraprofessional promotions)	ED	December– January
4. Outreach & Pipeline Engagement	Leverage high-level relationships with pipeline partners (university deans, TFA, O180 network)	ED	January– February
4. Outreach & Pipeline Engagement	Post positions; attend job fairs; manage day-to-day pipeline outreach	OM	January– February
5. Applicant Pool Building	Track applications; screen for minimum qualifications; ensure pool exceeds vacancies	OM	February– March
5. Applicant Pool Building	Review screened applicants; prioritize candidates for interview	Principal	February– March
6. Interviews & Selection	Coordinate interview scheduling and logistics; collect references	OM	March– April
6. Interviews & Selection	Design and evaluate demo lessons and performance tasks; conduct instructional interviews	Principal	March– April
6. Interviews & Selection	Interview finalists for senior or hard-to-fill roles; review hiring recommendations	ED	March– April
7. Offers & Commitment	Extend offers; negotiate; confirm acceptances; close vacancies	ED (approves) + OM (executes)	April– June
8. Onboarding & Pre-Service Training	Coordinate onboarding logistics — paperwork, systems access, orientation scheduling	OM	July
8. Onboarding & Pre-Service Training	Lead pre-service instructional training; orient new staff to CBE model and school culture	Principal	July
8. Onboarding & Pre-Service Training	Cast vision; set tone; welcome new staff into the Nexus community	ED	July

9. First Day of School	Fully staffed and ready	All	August
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We recognize that the early years of the school will have much more substantial need for recruitment as we add whole grade levels at a time.

Selection Criteria

Hiring decisions will prioritize candidates who demonstrate:

- Commitment to the school’s competency-based and student-centered instructional model
- Strong content knowledge and instructional expertise
- Ability to collaborate effectively in interdisciplinary teams
- Skill in differentiating instruction to meet diverse student needs
- Cultural competence and commitment to serving a student population reflective of the community
- Growth mindset and openness to feedback and continuous improvement

Prior experience with project-based learning, competency-based education, or interdisciplinary instruction will be preferred but not required.

Ensuring Staff Reflect the Student Body

Recruitment will begin with targeted outreach through channels most likely to surface diverse, highly qualified candidates with experience serving students from varied cultural, linguistic, and socioeconomic backgrounds. Locally, Nexus will partner with the University of Nevada Las Vegas and Nevada State University, both of which prepare significant numbers of educators who reflect the demographics of Southern Nevada's communities. We will also engage with Nevada's Alternative Route to Licensure ecosystem — including Nevada Teacher Corps, iTeach Nevada, and Nevada Teachers of Tomorrow — to reach career changers with deep content expertise and diverse professional backgrounds who are entering the teaching profession.

We will engage with Teach For America's Las Vegas corps, which places mission-driven educators in high-need schools and communities, and actively recruit candidates with demonstrated experience working with economically disadvantaged students, English learners, and students with disabilities. At the national level, we will post positions through EdJoin, Handshake, and mission-aligned networks connected to competency-based and project-based learning communities, including the Aurora Institute and New Tech Network. Candidates drawn from these networks are likely to arrive already philosophically aligned with the Nexus model, reducing the distance between prior practice and what teaching here requires.

Together, these outreach strategies are designed to generate a diverse, highly qualified candidate pool — educators who bring both the instructional skill and the cultural competency to serve Henderson's students well.

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.

Nexus will offer a competitive and comprehensive compensation package designed to recruit and retain high-performing educators. Our base salary for early career teachers is \$65,000, which is competitive with CCSD. For more experienced teachers, we offer a base salary of \$80,000. We also provide stipends for teachers who lead PLCs and take on expanded responsibilities. Benefits will include participation in the Nevada Public Employees’ Retirement System (PERS), health, dental, and vision insurance, and other standard employment benefits offered by public schools.

In addition to base compensation, Nexus will provide incentives and reward structures that recognize excellence and professional growth. Teachers will have access to leadership pathways such as grade-level leadership roles, department or competency-area leadership, instructional mentoring, and project leadership opportunities. These roles allow accomplished educators to expand their impact and compensation while remaining in the classroom, strengthening retention and building internal leadership capacity over time.

While competitive compensation is essential, Nexus’s primary retention strategy is grounded in professional working conditions. The school is intentionally designed to address many of the structural challenges that contribute to teacher burnout in traditional settings, including isolation, fragmented schedules, and misalignment between effort and student outcomes. Teachers will work within collaborative instructional teams, including co-teaching structures in interdisciplinary Exploration courses, shared planning time, and common preparation periods dedicated to curriculum design, student support planning, and data analysis. Regular professional collaboration time — including weekly structured collaboration and quarterly planning institutes — will ensure teachers have the time and collegial support necessary to do high-quality work.

The academic model itself also supports retention. By focusing on meaningful competency development, flexible pacing, and authentic student work, Nexus seeks to eliminate many of the compliance-driven tasks and grading practices that teachers often experience as disconnected from learning. Teachers will see clearer connections between their instructional efforts and student growth, increasing professional satisfaction and purpose.

Ultimately, Nexus’s retention strategy rests on a combination of competitive compensation, opportunities for advancement, strong professional collaboration, and a mission-driven culture in which teachers feel they are part of a coherent team doing meaningful work for students.

3) State the procedures - including the individual responsible for each step - for hiring and dismissing school personnel, including conducting criminal background checks.

The Executive Director will hold primary responsibility for hiring all instructional staff, with participation from other school leaders and teacher representatives as appropriate. The Board of Directors will hire and evaluate the Executive Director.

The multi-step hiring process outlined below is designed to ensure that anybody we hire is highly qualified and mission-aligned.

Table 36: HIRING PROCESS	
Step	Owner
Resume Review	OM
Phone Interview	Principal
Performance Task	Principal
Reference and credential check	OM
Final Interview/Teaching Demonstration (in person preferred)	ED
Conditional Job Offer and Negotiation	ED

Fingerprinting and Background Check	OM
Logistical Onboarding (e.g., insurance, payroll)	OM
Instructional Orientation	Principal

The Executive Director holds primary responsibility for terminating staff, with participation from other school leaders and teacher representatives as appropriate. The Board of Directors has the authority to terminate the Executive Director.

Termination Process

Before terminating an employee, the Executive Director documents any unsatisfactory performance and collaboratively develops a Performance Improvement Contract (PIC) with the employee involved and/or investigates any other underlying causes of deficiency to determine other appropriate actions. If the PIC or other action does not resolve the concern, the Executive Director ensures compliance with legal requirements and school procedures and may terminate an employee for poor performance on school-wide or individual objectives, inability to perform job obligations, or other egregious or unethical behavior. In cases where a reduction in force is necessary due to budgetary or other organizational needs (and not due to any deficiency or insufficiency on the part of the employee), the employee will remain eligible for rehire.

Table 37: TERMINATION PROCESS	
Step	Owner
Conduct ongoing formal and informal classroom observations; document findings	Supervising administrator
Identify pattern of low performance across at least three observations	Supervising administrator
Assess whether teacher is engaging with feedback and making progress through normal coaching cycle	Supervising administrator
Determine that standard coaching structures are insufficient; initiate PIC process	Leadership team
Draft Performance Improvement Contract (PIC)	Supervising administrator
Review and approve PIC	Executive Director
Present PIC to employee; obtain signed acknowledgment of receipt and understanding	Supervising administrator
Conduct at least three documented check-ins (observations and/or coaching conversations) during PIC period	Supervising administrator
Assess progress at conclusion of PIC period	Supervising administrator
If sufficient improvement: revise or remove PIC; return employee to standard coaching cycle	Executive Director
If insufficient improvement: extend PIC if genuine progress is evident	Executive Director
If insufficient improvement and no meaningful progress: proceed to termination process	Executive Director

4) Describe the school's performance management system and process for teacher evaluation. Identify the teacher evaluation tool(s) the school plans to utilize.

Nexus will implement a comprehensive performance management system that integrates frequent observation, coaching, goal-setting, and formal evaluation to support continuous teacher growth and accountability. The system is designed to align directly with the school's instructional model, competency-based framework, and collaborative planning structures, so that we retain and promote talented and mission-aligned staff, and create opportunities for leadership development within the Nexus model. Our system also sets clear expectations and allows for re-structuring and removal of staff as needed.

Coaching

For ongoing coaching and instructional feedback, school leaders will utilize TNTP's Core Teaching Rubric for instructional staff. This rubric provides clear, actionable indicators of high-quality instruction and is intentionally focused on the high-leverage instructional practices most closely linked to student learning. Leaders will conduct regular classroom walkthroughs and observations, followed by timely feedback conversations and coaching support. Teachers will receive frequent informal feedback throughout the year to promote rapid professional growth rather than relying solely on high-stakes evaluation events.

For formal evaluation purposes, the school will implement the Nevada Educator Performance Framework (NEPF) in compliance with state requirements. Formal observations, scoring, and summative ratings will follow all applicable statutory and regulatory requirements.

Performance management will operate across multiple improvement cycles:

- **Beginning of Year:** Teachers collaborate with school leaders to establish professional goals aligned to school priorities, instructional competencies, and student learning needs.
- **Weekly Cycles:** Instructional leaders conduct walkthroughs and provide coaching feedback. Teachers analyze student work and data during collaborative planning time to inform instructional adjustments.
- **Quarterly Cycles:** Teachers set or refine short-term professional goals in consultation with supervising administrators and reflect on progress using student evidence and observation feedback.
- **End-of-Year Evaluation:** Summative conferences incorporate NEPF ratings, progress toward professional goals, instructional growth, and contributions to the school community.

This performance management system emphasizes both professional growth and accountability, ensuring that teachers receive meaningful support while maintaining high expectations for instructional quality and student outcomes.

Non-instructional staff follow a parallel process, with a rubric appropriate to their duties.

5) Explain how the school intends to identify and address unsatisfactory leadership or teacher performance.

If a teacher's or leader's performance falls below expectations, Nexus will implement a structured improvement process known as a "performance improvement contract" (PIC), designed to provide both support and accountability. After documenting repeated or ongoing low performance, the supervising administrator will initiate a formal improvement plan that clearly identifies performance concerns, measurable goals, required actions, support strategies, timelines, and monitoring checkpoints. The employee will meet regularly with the supervisor to review progress, receive targeted coaching, and examine relevant evidence such as observation data, student outcomes, and professional artifacts. Progress will be documented throughout the improvement period. If sufficient improvement is demonstrated, the employee will

return to the standard evaluation cycle. If performance concerns persist, the school may take personnel action, including reassignment, non-renewal, or termination, consistent with school policy, contractual obligations, and applicable law. This process applies to both instructional staff and school leaders, with leadership performance overseen by the Executive Director and governing board as appropriate.

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.

Nexus will contract initially with a back-office provider such as Vertex (formally Ed Tec) for support with payroll, human resources compliance, and accounting services. The relationship with this provider is managed by the Executive Director and supported by the Operations Manager.

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?

Nexus will implement a multi-channel recruitment and enrollment strategy during the incubation year focused on direct community engagement, targeted outreach, and transparent enrollment processes designed to ensure broad awareness and equitable access. Recruitment efforts will prioritize families residing in zip codes 89011, 89015, 89122, and 89121, which include communities with demonstrated need and students currently attending 1- and 2-star schools. We will prioritize proactive, grassroots strategies of direct outreach rather than passive tactics, and seek to ensure equal access to all interested families, regardless of their backgrounds, so that our student body is representative of the community we serve.

Building on the extensive community engagement activities already conducted and the clear evidence of demand (including over 30% of the first year enrollment), post-approval recruitment activities will begin immediately upon charter approval and will intensify throughout the fall, winter, and spring leading up to the enrollment audit deadline. The Executive Director will oversee the overall recruitment strategy, with support from the Operations Manager (when hired), board members, prospective teachers and staff members, and volunteers. Key strategies include:

- **Direct Community Outreach:** Canvassing neighborhoods, engaging families during student pickup times at local schools, tabling at community events, and hosting informational sessions at parks, recreation centers, and community spaces within the target zip codes.
- **Information Sessions and Events:** Regularly scheduled information meetings beginning in the fall and increasing in frequency during the winter and spring enrollment season.
- **Digital Outreach:** Maintenance of the school website with enrollment information and interest forms, targeted digital advertising (e.g., Meta platforms), email campaigns, and social media communication.
- **Community Partnerships:** Continued development of relationships with local organizations, youth programs, and community groups to expand awareness and trust.
- **Compliance Notifications:** The school will conduct required notification to households within a two-mile radius prior to opening the enrollment application window, consistent with Nevada statute.

The application window will open in accordance with state timelines, with a lottery conducted if applications exceed available seats

Table 38: STUDENT RECRUITMENT MAP		
Benchmark	Timing	Owner
160 students arrive at school on Day 1	August 2027	Executive Director
Make up orientation for missing students	July 2027	Executive Director
160 students participate in orientation	July 2027	Executive Director
160 students fully registered	June 15, 2027	Operations Manager
Registration support events	May-June 2027	Operations Manager
Registration system live	May 2027	Operations Manager
Secure 176 acceptances	March-April 2027	Executive Director
Roll out acceptance process	April 2027	Operations Manager
Conduct Lottery	March 2027	Operations Manager
Receive 300+ applicants	October 2026-March 2027	Executive Director
Open applications	October 2026	Operations Manager
Engage 900+ prospective students (see strategies above)	August-April 2026	Executive Director

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?

Nexus is committed to equitable access for all students, including families in poverty, students with disabilities, English learners, and other at-risk populations. Recruitment materials will be provided in both English and Spanish, and Spanish-speaking staff or volunteers will be present at outreach events to support families. The school will utilize accessible language in materials and provide assistance with application completion as needed. Outreach efforts will intentionally focus on neighborhoods served by lower-performing schools and communities identified in the SPCSA Needs Assessment. The enrollment process will comply fully with state and federal requirements, and the school will not impose any barriers to entry based on academic history, disability status, language proficiency, or socioeconomic status.

c) How will you ensure that the school meets at least the minimum enrollment set forth in question 4 below?

To ensure the school meets or exceeds the minimum enrollment threshold required for financial viability, Nexus will begin recruitment early, maintain continuous outreach throughout the year, and closely monitor application and enrollment conversion rates. The leadership team will track key milestones, including submitted applications, accepted offers, and completed enrollment packets (see table above). Families will receive individualized follow-up support to ensure timely completion of required documentation prior to the enrollment audit deadline. If enrollment targets are not being met, the

school will intensify outreach efforts through additional canvassing, targeted advertising, expanded community events, and partner organization engagement.

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.

Enrollment Targets and Monitoring

The school will establish monthly recruitment and enrollment benchmarks beginning after approval and continuing through the June 15 enrollment audit. As noted in the table above, these include the number of applicants, acceptances, and registration.

The Executive Director will monitor progress weekly, with formal enrollment updates provided to the governing board at least monthly. Reports will include overall numbers as well as demographic data to ensure outreach efforts are reaching intended populations. If disparities or shortfalls are identified, recruitment strategies will be adjusted promptly.

Through this structured, data-driven recruitment approach, Nexus will ensure strong enrollment, equitable access, and compliance with all Nevada enrollment requirements prior to the first year of operation.

2) Describe the application and enrollment process.

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.

Nexus Charter School will be open to all students eligible to attend a Nevada public school and will not charge tuition or discriminate on the basis of race, ethnicity, national origin, religion, gender, disability, academic ability, English language proficiency, or any other protected characteristic. Enrollment will not be contingent upon prior academic performance, special education status, or participation in any pre-enrollment activities. The school will comply with all applicable Nevada statutes and regulations governing public charter school enrollment, including requirements related to notification, application timelines, lotteries, and enrollment preferences.

The application process will include completion of a student application form followed, upon acceptance, by submission of an enrollment packet containing required documentation such as proof of identity and age (e.g., birth certificate or passport), proof of residency, immunization records or exemption documentation, home language survey, emergency contact information, and records release authorization. Assistance completing applications and enrollment materials will be provided to families as needed, including Spanish-language support.

First Year of Operation (Incubation Year Timeline)

To ensure sufficient time for outreach and compliance with Nevada's minimum 45-day application period prior to any lottery, Nexus will implement the following enrollment calendar:

- **Application window opens:** October 2026
- **Application window closes:** March 2027
- **Public lottery (if needed):** March 2027
- **Enrollment confirmations and packet completion:** March - June

- **Enrollment audit readiness:** All accepted students will have completed enrollment packets prior to the state enrollment audit conducted on or before June 15.

Applications received after the lottery deadline will be processed on a rolling basis if seats remain available. If the number of applicants exceeds available seats, students not selected in the lottery will be placed on a waitlist in the order determined by the lottery. Vacancies that occur prior to or during the school year will be filled from the waitlist in accordance with Nevada law.

Subsequent Years of Operation

In subsequent years, Nexus will follow a consistent annual enrollment cycle:

- **Application window opens:** November
- **Application window closes:** March
- **Lottery (if needed):** March
- **Rolling enrollment:** Through the start of the school year and throughout the year as seats become available.

The school will conduct lotteries using Schoolmint only when the number of applicants exceeds available seats and will do so in a public, transparent manner consistent with Nevada law. Nexus may implement allowable enrollment preferences or weighted lottery provisions, if approved, to support equitable access for educationally disadvantaged students consistent with state regulations.

This timeline ensures families have ample opportunity to apply, supports robust recruitment during the incubation year, and positions the school to meet enrollment targets prior to the June enrollment audit.

b) Describe the school's proposed lottery policy including any proposed preferences and/or weights for certain student groups.

If applications exceed available seats in any grade level, Nexus will conduct a public, randomized lottery in compliance with Nevada Revised Statutes. The lottery will be conducted using SchoolMint, a secure digital platform that ensures fairness and transparency.

The school proposes the following legally allowable preferences:

- Siblings of currently enrolled students
- Children and dependents of board members and staff
- Students qualified for FRL

These preferences are designed to build continuity for families and support the school's mission to serve diverse learners, including those historically underserved.

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?

Nexus uses the following to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations:

- **Regular training sessions:** Nexus schedules regular training sessions for all staff members, including teachers, administrators, and support staff, to review the legal enrollment requirements and the servicing of Nexus' specific populations. These training sessions take place during allotted professional development times. Nexus will attend

SPCSA training sessions, collaborate with community organizations that serve special populations of students, such as local advocacy groups, immigrant rights organizations, disability rights organizations, and, if needed, contract with third parties to provide training.

- Resource guide: Nexus shares a staff handbook that includes all the legal enrollment requirements and guidelines for servicing special populations of students. This guide is given to all staff members and updated annually.
- Dedicated staff members: Nexus' leadership team, EL specialists, and SPED team are responsible for ensuring that all legal enrollment requirements are met for special populations of students.
- Family involvement: Nexus involves parents/guardians of students with special needs and EL students in the enrollment process and in the development of individualized education plans (IEPs) or other support plans.

3) Describe the student recruitment plan once your school has opened. In what ways will it be different than your preopening 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 Nexus has opened, recruitment efforts will shift from broad awareness-building during the incubation year to a more targeted, reputation-driven strategy centered on authentic demonstration of the school's academic model and student outcomes. While pre-opening recruitment will rely heavily on canvassing, community outreach, and marketing to introduce the school to families, post-opening recruitment will increasingly leverage the school's visible impact, student work, and community relationships.

A central component of ongoing recruitment will be public exhibitions of student learning, including portfolio defenses, project exhibitions, and community presentation nights. These events provide authentic opportunities for prospective families to observe the Nexus model in action and understand its emphasis on competency development, applied learning, and student ownership. Students and families will be encouraged to invite friends, relatives, and community members to these events, creating organic word-of-mouth recruitment. The school will also host regular open houses, campus tours, and information sessions throughout the year, coordinated by school leadership with support from staff and the Parent Advisory Committee. Current students and families will serve as ambassadors by sharing their experiences and participating in outreach events.

Responsibility for ongoing recruitment will primarily rest with the school leadership team, with support from designated staff responsible for enrollment coordination and family engagement. Recruitment progress, enrollment trends, and demographic data will continue to be monitored and reported to the governing board to ensure continued alignment with community needs and enrollment targets.

To backfill vacancies in existing grades, Nexus will maintain an active waitlist generated through the annual enrollment process. When vacancies occur, families will be contacted in waitlist order consistent with Nevada law. If the waitlist is insufficient to fill available seats, the school will implement targeted outreach campaigns in the surrounding community, including digital outreach, direct communication with interested families, and collaboration with community partners. Because the Nexus model emphasizes competency-based progression rather than strictly age-based pacing, the school is well positioned to integrate new students by assessing their current competency levels and developing individualized support plans to ensure successful transitions.

Student retention will be supported through the core elements of the Nexus design, including strong relationships with advisors, personalized learning pathways, flexible pacing, and meaningful project-based learning experiences. Regular family communication, student goal-setting conferences, and transparent progress reporting will help families remain engaged in their child's learning. The school will also monitor attendance, engagement indicators, and student satisfaction data to identify early warning signs of disengagement and intervene proactively. The Parent Advisory Committee and

family engagement events will further strengthen the sense of community and belonging that supports long-term enrollment stability.

Through these combined strategies, Nexus expects to maintain strong enrollment demand while ensuring continuity for currently enrolled students.

4) Complete the following tables for the proposed school. Remove rows as needed.

a) Minimum Enrollment. Must Correspond to Break Even Budget Scenario Assumptions.

Table 39: MINIMUM ENROLLMENT						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
6	75	69	69	69	72	72
7		69	69	69	72	72
8			69	69	72	72
9	74	69	69	69	72	72
10		68	69	69	72	72
11			70	70	72	72
12				70	73	73

b) Planned Enrollment. Must Correspond to Budget Worksheet Assumptions.

Table 40: PLANNED ENROLLMENT						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
6	80	80	80	80	85	85
7		80	80	80	80	80
8			80	80	80	80
9	80	80	80	80	85	85
10		80	80	80	80	80
11			80	80	80	80
12				80	80	80

c) *Maximum Enrollment. Enrolling more than 10 percent of the planned enrollment described in subsection b would necessitate a charter amendment*

Table 41: MAXIMUM ENROLLMENT						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
6	88	88	88	88	93	93
7		88	88	88	88	88
8			88	88	88	88
9	88	88	88	88	93	93
10		88	88	88	88	88
11			88	88	88	88
12				88	88	88

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.*

Nexus has strategically selected a Year 1 enrollment of **160 students**, split between **6th grade (80 students)** and **9th grade (80 students)**. This "micro-school" approach is the cornerstone of our strategy to ensure the long-term success of our Competency-Based Education (CBE) and Project-Based Learning (PBL) model.

- **Model Incubation & Quality Control:** Transitioning to a high-fidelity CBE model requires a fundamental shift in how teachers assess and how students engage. By starting small, our leadership team—led by the Executive Director and Principal—can "iron out the wrinkles" in our proprietary mastery rubrics and data-tracking systems. This allows us to refine our instructional "engine" with a small, manageable cohort before scaling, ensuring that Year 1 is a year of deep excellence rather than logistical overwhelm.
- **Dual Natural Entry Points:** 6th and 9th grades are the primary transition points in the Southern Nevada educational landscape. By opening at these levels, we capture students at a natural "reset" moment. We avoid the cultural friction of mid-middle or mid-high school transfers, instead onboarding "Founding Cohorts" who will grow with the school and establish the "Nexus Way" as the standard for all future students.
- **The Power of Near-Peer Mentorship:** While 6th and 9th graders are at different developmental stages, our model leverages this gap through **intergenerational PBL**. Our 9th graders, as they master high school competencies, will participate in "Service-Learning Projects" designed to support and mentor our 6th graders. This "near-peer" dynamic provides 6th graders with relatable role models while giving 9th graders authentic opportunities to demonstrate leadership and communication—core competencies in our PBL framework.

Growth Plan Rationale: The "Internal Pipeline" Strategy

Our growth to 570 students is a deliberate climb designed to preserve our small-school culture while achieving financial sustainability.

- **Building an Internal Feeder:** By Year 4, the 6th-grade students who began in 2027 will enter 9th grade as "Mastery Experts." This internal pipeline ensures that our high school program becomes increasingly rigorous over time, as the incoming 9th graders will already be fluent in the processes and expectations of our model.
- **Optimized for Coherence:** We believe the instructional coherence required for integrated PBL and personalized learning begins to degrade in large schools. Our capacity of 570 is our "Goldilocks Number": large enough to support a robust staff of 44 FTEs, but small enough to ensure that every student remains "known" by name and by their specific competency data.
- **Scalable Operations:** Growing by 160 students in Year 2 (adding 7th and 10th grades) allows us to double our scale while maintaining quality and culture. We heard repeatedly from parents that they would like to be able to send their children to the same school, so we want to make that a possibility, but not at the expense of diluting or distorting the competency-based model.

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.

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.

An initial expression of interest is the beginning of a relationship, not a conversion. Nexus's strategy for moving families from interest to enrollment is high-touch, community-centered, and coordinated with — but distinct from — the broader community engagement activities described elsewhere in this application. Where broader outreach is designed to build awareness and generate new interest, the efforts described here are specifically targeted at families who have already made contact.

Every family that provides contact information receives a personalized follow-up within 48 hours, establishing a direct point of contact and inviting them into our communication channels — newsletters, SMS updates, and social media. As the application window opens, dedicated enrollment office hours (both virtual and in-person) ensure that administrative hurdles do not prevent families from completing the process.

Beyond logistics, Nexus works to make interested families feel like founding members of the school community before the first day of school. Early-interest families are invited to join a founding Parent Advisory Council, which provides meaningful input on school culture and community priorities during the incubation year. Parents are also invited to help identify and vet potential internship and work-based learning sites through their own professional networks — integrating them directly into the school's instructional model from the start.

Outreach meets families where they are. Neighborhood pop-up events in accessible locations across East Henderson allow families who face transportation barriers to engage informally and build peer relationships with other founding families. Interested families receive ongoing invitations to school preview events — including PBL Preview Nights and community projects — maintaining connection throughout the application window.

Communication is designed to inform, not just remind. Families receive substantive updates — curriculum deep-dives, introductions to the founding team, and examples from comparable school models — so that by the time the application window closes, they are choosing a specific educational approach for their child, not simply responding to a reminder.

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”).

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.

During the incubation year, Nexus’s leadership team, including the proposed Executive Director, David Sabey, along with the Operations Manager and Principal (to be hired during the incubation year) will engage in structured leadership development aligned to the core Year 0 priorities, particularly facilities, enrollment, and finance. This development will combine hands-on execution with targeted coaching, mentorship, and strategic support, ensuring the leadership team develops the competencies necessary to successfully open and sustain the school. The table below outlines the primary areas of focus and associated actions that both advance Year 0 goals and develop leadership capacity.

Table 42: INCUBATION YEAR LEADERSHIP TRAINING			
Domain	Focus Areas	Key Actions	Potential Partners
Facilities	Site selection, design, compliance, readiness	Identify and secure facility; design learning spaces aligned to model; ensure code compliance; procure furniture and equipment; establish maintenance and operations plans	Hiltz Commercial Group, Opportunity 180, Larchmont Charter School
Enrollment	Recruitment, outreach, systems	Develop messaging and recruitment strategy; conduct community outreach; launch marketing efforts; implement application and enrollment systems; monitor and adjust based on data	Opportunity 180, Mariposa, Larchmont Charter School
Finance	Budgeting, systems, sustainability	Refine startup and multi-year budgets; establish financial systems; manage cash flow; secure startup funding if needed; ensure compliance and reporting structures	Opportunity 180, Vertex (or similar), Larchmont Charter School

Immersive Learning and Observation

During the Incubation Year, Dr. Sabey and the Principal, as possible, will conduct site visits to high-performing schools that utilize PBL and CBE models. These observations will include:

- Regional Excellence: Top-tier charter, district, and independent schools within Southern Nevada (e.g., Dawson School).
- National Benchmarking: Leading schools outside of Southern Nevada that have successfully scaled PBL and competency-based education (e.g., High Tech High, Gibson Ek, and Building 21).

These visits will allow the leadership team to observe best practices in action and apply those insights to the Nexus launch. Furthermore, the Executive Director will participate in scheduled professional development to prepare him to effectively recruit, cultivate, and instruct the founding staff.

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.

Following the submission of our application in April 2026 and subsequent authorization, Nexus will transition into an intensive incubation phase to prepare for an August 2027 opening. The leadership structure during this period is designed to balance aggressive operational milestones with fiscal responsibility.

Incubation Leadership Team & Employment Status

Upon authorization and the securing of startup funding—primarily through the Opportunity 180 Year Zero Grant and other possible grants—the following personnel will lead development:

- **Executive Director, Dr. David Sabey (Full-Time):** Immediately following authorization and the securing of funds, Dr. Sabey will transition to a full-time role to execute the Incubation Year Plan (Attachment 14).
- **Operations Manager (Full-Time):** Nexus intends to hire an Operations Manager shortly after approval to support the ED throughout the incubation year.
- **Principal (Consultative/Selected):** While the Principal may not be officially employed until closer to the school's launch, Dr. Sabey will maintain consistent communication with the candidate once selected to ensure model-comprehension and mission-alignment. We have allocated funds for a stipend to compensate the principal for their time.

Compensation and Funding Strategy

Nexus is committed to a sustainable financial model during the "Year 0" phase:

- **Primary Funding:** Compensation for Dr. Sabey and the Operations Manager prior to July 1, 2027, will be provided by Charter School Program (CSP) funds, and/or additional philanthropic funds contingent upon successful award.
- **Contingency Plan:** In the event that specific grant funding is delayed or not secured, Dr. Sabey is prepared to lead the development on a nearly full-time basis without immediate compensation, maintaining external employment as necessary until the school's budget stabilizes or alternative funding is finalized.
- **General Staffing:** All other employees, including teaching staff, will begin their roles no earlier than **July 1, 2027**.

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.

Nexus ensures all operational needs—including facilities, technology, student services, and instructional materials—are met through a transparent, high-accountability procurement process. Following our April 2026 submission and subsequent authorization, our fiscal policies will balance instructional autonomy with rigorous oversight.

Internal Purchasing Controls and Authority

To ensure the Executive Director (ED) maintains fiduciary oversight while empowering the Principal and Operations Manager (OM), Nexus employs the following tiered purchasing process:

1. **Micro-Purchases (Under \$500):** The Principal and OM are authorized to approve routine, budgeted expenses (e.g., classroom supplies, office consumables) to ensure operational fluidity. The Executive Director retains ultimate responsibility for these accounts through monthly reconciliation.
2. **Standard Purchases (\$500 – \$5,000):** All purchases in this range require a Purchase Order (PO). The Principal or OM may initiate the PO, but it must be signed by the Executive Director to verify that the expenditure is both budgeted and that sufficient cash flow is available.
3. **Significant Expenditures (\$5,000 – \$25,000):** For any purchase or service over \$5,000, Nexus requires a minimum of three competitive bids or estimates (whenever possible) to ensure the best value for public funds.
4. **Major Contracts (\$25,000+):** Any contract exceeding \$25,000 requires formal review by the Executive Director and Principal, followed by final approval from the Nexus Board of Directors.

When using federal funds — including CSP, Title I, Title II, Title III, and IDEA — Nexus will comply with 2 CFR Part 200 (Uniform Guidance), which supersedes internal thresholds wherever federal rules are more restrictive. Federal procurement tiers require informal quotes for purchases between \$10,000–\$250,000 and a formal public RFP process for any vendor relationship anticipated to exceed \$250,000 in federal funds over its full term — regardless of how payments are structured year to year. Nexus prohibits contract splitting to avoid these thresholds. All federally funded contracts will include SAM.gov vendor verification, conflict of interest documentation, and written records of procurement method and selection rationale.

Vendor Selection and Accountability

The Executive Director and OM are responsible for identifying vendors, utilizing recommendations from Opportunity 180, Larchmont Charter School, and the Diverse Charter School Coalition and high-performing regional peers. We prioritize vendors who demonstrate an understanding of our Project-Based Learning (PBL) and Competency-Based Education (CBE) models (e.g., flexible furniture, specialized SIS platforms for tracking competencies), as well as local providers from the East Henderson/Whitney community.

The selection process follows a competitive Request for Proposal (RFP) cycle:

- **Scope Definition:** The Principal defines the instructional requirements, while the OM defines the operational and compliance specs.
- **Evaluation:** Proposals are vetted based on a rubric weighing cost, past performance in charter settings, and alignment with Nexus’s demographic needs.

- **Performance Reviews:** At the conclusion of each semester, the OM and Executive Director evaluate vendor performance. Vendors must meet at least **90% of mutually documented KPIs** (a higher standard for safety and core operations). If a vendor fails to meet these benchmarks, the Executive Director will notify the Board and initiate a new RFP cycle to secure a replacement.

Funding the Provision of Services

During the August 2026 – July 2027 incubation year, these services will be funded through:

- Opportunity 180 Year Zero Grant and/or CSP Startup Funds.
- Philanthropic Seed Funding (e.g., New Schools Venture Fund).
- Weighted Student Funding and state revenues once the school opens in August 2027.

For all of the following vendors/providers, we will get recommendations from trusted people and use the RFP process described above.

*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.*

Nexus plans to obtain a facility that will be broadly accessible to families in the East Henderson/Whitney area, but to make attendance as convenient as possible, we will contract with a local bus service (e.g., 4Mativ) so that parents are not required to drop off their children every day. We also have additional funding set aside to provide additional services through the RTC and Hop, Skip, Drive for students facing housing insecurity or other documented needs.

*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.*

As a school that believes in the holistic development of young people, we recognize the importance of nutrition and food security. Nexus will contract with a provider that adheres to all federal nutritional guidelines and all other requirements (i.e. temperature, serving, and storage). A formal RFP process will be conducted to comprehensively evaluate all options and select the optimal program in terms of effectiveness, financial commitment, and services offered. In addition, we will work with families in their native language to ensure that all required documents proving eligibility for free and reduced lunches are accurately completed, and the Operations Manager will work with our chosen food service authority to establish documentation requirements and fulfill the requirements of the National School Lunch Program (NSLP).

*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.*

Our school model can accommodate a variety of technological tools; there is no particular software or piece of equipment that is necessary to our mission. Based on emerging research about the detrimental effects of “ed tech” in classrooms⁶⁹, we believe we can better accomplish our mission of empowering all our students to act wisely in an unpredictable and dynamic future by limiting their screen time in and out of school. Accordingly, we will not provide students with individual laptops on a 1:1 basis, but we will make computers available through class sets, which teachers can use and students can check out, with parent approval. (See technology policy in Supplemental Attachment 3.) To support the

⁶⁹See, for example, Horvath, J. C. (2025). *The digital delusion: How classroom technology harms our kids' learning — and how to help them thrive again*. LME Global.

technology that we do use, we will partner with a qualified IT services provider for implementation, troubleshooting, and maintenance of appropriate IT infrastructure, including Secure and filtered Wi-Fi access, a Learning Management System and Student Information System. Data privacy protocols will comply with FERPA and applicable Nevada regulations. Staff training and access controls will be implemented to safeguard both student and employee data.

Nexus Charter School will implement a proactive, annual cycle for evaluating and fulfilling its technology needs, ensuring alignment with instructional priorities and responsible budgeting. The process below outlines how the school will systematically assess, prioritize, procure, and maintain technology to support teaching and learning.

Table 43: TECHNOLOGY PLAN			
Phase	Timeline	Key Actions	Purpose
Audit	Winter–Early Spring	Inventory devices; assess condition and lifespan; review infrastructure; gather staff/student feedback	Establish a clear understanding of current technology capacity and gaps
Prioritize Needs	Spring	Identify instructional, operational, and replacement needs; prioritize based on goals, equity, and urgency	Ensure technology investments align with academic priorities and student access
Budget Alignment	Spring–Early Summer	Match needs to budget; plan for sustainability; explore cost-effective purchasing options	Maintain fiscal responsibility while meeting identified needs
Procurement & Deployment	Summer	Purchase, configure, and deploy devices; test systems; prepare backup inventory	Ensure all technology is fully operational before the school year begins
Monitor & Adjust	Ongoing	Provide support and maintenance; address issues; make targeted mid-year purchases if needed	Maintain reliability and respond to emerging needs

d) Facilities maintenance (including janitorial and landscape maintenance)

Nexus will complete an RFP process to contract with a custodial and basic maintenance provider to ensure a safe and clean learning environment for students and to complete basic regular-use maintenance of the facility. Facilities management will be supervised by the school operations manager with oversight from the school leader and board.

e) School health and nursing services: Describe your plans for providing nursing services, including how student required immunizations will be monitored.

The school will contract with a licensed school nurse for part-time coverage and designate trained staff to support daily student health needs. All employees receive ongoing training in administering first aid and procedures for responding to emergency situations. Select personnel will be required to obtain or maintain cardiopulmonary resuscitation (CPR) certification. The director of school operations (DSO) maintains all medical records, including required immunizations, in accordance with FERPA and all other applicable regulations. Only the principal and DSO will have access to all records and medications, which are stored in a secure location with clear record-keeping procedures. The DSO will establish a system for tracking required immunizations and monitoring to ensure such records are obtained from all students.

f) Safety and security (include any plans for onsite security personnel).

Nexus will implement a multi-layered safety strategy that includes:

- Controlled campus entry and visitor management.

- Annual and monthly safety drills.

A comprehensive Emergency Operations Plan (EOP) will also be developed in alignment with local law enforcement and school safety guidelines.

g) Other services that will be critical to the academics, operations, or financial management of the school.

As noted, the school will contract with a vendor (e.g., Vertex) for financial operations, including accounting, purchasing, and payroll. Licensed social workers and/or counselors will be engaged to provide behavioral health and social-emotional support.

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.

To ensure the highest standards of data integrity and privacy, Nexus Charter School will implement a multi-layered data governance framework that strictly adheres to the Family Educational Rights and Privacy Act (FERPA), NRS 388.272, and all Nevada Department of Education (NDE) and SPCSA regulations. Our approach combines robust digital infrastructure, clear administrative oversight, and rigorous staff training.

Systems and Digital Security

Nexus will utilize Infinite Campus as its primary Student Information System (SIS) to ensure alignment with Nevada's statewide recordkeeping requirements.

- **Access Control:** Access to Infinite Campus and our secondary portfolio system (e.g., Beacon Learning) will be governed by the principle of "least privilege." Staff will be granted role-based permissions, ensuring they only access data essential to their specific educational or administrative duties.
- **Authentication:** All digital platforms containing Personally Identifiable Information (PII) will require unique user credentials and Multi-Factor Authentication (MFA) where supported.
- **Security Protocols:** Our cloud-based platforms, including Google Workspace for Education, will be configured with advanced encryption and audit logs to track data access and modifications.

Physical Record Management

While Nexus prioritizes a digital-first environment, we will maintain secure procedures for all analog/paper records (e.g., original birth certificates, health immunizations, or wet-signature IEP documents).

- **Storage:** All physical sensitive records will be stored in fire-rated, locked filing cabinets located within a restricted-access records room.
- **Sign-Out Procedures:** A physical access log will be maintained to track when records are pulled, by whom, and for what purpose, ensuring a clear chain of custody.

Administrative Oversight and Procedures

The Operations Manager will serve as the primary Data Protection Officer, reporting to the Executive Director.

- **Data Integrity:** The Operations Manager and the Principal will oversee data submission, enrollment/disenrollment, and state reporting to ensure accuracy and compliance.

- **Legal Review:** During the planning year, Nexus will develop a comprehensive Operations Manual. This document will be vetted by legal counsel specializing in Nevada educational privacy laws to ensure all internal policies regarding data sharing and third-party vendor agreements are FERPA-compliant.
- **Disposal:** Nexus will implement a formal data destruction policy, ensuring that both digital files and physical documents are shredded or wiped according to state-mandated retention schedules.

Training and Compliance Culture

Data security is a collective responsibility. Nexus will conduct FERPA and Cybersecurity Awareness training for all employees during back-to-school professional development. This training will cover "cyber hygiene," phishing prevention, and the legalities of sharing student information with unauthorized parties.

Through these rigorous systems, Nexus Charter School will foster a culture of privacy that protects the rights of our students and the professional records of our employees.

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.

Nexus has not yet identified a facility, but has developed a working relationship with the Hiltz Commercial Group to secure a facility that is accessible and appropriate for the target community. We plan to implement a two-phased facility strategy designed to ensure fiscal solvency during the early years of operation while providing a high-quality learning environment.

Phase 1: Incubation (Years 1-2)

For the initial launch with a projected enrollment of **160 students**, Nexus will prioritize a "Plug-and-Play" incubator facility within the target zip codes of 89121, 89122, 89015, or 89011.

- **Target Space:** We are focusing on existing facilities with a current Certificate of Occupancy for educational or assembly use with de minimis renovations cost, such as a community center wing, a vacated private preschool, or a religious education building.
- **Spatial Efficiency:** Based on a 160-student Year 1 enrollment and our 80 SF/P standard, we are targeting an initial footprint of approximately 12,000 square feet.
- **Lease Terms:** Our financial model assumes a base lease rate of \$1.20 per square foot (triple net), which is consistent with "Class C" commercial and institutional space in the 89122 and 89015 corridors. We will aggressively negotiate for rent abatement during the first six months of the Year 0 planning phase and partial abatement in Year 1 to preserve capital for instructional needs.

Phase 2: Permanent Campus (Year 3 and Beyond)

As Nexus scales toward its full capacity of 570 students, the school will transition to a permanent facility of approximately 42,000 square feet.

- **Escalations & Market Alignment:** To remain fiscally conservative in the 2026 real estate market, our long-term budget accounts for lease escalations reaching \$1.67 per square foot by Year 4, with a 2-3% annual increase thereafter.
- **Relocation Strategy:** The Board will begin the search for a permanent site no later than the second quarter of Year 2. This timeline allows for any necessary Tenant Improvements (TI) or permitting required to ensure a seamless transition that does not disrupt student learning or the "Nexus" community culture.

b) The number of general education classrooms required each year.

(See combined response below)

c) Any additional classroom space required for special education or EL services, labs, specialty classes and intervention or enrichment programs.

Table 44: REQUIRED CLASSROOMS					
	Y1	Y2	Y3	Y4	Y5
Enrollment	160	320	480	560	570
Gen Ed Classrooms	8	16	24	28	28
Additional classrooms (flexible use)	1	2	3	4	4

d) Space requirements for administrative functions, food services and physical education.

- One administrative office space
- A secure reception area and front office
- A teacher/staff lounge with workspace
- Access to a multipurpose room for physical education and food service delivery

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:

a) Total project cost

b) Financing and financing assumptions

c) 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 69.

Nexus Charter School has not yet secured a permanent facility. However, the organization has established a rigorous strategic plan to identify, secure, and prepare a "plug-and-play" incubator site for an August 2027 opening. Prior to use, our facility will be inspected and will be in compliance with applicable building codes, fire-prevention codes, and codes pertaining to health and sanitation, and with all ADA requirements.

Search and Selection Strategy

Nexus is currently partnered with the Hiltz Commercial Group (HCG). HCG serves as our all-inclusive brokerage and advisory partner, providing Nexus with access to a specialized network of architects, attorneys, and developers who have successfully navigated the SPCSA, City of Henderson, and City of Las Vegas permitting and Special Use Permit (SUP) processes.

Nexus will pursue a Charter Schools Program (CSP) startup subgrant via Opportunity 180, targeting an award of up to \$2,000,000 to fund allowable pre-opening and initial implementation costs, including minor facility improvements, furniture, fixtures, and equipment (FF&E), curriculum and instructional materials, community outreach, and staff professional development.

Total Project Cost (Incubator Phase): We estimate a Year 0 "Refresh" budget of \$120,000 (\$10/SF) to ensure the facility meets Nexus's specific aesthetic and safety standards, funded primarily through CSP startup dollars.

Financial Model Assumptions

The Nexus financial model is built to handle a total facility cost (rent + CAM + utilities) not exceeding 15-18% of total per-pupil revenue.

Table 45: FACILITY PROJECTIONS

Expense Category	Year 1 (160 Students)	Year 2 (Growth/Expansion)	Assumptions
Lease (Base Rent)	\$540,000	\$556,200	Calculated at \$1.50/SF, 30,000 sf ft, 3% COLA
Security Deposit	\$90,000	\$0	One-time initial expense in Year 1 also 1 month rent \$45k
Maintenance and Repair	\$12,500	\$14,000	Estimated at as independent of lease agreement, property insurance may be separate up to \$18k annually
Utilities	\$24,000	\$25,200	Budgeted at approx. \$2.75/SF annually.
Custodial & Maintenance	\$24,000	\$24,720	Contracted services for 12,000 SF footprint.
Insurance (Liability)	\$18,000	\$25,000	Standard charter school liability coverage.
TOTAL FACILITY COST	\$708,500	\$645,120	Total operational facility spend

Credibility of Plan

The credibility of this plan is supported by the track record of our partners at Hiltz Commercial Group, who have successfully led numerous Nevada charters (including WYLEES and Vegas Vista Academy) from the application phase to ribbon-cutting. By targeting "plug-and-play" sites, Nexus significantly mitigates the risks associated with ground-up construction or heavy industrial conversions, ensuring the school meets all fire, health, and safety codes 30 days prior to the August 2027 start date.

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.

CTF member Cynthia Sellers has over ten years of experience in real estate, including coordinating the work of contractors to keep renovations on track and within budget. CTF member Ben Salkowe oversaw the purchase and development of the facility for Equipo Academy in East Vegas. In addition to this internal experience and expertise, Nexus is partnering with the Hiltz Commercial Group to help us acquire a facility and manage build-out or renovations.

4) Explain the organization's plan to maintain the facility.

In order to provide a safe and clear learning environment for all students, routine maintenance, janitorial services, and landscaping will be contracted with staff and local vendors. The Operations Manager will be responsible for oversight, vendor management, and compliance with maintenance standards.

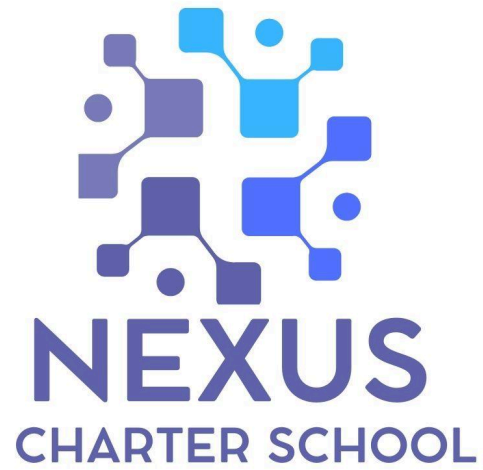
5) Describe timelines and plans for ensuring that the facility (whether identified or not) will have proper permitting to operate as a school. Explain the applicant team's interactions with the local jurisdiction to date and plans for future engagement, including the applicable planning department/division and traffic department/division. If the applicant has approval from the local jurisdiction for the proposed location, provide that as part of Attachment 18.

The school will obtain all necessary approvals for occupancy and operation, including Certificate of Occupancy prior to opening and Building and fire inspections in accordance with city and state law.

- Continued collaboration with the City of Henderson or Las Vegas Planning and Traffic departments to ensure safe operations
- Timeline for permitting concludes no later than July 15, 2026, in advance of the first day of school

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.

See Attachment 19.



Section 5: Financial Plan

Financial Plan

1) How will the school ensure that all public funds are used efficiently, aligned to the approved budget, and safeguarded through effective internal controls?

Nexus takes budgeting and financial planning seriously. We protect mission-critical resources when faced with budget cuts and maintain financial viability. Our financial plan does not appropriate any funds in an amount in excess of the budgeted resources of that year.

Nexus Charter School has identified Vertex as its primary candidate to provide back-office administrative services, including accounting, bookkeeping, payroll processing, budgeting, purchase tracking, financial reporting, budget forecasting, financial compliance, and data management. Nexus will also contract separately with an independent, Nevada-licensed certified public accounting firm to conduct the annual financial audit, ensuring the auditor has no relationship with the back-office provider or school leadership.

Nexus will select its back-office provider through a competitive Request for Proposal (RFP) process, soliciting a minimum of three proposals from qualified vendors. The selection will be made by the Executive Director in consultation with the board's finance committee and voted on by the full board. The following criteria will guide the evaluation:

(a) Proven Track Record in Charter School Finance: The vendor must demonstrate a history of successful financial management for public charter schools, ideally in Nevada or comparable regulatory environments. The Executive Director will compile and present a detailed track record analysis for finance committee review and board approval.

(b) Mission Alignment and Regulatory Expertise: The vendor must demonstrate familiarity with Nevada-specific charter school compliance requirements, including SPCSA reporting standards, GASB principles, PERS contributions, and sponsorship fee obligations. Alignment with Nexus's commitment to serving students in the East Henderson/Whitney area through a project-based, competency-based educational model will also be considered.

(c) Competitive and Transparent Pricing: The vendor must submit a clear, itemized pricing plan that falls within the scope and budget constraints outlined in the RFP. The Executive Director will present pricing documentation to the finance committee for review and board vote.

Nexus will structure its financial and administrative operations to ensure clear segregation of duties among the Executive Director, Principal, Operations Manager, and the back-office provider. The board treasurer will maintain independent oversight of all financial activity. This division of responsibilities will be formalized in a financial policies and procedures document developed collaboratively with the back-office provider following authorization, ensuring that no single individual controls more than one phase of any financial transaction — authorization, record-keeping, or custody of assets.

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.

As a Nevada public charter school, Nexus Charter School will operate as a special purpose governmental unit and will adhere to the requirements of the Governmental Accounting Standards Board (GASB), as outlined in the Nevada Department of Education's Nevada Charter School Audit Guide (Feb. 2023 Revision). Financial statements will be prepared in accordance with Generally Accepted Accounting Principles (GAAP) and audited in accordance with

Generally Accepted Auditing Standards (GAAS) and Government Auditing Standards issued by the Comptroller General of the United States.

Nexus will annually engage an independent, Nevada-licensed CPA firm with demonstrated experience in public school or governmental audits to conduct its financial and compliance audit. The audit will be completed within all applicable state-mandated timeframes following the close of the fiscal year. The Executive Director, Operations Manager, and board treasurer will coordinate with the back-office provider to prepare all required documentation and ensure the timely submission of the auditor's findings to the SPCSA and any other required recipients. Each completed audit report will be a matter of public record and will be available to any stakeholder upon request.

The annual audit process at Nexus will include the following steps:

Engage an independent audit firm: Nexus will competitively select a qualified CPA firm with governmental or charter school auditing experience to conduct the annual review, separate from and independent of the back-office provider.

Review financial statements: The auditor will examine all financial statements prepared by the back-office provider, including balance sheets, income statements, and cash flow statements, to assess accuracy and completeness.

Evaluate internal controls: The auditor will assess Nexus's internal control environment, including policies governing budgeting, cash management, procurement, payroll, and financial reporting, to identify any deficiencies or vulnerabilities. The audit further checks that control systems ensure that only allowable expenses are made and are coded appropriately.

Test transactions and compliance: A sample of transactions will be tested for mathematical accuracy, proper documentation, appropriate coding, and compliance with Nevada public school requirements and the school's board-approved budget.

Report findings: The audit firm will issue a written report detailing findings, any identified control deficiencies, instances of noncompliance, and recommendations for corrective action. The board will formally review and respond to all findings.

To sustain a strong year-round internal control environment, Nexus will proactively:

Adopt comprehensive written financial policies: The Executive Director and board, with support from the back-office provider, will develop and maintain a formal financial policies and procedures manual covering all aspects of budgeting, purchasing, payroll, cash handling, and reporting prior to the school's opening.

Implement segregation of duties: Financial responsibilities will be explicitly divided among the Executive Director, Operations Manager, the back-office provider, and the board treasurer so that no single individual can authorize, record, and handle the same transaction.

Conduct regular financial monitoring: The Operations Manager, in coordination with the back-office provider, will produce monthly financial reports for review by the Executive Director and board. Actual expenditures will be compared to budgeted projections, and variances will be flagged and addressed promptly.

Maintain accurate and timely records: All financial records will be maintained in compliance with Nevada Department of Education requirements, GAAP, and GASB standards, with the back-office provider responsible for the day-to-day accuracy and completeness of the school's books.

Provide ongoing staff training: The Executive Director and Operations Manager will participate in training on Nevada charter school finance, audit readiness, and compliance requirements, facilitated in part by the back-office provider and by SPCSA resources.

Maintain strong board governance: The board's finance committee, which will include members with financial expertise, will provide oversight of the school's fiscal management, review and approve annual budgets and financial policies, and monitor audit results.

3) How will the school comply with Nevada's financial reporting and annual independent audit requirements, and what financial controls will be implemented to support compliance?

Nexus Charter School is committed to full compliance with all Nevada financial reporting and audit requirements applicable to public charter schools. As noted above, Nexus will follow GASB standards, prepare financial statements in accordance with GAAP, and conduct annual independent audits in accordance with GAAS and Government Auditing Standards. The back-office provider will manage the school's day-to-day financial recordkeeping and reporting functions, while the board treasurer and finance committee will provide independent oversight.

Financial controls will be implemented across all key operational areas as follows:

Budgeting and Appropriations: The Executive Director, with support from the back-office provider, will prepare an annual budget for board adoption prior to the start of each fiscal year. The budget will not appropriate, in any fund, an amount in excess of the projected resources of that fund. Budget amendments, if needed, will require board approval. No expenditures will be authorized outside the adopted or amended budget.

Purchasing and Procurement: All purchases will follow a board-approved procurement policy that establishes spending thresholds, required approval levels, and competitive bidding requirements consistent with Nevada law. The Operations Manager will manage the day-to-day purchasing process, with the Executive Director authorizing expenditures above defined thresholds. The back-office provider will code all expenditures to the appropriate budget line item and flag any potentially disallowable costs for review prior to payment.

Payroll: The back-office provider will process all payroll in compliance with Nevada requirements, including timely and accurate PERS contributions, withholding obligations, and reporting. Payroll records will be reconciled monthly against staffing authorizations approved by the Executive Director and reviewed by the board.

Financial Reporting: Nexus will submit all required financial reports to the Nevada Department of Education and the SPCSA on schedule, including monthly financial statements reviewed by the board. The back-office provider will prepare these reports, and the board treasurer will review them for accuracy and compliance before submission.

Annual Audit: As described above, Nexus will engage an independent CPA annually. Audit findings will be presented to the full board, and any identified deficiencies will be addressed through a written corrective action plan with defined timelines.

4) How will the school ensure transparency and accountability to stakeholders (e.g. the SPCSA, families, taxpayers) regarding the use of public funds?

Nexus Charter School is deeply committed to transparent stewardship of public funds and to maintaining the trust of the SPCSA, families, taxpayers, and the broader East Henderson/Whitney community. The following systems and practices will ensure that stakeholders have meaningful access to information about how Nexus uses public resources.

Public Reporting: All board meetings will be open to the public and conducted in compliance with Nevada's Open Meeting Law. Board meeting agendas, minutes, and financial reports will be posted on the school's website in a timely manner. Annual audit reports will be made publicly available and retained in the school's administrative office.

Board Oversight and Finance Committee: The board's finance committee will review monthly financial statements prepared by the back-office provider and present summaries to the full board at each regular meeting. Budget-to-actual comparisons will be a standing agenda item, ensuring that the board — and the public — can track the school's financial performance in real time relative to the approved budget.

SPCSA Reporting: Nexus will comply with all SPCSA reporting requirements, including timely submission of financial statements, audit reports, and any other required documentation. The Executive Director will serve as the primary point of contact for SPCSA financial inquiries and will respond promptly to any requests for information.

Family and Community Communication: Nexus will publish an annual financial summary in plain language for families and community members, highlighting key revenue sources, major expenditure categories, and the school's overall financial health. This summary will be distributed through the school's newsletter and website.

Per-Pupil Funding Transparency: Nexus will clearly communicate to stakeholders how per-pupil funding from the SPCSA is allocated across educational programs, staffing, and operations, consistent with the school's project-based and competency-based instructional model.

External Funding Disclosure: Any external grants or donations will be disclosed to the board and reported to the SPCSA as required. The budget will only reflect external funding that has been secured with cash in hand or a letter of award. Nexus will not project or rely on funding that has not been formally committed.

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?

Nexus Charter School will approach all capital expenditures — including any facility acquisition, construction, or renovation — with rigorous fiscal discipline, competitive procurement practices, and full compliance with applicable Nevada statutes and SPCSA requirements.

Capital Procurement: Any capital purchase exceeding board-established thresholds will be subject to a competitive bidding process consistent with Nevada's public school procurement requirements. The Executive Director will oversee the bidding process, and all contracts will be reviewed by legal counsel and approved by the board before execution. Vendor selection will be based on demonstrated qualifications, competitive pricing, and alignment with the school's operational needs — not on personal relationships or sole-source arrangements.

Facility Planning: Nexus's facility plan for the East Henderson/Whitney area is grounded in conservative assumptions that account for potential cost increases, delays, and enrollment variability. All financial projections related to facilities — whether lease, renovation, or build-out costs — reflect the most realistic and defensible estimates available at the time of application. Contingencies have been incorporated into the financial plan to ensure that facility costs do not jeopardize the school's operating budget or its ability to serve students from Year 1 (160 students) through Year 5 (570 students).

Enrollment-Linked Financial Planning: Because Nexus's revenue is directly tied to enrollment, the financial plan models scenarios at multiple enrollment levels to ensure viability even if growth targets are not fully met. Mission-critical expenditures — particularly those directly supporting students' project-based and competency-based learning experiences — are protected in all scenarios.

Contingency Planning: In the event that revenues fall below projections, Nexus will implement the following staged response:

First, the Executive Director and board will conduct an immediate financial analysis to identify the scope of the shortfall and its projected duration. Non-essential or deferrable expenditures will be identified and reduced or eliminated, including discretionary supplies, contracted services, and non-instructional line items.

Second, Nexus will pursue supplemental revenue strategies, including targeted enrollment outreach to close gaps relative to projections, pursuit of grant funding appropriate to the school's mission, and community fundraising efforts.

Third, if shortfalls persist, Nexus will draw on its operating reserve fund, which will be established upon authorization and built toward a target balance sufficient to cover a minimum of 60 days of operating expenses. The board and finance committee will define the reserve policy formally in the school's financial policies document.

Fourth, in the event of a prolonged or severe financial challenge, the board will convene to consider structural adjustments — including staffing, programming, or operational changes — to restore fiscal viability while protecting the educational program to the greatest extent possible. The SPCSA will be notified promptly of any material financial concern in accordance with the charter agreement.

At no point will Nexus appropriate funds in excess of available resources, and the school's financial plan has been designed to ensure there is no scenario under which the school becomes insolvent or unable to meet its obligations to students, staff, or creditors.

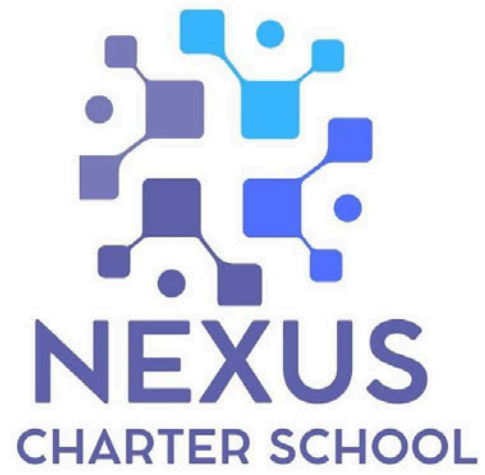
6) *As Attachment 20, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following:*

- a) *Per-Pupil Revenue: Use the figures provided by the SPCSA within the Financial Plan workbook.*
- b) *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.*
- c) *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.*
- d) *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.*

See Attachment 20

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).

See Attachment 22



Attachment 1

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

Nexus Charter School

2. Full name

Benjamin Salkowe

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.*

<input checked="" type="checkbox"/> 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).

Equipo Academy, Committee to Form, Founding Principal, and Founding Principal Emeritus

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

Nexus Charter School will empower students become leaders in our dynamic, unpredictable future and forces for good in the world. By cultivating intellect, independence, and integrity, students will see connections across disciplines and solutions to important problems in society.

2. What is your understanding of the proposed charter school's educational program?

The Nexus Charter School curriculum is designed to integrate studies across classes and empower students to become managers of their learning through competency-based grading and personalized labs. Students will showcase their academic learning in learner portfolios and grow as people in daily advisory groups.

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 excited by the people and ideas that Mr. Sabey and his team have brought together in this application. I believe the school would be a uniquely compelling option in the Southern Nevada community for students and families seeking broad exposure to the liberal arts early in their academic careers.

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.

A charter school board should represent expertise in instruction, leadership, finance, law, real estate, and human resources. I believe that I can contribute knowledge and experience from my ten years building and leading Equipo Academy as an instructional leader and in building strong student, family, and staff culture and systems.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

Charter school board members are directly responsible for the selection, hiring, and evaluation of an exceptional school leader who can deliver on the school's academic, operational, economic promises and commitments. The board is also ultimately accountable to the state to ensure that the school has the organizational policies and resources to meet its goals. Wherever the school leader or policies are not meeting authorizer or local expectations or requirements, it is the board's responsibility to make needed changes or procure needed resources to correct course and fulfill the obligations of the charter contract with the authorizer.

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?

Board members would need access to high-quality training around roles and responsibilities, open meeting law, and charter school accountability systems. Additionally the board members need to be visibly present to all stakeholders and authorizers and responsive to their needs and feedback from the board.

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:
Equipo Academy, DPAC

Describe any affiliation with any charter schools.

Work for Equipo Academy as school leader and program leader 2015-2026 and DPAC 2026-present.

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).

Nevada Public Schools (NPS)

NPS is not officially affiliated in any way with any specific charter schools but serves students who attend Equipo Academy, DPAC, and CCSD schools.

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?

NPS directors work with Equipo Academy, DPAC, and other CCSD schools as professional educators and volunteer time outside of their professional roles with NPS to provide extracurricular programming and resources to students and families in Southern 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.

Assurances and Certification

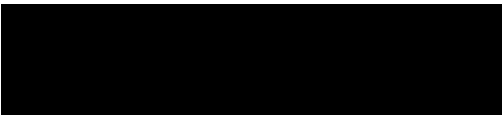
I, Benjamin Salkowe, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Nexus Charter 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 turpitude² 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.

Benjamin Salkowe

Name



Nexus Charter School

Proposed Charter School Name

02/16/2026

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

BENJAMIN J. SALKOWE

EDUCATION

Sierra Nevada College

Educational Leadership,
Administrative Endorsement (2015)
Completed final internship in urban school
administration in Spring 2015.

University of Nevada, Las Vegas

Master of Education,
Curriculum and Instruction (2009)
Culminating experience research on Ralph W.
Tyler's Ends-Means curriculum model

Middlebury College

Bachelor of Arts, Political Science,
Magna Cum Laude (2007)
Editor in Chief of *The Middlebury Campus*
weekly student newspaper

Harvard College

and Harvard Graduate School of Education
Visiting Undergraduate Student,
Political Science and Education Policy (2006)
News Board Editor for *The Crimson*.

EDUCATIONAL LEADERSHIP EXPERIENCE

Equipo Academy • East Vegas College Prep (8/2014 - Present)

Founding Principal Emeritus and Founding Partner for The Studio High School Project

Led the founding and opening of the first teacher-led, college-preparatory public school serving first generation college students in East Las Vegas. Now co-leading the The Studio High School Project to design new alternative pathways for students struggling with traditional school structures.

- ▶ **Recruited 900 students and families and 91 staff members** to commit to an extended-day, college-preparatory public school for first generation college students.
- ▶ **Managed and coached eight leadership team members** to develop and execute strategies leading to **five star state ratings for middle and high school** in the Nevada School Performance Framework and **Top 10 Nevada High School** rankings by US News & World Report.
- ▶ Oversaw fundraising, grant development, and state and local revenue streams for an **annual \$8M operating budget** including annual financial and operational auditing and public reporting.
- ▶ Launched an innovative College Navigator program for alumni that has empowered **over 80 percent of graduates to enroll in four-year colleges and universities**.

Clark County School District (8/2010 - 6/2015)

Program Coordinator for the Scholars Working OverTime program

Co-founded and led the Scholars Working OverTime, an extended-day program with 250 students and families participating in an extended-day, college preparatory program.

- ▶ **Recruited 250 students and families** to commit to an extended-day, college-preparatory program at a small CCSD school, Eldorado Prep.
- ▶ **Identified, trained, and led seven middle and high school teachers** and two interns in teaching rigorous, college-preparatory courses with **five star growth scores** in East Las Vegas.
- ▶ Leveraged local media, foundation grants, and internet tools to **raise over \$150,000** in technology, books, tutoring and funding for students and brought the CCSD E3 1:1 iPad project to the campus.
- ▶ Managed a team culture that consistently fostered **over 95 percent attendance at all family events**.
- ▶ Recognized by the Nevada Association of School Boards as **2013 Innovative Educator of the Year**.

Charlotte and Jerry Keller Elementary (8/2010 - 6/2012)

Fifth and Sixth Grade Teacher and Grade Level Chair

- ▶ Partnered with colleagues and families to **lead East Las Vegas's first extended day, college-preparatory sixth grade classes serving at-risk students in an elementary setting** leading to the highest math growth scores in the state and one of the top ten reading growth scores in Clark County.
- ▶ Designed and delivered backwards-planned **instructional and investment plans** rooted in high expectations, modeled after high-achieving schools and driven by frequent, rigorous assessments.
- ▶ Drafted **schoolwide improvement plan, facilitated common assessment writing and data analysis** and **presented instructional strategies** to staff at professional development sessions.

Teach For America - Laura Dearing Elementary (6/2007 - 8/2010)

Fifth Grade Inclusion Teacher and Grade-Level Chair

- ▶ Wrote research-based reading curriculum leading students to average **more than two years growth** in fluency and comprehension.
- ▶ Co-authored grade-level writing curriculum with colleagues producing school's single-largest jumps in writing proficiency, **15 percentage points**, on mid-year state assessment.
- ▶ Disseminated effective resources and exploded successes by **leading professional development** workshops at staff development and weekend trainings.

Teach For America - Middlebury, VT and Las Vegas, NV (6/2006 - 5/2007, 8/2008 - 2/2010)

Campus Campaign Manager, Learning Team Leader, and Content Coordinator

- ▶ Led information sessions and met with student leaders to **identify and recruit over 50 outstanding candidates** and **matriculating 10 graduating seniors to teach** in Teach For America and part of national campaign matriculating **2,900 new teachers across 26 regions in 2007**.
- ▶ **Planned and delivered professional development** sessions providing nine first-year corps members in at-risk teaching placements with essential knowledge and skills to be highly-effective teachers.

Exploration Junior Program - Norwood, Massachusetts (6/2006 - 5/2008)

Pre-Season Curriculum Advisor, Instructor, and Residential Advisor

- ▶ **Mentored new instructors** through curriculum mapping and instructional planning of summer school programs and **designed and delivered highly-rated original courses for sixth and seventh grade students** culminating with an international conflict role play and student-produced music record.
- ▶ Supported seventh grade living group as residential advisor **responsible for student conduct, discipline, health and safety** in dorms.

RELATED EXPERIENCE

Department of Family Services (2024-Present)

Foster Parent/Professional Caregiver

Commission for a Globally Prepared Nevada (2020)

Blue Ribbon Commission Member

Middlebury College Admissions (2009-2019)

Committee Chair of Nevada Alumni Program

Big Brothers Big Sisters (2008-2009)

Mentor/Big Brother

Harvard School of Education (2006)

Communications Intern

Senator Hillary Rodham Clinton (2005)

Capital Region Intern

SKILLS

trained in SIS and LMS administration, Professional Learning Communities, Response to Intervention, TBRI, Kagan strategies, High Quality Sheltered Instruction, CORE reading structures, DRA and NWEA assessments, AIMSweb progress monitoring, Excel-based data tracking, Adobe desktop publishing systems, Final Cut digital video editing, and Macromedia/Adobe web design, Red Cross first aid and CPR

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

Nexus Charter

2. Full name

Cynthia Sellers

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

7. Employer Address

8. Which of the following

- I am on the Committee to Form *and* am 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? NO

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 mission is to provide families with an alternative, unconventional, yet highly effective school option. The vision is to provide students with an education that gives them the skills to be self-starters, critical thinkers, independent, confident adults in a constantly evolving world. More importantly, we want the children who will be the future to be prepared for the career paths that they envision for themselves, regardless if they choose to be a doctor or a songwriter.

2. What is your understanding of the proposed charter school's educational program?

The education program will consist of highly engaged group activities, hands-on lesson plans, and assignments that allow students to exercise and strengthen their prefrontal cortex of the brain. Our program will prepare students to be critical thinkers and to make sound decisions.

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 would like to serve on the board because I’ve seen children, including my own, struggle due to a one-size-fits-all way of teaching. I’m eager to be part of an organization or board whose goal is to provide a better education for the community.

It’s imperative that educators find different styles of teaching so that truly no child is left behind. Kids joining gangs and dropping out of school often stems from boredom and low self-confidence. Our self-confidence starts in school—being able to answer questions, understanding the assignment, and not being singled out if they aren’t able to understand something.”

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 a dyslexic mom of a 10-year-old boy who is also dyslexic. With lots of hard work, I joined the military, have a degree in Business Management, and have my own business. So my child didn’t have to struggle like myself. I took several hours of dyslexia classes to get a deeper meaning and understanding of dyslexia, which led me to take my son out of a traditional school to homeschool him, where I eventually saw improvements in his education and self-esteem. I created the lesson plans based on what the Clark County education system expected from a 7-year-old. I’ve also created class courses that focus on several subjects not typically taught in school but necessary, such as taxes, negotiation, creating a business plan, the process of buying a house, and the differences between a loan officer and a realtor, among others.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

My understanding of a board member is to provide governance. Board members oversee and ensure the school is inlined with its proposed vision and mission. More importantly, board members are to academically protect the students as well as make sure decisions are being done in their best interest.

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 make sure the school is a success the most important step would be to identify and clearly define each members role. Defining each member's role will sustain the structure of the board as well as keep the board organized. Leadership, accountability, and policies are also necessary for the success of the board and the students attending the school.

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:

Vacatia -

Describe any affiliation with any charter schools.

N/A

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.

Assurances and Certification

I, Cynthia Shani Sellers, 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, Nexus (“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 turpitude² 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.

Cynthia S Sellers



Signature

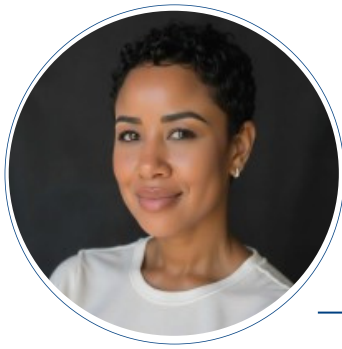
Nexus Charter

Proposed Charter School Name

02/21/26

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.



Cynthia Sellers

Experienced Event Coordinator Planner

A creative force and hands-on problem solver who thrives in spaces where people, purpose, and process come together. I come alive when I'm engaging with people, bringing ideas to life, through coordinating events and managing all the moving parts.

Hotel Sales Coordinator Jul 2025 - Current Las Vegas, NV

Grandview Hotel The Berkley The Cliffs
Vacatia

- Coordinate group reservations, room blocks, and special requests to ensure accuracy and a smooth guest experience
- Prepare proposals, contracts, addendums, and event details in alignment with property standards and deadlines
- Serve as a main point of contact for group clients, answering questions, clarifying expectations, and providing updates
- Partner with operations, front desk, and revenue teams to communicate group needs and support optimal room utilization
- Track deadlines, cut-off dates, and billing details to reduce last-minute issues and support timely payments
- Use hotel systems and CRMs to maintain accurate records, reports, and communication history
- Support onsite needs for groups when needed, ensuring guests feel welcomed, informed, and taken care of

VIP Suite Supervisory Jun 2024 - Jun 2025 Las Vegas, NV

Allegiant Stadium
Levy

- Directed VIP and executive suite operations for NFL games, concerts, and private events, leading a team of suite attendants and support staff to deliver a consistently elevated, white-glove experience.
- Owned end-to-end suite execution—staffing, inventory, setup, presentation, and in-suite service ensuring every suite was event-ready, on time, and aligned with client-specific requirements.
- Engineered and rolled out suite SOPs, checklists, and operational templates that tightened accountability, reduced prep time, and raised service standards across all premium events.
- Partnered with catering and culinary leadership to execute complex orders and special dietary requests while enforcing SNHD food safety and allergen protocols for VIP guests.
- Served as the on-site point of command during high-profile events, anticipating issues, reallocating resources in real time, and strengthening relationships with suite owners, celebrities, athletes, and corporate executives.

Realtor / Realtor's Assistant Jan 2014 - Jun 2025 Los Angeles, CA Las Vegas, NV

Noble Realty Brokerage
CA+ NV Department of Real Estate

- Upheld luxury property presentation standards by managing all cleaning supplies and workflows, ensuring homes remained showroom-ready before, during, and after every viewing.
- Selected premium hard finishes and fixtures for renovated properties, aligning design choices with modern, timeless aesthetics to maximize buyer appeal.
- Orchestrated vendor schedules and project timelines, coordinating with multiple contractors to keep renovations on track and minimize downtime across properties.
- Built and maintained a vetted network of skilled interior and exterior contractors by proactively sourcing, interviewing, and evaluating vendors for current and future projects.
- Partnered with contractors to finalize cohesive color palettes and design schemes tailored to the target buyer profile and overall market trends.

Owner + Manager Jan 2012- Jan 2014 Los Angeles+ Orange, CA Las Vegas, NV

Cynthia's Catering Co.
Business

- Founded and operated a full-service catering and events business, overseeing everything from sales and client intake to menu design, staffing, and day-of execution for weddings, corporate luncheons, birthdays, home gatherings, and pop-up dinners.
- Designed cost-effective, high-impact menus in collaboration with clients and cooks, ensuring on-time service, aligned budgets, and consistently strong guest feedback.
- Drove revenue growth by owning all marketing efforts—managing social media, Yelp, and Google profiles; launching promotions; and attending networking events to generate leads, referrals, and repeat business.
- Hired, trained, and led staff on company values, service standards, and procedures, creating a reliable team that could execute events smoothly with minimal supervision.
- Maintained full compliance with state health codes by enforcing strict food safety, sanitation, and equipment-use protocols, while hosting tastings and food demos to convert prospects into loyal clients.

EDUCATION

Bachelor of Technical Business Management
DeVry University

June 2015

MILITARY

Air Force
Honorable Discharge
DD214 Upon Request

May 2008 – April 2014

**CERTIFICATION +
LICENSES**

Secretary of State of Nevada
Notary + Signing Agent

Clark County School District
Substitute Teacher

KEY SKILLS

- CMS
- Wix
- Wix Studios
- Squarespace
- WordPress
- GoDaddy
- Asana
- Time management
- Task prioritization
- Strong organizational and time management skills.
- Corporate communications.
- Website compliance

- Goal oriented
- Confidentiality & Discretion
- Problem solving.
- Customer service.
- Microsoft Office Suite
- Excel
- Word
- Outlook
- PowerPoint
- Jira
- Sales Force

★ STRENGTHS

Strategic Planning

Collaboration

Operational & Logistics Leadership

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

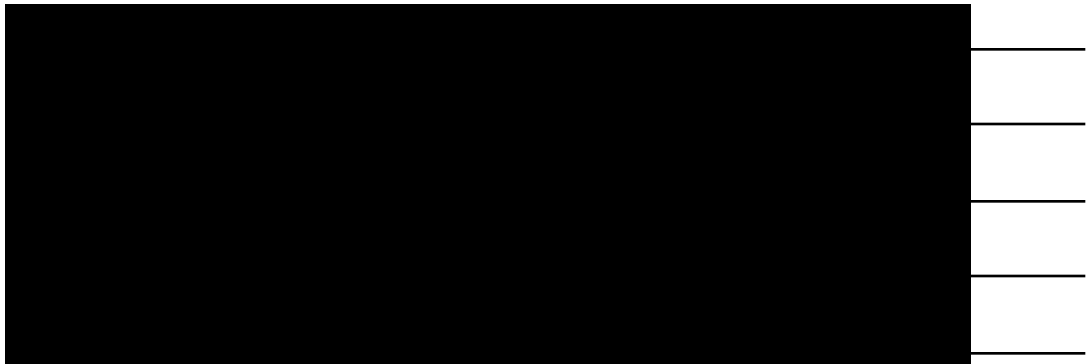
1. Name of proposed charter school

Nexus Charter School

2. Full name

David Sabey

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.*

<input checked="" type="checkbox"/> 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).

Teacher and Instructional Coach at Equipo Academy (Las Vegas, NV), Leader-in-Residence at Larchmont Charter School (Los Angeles, CA).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

The mission is to empower all students to act wisely in a dynamic and unpredictable future. We do that by cultivating intellect, independence, and integrity. The vision is a school that becomes a site of genuine human development, where students develop meaningful competencies and ultimately become the kinds of people who we would like to have as neighbors, colleagues, and fellow citizens—the kinds of people who will solve the problems we face as a community, nation, and world. (This is in contrast to the industrial model of school which tends to teach students how to “do school,” sometimes undermining the very characteristics they need to thrive in the future.)

2. What is your understanding of the proposed charter school's educational program?

Most fundamentally, the school is a competency-based model. It uses personalized “Labs,” interdisciplinary “Explorations,” and advisory to develop students' competencies. The Labs are like strength training, the Explorations are like scrimmages, and advisory is like a team meeting. Together, they constitute a coherent training plan through which students develop intellect, independence, and integrity.

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?
-

N/A

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.

N/A

3. For proposed board members, what is your understanding of the role of a public charter school board member?

N/A

-
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?

N/A

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

Describe any affiliation with any charter schools.

No current affiliation

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 Executive Director

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 a Propel Fellow with Opportunity 180, a nonprofit organization that supports several local charter schools with academics and governance. Nexus received a planning grant from Opportunity 180.

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?

Opportunity 180 supports several different charter schools in Nevada as part of their mission to ensure that every child graduates high school college and career ready, prepared to live the life they dream.

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.

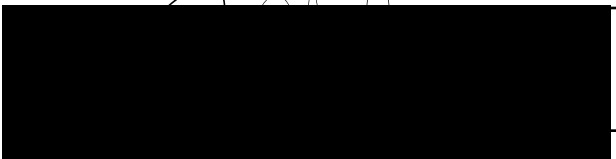
Assurances and Certification

I, David Sabey, 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, Nexus Charter 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 turpitude² 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.

David Sabey



Nexus Charter School

Proposed Charter School Name

2/16/26

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Dr. David Blair Sabey

Educator and school leader with a track record of building instructional systems, coaching teachers, and managing organizational operations — now seeking to lead at the school-wide level as Executive Director.

LEADERSHIP EXPERIENCE

Leader-in-Residence | Larchmont Charter School, Los Angeles *Oct 2026–Present*

- Coached early-career teachers to improved behavior management and academic outcomes.
- Embedded with school leadership team to develop expertise in school operations, staffing, budgeting, and community engagement in a high-performing charter school context.
- Collaborated directly with the school leader on instructional priorities, staff development, and organizational decision-making.

Propel Fellow | Opportunity 180, Las Vegas *Jul 2025–Present*

- Selected for a rigorous leadership development program focused on preparing school leaders to lead excellent, equitable schools in the Las Vegas region.
- Engaged in executive coaching, visits to high-performing schools, and leadership network-building.

Instructional Coach | Equipo Academy *Aug 2021–Jun 2024*

- Led school-wide coaching program across Science, English, and History in grades 6–12, building a culture of reflective practice and continuous improvement.
- Designed and facilitated professional development, using data to drive instructional decisions and support teacher growth.
- Partnered with school leadership to align coaching work with organizational goals and student achievement priorities.

High School English Teacher | Coronado High School / Equipo Academy *Aug 2020–Jun 2025*

- Delivered consistent, measurable student growth across two schools and seven years: at Equipo Academy, one-third of students grew far beyond MAP projections — in some cases up to 6x expected gains; at Coronado High School, students averaged +10 percentile points on MAP, surpassing the national average.
- Rated highly effective by administrators at every school; recognized for designing instruction that emphasizes student agency, competency transparency, and authentic performance tasks.
- Piloted mastery-based grading and competency-driven curriculum, serving as a model for innovative instructional design across the school.
- Launched student-produced school magazine and peer tutoring program; guided students to publish in local outlets and develop as independent writers and thinkers.

Doctoral Researcher & Editorial Assistant | Vanderbilt University, Peabody College *Aug 2015–Aug 2020*

- Designed and taught undergraduate and graduate courses in instructional theory and methods, developing deep expertise in pedagogy and curriculum.
- Supervised and evaluated student teachers in field placements, building skills in instructional observation and coaching.
- Coordinated editorial operations across authors, reviewers, and publishers — managing complex, multi-stakeholder workflows.
- Conducted, analyzed, and published research for international audiences on literacy, language, and educational equity.

Graduate Researcher | Harvard University *Aug 2014–May 2015*

- Investigated "deeper learning" frameworks in collaboration with Harvard's Project Zero research teams.
- Designed teacher professional learning experiences grounded in research on cognition and learning.

Middle School English Teacher | West Prep Academy (Teach For America) *Aug 2012–May 2014*

- Recognized for pedagogical excellence as a Teach For America corps member; improved student academic and socio-emotional outcomes across a high-need school on Las Vegas's historic West Side.
- Founded and coached school soccer teams, demonstrating commitment to whole-school community building.

ORGANIZATIONAL & VOLUNTEER LEADERSHIP

Sunday School President | Green Valley Ward *Sep 2024–Present*

- Oversee all instructional programming for adult and youth classes; recruit, train, and develop teachers in effective pedagogical practices.

Executive Pastoral Team (Bishopric) Member | Harpeth Ward *Jun 2016–May 2020*

- Shared responsibility for overseeing a 300-member congregation — managing operations, community engagement, volunteer coordination, and pastoral support.

Chairman, Regional Roadshow | Nashville Stake *Sep–Nov 2016*

- Planned and executed a large-scale, multi-congregation event requiring cross-organizational coordination and logistics management.

Choir Director | Green Valley Choir *Sep 2021–Present*

- Lead weekly rehearsals and bimonthly performances for a community choir.

EDUCATION

PhD, Literacy, Language, and Diversity | Vanderbilt University, Peabody College *May 2020*

M.Ed., Human Development and Psychology | Harvard University *May 2015*

M.Ed., Curriculum and Instruction | University of Nevada, Las Vegas *May 2014*

BA, Italian — summa cum laude, with Honors | Brigham Young University *Jun 2012*

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

Nexus Charter School

2. Full name

Jennifer Ridosh

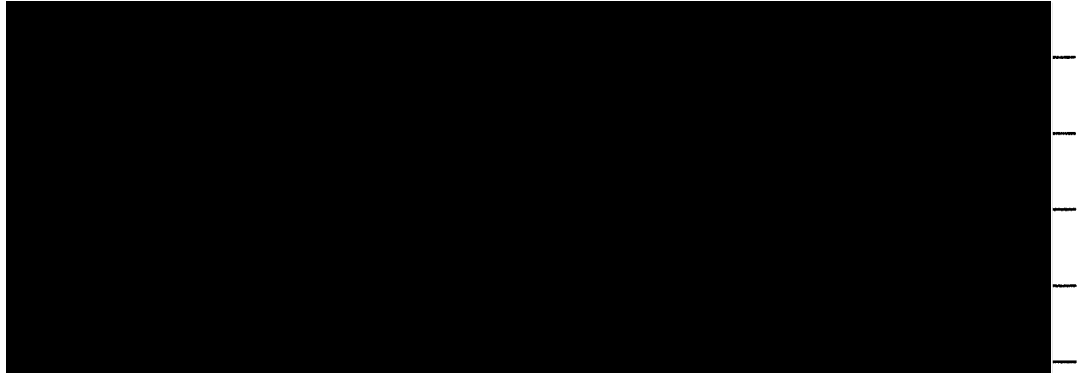
3. Home Address

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.*

<input checked="" type="checkbox"/> 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).

Somerset Academy- Stephanie Campus

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

My understanding is that Nexus Charter School wants students to be able to progress at their own pace and level. They are looking to break the constraints of the traditional educational model and make school more engaging and relevant to today's learners. Nexus wants students to be ready for whatever comes next in an ever changing world.

2. What is your understanding of the proposed charter school's educational program?

Students will work through labs and explorations courses to demonstrate content mastery while building a portfolio that further shows the student's competency in each course.

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 want to be able to support the school and make important decisions that will impact the students who attend the school while also helping to ensure the school's success.

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 experience in education including as an educator, academic coach, and assistant principal. I keep myself familiar with the Nevada Revised Statutes, Assembly Bills, and Senate Bills and how they will impact the educational landscape.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

My understanding is that I would be responsible for attending meetings, reviewing all meeting documentation including financial reports, handbooks, literacy plans, etc. and sometimes having to ask the hard questions surrounding these areas. My role would be to help ensure the school's success and that students are receiving the quality education that tax payers fund.

-
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?

Initially, review every document presented to look for possible conflicts or issues and make suggestions and give feedback accordingly. The board would need to analyze and assist in making decisions regarding curriculum, budgets, and staffing- including participating in the principal interview for the founding school leader. Having the right staffing in place is imperative to the school's success. The board would also need to ensure that all state mandates are being followed including marketing requirements, lottery requirements, etc.

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: Somerset Academy- Stephanie Campus

Describe any affiliation with any charter schools.

I am currently an Assistant Principal at a local 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?

N/A

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.

N/A

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.

N/A

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.

N/A

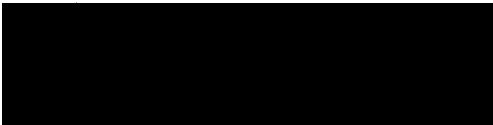
Assurances and Certification

I, Jennifer Ridosh, 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, Nexus Charter 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 turpitude² 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.

Jennifer Ridosh



 Signature

Nexus Charter School

 Proposed Charter School Name
 4-20-2026

 Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Jennifer Steele-Ridosh



RELEVANT EXPERIENCE

Somerset Academy, Henderson, NV — Assistant Principal

SEPTEMBER 2022 - PRESENT

- Assisting with staffing including interviews, admonishments, and screening of applicants
- Responsible for student academic achievement- includes working with teachers to analyze assessment data, unwrap standards, instructional strategies, etc. resulting from a 2-star projection to a 5-star projection in 3 years
- Student discipline including restorative practices, parent conferences, and classroom management techniques
- Testing Coordinator: Completed all WIDA testing, SBAC testing including creating test sessions, uploading students, and scheduling
- EL Coordinator: Facilitate English acquisition across K-8 including Lexia implementation, EL Accommodation Plans, tutoring, EL Reporting and Parental Notifications, etc.
- SPED Scheduling: Create resource and push-in schedules to ensure alignment with IEP minutes, content area alignment, and access to Tier 1 instruction
- Implemented MTSS Tier 1 including school-wide PBIS, staff trainings, and student reward system.
- Instrumental in implementing structures resulting in a 5-Star perfect 100 point rating for our elementary school on the NSPF based on 24-25 data.

Clark County School District, Las Vegas, NV — Teacher/Instructional Strategist

AUGUST 2014 - SEPTEMBER 2022

- Responsible for working with teachers to analyze instructional data and target instruction to student academic needs
- Assisting with PLC's including unwrapping academic content standards, reviewing pre-assessment data, and determining instructional needs and outcome successes.
- Assessment Coordinator- included staff training, ensuring secure testing environments, distribution of materials, ensuring all students are assessed.
- RTI Lead- Responsible for ensuring all students are receiving appropriate academic interventions, paperwork completion, and data monitoring
- Teacher- Responsible for ensuring all students demonstrate academic growth while ensuring academic standards were taught using engaging lessons and instructional strategies.
- Title I and EL Coordinator: Ensure Title I documentation compliance, WIDA Assessment facilitation, and Imagine Learning/Tutoring facilitator

EDUCATION

Western Governors University — MS Educational Leadership

JULY 2020 - JUNE 2021

Western Governors University — MA Elementary Education

SEPTEMBER 2012 - JUNE 2014

AWARDS

NV PEP Hand in Hand Award, Recipient, 2025

Heart of Education, Nominee, 2022

Heart of Education, Nominee, 2020

Superintendents Challenge Coin, Recipient, 2020

Teacher of the Game, Recipient, 2017

REFERENCES

Tammy Villarreal-Crabb

Shanteel Korzep

David Fossett

Darryl Wyatt

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

Nexus Charter School

2. Full name

Larson Andrew Welsh

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? **No**

Yes

No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

n/a

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

To prepare students to thrive in the world by creating a learning environment that requires students to think critically, collaborate with others, and genuinely understand what they have been taught.

2. What is your understanding of the proposed charter school's educational program?

Personalized labs so students can learn and grow at their own speed. Competency-based grading. Daily meetings with advisory groups so each student is seen, heard, and held accountable.

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 want to serve because I believe in the vision / I want the best for my children / I believe that Nexus can help create and mold better and more productive members of society.

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 an attorney and regularly review contracts, assess risks, and create solutions to complex problems.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

Generally, to ensure the school fulfills its contracts and operates in the best interest of students. Also, ensure legal compliance.

-
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?

A detailed plan of overall objectives / develop hierarchy / develop processes and procedures consistent with overall objectives / ensure compliance with processes, procedures, and other legal requirements.

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: Law Office of Hayes & Welsh. No affiliation with any charter schools.

Describe 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?

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.

Assurances and Certification

I, Larson Andrew Welsh, 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, Nexus Charter 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 turpitude² 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.

Larson Welsh

 Name

 Signature

Nexus Charter School

 Proposed Charter School Name

 2/16/26

 Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Larson A. Welsh

LEGAL EXPERIENCE

Law Office of Hayes & Welsh, Henderson, NV

Shareholder, 2023 to present; *Associate*, 2014

- Successfully defended local manufacturer in litigation wherein opposing party sought multi-million-dollar damage award. After eight-day bench trial opposing party prevailed on zero claims and was awarded nothing.
- Litigated claims against nine European entities located in six different countries for breach of contract and defective manufacturing.
- Argued case in front of Nevada Supreme Court sitting *en banc* regarding arbitration clauses and non-signatories.
- Recovered possession of a \$700,000 vehicle for a European manufacturer.
- Enforced a judgment requiring a stock transfer agent to transfer stock shares to client.
- Prepare numerous written contracts for local businesses such as employment agreements, non-disclosure agreements, and service agreements.
- Manage teams of attorneys and investigators in Arizona and Utah and coordinate multi-state enforcement actions.
- Actively manage and litigate all aspects of 100+ files in all stages of litigation.

Administrative

- Implement new processes and procedures for law office to increase efficiency and profitability.
- Responsible for all aspects of managing law office employees.

Cogburn Law Offices, Henderson, NV

Managing Attorney, 2013; *Associate*, October 2011 to December 2012

EDUCATION

Boyd School of Law, University of Nevada Las Vegas, Las Vegas, NV

Juris Doctor, May 2011

Utah State University, Logan, UT

Bachelor of Science, Political Science, May 2007

Bachelor of Science, Sociology, May 2007

COURT ADMISSIONS

State of Nevada

Federal District Court, State of Nevada

Ninth Circuit Court of Appeals

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

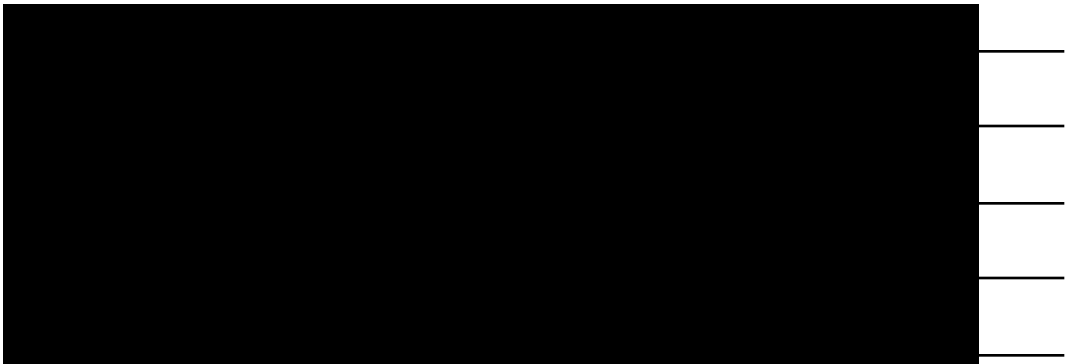
1. Name of proposed charter school

Nexus Charter School

2. Full name

Tiare Monga

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.*

<input checked="" type="checkbox"/> 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).

Mater Academy Charter Schools, Las Vegas; Director of Special Education Services.

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

To me, Nexus is really about breaking away from the traditional system that pushes kids through school without truly preparing them for life. The mission feels very grounded in making learning meaningful again—where students aren't just completing tasks, but actually building skills they'll use beyond school.

The vision is what stands out most. It's not about compliance or checking boxes—it's about creating independent, capable young people who can think, problem solve, and take ownership of their learning. That shift from "doing school" to actually *growing as a person* is what makes this model different.

2. What is your understanding of the proposed charter school's educational program?

The program is built around mastery and personalization, which I think is where education needs to go. Students move when they're ready, not just because time passed. That alone changes everything.

What I appreciate is that it's not just a structural shift—it's also instructional. Project-based learning, real-world application, portfolios... those are things that actually show what a student knows and can do, not just how they perform on a test.

From my lens, especially in special education, this kind of model has the potential to better serve kids because it naturally allows for differentiation. But I also know it will require really strong systems and training to make sure it's done well and doesn't become inconsistent across classrooms.

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?
-

Honestly, because this is the kind of school I wish existed more often.

I've spent my entire career working inside systems that I know don't always work for kids—especially our most vulnerable students. I'm in a position now where I understand both the instructional side and the compliance side, and I want to be part of building something that actually gets it right from the beginning.

Being on the board gives me the opportunity to support that at a higher level—making sure the vision doesn't just sound good, but is actually implemented in a way that works for all students.

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've worked in education for over 15 years, and I've seen it from pretty much every angle—classroom teacher, department lead, assistant principal, and now Director of Special Education.

In my current role, I'm responsible for building systems across multiple campuses—everything from compliance to instruction to staffing and budgeting. I spend a lot of time making sure what we say we're doing actually aligns with what's happening in practice.

I also work heavily in MTSS, behavior, mental health, and student services, so I'm always thinking about how systems support *all* students, not just the ones who are already successful.

I think what I bring is a very practical lens—how do we take a strong vision and make it work day-to-day, at scale, and in a compliant way.

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 stay focused on the big picture.

It's not about running the school day-to-day—it's about making sure the school is staying true to its mission, making sound decisions, and producing results. That includes holding leadership accountable, making sure finances are in order, and ensuring the school is operating within legal and ethical guidelines.

To me, it's about asking the right questions, not micromanaging the answers.

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 think it starts with being really clear about what success actually looks like—and then sticking to it.

Some key things I'd prioritize:

- **Getting the right leader in place and supporting them well**
- **Building strong systems early (especially compliance and student support systems)**
- **Regularly looking at data and being honest about what's working and what's not**
- **Keeping decisions aligned to the mission, even when it's hard**
- **Making sure the school is financially stable and not overextending**
- **Creating strong relationships with families and the community**

From my experience, schools are only as strong as the systems behind them. If the board prioritizes clarity, accountability, and strong infrastructure from the beginning, Nexus will be positioned not just to launch—but to sustain and scale successfully.

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: Mater Academy Charter Schools

Describe any affiliation with any charter schools.

Yes. I am currently employed by a charter school. I work as the Director of Special Education Services supporting 4 (soon to be 5) Mater campuses in Southern Nevada.

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.

Assurances and Certification

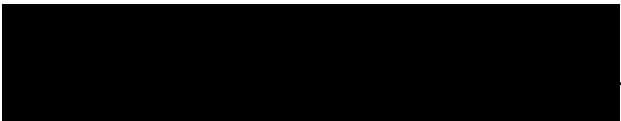
I, Tiare Monga, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Nexus Charter 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 turpitude² 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.

Tiare Monga

Name



Nexus Charter School

Proposed Charter School Name

02/16/26

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Tiare Monga

Objective

To obtain a leadership position as Director of Special Education Services where I can apply my extensive knowledge of special education law, instructional best practices, and individualized supports to ensure equitable access and outcomes for all students with disabilities. I aim to lead a collaborative, data-driven department that strengthens compliance, enhances instructional quality, and builds strong partnerships among staff, students, families, and community stakeholders. My goal is to foster a culture of inclusion, accountability, and high expectations, while ensuring that every student receives the services and supports they need to thrive academically, socially, and emotionally.

Profile of Skills

- Effective presenter and speaker in front of large or small groups.
- Ability to take initiative.
- Organized and able to keep accurate detailed records.
- Data-driven decision-maker.
- Works effectively as an individual or as a team member.
- Ability to deal with difficult or escalated people while maintaining composure and finding solutions.
- Customer-oriented with strong communication skills.
- Strong organizational and planning skills including; the ability to prioritize items, quality multitaskers, set goals, and meet guidelines.
- Effective in conflict resolution- problem-solving.
- Obtained and handled roles that demand flexibility, effective communication, and decision-making in stressful environments.
- Effective listening, problem solving, and people skills.
- Able to assist parents and staff in identifying community-based resources.
- Detailed based and results-oriented.
- Very quick learner and a happy, positive, approachable person.

Professional Responsibilities

- Developed enriched lesson plans and delivered high-quality instruction.
- Created professional learning sessions based on analyzed data to increase student achievement.
- Cross collaboration with departments to problem solve achievement gaps.
- Classroom data walks
- Mentored and supported teachers in developing, implementing, and progress monitoring student learning goals
- Implemented and mentored teachers piloting social-emotional curriculum with Freshman and Tier 3 students.
- Multi-Tiered Student Supports (MTSS) committee member for Tiers 1 and 2.
- Special Education Department Chair.
- Restorative justice facilitator.
- Developed vocational systems and structures to increase successful student transitions into employment or post-secondary programs.
- Provide Nonviolent Crisis Intervention Training to the Clark County School District and Charter Systems
- Lead and coordinate special education, psychology, social work, counseling, health services, and MTSS programs across the district.
- Build and support systems that ensure effective and compliant delivery of student services.
- Manage district, state, grant, and Medicaid budgets to support program needs and priorities.
- Guide staff and school leaders in using research-based practices to improve student support services.
- Use data to drive decisions, monitor program effectiveness, and implement improvements.
- Hire, support, and lead a strong team focused on student success and program excellence.
- Ensure compliance with all federal and state special education laws and guidelines.
- Oversee staffing, budgeting, and procurement to meet department goals and stay within budget.
- Support the recruitment, evaluation, and development of special education and student services staff.
- Advise school leaders on staff performance issues and support professional growth.
- Stay current with technology and use it to improve services and program efficiency.

Professional Growth

- Science of Reading Trainings
- Disney's Approach to Leadership Excellence
- Creating Trauma-Sensitive Schools Conference 2019, 2020

- Functional Behavior Assessment Training
- Awareness and Importance of understanding Bullying and Cyber-Bullying
- Cultural Diversity- Continuing the Conversation, Effectively Responding to Conflict, Support Roles in the School Improvement
- Relationship Building between Teachers and Trauma Sensitive Students.
- Balanced Assessment Professional Learning
- Clark County School District Leadership Preparatory Academy
- National Charter School Conferences
- Crisis Prevention Institute - Nonviolent Crisis Intervention Training
- National Training Institute - National Center for Pyramid Model Innovations
- Progress Training Center - Trainer of Trainers - Special Education
- Autism Partnership Foundation Trainings

Education

Masters
Educational Leadership
Sierra Nevada College
999 Tahoe Blvd
Incline Village, NV 89451

Masters of Education
Exceptional Student Education
Nova Southeastern University
3430 E. Flamingo Rd Ste. 103
Las Vegas, NV 89121

Bachelor of Arts
Interdisciplinary Studies
University of Hawaii at Manoa
2500 Campus Road
Honolulu, HI 96822

Experience

Mater Academy of Las Vegas Charter Schools
3900 E. Bonanza Rd.
Las Vegas, NV 89110
(2023 - Present)

- Administration
 - o Director of Special Education Services 08/2023 - Present

Clark County School District (CCSD)
2832 E. Flamingo Rd.
Las Vegas Nevada 89121
(2010 – 2023)

- Administration
 - o Assistant Principal
 - Basic Academy of International Studies 08/2022 - 08/2023
- Administration
 - o LINKS Team: Coordinator IV 11/2020 – 08/2022
- Special Education Teacher
 - o Valley High School: Autism/STAR 08/2018 – 11/2020
 - o Chaparral High School: POST 08/2016 – 05/2018
 - o East Career and Technical Academy: PACE 08/2015 – 06/2016
 - o Chaparral High School: Autism 08/2014 – 06/2015
 - o Snyder Elementary School: KIDS 02/2013 – 06/2014
- Substitute Teacher (K - 12)
 - o Snyder Elementary School: KIDS 08/2012 – 02/2013
 - o Moore Elementary School: Primary Autism 08/2011 – 06/2012
 - o Southeast Career and Technical Academy: POST 08/2010 – 06/2011
 - o Will Beckley Elementary School: 3rd Grade 03/2010 – 08/2010

References/Charter District/Clark County School District

Maureen Diaz – SEIF
Explore Knowledge
Academy (EKA) Charter
5871 S Mountain Vista St
Las Vegas, NV 89120
(702) 271-8787
mturnbull@ekacademy.org

Stacey Sly – Chief of SSD in CCSD
Student Services Division- Instructional Services
4170 McLeod Drive
Las Vegas, NV 89121
(702) 799-5471
slysl@nv.ccsd.net

Mary Fran Crozier- Executive Director
Student Services Division
4170 McLeod Drive
Las Vegas, NV 89121
(215) 896-6971
maryfrancozier@gmail.com

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?

Nexus Charter School's mission is to empower all students to thrive in a dynamic, unpredictable future and become a force for good in the world by cultivating intellect, independence, and integrity. The school's vision is to serve as an engine of personal and civic growth—a site of genuine human development—where students develop meaningful competencies and ultimately become the kinds of people who will help solve the problems we face as a community, nation, and world.

2. What is your understanding of the proposed charter school's educational program?

Nexus uses a competency-based learning model where students earn credit by demonstrating mastery of material, not by seat time. The academic program includes personalized Math and Reading Labs where students progress at their own pace, and integrated Humanities and STEM Seminars that are project-based and co-taught by two teachers combining content areas (e.g., ELA with Social Studies, Science with another discipline). Students develop core academic competencies such as analysis, argumentation, research, and communication. Advancement is determined through portfolio defenses, where students present their best work to a panel of educators and community members at least once per year. Daily advisory groups support students' social-emotional learning and non-academic competencies aligned with the Portrait of a Nevada Learner.

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 Nexus Charter School because I am deeply committed to improving educational outcomes for students in the Henderson/Las Vegas area. As an accounting professor at UNLV with expertise in auditing and governance, I can contribute meaningfully to the board's fiduciary and oversight responsibilities. I am drawn to Nexus's competency-based model, which addresses a real problem in traditional schooling by ensuring that every student advances based on demonstrated mastery rather than time spent in a seat. I want to help build an institution that truly serves all students and becomes a model for innovative, student-centered education in Nevada.

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 several relevant qualifications to the Nexus board. As an Assistant Professor of Accounting at UNLV, I have deep expertise in auditing, internal controls, and financial oversight—skills directly applicable to a board's fiduciary responsibilities. I hold an active CPA license and a PhD in Accounting from the University of Georgia. My research focuses on audit quality, judgment, and decision-making under uncertainty, which translates well to governance and risk management. I currently serve on the Board of Governors of the Institute of Internal Auditors, Las Vegas Chapter (2025–present). I also have prior professional experience as a consultant at Protiviti, a global risk consulting firm, where I worked on internal audit and advisory projects.

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 is responsible for providing strategic oversight and governance to ensure the school fulfills its mission and operates in compliance with its charter and applicable laws. Board members set organizational policy, approve budgets, hire and evaluate the school leader, and monitor academic and financial performance. They serve as stewards of the public trust, ensuring that the school is transparent and accountable to families, the authorizer, and the broader community.

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 Nexus Charter School, the board should take the following steps: (1) Hire and support a strong school leader who deeply understands and can implement the competency-based model; (2) Develop and adopt sound financial and operational policies to ensure fiscal responsibility and compliance with Nevada charter school law; (3) Establish clear metrics for academic and organizational success, including regular review of student mastery data and portfolio outcomes; (4) Build a culture of transparency and accountability with the SPCSA, families, and the broader community; (5) Ensure all board members complete required governance training and remain well-informed about charter school law and best practices; (6) Engage in strategic planning to build community partnerships and long-term sustainability for the school.

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: University of Nevada, Las Vegas (UNLV), Lee Business School. UNLV is not affiliated with any charter schools.

Describe 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?

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 serve on the Board of Governors of the Institute of Internal Auditors (IIA), Las Vegas Chapter (2025–present). The IIA is a professional association for internal auditing practitioners and is not affiliated with any charter schools.

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, I am not aware of any other person affiliated with the IIA Las Vegas Chapter who is also 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.

Assurances and Certification

I, Truman Rowley, 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, Nexus ("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 turpitude² 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.

Truman Rowley

Nexus Charter School

Name

Proposed Charter School Name

March 6, 2026

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Truman D. Rowley, PhD CPA
January 2026

Lee Business School
[REDACTED]

ACADEMIC APPOINTMENTS

University of Nevada, Las Vegas
Assistant Professor

2023 – Present

EDUCATION AND PROFESSIONAL CERTIFICATION

University of Georgia, Terry College of Business
Ph.D, Business Management—Accounting

2023

Brigham Young University, Marriott School of Management

Master of Accounting

2016

Bachelor of Science in Accounting

2016

Minor in Economics

2016

Certified Public Accountant

South Carolina, license #10545

Active

RESEARCH

Interests: Improving auditor performance on complex tasks; understanding auditor interactions, both within the audit team and with audit clients; and understanding auditor motivations.

Publications

Brau, J., R. Brau, M. Swenson, and T. Rowley. 2017. An Empirical Analysis of Success Factors in an Introductory Financial Management Class. *Journal of the Academy of Business Education*.

- Winner of 2015 Academy of Business Education Conference Best Paper Award

Working Papers

Does “Making a Difference” Make a Difference? How Work Significance Affects Audit Quality (Dissertation)

- Winner of 2024 ABO Outstanding Dissertation Award
- Preparing for 2nd round submission at *The Accounting Review*

Intimidation and Information Repetition: How Client Behaviors Affect Auditor Judgments (with Jacqueline Hammersley)

- Winner of 2021 Center for Audit Quality Access to Audit Personnel Grant
- Selected for Chairs' Pick Session at the 2023 ABO Conference
- Preparing for submission to *Accounting, Organizations and Society*

Staffing Continuity and Audit Quality: How Anticipated Continuity Affects Auditor Cognition and Skeptical Action (with Jacqueline Hammersley and Michael Ricci)

- Preparing for submission to *Journal of Accounting Research*

Power or Peace? Unintended Consequences of Upward Feedback in Audit Teams (with Richard Hatfield and Susan Rykowski)

- Preparing for submission to *The Accounting Review*

Selected Works in Progress

Clients with Benefits: How Client Perks Influence Auditor Judgment (with Allison Hickey and Richard Hatfield)

- Analyzing Study 1 data
- Designing Study 2 instrument

Transparency or Trouble? The Unintended Consequences of Disclosing Audit Quality Indicators Amid Earnings News (with Scott Jackson and Ryan Guggenmos)

- Winner of 2025 KPMG research grant
- Designing instrument

Sent From My AI: How Auditor Use and Disclosure of Artificial Intelligence in Client Communications Influences Audit Evidence Quality (with Paige Csere and Aaron Saiewitz)

- Designing instrument

The Role of Theory in Shaping our Understanding of Experimental Accounting Research (with Jacqueline Hammersley and Michael Ricci)

- Preparing initial draft

TEACHING

University of Nevada, Las Vegas

ACC 470/670: Auditing and Assurance Services

F2025, S2025, F2024, S2024, F2023

ACC 42/620: Internal Auditing

S2026

University of Georgia

ACCT 5200: Auditing, Risk Assessment, and Control

F2021

HONORS AND AWARDS

KPMG Research Grant	2025
RMCIBER 2025 Faculty Grant	2025
ABO Outstanding Dissertation Award	2024
Chairs' Pick Session of the ABO Research Conference	2023
Voynich Family Graduate Fellowship	2022
Center for Audit Quality (CAQ) Access to Audit Personnel Grant	2021
AAA Deloitte J. Michael Cook Doctoral Consortium Fellow	2021
Robert Richardson Rice Graduate Fellowship	2020
Berton J. Barr Graduate Scholarship	2018 – 2020

RESEARCH PRESENTATIONS (*presented by coauthor):

Staffing Continuity and Audit Quality: How Anticipated Continuity Affects Auditor Cognition and Skeptical Action (with Jacqueline Hammersley and Michael Ricci)	
AAA Auditing Midyear Meeting	January 2026
University of North Texas*	November 2025
Kelley Accounting Research Symposium*	October 2025
Power or Peace? Unintended Consequences of Upward Feedback in Audit Teams	
AAA Auditing Midyear Meeting*	January 2026
Baylor University*	November 2025
ABO Research Conference*	October 2025
University of Bern*	September 2025
University of North Texas*	April 2025
Culverhouse School of Accountancy Research Conference*	February 2024
Intimidation and Information Repetition: How Client Behaviors Affect Auditor Judgments	
Virginia Tech University*	March 2024
AAA Auditing Midyear Meeting	January 2024
Texas Audit Research Symposium	November 2023
ABO Research Conference	October 2023
International Symposium on Audit Research	June 2023
Texas A&M University*	March 2023
Georgia State University*	March 2023
University of Nevada, Las Vegas	February 2023
University of Georgia	February 2023

Does Making a Difference Make a Difference? How Work Significance Affects Audit Quality	
Texas Audit Research Symposium	November 2025
AAA Auditing Midyear Meeting	January 2025
Junior Accounting Scholars Organization	October 2024
ABO Research Conference	October 2024
Providence College	October 2024
European Network for Experimental Accounting Research Conference	July 2024
International Symposium on Audit Research	June 2024
Deakin University	May 2024
Brigham Young University Accounting Research Symposium	September 2023

CONFERENCE PARTICIPATION

AAA Auditing Midyear Meeting (presenter)	2026
Texas Audit Research Symposium (presenter)	2025
ABO Research Conference (reviewer)	2025
AAA Auditing Midyear Meeting (reviewer, presenter)	2025
ABO Research Conference (reviewer, presenter)	2024
Brigham Young University Accounting Research Symposium	2024
European Network for Experimental Accounting Research Conference (presenter)	2024
International Symposium on Audit Research (presenter)	2024
AAA New Faculty Consortium	2024
AAA Auditing Midyear Meeting (reviewer, presenter)	2024
Texas Audit Research Symposium (presenter)	2023
ABO Research Conference (reviewer, presenter)	2023
Brigham Young University Accounting Research Symposium (presenter)	2023
International Symposium on Audit Research (presenter)	2023
AAA Auditing Midyear Meeting (reviewer, discussant)	2023
University of Illinois Symposium on Auditing Research and Doctoral Consortium	2022
AAA Intensive Data and Analytics Summer Workshop	2022
AAA Auditing Midyear Meeting (reviewer, discussant)	2022
AAA ABO Research Conference and Doctoral Consortium (reviewer, moderator)	2021
Brigham Young University Accounting Research Symposium	2021
AAA/Deloitte/J. Michael Cook Doctoral Consortium	2021
AAA Auditing Midyear Meeting (moderator)	2021
AAA Auditing Midyear Meeting and Doctoral Consortium	2020
ABO Research Conference and Doctoral Consortium	2020
University of Illinois Symposium on Auditing Research and Doctoral Consortium	2020
Brigham Young University Accounting Research Symposium	2019
Southeast Summer Accounting Research Conference	2019
Audit Educators Bootcamp	2019

SERVICE

Journal Reviews

- Ad Hoc Reviewer, *Auditing: A Journal of Practice and Theory* (2 reviews)

Conference Reviews

- ABO Section Meeting (2021, 2023, 2024, 2025)
- Auditing Section Meeting (2022, 2023, 2024, 2025)

Professional

Board of Governors, Institute of Internal Auditors, Las Vegas Chapter	2025 – present
Board of Directors, Nexus Charter School	2025 – present

Department Level

Research Peer Evaluation Committee, University of Nevada, Las Vegas	2024 – 2025
Diversity, Equity, and Inclusion Committee, University of Georgia	2022 – 2023

PROFESSIONAL EXPERIENCE

Consultant, *Protiviti*

Lehi, UT and Dallas, TX	September 2016 – June 2018
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MEMBERSHIP AND CERTIFICATIONS

Certified Public Accountant, South Carolina	Active
American Institute of Certified Public Accountants (AICPA)	2021 – present
American Accounting Association (AAA)	2018 – present
Institute of Internal Auditors	2025 – present
Beckham Workforce Diversity Certificate	2022



Attachment 3



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 Nexus Charter School application for authorization under the State Public Charter School Authority.

We believe a mastery-based learning model has the potential to meaningfully shift the experience of school for students and families in the 89121, 89122, 89015, and 89011 communities. By centering learning on demonstrated understanding rather than pace, this approach reflects a commitment to ensuring that students build the knowledge and confidence needed for long-term success, particularly for those who have been historically underserved. The Committee to Form brings deep roots in Las Vegas and has approached this work with both purpose and humility, demonstrating a willingness to build on their understanding of the community while continuing to grow their capacity to successfully launch and lead a high-quality school.

Opportunity 180 has been a vital partner in supporting Nexus Charter School, providing an initial planning grant of \$30,000. If approved, the Nexus Charter 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, Nexus Charter 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,



[81290D77D8FA4F7...](#)

Tamara Shear
CEO, Opportunity 180

April 7th, 2026

To the Charter Authorizing Committee

On behalf of the [IAN Center for the Future of Learning](#) (CFL), a Nevada-based nonprofit dedicated to establishing our state as the global hub for learning innovation, we are writing to express our support for the charter school application of Nexus Charter School. Having closely followed David Sabey's work and his vision for the school, we believe Nexus represents a vital addition to Nevada's educational landscape.

David Sabey has a proven track record as a dedicated educator and a forward-thinking leader in Nevada. His background as a classroom teacher in Las Vegas and his work as an instructional coach have given him a grounded, practical understanding of the challenges our students face. Furthermore, his experience as a research assistant at the Harvard Graduate School of Education demonstrates his commitment to evidence-based practices and cognitive science in learning.

The vision for Nexus is not just about another school; it represents a fresh start for how we prepare students to participate in a society amidst a changing world. David's focus on preparing future-ready learners aligns with what Nevada is looking for (as evidenced in the Portrait of a Nevada Learner)-emphasizing agency, collaboration, and real-world problem-solving.

CFL is committed to the success of Nexus and sees several avenues for partnership to ensure the school successfully opens and enacts its mission:

- **Youth Leadership & Learning at the IAN Hub:** We could partner with Nexus to host youth-focused leadership development and experiential learning opportunities at our IAN Hub. This space is being designed for bold experimentation, and Nexus students would be great participants in our community-driven learning models.
- **Professional Development & Portrait Alignment:** CFL is prepared to provide professional development for Nexus staff and leaders through the [Nevada Future of Learning Network](#). This training can focus on aligning school culture and curriculum with the Portrait of a Nevada Learner, as well as offering training in cutting-edge pedagogical practices including Personalized Competency Based Learning.
- **Funding Through the Future Fund:** CFL can serve as a source of funding through our upcoming Future Fund- a catalyzing source of grants specifically designed for schools like Nexus that are testing innovative learning models. We view Nexus as a high-potential candidate for grants and donations aimed at scaling impactful educational solutions.

Nexus is exactly the type of innovative, high-impact school that Nevada's students deserve. We believe David Sabey's leadership will ensure that this school becomes a model for excellence in our state. We urge the SPCSA to approve the Nexus charter application.

Sincerely,

Jeanine Collins & Sean Parker

Co-Founders, IAN Center for the Future of Learning

MEMORANDUM OF UNDERSTANDING

Between

Junior Achievement of Southern Nevada

and

Nexus Charter School

Date: April 7, 2026

I. Purpose

This Memorandum of Understanding ("MOU") sets forth the intent and framework for a collaborative partnership between Junior Achievement of Southern Nevada ("JA Southern Nevada") and Nexus Charter School ("Nexus"). This agreement is contingent upon the approval and establishment of Nexus Charter School by the applicable authorizing entity. Upon such approval, both parties intend to enter into a formal partnership to advance financial literacy, work readiness, and entrepreneurship education for Nexus students.

This MOU is not a legally binding contract and does not obligate either party to expend funds or enter into any formal agreement. All operational terms, including program selection, pricing, scheduling, billing, transportation, and logistics, are governed exclusively by the applicable JA Southern Nevada program agreement executed by both parties each program year, as described in Section VII of this MOU.

II. Parties

Junior Achievement of Southern Nevada is a nonprofit organization dedicated to inspiring and preparing young people to succeed in a global economy through hands-on, experiential learning programs in financial literacy, work readiness, and entrepreneurship.

Nexus Charter School is a proposed charter school currently seeking authorization from the applicable authorizing entity. This MOU is entered into in anticipation of Nexus's approval and reflects the shared commitment of both organizations to provide high-quality, experiential education to students in the greater Las Vegas community.

III. Background and Shared Vision

Both JA Southern Nevada and Nexus Charter School share a commitment to equipping students with the practical knowledge and real-world skills necessary to thrive in their

personal and professional lives. Through this partnership, both organizations intend to create a structured pathway for students to engage in experiential, standards-aligned programming that complements and enriches classroom instruction from middle school through high school.

IV. Roles and Responsibilities

A. Junior Achievement of Southern Nevada Agrees to:

- Provide access to JA BizTown and JA Finance Park in-person experience programs at a per-student rate determined annually, based on Nexus's verified free and reduced-price lunch percentage and the then-current JA Southern Nevada pricing schedule.
- Make JA curricular materials available to Nexus, as determined by JA Southern Nevada in its sole discretion, for use exclusively in connection with JA programming.
- Coordinate transportation logistics for Nexus students to and from the JA Inspiration Center when transportation services are selected by Nexus on the applicable annual program agreement.
- Work collaboratively with Nexus staff to identify and facilitate internship opportunities and other work-based learning experiences for upper-level high school students, as capacity and employer partnerships allow.
- Assign a designated JA staff liaison to support Nexus in the effective implementation of JA programs and curricula.
- Communicate in a timely manner with Nexus regarding scheduling, program updates, and logistics related to in-person experiences.

B. Nexus Charter School Agrees to:

- Integrate JA curricular materials into its instructional program across applicable grade levels and use those materials exclusively for JA programming purposes. All JA materials remain the sole property of Junior Achievement of Southern Nevada and may not be shared, copied, distributed, or used by any unauthorized party. Upon discontinuation of this partnership for any reason, all JA materials must be returned to JA Southern Nevada in original condition.
- Schedule and facilitate student participation in JA BizTown and JA Finance Park for students in 6th, 8th, and 10th grade, subject to the minimum student participation requirements established in the applicable program agreement.
- Schedule and facilitate student participation in JA traditional classroom programming across applicable grade levels, in accordance with the terms of the JASN Traditional Program Agreement executed each program year.

- Complete and submit the applicable signed JA Southern Nevada program agreement prior to receiving curriculum materials or scheduling any program visit or activity.
- Submit verified free and reduced-price lunch percentage data to JA Southern Nevada at the beginning of each school year to support annual rate determination.
- Designate a Nexus staff liaison to coordinate with JA Southern Nevada on scheduling, curriculum alignment, and program logistics.
- Ensure that students complete all required pre-experience curriculum lessons prior to participating in any in-person simulation visit.
- Provide JA Southern Nevada with final student counts within the timelines specified in the applicable program agreement to facilitate program and transportation planning.
- Collaborate with JA Southern Nevada to identify and support upper-level high school students in pursuing internships and work-based learning experiences facilitated through the JA network.

V. In-Person Experiences: JA BizTown and JA Finance Park

JA BizTown and JA Finance Park are immersive, hands-on learning simulations offered at the JA Inspiration Center, located at 4440 E Tropicana Ave, Las Vegas, NV 89121. The parties agree to the following grade-level participation framework for in-person experiences:

- 6th Grade: Students will participate in JA BizTown, an interactive simulation in which students operate businesses, manage finances, and experience the interconnected nature of a local economy.
- 8th Grade: Students will participate in JA Finance Park, an immersive simulation focused on personal financial planning, budgeting, and adult financial decision-making.
- 10th Grade: Students will participate in JA Finance Park, reinforcing and deepening the personal financial planning concepts introduced in earlier grades.

All specific program terms governing each grade-level visit, including but not limited to pricing, deposit requirements, transportation arrangements, minimum student participation thresholds, cancellation terms, volunteer requirements, and billing procedures, are governed exclusively by the JA Southern Nevada Experiential Learning Center Program Request Form completed and executed by both parties for that program year. No pricing is established or guaranteed by this MOU. Rates are subject to change from year to year in accordance with JA Southern Nevada's then-current pricing schedule.

VI. Traditional Classroom Programming

In addition to in-person simulation experiences, Nexus agrees to integrate JA traditional classroom programming across applicable grade levels. The specific programs selected, grade-level assignments, scheduling, and teacher responsibilities for traditional programming are governed by the JASN Traditional Program Agreement completed and executed by both parties each program year. The Traditional Program Agreement is independent of the Experiential Learning Center Program Request Form and must be submitted separately prior to the start of each program year in which traditional programming is offered.

VII. Annual Program Agreements

Each program year, Nexus shall complete and submit the applicable JA Southern Nevada program agreement(s) prior to receiving any curriculum materials or scheduling any program visit or activity. JA Southern Nevada utilizes two governing program agreements, each of which operates independently:

- Experiential Learning Center Program Request Form: Governs all terms related to JA BizTown and JA Finance Park in-person simulation visits, including pricing, billing, transportation, deposit requirements, cancellation terms, and logistics.
- JASN Traditional Program Agreement: Governs all terms related to JA traditional classroom programming, including program selection, teacher responsibilities, scheduling, and curriculum implementation.

Each executed program agreement constitutes the binding operational commitment for that program year. Neither this MOU nor any prior year's program agreement obligates either party to identical terms in subsequent years. JA Southern Nevada reserves the right to update its program agreements and pricing schedules annually. Nexus will be provided with the current program agreement forms at the beginning of each school year.

VIII. Work-Based Learning for Upper-Level High School Students

Both parties recognize the value of connecting high school students to authentic professional experiences. JA Southern Nevada and Nexus Charter School intend to collaborate to:

- Identify internship opportunities through JA Southern Nevada's employer and community networks, as capacity and employer partnerships allow.
- Develop a process for matching upper-level high school students with appropriate work-based learning experiences aligned with their individual interests and career goals.
- Explore additional forms of work-based learning, including job shadowing, career panels, mentorship, and project-based partnerships with local businesses.

The specific structure and logistics of work-based learning programming will be developed collaboratively by both parties and documented in supplemental written agreements as the partnership matures.

IX. Term and Sunset

This MOU shall become effective upon the approval and establishment of Nexus Charter School by the applicable authorizing entity and shall remain in effect for an initial period of three (3) years from the date of such approval, unless earlier terminated or extended by mutual written agreement of both parties. Either party may withdraw from this MOU upon sixty (60) days' prior written notice to the other party.

In the event that Nexus Charter School has not received charter authorization within two (2) years of the date this MOU is executed, this MOU shall automatically become null and void, unless both parties expressly agree in writing to extend it prior to that date.

X. Non-Binding Nature and Limitation of Liability

This MOU represents a statement of mutual intent and a framework for collaboration. It is not a legally binding agreement and does not obligate either party to expend funds, commit resources, or enter into any formal contract. All binding commitments between the parties shall be set forth exclusively in the applicable JA Southern Nevada program agreement or other written agreements duly executed by authorized representatives of both parties.

Nothing in this MOU shall be construed to create any liability on the part of Junior Achievement of Southern Nevada beyond the scope of services expressly agreed to in a fully executed program agreement. JA Southern Nevada shall not be held responsible for any delays, cancellations, or inability to perform resulting from circumstances outside its reasonable control, including but not limited to changes in curriculum availability, facility access, or transportation availability.

XI. Amendments

This MOU may be amended at any time by the mutual written consent of both parties. Any amendments shall be made in writing, signed by authorized representatives of both parties, and attached to and incorporated into this MOU.

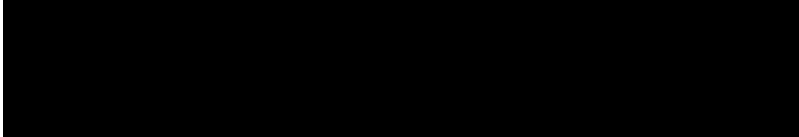
XII. Points of Contact

Each party shall designate a primary point of contact responsible for coordinating and communicating regarding the activities described in this MOU. Contact information for

each designated representative shall be exchanged at the time this MOU is executed and updated in writing as needed.

XIII. Signatures

By signing below, the authorized representatives of each organization confirm their understanding of and intend to pursue the partnership described in this Memorandum of Understanding, subject to the conditions set forth herein.



Junior Achievement of Southern Nevada

Name: Shanice Stevens
Title: Director of Community Engagement
Date: 4/15/2024

Nexus Charter School



Name: _____
Title: Founder
Date: 4/15/2026



April 16, 2026

To Whom It May Concern,

As the Director of Community Engagement at Junior Achievement of Southern Nevada (JASN), I am pleased to offer our full support for Nexus Charter School and its founder, Dr. David Sabey. Nexus's mission to serve students in East Henderson and Whitney directly aligns with our commitment to providing under-resourced communities with high-quality economic education

JASN reaches over 20,000 students annually, building essential skills in financial literacy, work readiness, and entrepreneurship. We view Nexus Charter School as a vital partner in this work for the following reasons:

- **Experiential Learning:** Nexus's core model of off-campus, real-world learning perfectly mirrors our "learning by doing" philosophy utilized in programs like *JA BizTown* and *JA Finance Park*.
- **Workforce Readiness:** Their focus on internships and career exploration creates a seamless pipeline for our career-readiness curriculum.
- **Educational Continuity:** The 6–12 grade model allows for a long-term, progressive partnership that deepens as students mature.
- **Commitment to Equity:** We share a dedicated focus on providing future-ready education to students in high-need zip codes.

To formalize this collaboration, JASN and Nexus have already executed a Memorandum of Understanding. This framework ensures Nexus students will participate in our simulation programs at the 6th, 8th, and 10th-grade levels, while integrating JA's traditional classroom programming and internship networks into their curriculum.

We support Nexus's application without reservation. Their innovative model will be a powerful addition to the Southern Nevada educational ecosystem, and we look forward to the impact we will create together.

Sincerely,



Shanice Stevens

Director of Community Engagement

Junior Achievement of Southern Nevada

shanice.stevens@ja.org, 7022140504



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into as of April 23, 2026, by and between:

Larchmont Charter School ("Larchmont"), and
Nexus ("Partner School").

Collectively referred to as the "Parties."

1. PURPOSE

Rooted in Larchmont Charter School's commitment to equity, rigorous academics, and inclusive school communities, the purpose of this MOU is to establish a collaborative partnership through which Larchmont provides leadership coaching and consultation support. This partnership is designed to build the capacity of the Partner School's leadership team, strengthen instructional systems, and support the development of a high-quality, sustainable school model.

2. SCOPE OF SERVICES

Larchmont will provide services grounded in its proven practices in school leadership, instructional excellence, and organizational coherence.

2.1 Leadership Coaching

- Ongoing, personalized coaching for school leaders (e.g., Executive Director, Deputy Executive Director, Principal, and/or leadership team)
- Development of strong instructional leadership practices aligned to student-centered learning

- Support in strategic planning, vision alignment, and school culture building
- Regular coaching sessions (virtual and/or in-person)
- Structured feedback cycles, goal setting, and progress monitoring

2.2 Consultation Support (Network Support Hours)

- Advisory support on school design, operations, and systems development
 - Guidance on curriculum implementation, assessment systems, and data-driven instruction
 - Support for building sustainable internal systems (e.g., HR, operations, compliance, governance)
 - Access to Larchmont tools, frameworks, and expertise as appropriate
-

3. SERVICE HOURS AND DELIVERY

- Larchmont shall provide up to **ten (10) hours per month** of combined coaching and consultation services, **seven (7) of which shall be billable and three (3) of which shall be complimentary.**
 - Services may be delivered virtually, in person, or through a hybrid model, depending on need and availability.
 - Scheduling and prioritization of support will be mutually agreed upon and aligned to the Partner School's goals.
-

4. ROLES AND RESPONSIBILITIES

4.1 Larchmont Responsibilities

- Provide experienced and qualified staff aligned with Larchmont's instructional and leadership model
- Maintain consistent communication and partnership with Partner School leadership
- Deliver high-quality, responsive support aligned to agreed-upon priorities
- Uphold a strengths-based, equity-centered coaching approach
- Maintain confidentiality of Partner School information

4.2 Partner School Responsibilities

- Designate a primary point of contact for coordination and communication
- Ensure consistent participation of leadership staff in coaching and consultation sessions
- Share relevant documents, data, and context to support meaningful engagement

- Clearly communicate priorities, challenges, and goals
 - Engage in implementation of agreed-upon strategies and action steps
-

5. TERM AND TERMINATION

- This MOU will begin on [Start Date] and remain in effect through [End Date], unless terminated earlier.
 - Either party may terminate this agreement with **30 days written notice**.
-

6. COMPENSATION

- The Partner School agrees to compensate Larchmont at a rate of **\$150 per hour** or a flat fee of **\$1000 per month**, as mutually agreed.
 - Payment terms: Net 30 days upon invoice
-

7. CONFIDENTIALITY

Both parties agree to maintain the confidentiality of any sensitive or proprietary information shared during the course of this partnership, unless disclosure is required by law.

8. NON-BINDING AGREEMENT

This MOU is intended to outline the mutual understanding of the Parties and does not create a legally binding contract, except for provisions related to confidentiality and payment (if applicable).

9. AMENDMENTS

This MOU may be amended only by written agreement signed by both Parties.

10. SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Memorandum of Understanding as of the date first written above.

Larchmont Charter School

Name: Myra Salinas

Title: Deputy

Signature: _____

Date: April 23, 2026

Nexus

Name: David Sabey

Title: _____

Signature: _____

Date: _____

11. OPTIONAL ADDENDUM (IF NEEDED)

A. Specific Coaching Focus Areas

- Instructional leadership
- Data-driven decision making
- School culture and community engagement

B. Deliverables (if applicable)

- Monthly partnership summaries
- Strategic planning artifacts
- Leadership development plans

C. Additional Terms

- In-Person Coaching Fee (Not Included)
 - \$1500/day

MEMORANDUM OF UNDERSTANDING
BETWEEN
TEACH FOR AMERICA, INC AND
Nexus Charter School

This educational professional services agreement (“Agreement”) is dated **April 1, 2026** and is between Teach For America, Inc. (“Teach For America”), a Connecticut non-profit with regional office located at **701 E Bridger Ave #750 Las Vegas NV 89101** and **Nexus Charter School** (“Charter School”) located at **INSERT ADDRESS ONCE THE BUILDING IS SECURED** (each, a “Party” and collectively “the Parties”).

RECITALS

WHEREAS, Teach For America is a national leader in recruiting, selecting, training and providing ongoing professional development to individuals committed to closing the achievement gap by serving as effective classroom teachers specifically equipped to enhance student achievement in under-resourced school systems.

WHEREAS, Charter School seeks to recruit new teachers who are trained to lead students to academic achievement and to equip said teachers with ongoing professional development and support to further develop and sustain their professional practice.

NOW THEREFORE, Charter School and Teach For America agree to be bound by the terms and conditions of this Agreement:

AGREEMENT

I. TEACHER CANDIDATE RECRUITMENT, SELECTION AND HIRING

Charter School Responsibilities:

- A. Charter School and Teach For America will collaborate to facilitate the hiring of individual Teachers, in accordance with Charter School’s established hiring practices.
- B. Charter School agrees that Teach For America Teachers will not provide any religious instruction; Charter School attests that it is not a for-profit school.

Teach For America Responsibilities:

- C. Candidate Recruitment and Selection. Teach For America agrees to provide Charter School with the Agreed Number of Teachers, as defined in paragraph D below. While Teach For America will use reasonable efforts to supply the Agreed Number of Teachers, Teach For America does not guarantee its ability to do so.
- D. Teacher Sourcing. Teach For America warrants that it will recruit, select, and present to the Charter School for hire teacher candidates who meet applicable federal, state and/or local educational standards and requirements for teacher licensure (herein referred to as “Teachers”) and who hold (or in the process of obtaining) appropriate certification. For the purposes of this Section, only those requirements in effect at the time that the Teacher is offered employment by Charter will be applicable.

II. TEACHER PLACEMENT AND PROFESSIONAL DEVELOPMENT

Charter School Responsibilities:

- A. Charter School acknowledges that there is an expectation that it will employ Teachers hired under this Agreement for a minimum of two (2) years, provided that the Teacher remains an employee in good standing within Charter School’s sole discretion. Charter

School may also continue to employ individual Teachers beyond the two year commitment by mutual agreement between Charter School and such Teacher.

- (i.) Charter School agrees that Teachers hired under this Agreement will function as full-time classroom teachers and will not serve as aides, assistants, or in another adjunct capacity.
- (ii.) Charter School will provide Teachers the same salary and benefits as it provides for other similarly-situated teachers employed by Charter School. This obligation extends to providing Teachers returning for their second year of service with at least the same seniority rights and salary as are provided to other full-time alternatively certified second-year teachers. Notwithstanding the above, Teach For America acknowledges it exercises no control of the salary and benefits offered to Teachers by Charter School per this Agreement.
- (iii.) During the term of this Agreement, and to the fullest extent permitted by applicable law and regulation, Charter School will maintain employment practices liability insurance in amounts sufficient to protect its interests.
- (iv.) To the fullest extent permitted by law, Charter School agrees to share Teacher performance data in a timely manner so that Teach For America may provide on targeted professional development. Both Parties acknowledge that sharing this data does not create a joint employment relationship between the Parties.
- (v.) Subject to any obligations under pre-existing labor agreements and applicable municipal and state laws and regulations, Charter School shall use reasonable efforts not to terminate any employed Teacher from their teaching position in the event of a reduction in force (RIF), layoffs, “leveling” or other elimination or consolidation of teaching positions within Charter School. Charter School shall treat any Teacher employed in connection with this Agreement whose teaching position is eliminated at least as favorably as other teachers with the same job classification, certification status, and/or seniority rights.
- (vi.) Nothing in this Agreement shall be construed to grant additional employment rights to individual Teachers.

- (vii.) Nothing in this Agreement shall be construed to make Teach For America party to any Teacher employment agreement or permit Teach For America to interfere in the employment relationship between Charter School and an employed Teacher.
- (viii.) Nothing in this Agreement shall be construed to imply that an employer-employee relationship exists between Teach For America and any individual Teacher.

B. Compliance with Anti-Harassment and Non-Discrimination Regulations. Teach For America believes all Teachers should be able to work in a safe, inclusive and equitable environment free from all forms of unlawful discrimination based on a characteristic or a protected status. To that end, Charter School will provide a copy of their internal harassment policies and/or procedures prior to signing this Agreement. Charter School acknowledges that not consistently enforcing their policies and procedures constitutes a breach of this Agreement, and that such judgment is at the sole discretion of Teach For America.

C. Prohibited Activities and AmeriCorps Service Requirements. Charter School acknowledges that Teachers serving at district schools may be serving as members of AmeriCorps, and as such, are subject to the rules and requirements of AmeriCorps and the Serve America Act and are required to refrain from engaging, directly or indirectly in certain activities while teaching, accumulating service hours towards an education award or otherwise engaging in activities supported by the AmeriCorps program (45 CFR § 2520.65). These restrictions pertain to when Teachers are enrolled in the AmeriCorps program and are on the clock at their school, including teaching time, passing and planning periods and professional development sessions. A full list of prohibited activities can be found in attached **Attachment A** but in general, Teachers may not (1) attempt to influence legislation or (2) participate in or endorse political events or activities.

- a. Charter School will not require Teachers to engage in any Prohibited Activities and shall post a list of Prohibited Activities in all locations where Teachers serve, when possible.
- b. Charter School acknowledges they may be asked to complete AmeriCorps Service Verification forms for Teachers.
- c. For the avoidance of doubt, Teachers may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non- CNCS funds.

Teach For America Responsibilities

- D. Services. Prior to entering the classroom, all Teacher candidates will undergo pre-service training designed and delivered by Teach For America and/or a qualified educator preparation program. During the course of the academic year, Teach For America will provide professional development services and activities for Teachers. These services may include periodic classroom observations by regional program staff, videotaping of instruction with review of instructional technique, co-investigative discussions to facilitate Teacher capacity for self-reflection and evaluation of instructional practice using student achievement data, and content area/grade-level workshops facilitated by veteran teachers. If professional development services must be provided virtually, at Teach For America's discretion, Teach For America shall provide equivalent services to the extent possible.
- E. Resources. Teach For America will facilitate teacher access to an assortment of resources including sample lesson plans, assessments, grade tracking systems, and content area/grade level instructional materials. Professional development services will be available to all Teachers during their first two years in the classroom.

F. Data Access

- (i.) During the course of the academic year, Teach For America shall provide on behalf of School District various professional development services and activities for participating Teachers as well as on-line data storage services to facilitate such professional development services (the “Professional Development and Data Storage Services”). In addition, these professional development services will be available to all Teachers during their first two years in the classroom. To facilitate provision of these professional development services, Teach For America may provide on-line data storage services, including transfer and storage of identifiable student information on Teach For America’s software and servers.
- (ii.) To facilitate provision of the Professional Development and Data Storage Services, Charter School may disclose to Teach For America student-related records and personally identifiable information contained in such records (collectively, “Student Records”). Pursuant to its obligations under the Family Educational Rights and Privacy Act, 20 USC §1232g, and its implementing regulations, 34 CFR pt. 99, as each may be amended from time to time (“FERPA”), Charter School hereby acknowledges that, in the course of providing the Professional Development and Data Storage Services, Teach For America is a school official with legitimate educational interests in the Student Records disclosed to Teach For America, pursuant to 34 CFR §99.31(a)(1).
- (iii.) Teach For America agrees to use, maintain, and redisclose Student Records only in accordance with the requirements of FERPA, as permitted by this Agreement and/or otherwise authorized by the Charter School and in compliance with the student data privacy requirements contained in the Data Sharing Agreement, a form of which is attached and incorporated hereto as, **Attachment B** to this Agreement, or by law, and only for the purposes for which the disclosure was made.
- (iv.) Teach For America may re-disclose Student Records to third parties pursuant to Teach For America’s provision of the Professional Development and Data Storage Services, as provided in 34 C.F.R. § 99.33(b), provided that Teach For America shall, in advance, provide to Charter School the names of such parties

and a brief description of such parties' legitimate educational interest in receiving such information.

- G. Certification. Teach For America will ensure that Teachers are enrolled in an alternative certification/licensure program that enables Teachers to obtain appropriate credentials to be a classroom teacher of record, according to the requirements of the Every Student Succeeds Act and applicable state regulations in existence at the time of signature of this Agreement.
- H. Credentialing. Individual Teachers are responsible for completing all credential requirements. Teach For America is not responsible, and shall not be in breach of any provision of this Agreement, in the event of any failure by an individual Teacher to fulfill obligations to maintain their teaching credentials [or obtain necessary waiver(s) to remain a classroom teacher of record].

III. GENERAL PROVISIONS

- A. Fees-for-Service. In recognition of the costs incurred by Teach For America for the recruitment, selection, training, and professional development support of Teachers, Charter School agrees to pay Teach For America an annual fee of **\$2000 for each first year Teacher and \$2750 for 2nd year Teachers** that is employed with Charter School under this Agreement. This price may be adjusted by Teach For America at the opening of the school.
- B. Invoice and Payment. Teach For America will invoice Charter School for all amounts due under this Agreement and payment will be made no later than **December 15th** of each calendar year. A failure to provide an invoice does not constitute a breach on behalf of Teach For America nor does negate the Charter School's responsibility to pay.

- C. Non-Refund Policy. Teach For America has no obligation to refund to Charter School any amount paid by Charter School regarding any Teacher for any reason whatsoever.
- D. Term. The term of this Agreement will cover all Teachers who's employment begins with the Charter School during the **2027-2028** or **2028-2029** academic years. This Agreement will expire on the last day of the **2028-2029** academic year.
- E. Termination. This Agreement may be terminated as follows:
- (i.) at any time by mutual written agreement of the Parties;
 - (ii.) by either party, upon thirty (30) days prior written notice to the other Party, provided that the terminating Party provides notice no later than 120 days prior to the end of the current academic year; or
 - (iii.) by either Party upon written notice to other Party in the event of a material breach of this Agreement that is incapable of being cured or, if capable of being cured, is not cured within thirty (30) days following receipt by the breaching party of written notice of such breach from the non-breaching Party.

In the event of termination, Teach For America will be entitled to all outstanding amounts due up to the date of termination.

- F. Survivability and Effect of Termination. Except as otherwise specifically provided, if this Agreement expires or is terminated by either party, it shall become void. In the event of the expiration or termination of this Agreement, Sections IIA, IIB and IIC (Charter School Responsibilities) shall survive and will remain in effect until such time as there are no Agreed Number of Teachers in their second year of employment with the Charter School. In addition, Sections IIIF (Survivability and Effect of Termination), IIIG (No Warranty), and IIIH (Mutual Indemnification) and III.I (Limitation of Liability) shall survive the expiration or termination of this Agreement indefinitely.
- G. No Warranty. Charter School hereby agrees and acknowledges that Teach For America does not make and has not made any representation and warranty (express or implied) as

to the fitness of any Teacher presented or provided by Teach For America and Charter School shall indemnify and hold harmless the TFA Indemnities (as defined below in the Section related to Mutual Indemnification) from and against any Losses (also defined below in the same Section below) resulting from any claim related to the services provided by Teach For America, including, but not limited to, claims that any Teacher presented or provided by Teach For America was unfit for the position for which he or she was hired by Charter School.

H. Mutual Indemnification

- (i.) To the extent permitted by applicable state laws and regulations, each Party will indemnify and hold harmless the other Party and its officers, directors, employees and agents (the " Indemnitees") from and against any and all losses, liabilities, claims, damages, costs and expenses (including reasonable attorneys' fees) ("Losses") to which such Indemnitee may become a breach of this Agreement by the indemnifying party, (including without limitation the designation of Teachers), except to the extent such Losses result from the willful misconduct or gross negligence of such Indemnitee.

I. Limitation of Liability.

- (i.) Neither Party nor any of its officers, directors, employees or agents shall be liable to the other Party in connection with the matters to which this Agreement relates, except for a loss resulting from willful misconduct or gross negligence on the part of such Party; provided that in no event shall any such liability be in excess of the aggregate amount of the value of this Agreement.
- (ii.) To the extent permitted by applicable state laws and regulations, neither Party shall have any liability to the other Party for Losses asserted after 6 months of the expiration or termination of this Agreement, whichever is earliest.

J. Employment Status. Teach For America and Charter School agree that none of the Teachers assigned to Charter School under this Agreement is an agent or employee of

Teach For America, and no such Teacher has any right or authority to create or assume any obligation, express or implied, on behalf of Teach For America or to bind Teach For America in any respect whatsoever.

- K. Surveys.** Charter School acknowledges that Teach For America may survey individual constituents, teachers, etc. at the school site regarding its programming and professional development of Teachers in the classroom.
- L. Amendment/Modification/Extension.** No amendment or modification of this Agreement, and no waiver hereunder, will be valid or binding unless set forth in writing and signed by each Party.
- M. Counterparts.** This Agreement may be executed in any number of counterparts (including by electronic transmission).
- N. Governing Law.** This Agreement and all matters relating hereto shall be governed by, construed and interpreted in accordance with the laws of the State of Nevada.
- O. Severability.** If any term or provision of this Agreement is determined to be illegal, unenforceable or invalid in whole or in part for any reason, such provisions or part thereof shall be stricken from this Agreement, and such provision shall not affect the legality, enforceability or validity of the remainder of this Agreement. Such stricken provision shall be replaced, to the extent possible, with a legal, enforceable and valid provision that is as similar in tenor to the stricken provision as is legally possible.
- P. Notices.** Any notices to either Party under this Agreement shall be in writing and delivered by hand or sent by nationally recognized messenger service, or by registered or certified mail, return receipt requested, to the addresses set forth below or to such other address as that Party may hereafter designate by notice.

**CHARTER SCHOOL
CONTACT**

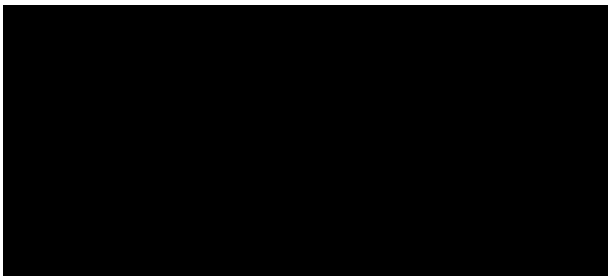
Name: David Sabey

Title: Founder

Email: [REDACTED]

**TEACH FOR
AMERICA:**

Name: Ciara Owens



Name: TFA Legal Affairs

Email: [REDACTED]

***With an electronic copy to:**

**Send only notices related to breach of contract and indemnity.*

Q. Waiver. A waiver or a breach or default under this Agreement shall not be a waiver of any other subsequent breach or default. The failure or delay in enforcing compliance with any term or condition of this Agreement shall not constitute a waiver unless expressly waived in writing.

R. Authority. This Agreement supersedes all communications between the parties related to the subject matter of this Agreement.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, each of Charter School and Teach For America has caused its duly authorized representative to sign this Agreement in the space provided below.

[NAME OF CHARTER

Teach For America

SC

By

Name: David Sabey

Name: Ciara Owens

Title: Founder

SMD,
Title: Program

Address

:

Teach For America

Contract Owner Attestation:

This contract required legal changes to the required terms and was reviewed/approved by TFA Legal Affairs in this final form.

This contract did not require legal changes and was not reviewed by TFA Legal Affairs.

Name: _____

Title: _____

ATTACHMENT A
AMERICORS PROHIBITED ACTIVITIES

Citation:

45CFR § 2520.65 -

<https://www.ecfr.gov/current/title-45/subtitle-B/chapter-XXV/part-2520/section-2520.65>

While charging time to the AmeriCorps program, accumulating service or training hours, or otherwise performing activities supported by the AmeriCorps program or CNCS, staff and members may not engage in the following activities:

- a. Attempting to influence legislation;
- b. Organizing or engaging in protests, petitions, boycotts, or strikes;
- c. Assisting, promoting, or deterring union organizing;
- d. Impairing existing contracts for services or collective bargaining agreements;
- e. Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
- f. Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
- g. Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
- h. Providing a direct benefit to—
 - i. A business organized for profit;
 - ii. A labor union;
 - iii. partisan political organization;
 - iv. A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 related to engaging in political activities or substantial amount of lobbying except that nothing in these 9 provisions shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative; and
 - v. An organization engaged in the religious activities described in paragraph 3.g. above, unless CNCS assistance is not used to support those religious activities;
- i. Conducting a voter registration drive or using CNCS funds to conduct a voter registration drive;
- j. Providing abortion services or referrals for receipt of such services; and
- k. Such other activities as CNCS may prohibit.

Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-CNCS funds. Individuals should not wear the AmeriCorps logo while doing so.



March 13, 2025

To the Charter Authorizing Committee:

I am writing to express the Diverse Charter Schools Coalition's (DCSC) strong support for Nexus Charter School, a proposed 6–12 public charter school in Las Vegas, Nevada.

Founded in 2014, the Diverse Charter Schools Coalition works nationally to increase the number of high-performing, intentionally diverse public schools. These schools reflect the diversity of our country across race, socioeconomic status, language, and ability while preparing students for success in higher education, meaningful work in a global economy, and full participation in a connected democracy.

Today, DCSC includes 289 member schools serving more than 120,000 students across 26 states and Washington, D.C. Across this network, we have seen how diverse learning environments, when paired with strong academic models and thoughtful leadership, can drive excellent outcomes for students while preparing them to lead and collaborate in a pluralistic society.

In my role as External Affairs Lead at DCSC, I regularly work with school founders and leaders across the country who are building innovative, high-quality public charter schools. Through this work, I have had the opportunity to support the development of over 20 schools, and I recognize the care and thoughtfulness required to design a school that is ambitious and responsive to diverse community needs.

I have had the pleasure of working with Nexus founder David Sabey, in partnership with Opportunity 180, as he developed the Nexus charter application. Throughout this process, David has demonstrated thoughtful leadership, a clear and compelling vision, commitment to continuous improvement, and a focus on building a school that responds to the needs and opportunities of the Las Vegas community.

Through this collaboration, we have worked to:

- Design the Nexus school model to reflect the strengths, needs, and hopes of the Las Vegas community
- Incorporate best practices and program elements from high-performing schools across the DCSC network
- Strengthen the academic program, operations plan, and budget through iterative feedback and refinement
- Connect David with experienced school leaders from successful schools within the Coalition

Nexus' mission and vision strongly align with the values and goals of the Diverse Charter Schools Coalition.

Nexus Mission:

Nexus empowers all students to act wisely in a dynamic and unpredictable future and become a force for good in the world by cultivating intellect, independence, and integrity.

26 Broadway
8th Floor
New York, NY 10004
www.diversecharters.org



Nexus Vision:

Nexus views school as an engine of personal and civic growth—a place where students develop meaningful competencies and grow into individuals we would want as neighbors, colleagues, and fellow citizens—people prepared to address the challenges facing their communities, nation, and world.

Moreover, the Nexus model’s focus on cultivating intellect, independence, and integrity aligns well with Nevada’s goals of preparing students for college, meaningful careers, and civic leadership in a rapidly evolving economy.

Based on my experience working with David and my familiarity with high-performing schools across the DCSC network, I believe Nexus Charter School has strong potential to become a high-quality option for students and families in Las Vegas. Upon authorization, Nexus is invited to apply for membership in DCSC. As DCSC members, Nexus faculty and staff gain access to DCSC Communities of Practice, are invited as members to our Annual Convening and other professional development, and may join the Unified Leadership Development program at the member rate.

For these reasons, I enthusiastically support the Nexus Charter School application and encourage its approval. I look forward to continuing to support the school and its leadership as they work to bring this vision to life.



External Affairs Lead
Diverse Charter Schools Coalition



April 7, 2026

To whom it may concern,

Project 150 has been in communication with Nexus Charter School and are exploring opportunities to assist the school in meeting the needs of any high school students they have who are experiencing homelessness or in need of services and support.

Once they are approved and operate as a Charter school, Project 150 would be willing to provide weekly deliveries of non-perishable food directly to a dedicated room/space on their campus. Their high school students would have access to our two clothing boutiques where they can receive free clothing, hygiene products and school supplies monthly to ensure they remain in school and graduate.

Project 150 is a registered 501(c)3 Nevada non-profit organization, that provides free basic necessities to homeless, displaced, and disadvantaged high school students. Our mission is to ensure high school students have access to resources and support to remain in high school and graduate.

If you have any questions about Project 150 or our partnerships within the school district, please feel free to contact me at kellikristo@project150.org or via phone at 702-721-7150 ext. 101

Sincerely,



Kelli Kristo,
Executive Director
Project 150

BOARD OF DIRECTORS

Chet Buchanan,
*President, Project 150 Board of Directors
On-air and Event Personality*

Kurt Arnold,
*(Retired) Program Manager
Clark County School District*

Dylan Check,
*Vice President, Employee Benefits
USI Insurance Services*

Mike Heiman
*Senior Vice President Facilities,
Fontainebleau Las Vegas*

Lorraine Kalayanaprapruit,
*Senior Manager, Community
The Venetian Resort Las Vegas*

Sherri Morrow,
*Parliamentarian
Clark County Medical Alliance*

Beau Orth,
*Director of Partnership Sales
Las Vegas Raiders*

Don Purdue,
*Co-Founder and Board Member Emeritus
Project 150, Inc.*

Lauren Vickery,
*Senior VP, Credit Risk Acquisitions
CreditOne Bank*

Kate White,
*(Retired) Director of Business Intelligence
Penn National Gaming*

EXECUTIVE DIRECTOR

Kelli Kristo,
Project 150



SCIENCE THAT MATTERS NOW.™

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

March 16, 2026

Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Nevada State Charter School Authority Board Members,

As an advocate for innovative education approaches, I am writing to express my support for the authorization of Nexus Charter School. Their focus on nurturing self-direction, powerful thinking, and authentic achievement provides a novel approach and impactful vision to engage students in a personalized education experience.

My involvement in formal and informal STEM education has allowed me to witness firsthand the transformative power of personalized learning and project-based approaches. I am inspired by Nexus Charter School's goal to create graduates who possess intellect, independence, and integrity through flexible pacing and project-based curriculum.

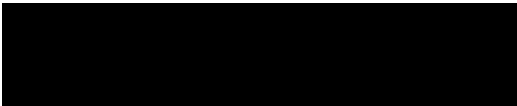
Upon its authorization and launch, Nexus Charter School will have access to DRI's existing free education resources, which may include:

- STEM lending library, including curriculum, supplies and STEM technology tools
- Educator Professional Development Trainings on a variety of STEM topics

I support the approval and authorization of Nexus Charter School and respectfully request the Nevada State Charter School Authority Board to consider Nexus Charter School's application. I appreciate their innovative model and commitment to offering students an alternative learning experience to further engage their interest and increase their success.

Please do not hesitate to reach out to me if you require any further information or support. I look forward to the opportunity to contribute to the success of Nexus Charter School and its students.

Respectfully,



Monica Gehrig
STEM Education Training and Outreach Administrator
Desert Research Institute
702-862-5332

April 21st, 2026

Nevada State Public School Charter Authority

1749 N. Stewart Street, Suite 40

Carson City, NV 89706

Dear Nevada State Charter School Authority Board Members

My name is Michael D. Hiltz, President of Hiltz Commercial Group, I am proud to represent **Nexus Charter School (“Nexus”)** in their search for a suitable facility in the East Henderson/Whitney area for the 2027/2028 school year within the 89011, 89015, 89122, and 89121 Zip Codes. With our team of seasoned real estate advisors, we are committed to securing the best possible facility that aligns with Nexus Charter School’s expansion 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 Nexus Charter School. Since 2017, I have assisted over 28 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 Nexus Charter 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)
- Nevada Rise Academy
- Vegas Vista Academy (VVA)
- Beacon Academy of Nevada (BANV)
- Nevada State High School
- 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

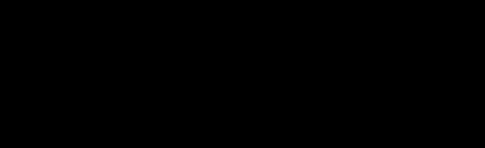
Attached on the following page(s) are photographs of just four of the beautiful facilities which my team has procured for our charter clients.

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 Nexus Charter 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.

Based on our experience working with charter school clients throughout the Las Vegas Valley, we believe Nexus' projected lease rate of \$1.50 per square foot may be achievable, subject to a number of property-specific factors including location, condition, size, landlord motivations, and prevailing market conditions at the time of negotiation. It would be premature to commit to a precise figure at this stage of the process, but we are confident in our ability to negotiate favorable terms on Nexus's behalf.

We will negotiate on behalf of Nexus Charter School with Owners, Landlords, Brokers, and other principals of prospective properties to acquire and/or lease space that meets Nexus Charter School's requirements and aligns with its goals. We will stay the course with Nexus Charter School through the City of Henderson Charter Sponsoring Division's 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 Nexus Charter School and the SPCSA to find the ideal 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.



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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





Attachment 4

NEXUS CHARTER SCHOOL

Student Discipline Policy

Subject to Board Approval

In compliance with NRS 392.4644, NRS 392.466, and NRS 392.472

SECTION 1: PHILOSOPHY AND PURPOSE

At Nexus, discipline is not separate from the school's academic mission or culture — it is central to it. The goal of discipline is not to impose behavior through external control, but to create conditions in which students develop the judgment, responsibility, and ethical reasoning required to govern themselves and contribute positively to a community.

Nexus approaches discipline as a learning process. When students fall short of community expectations, the primary response is not punishment but understanding: What happened? Who was affected? How can harm be repaired? How can we prevent recurrence? These questions guide every level of our approach.

Our discipline policy is rooted in three commitments:

- Transparency — expectations are explicit, mutually agreed upon, and consistently applied.
- Restoration — when harm occurs, our first priority is repairing it, not simply punishing it.
- Agency — students are treated as capable of growth, self-governance, and genuine accountability.

These commitments are reflected in the Nexus Constitution, our restorative practices framework, and the tiered behavioral system described in this policy.

SECTION 2: THE NEXUS CONSTITUTION

Overview

Nexus operates under a school constitution that establishes shared norms, rights, and responsibilities for all community members. This constitutional framework makes expectations transparent and reinforces that discipline is a collective responsibility — not a set of arbitrary rules imposed by adults on students.

The Nexus Constitution is adapted from the Francis W. Parker Charter Essential School's founding document. Students will ratify the Constitution in Year 1. The Nexus Constitution is a living document: it may be amended through a deliberate, community-driven process described below.

Rights and Responsibilities

Every member of the Nexus community holds the following rights — and corresponding responsibilities:

- The right to be treated with courtesy and the responsibility to treat fellow community members and guests with the same.
- The right to believe what they want and the responsibility to employ thoughtful habits of mind and learning.
- The right to express concern and the responsibility to do so using an appropriate time, place, tone, and attitude.
- The right to have their personal belongings respected by others and the responsibility to respect the belongings and resources of the school and others.
- The right to enjoy and participate in the Nexus community and the responsibility not to disrupt the enjoyment and participation of others.
- The right to be supported in their learning style and the responsibility to do their own work well, ask for help, and give appropriate help.
- The right to have their voice heard and the responsibility to listen to others.
- The right not to answer questions that incriminate them or put them in danger.

Constitutional Amendment Process

Like the nation's founding document, the Nexus Constitution is designed to be stable yet adaptable. Amendments may be proposed in advisory groups, where students engage in discussion, reflection, and deliberation. The amendment process is as follows:

1. A proposed amendment is introduced and discussed within an advisory group.
2. A two-thirds (2/3) majority vote within the advisory is required to advance the proposal to a school-wide vote.

3. A two-thirds (2/3) majority of all advisories is required for ratification.

This process reinforces civic responsibility, discourse, and shared ownership of community norms.

SECTION 3: RESTORATIVE PRACTICES FRAMEWORK

In compliance with Nevada law (NRS 392.4644, NRS 392.466, and NRS 392.472), Nexus emphasizes restorative and reflective approaches to discipline. Restorative practices are not a replacement for accountability — they are the form accountability takes at Nexus. All staff members will receive training in restorative practices to ensure consistent, effective implementation.

Restorative Circles

Regular community-building circles in advisory create strong relationships that prevent conflicts and provide structures for addressing issues when they arise. These proactive circles normalize talking about challenges and practicing perspective-taking. Circles are not reserved for conflict — they are a regular feature of advisory life that builds the relational foundation for restoration when it is needed.

Restorative Conversations

When minor infractions occur, teachers and advisors engage students in one-on-one conversations to understand what happened, why it happened, who was affected, and how to repair harm and prevent recurrence. These conversations happen quickly, privately, and with care.

Restorative Conferences

For more serious incidents, formal conferences bring together the student who caused harm, those affected, and supportive adults. The conference provides space to discuss the impact of actions, acknowledge harm, and develop concrete plans for restoration and accountability. Restorative Conferences also serve as the primary structure for due process in suspension and expulsion proceedings (see Section 7).

Reflection Activities

Students may be asked to complete structured reflection activities that prompt them to consider the impact of their actions, identify alternative strategies, and make commitments about future behavior. These activities are educational tools, not punishments.

SECTION 4: BEHAVIOR TIERS AND RESPONSES

Nexus uses a tiered approach to behavioral interventions, escalating support and consequences based on the severity and frequency of behaviors. The goal at every tier is to support the student's return to full community participation as quickly as possible.

Tier 1 — Minor Infractions

Behaviors such as tardiness, off-task behavior, disruptive conduct, or minor classroom disruptions are addressed by the classroom teacher or staff member through the following:

- One-on-one redirect or restorative conversation
- Communication with the student's advisor
- Contact with parent/guardian
- Reflection activities in which the student considers impact and develops alternative strategies

Tier 1 behavior examples include (but are not limited to):

- Tardiness or unexcused absence from class
- Off-task behavior or classroom disruption
- Inappropriate use of technology or personal devices
- Minor academic dishonesty (e.g., copying another student's work)

- Minor defiance or refusal to follow classroom expectations

Tier 2 — Moderate Infractions

Habitual or worsening Tier 1 behaviors and more serious behaviors result in Tier 2 interventions. These include an immediate referral to the principal and/or school counselor, and the following:

- Restorative conference with affected parties
- Required parent/guardian meeting
- Development of an individualized behavior support plan with input from advisor and counselor
- Potential assignment to reflection activities or community service
- Documented intervention plan with clear expectations and timelines

Tier 2 behavior examples include (but are not limited to):

- Overt bullying or cyberbullying
- Harassment
- Use of insults, vulgarity, or profanity
- Ditching class or truancy
- Theft (low-level)
- Major academic dishonesty (cheating on a graded assessment)
- Major defiance or refusal to comply with staff direction
- Repeated misuse of technology
- Any Tier 1 behavior that is habitual or has escalated despite intervention

Tier 3 — Serious Infractions

Habitual or worsening Tier 2 behaviors and more serious behaviors result in Tier 3 interventions, including immediate referral to the principal and the following:

- Restorative conference required
- Parent/guardian meeting required
- In-school or out-of-school suspension (1–10 days depending on severity)
- Behavior contract required for re-entry
- Possible recommendation for alternative placement or expulsion for the most severe or persistent behaviors

Tier 3 behavior examples include (but are not limited to):

- Physical fighting
- Aggressive threats or harassment (including via social media)
- Hate speech or harassment based on race, ethnicity, gender identity, sexual orientation, disability, or religion
- Verbal insults or profanity directed toward staff
- Gang clothing or affiliation displays
- Leaving school grounds without permission
- Significant property damage
- Any Tier 2 behavior that is habitual or has escalated despite intervention

Tier 3 Major — Zero Tolerance Behaviors

Certain behaviors that threaten the safety or well-being of others result in immediate suspension and possible expulsion. These behaviors include:

- Assault or battery
- Possession, use, or distribution of weapons (as defined by NRS)
- Possession, use, or distribution of illegal drugs or alcohol
- Arson or attempted arson
- Threats of violence against staff or students

- Sexual harassment or assault

Even for these most serious infractions, restorative practices will be employed to the greatest extent possible, consistent with maintaining school safety and in full compliance with Nevada law.

SECTION 5: SPECIFIC BEHAVIORAL POLICIES

Bullying and Cyberbullying

Bullying is not tolerated in any form at Nexus. Nexus defines bullying as behavior that: (1) is harmful or intended to be harmful; (2) is repeated or occurs over time; and (3) involves an imbalance of power such that the target does not feel able to stop the interaction. When bullying occurs through electronic communication, it is considered cyberbullying. This policy applies on campus, at school-sponsored events, and through electronic means regardless of location.

Staff responsibilities include:

- Maintaining clear community understanding of the definition of bullying
- Closely supervising students in all areas of the school
- Being alert to signs of bullying and intervening immediately
- Responding quickly and sensitively to reports
- Investigating all reported incidents
- Assigning consequences in accordance with the discipline tiers above
- Assigning immediate consequences for retaliation against students who report bullying

Student responsibilities include:

- Refusing to engage in or enable bullying
- Reporting bullying to a trusted adult immediately
- Acting as an upstander when bullying is witnessed

Repeated acts of bullying will result in escalating behavioral interventions. Bullying that rises to the level of harassment based on a protected characteristic is addressed under Tier 3.

Academic Integrity

Intellectual honesty is a core value at Nexus. Students are expected to do their own work, cite sources appropriately, and support one another's learning without enabling dishonesty.

Academic dishonesty includes:

- Giving or receiving unauthorized assistance on assignments, quizzes, tests, or examinations
- Submitting another person's work as one's own
- Plagiarism — using another's ideas, information, or expressions without proper attribution
- Violating testing procedures defined by a teacher
- Copying, photographing, or recording assessments without authorization

When academic dishonesty is identified, the principal will investigate and, if a violation is confirmed, the student will participate in a restorative process with the teacher, counselor, and parent/guardian. Academic consequences will be determined by the classroom teacher. Repeated violations will be treated as Tier 2 or Tier 3 behavioral infractions.

Technology and Devices

Nexus recognizes the role of technology in 21st-century learning. Students are expected to use school technology responsibly and in alignment with the community's rights and responsibilities.

Students are expected to:

- Use technology only for educational purposes during instructional time, unless explicitly permitted by a teacher
- Keep personal accounts and passwords confidential; students are responsible for all activity under their accounts

- Refrain from accessing inappropriate, harmful, or off-task content
- Refrain from bullying, harassing, or defaming others through any digital medium
- Respect intellectual property and copyright laws
- Report damage, theft, or malfunction of school devices immediately

Personal devices (including cell phones) must be used in accordance with teacher and school direction. Teachers have discretion to define appropriate and inappropriate use during instructional time. Misuse of technology is subject to disciplinary consequences as described in the behavior tiers above. Inappropriate or harmful technology use off campus may also be subject to school discipline when it substantially disrupts the school environment.

In the event of intentional damage to a school device, families may be responsible for repair or replacement costs. Families experiencing financial hardship should contact the principal to discuss options.

Alcohol, Drugs, Tobacco, and Vaping

Nexus is a no-use campus. Possession, use, or distribution of alcoholic beverages, illegal or controlled substances (including marijuana), tobacco products, vaping products, or drug paraphernalia while under school jurisdiction is strictly prohibited. There are no circumstances under which such items are permitted on campus or at school events.

The school reserves the right to conduct searches as needed, as determined by the principal, with two employees present as witnesses. Violations of this policy are subject to Tier 3 or Tier 3 Major consequences and will be reported to the Las Vegas Metropolitan Police Department and all appropriate agencies as required by NRS.

Misuse of over-the-counter or prescription medications is also strictly prohibited. Any student possessing medication (prescription or OTC) without required approval is subject to disciplinary action.

Theft and Destruction of Property

Unauthorized taking of personal or school property is prohibited, including borrowing items without permission, claiming found items, and unauthorized removal of learning materials. Students who steal property may be required to return or replace it and will face disciplinary consequences in accordance with the tiers above.

Students are expected to treat school property and the property of others with care. Any student who damages or defaces property will face disciplinary consequences, including restitution and repair obligations where appropriate.

Gang-Related Dress and Behavior

This policy has been adopted in recognition that gang activities on school grounds threaten the safety of students and staff and cause substantial disruption to the educational environment. Any clothing, jewelry, emblems, gestures, or graffiti that by virtue of color, arrangement, trademark, or other attribute denotes membership in or affiliation with any gang is not permitted on school grounds, at school-sponsored activities, or in school vehicles. Violations are addressed through restorative interventions and disciplinary consequences in accordance with Tier 3.

Sexual Behavior

Sexual activity of any kind between anyone is inappropriate and unacceptable on school grounds or during school activities. Every member of the Nexus community has the right to feel welcome and comfortable in school spaces. Sexual harassment — including unwanted physical contact, sexual comments, or the distribution of sexually inappropriate materials — is addressed as a Tier 3 infraction and reported as required by law.

Dishonesty and Deception

Misrepresentation of the truth — through lying, lying by omission, or acts of deception — undermines the trust that is essential to the Nexus community. Any member of the community engaged in dishonesty or misrepresentation will face restorative interventions and appropriate disciplinary consequences.

SECTION 6: ATTENDANCE

Regular and timely attendance is fundamental to learning at Nexus. Students are expected to be in attendance every school day unless verification of illness or family emergency can be provided.

Nexus Attendance Goal

Nexus aims to maintain a chronic absenteeism rate at or below 10% for all students and all subgroups. Students should miss no more than 9 school days per year to avoid chronic absenteeism status.

Excused Absences

The following are considered excused absences:

- Personal illness (parent/guardian must notify within 3 days of return; illness lasting more than 3 days requires a doctor's note)
- Family emergency (contact the principal to determine appropriate leave)
- Unavoidable medical appointment (students are expected to attend school before/after when possible)
- Death or funeral service of an immediate family member (up to 3 days in-state; up to 5 days out-of-state)
- Religious holiday
- Required court appearance
- Pre-approved absence (request must be made at least one week in advance)

All absences are considered unexcused until cleared. Students are responsible for completing all assignments missed during any absence within a reasonable time period.

Excessive Absences

Excessive absences may affect a student's ability to earn credit. Consistent with NRS requirements, students who exceed ten (10) unexcused absences in any course during a semester may receive a failing grade and not earn semester credit for that course.

Tardy Policy

A student not physically present in their assigned location at the start of the instructional period is marked tardy. A student who misses 30 minutes or more of an instructional period is considered absent for that period.

Truancy

In accordance with Nevada attendance laws (NRS 392.130, NRS 392.140, NRS 392.144, NRS 392.149), an unapproved absence for one or more class periods shall be deemed a truancy. Any student declared truant three or more times in one school year shall be declared a habitual truant.

In the event of attendance concerns, Nexus will follow a tiered intervention approach:

- Tier 1: The teacher, in cooperation with the family, reviews attendance expectations, identifies barriers, and develops an attendance plan.
- Tier 2: The principal sends a written letter of truancy to the parent/guardian, invites a meeting, and informs the family of legal requirements and the school's intent to seek enforcement of applicable statutes (NRS 392.144). If the student is a habitual truant, the principal will report the student to local law enforcement for investigation, if warranted (NRS 392.149).
- Tier 3: A letter stating that attendance must improve within 5 days is sent to the family. After 20 or more unexcused absences, the principal will file for educational neglect (NRS 432B.140).

SECTION 7: SUSPENSION, EXPULSION, AND DUE PROCESS

Nexus provides full due process rights to all students facing suspension or expulsion, in compliance with Nevada law (NRS 392.466 to NRS 392.472). Nexus views exclusionary discipline as a last resort and will exhaust all available alternatives before recommending expulsion.

Immediate Removal

A student may be removed from school immediately for up to two (2) school days if their continued presence poses a danger to persons or property, or significantly disrupts the educational practices of the school. Parents will be notified immediately.

Suspension Procedures

Prior to any suspension, the principal will:

4. Investigate the facts, obtain witness statements, and gather evidence related to the alleged infraction.
5. Convene a Restorative Conference within three (3) school days of the proposed suspension. This conference serves both as a restorative justice practice and as a due process hearing. The conference will include the student, parent(s)/guardian(s), a staff advocate (typically the student's advisor), and other affected parties as appropriate.
6. At the conference, the principal will: present the charges and evidence; provide the student the opportunity to respond and present their perspective; discuss the impact of actions on individuals and the community; and determine appropriate consequences.
7. Provide written notice to the student and family, including: specific charges and rule violations; evidence supporting the charges; length of the suspension (if applicable); requirements for re-entry; and the right to appeal and the appeals process.

If a suspension is imposed, the student may not return to school without a parent/guardian re-entry meeting. At re-entry, the student will receive a behavior contract that serves as a binding agreement between the student, family, and school.

Appeal Process for Suspensions

To appeal a suspension:

8. The family must submit a written appeal request within five (5) school days of receiving the written suspension notice.
9. The appeal will be heard by the principal (as designee of the governing board) within ten (10) school days of the written request.
10. At the hearing, the student may present evidence, testimony, and witnesses.
11. The principal will issue a written decision including reasons. The principal's decision on suspension appeals is final.

Expulsion Procedures

Expulsion may be considered when:

- A student has accumulated ten (10) days of out-of-school suspension
- A student commits a Tier 3 Major infraction (weapons, drugs, assault, etc.)
- A student's behavior poses an ongoing serious threat to school safety

Only students age 11 or older may be expelled. Only the governing board has authority to expel a student.

The investigation and Restorative Conference procedures described above apply. The principal will make a written recommendation regarding expulsion to the governing board.

Written notice of the expulsion recommendation will be provided to the student and family, including: specific charges and rule violations; evidence supporting the charges; the recommendation for expulsion; the right to a board hearing; the hearing process and timeline; and notice that the student will be placed on suspension pending the hearing and any appeals.

Expulsion Hearing

12. The family must submit a written hearing request within five (5) school days of receiving the expulsion notice.
13. The hearing will be conducted within ten (10) school days of the written request.
14. The hearing will be conducted by either the full governing board or a fair and impartial panel of board designees (at the board's sole discretion).
15. At the hearing, the student may: be represented by legal counsel or an advocate; present evidence, testimony, and witnesses; question witnesses presented by the school; and make statements on their own behalf.
16. The hearing panel will make an impartial decision based on evidence presented. The decision will be provided in writing with reasons.

Appeal Process for Expulsions

If a panel of board designees upholds the expulsion, the student and family may request an appeal to the full governing board within ten (10) days of receiving the written decision. The appeal must be in writing and include reasons. The board's decision is final.

Reporting

The principal will report to the Las Vegas Metropolitan Police Department and all appropriate agencies, including the State Public Charter School Authority, any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons as outlined in NRS and NAC.

SECTION 8: STUDENTS WITH DISABILITIES

Nexus will rigorously protect the rights of students with disabilities in all disciplinary actions, in full compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

Manifestation Determinations

Before any suspension exceeding 10 cumulative days in a school year, or any expulsion, of a student with an IEP or 504 plan, the school will conduct a Manifestation Determination Review (MDR) within 10 school days. The MDR team (including parents, the Special Education Coordinator, a general education teacher, and an administrator) will determine whether:

- The conduct was caused by, or had a direct and substantial relationship to, the student's disability, OR
- The conduct was a direct result of the school's failure to implement the IEP or 504 plan

If the behavior is determined to be a manifestation of the student's disability, the student will not be expelled. The IEP team will conduct a functional behavioral assessment (FBA) if one has not been completed, and will implement or revise a behavior intervention plan (BIP).

If the behavior is determined not to be a manifestation of the student's disability, the school may discipline the student in accordance with procedures applicable to all students, but must continue to provide a free appropriate public education (FAPE).

Functional Behavioral Assessments and Behavior Intervention Plans

For students with disabilities who exhibit behavioral challenges, Nexus will proactively conduct FBAs to understand the function of behaviors and develop positive BIPs to teach replacement behaviors and modify environmental factors. These proactive interventions often prevent the need for exclusionary discipline.

Continuation of Services

A student with an IEP may not be suspended for more than 10 cumulative days without continuing to receive special education services that enable the student to progress in the general curriculum and advance toward IEP goals. Educational services will be provided during any period of suspension or expulsion.

Interim Alternative Educational Settings

For certain serious infractions (weapons, drugs, serious bodily injury), a student with a disability may be placed in an Interim Alternative Educational Setting (IAES) for up to 45 school days, regardless of whether the behavior was a manifestation of the disability. The student must continue receiving special education services, and the IEP team must determine the appropriate setting.

Parent Participation and Procedural Safeguards

Parents of students with disabilities will be included in all disciplinary proceedings and MDR reviews. They will be notified of disciplinary actions, provided copies of procedural safeguards, and given the opportunity to participate fully in decision-making. The Special Education Coordinator is responsible for ensuring that all disciplinary actions involving students with IEPs comply with IDEA requirements, including timely MDRs, continuation of services, and proper documentation.

Exhausting Alternatives

Before considering expulsion of any student, and particularly students with disabilities, Nexus will exhaust all possible alternatives including modified schedules, intensive behavior supports, counseling services, alternative educational placements, and wraparound services coordinated with community partners.

SECTION 9: EQUITABLE DISCIPLINE

Nexus is committed to ensuring that discipline practices do not disproportionately impact any student population. Discipline data will be disaggregated and monitored by:

- Race and ethnicity
- Gender
- Disability status (students with IEPs or 504 plans)
- English Language Learner status
- Socioeconomic status (FRL eligibility)
- Foster care or homeless status

Quarterly Review

The school leadership team will review discipline data at least quarterly to identify patterns of disproportionate discipline. If analysis reveals that particular student groups are receiving discipline referrals, suspensions, or other consequences at higher rates than their representation in the student body, the leadership team will:

- Conduct a root cause analysis examining underlying causes of disparity
- Review individual cases involving affected student groups to identify patterns
- Provide targeted professional development on culturally responsive classroom management, implicit bias, trauma-informed practices, and differentiated behavior support
- Adjust policies, procedures, or practices that contribute to disproportionality
- Report identified disparities and action plans to the governing board
- Monitor progress in subsequent quarters

Proactive Equity Measures

Nexus will proactively work to prevent disproportionate discipline through:

- Culturally responsive practices: All staff will receive training in culturally responsive teaching and behavior management, recognizing that behaviors may be interpreted differently across cultural contexts and that what appears as defiance may reflect cultural communication norms or trauma responses.
- Advisory system: Every student has an adult advocate who knows their context and can intervene before behaviors escalate to formal discipline.
- Clear, objective criteria: Our tiered behavior system with explicit definitions reduces subjectivity in discipline decisions, minimizing opportunities for implicit bias.

- Restorative approaches: Research shows restorative practices reduce racial discipline gaps. Our emphasis on restoration over punishment supports equity.

SECTION 10: RECORD-KEEPING, DATA, AND REPORTING

Incident Documentation

All discipline incidents will be documented in the student information system with the following information:

- Date, time, and location of incident
- Description of behavior/infraction
- Student(s) and staff member(s) involved
- Witnesses
- Interventions attempted
- Consequences imposed
- Parent/guardian notification (date and method)
- For students with IEPs: whether MDR was conducted and results

Behavioral Goals and Data Tracking

Nexus has established the following goals for student behavior:

- Chronic absenteeism rate at or below 10% for all students and all subgroups
- 80% or higher favorable responses on the Panorama School Climate Survey in domains of Sense of Belonging, Teacher-Student Relationships, and Psychological Safety
- 90% or more of Tier 1 and Tier 2 discipline incidents addressed through restorative practices
- Out-of-school suspension rate below 5% for all students and all subgroups
- Zero expulsions (by exhausting all alternative interventions)
- No student subgroup receives discipline referrals or consequences at rates disproportionate to their enrollment

The leadership team will track attendance and absenteeism rates, discipline referrals by type and tier, suspension rates by subgroup, Panorama Survey results (2–3 times per year), participation rates in restorative conferences, and qualitative data from conference notes, BIP implementation, and advisory reflections.

Board Reporting

The school leadership team will present discipline data and analysis to the governing board quarterly, including progress toward behavioral goals, any identified concerns or disparities, action plans to address concerns, and recommendations for policy or practice changes.

SPCSA Reporting

The principal will ensure accurate and timely reporting of all required discipline data to the State Public Charter School Authority (SPCSA) in accordance with established schedules and formats.

SECTION 11: ROLES AND RESPONSIBILITIES

Principal

- Investigate alleged infractions and ensure adherence to due process procedures
- Facilitate or designate facilitators for Restorative Conferences
- Make suspension decisions (up to 10 days)
- Make recommendations to the board regarding expulsions
- Hear suspension appeals

- Coordinate with law enforcement and SPCSA as required by law
- Provide written notice to families regarding discipline actions
- Oversee maintenance of discipline records and quarterly data reviews

Special Education Coordinator

- Ensure compliance with IDEA in all disciplinary actions involving students with IEPs
- Coordinate and participate in manifestation determination reviews
- Ensure continuation of special education services during suspensions
- Train staff on the rights of students with disabilities in discipline

Advisors and Teachers

- Implement Tier 1 interventions for minor infractions and document behavioral concerns
- Communicate with parents/guardians regarding behavioral concerns
- Refer more serious infractions to the principal
- Participate in Restorative Conferences and serve as student advocates in disciplinary proceedings when requested
- Implement behavior support plans and monitor student progress

School Counselor

- Provide individual and group counseling to support positive behavior
- Facilitate restorative circles and conferences
- Coordinate wraparound services for students with behavioral challenges
- Support development and implementation of behavior intervention plans
- Participate in re-entry meetings and ongoing support for students returning from suspension

Governing Board

- Approve and review discipline policies
- Hear expulsion cases or appoint hearing panels
- Make final decisions on expulsions and expulsion appeals
- Review quarterly discipline data reports
- Provide oversight and accountability for equitable discipline practices

This policy is subject to board approval and annual review.

Nexus Charter School



Attachment 5

NEXUS CHARTER SCHOOL · Academic Calendar 2027–2028

AUGUST							SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER							JANUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
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														31																					30	31					

FEBRUARY						
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27	28	29				

MARCH						
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APRIL						
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30						

MAY						
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JUNE						
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25	26	27	28	29	30	

Instructional Day
 Teacher PD / Planning
 No School / Holiday
 Weekend

177 Instructional Days 20 Teacher PD 43 No-School Days



Attachment 6

Full Day Schedule					
	Student 1		Student 2		Student 3
8:00-8:30	Advisory (30)		Advisory (30)		Advisory (30)
8:35-9:20	Numeracy Lab (45)		Humanities Exploration (95)		Elective (45)
9:25-10:10	Humanities Exploration (95)				Literacy Lab (45)
10:15-11:00			Literacy Lab (45)		Humanities Exploration (95)
11:00-11:45	Lunch (45)		Lunch (45)		
11:50-12:35	STEM Exploration (95)		Numeracy Lab (45)		Lunch (45)
12:40-1:25			STEM Exploration (95)		Numeracy Lab (45)
1:30-2:15	Literacy Lab (45)				STEM Exploration (95)
2:20-3:05	Elective (45)		Elective (45)		
Dismissal					
	Instructional minutes:				
	375				
Early Release Schedule					
8:00-8:40	Advisory (40)		Advisory (40)		Advisory (40)
8:45-9:30	Remediation/Extension 1 (45)		Remediation/Extension 2 (45)		Remediation/Extension 3 (45)
9:35-10:20	Remediation/Extension 2 (45)		Remediation/Extension 3 (45)		Remediation/Extension 4 (45)
10:25-11:10	Remediation/Extension 3 (45)		Remediation/Extension 4 (45)		Remediation/Extension 5 (45)
11:15-12:00	Remediation/Extension 4 (45)		Remediation/Extension 5 (45)		Remediation/Extension 6 (45)
Dismissal					
	Instructional Minutes: 240				

Example Full Day Schedule

	ELA Teacher		Social Studies Teacher		Math Teacher		Science Teacher
7:30-8:00	PREP		PREP		PREP		PREP
8:00-8:30	Advisory (30)		Advisory (30)		Advisory (30)		Advisory (30)
8:35-9:20	Numeracy Lab (45)		Numeracy Lab (45)		Numeracy Lab (45)		Numeracy Lab (45)
9:25-10:10	Humanities Exploration (95)		Humanities Exploration (95)		Literacy Lab (45)		Literacy Lab (45)
10:15-11:00					PREP		PREP
11:00-11:45	Lunch (30) + 15 min. Duty		Lunch (30) + 15 min. duty		Lunch (30) + 15 min. duty		Lunch (30) + 15 min. duty
11:50-12:35	Humanities Exploration (95)		Humanities Exploration (95)		STEM Exploration (95)		STEM Exploration (95)
12:40-1:25							
1:30-2:15	Literacy Lab (45)		Literacy Lab (45)		STEM Exploration (95)		STEM Exploration (95)
2:20-3:05	PREP		PREP				
3:05-3:15	PREP		PREP		PREP		PREP

Example Early Release Schedule

	ELA Teacher		Social Studies Teacher		Math Teacher		Science Teacher
8:00-8:40	Advisory (40)		Advisory (40)		Advisory (40)		Advisory (40)
8:45-9:30	Remediation/Extension 1 (45)		Remediation/Extension 1 (45)		Remediation/Extension 1 (45)		Remediation/Extension 1 (45)
9:35-10:20	Remediation/Extension 2 (45)		Remediation/Extension 2 (45)		Remediation/Extension 2 (45)		Remediation/Extension 2 (45)
10:25-11:10	Remediation/Extension 3 (45)		Remediation/Extension 3 (45)		PREP		PREP
11:15-12:00	Remediation/Extension 4 (45)		Remediation/Extension 4 (45)		Remediation/Extension 4		Remediation/Extension 4
Dismissal							
12:15-12:55	Lunch						
1:00-2:00	Grade Level PLC		Grade Level PLC		Grade Level PLC		Grade Level PLC
2:00-3:00	Content Area PLC		Content Area PLC		Content Area PLC		Content Area PLC



Attachment 7

April 16, 2026

To Whom It May Concern,

It is my pleasure to write this letter in support of Nexus Charter School’s application to operate a new charter school in Henderson, Nevada. Nexus Charter School is designed as a competency-based secondary program that accelerates student learning through personalized pathways, mastery-based progression, and flexible pacing. This innovative approach ensures that students receive individualized support, positioning Nexus Charter School to make a meaningful impact on the educational landscape of the community.

The College of Southern Nevada (CSN) is committed to providing members of our community with the tools that they need to succeed in their individual futures. A central feature of the Nexus approach is the intentional creation of postsecondary pathways during high school, which aligns strongly with the values of CSN, and needs of Southern Nevada. For Nexus students who advance beyond the upper secondary competency levels, CSN will make its course offerings available at a rate of \$62.50 per credit.

CSN is excited to partner with Nexus Charter School in improving educational outcomes for students in Southern Nevada. We are confident that the leadership behind this initiative is committed to academic pathways and meaningful community engagement. Their focus on supporting adolescents pursuing a range of opportunities will be a prodigious asset to the Henderson community. I wholeheartedly support the approval and launch of Nexus Charter School, and I am enthusiastic about the positive impact it will have on our students and families.

Sincerely,

Stacy Klippenstein, Ph.D.
President
College of Southern Nevada



David Sabey <david.sabey@nexuscharter.org>

Proposed Charter School

9 messages

Fri, Jan 16, 2026 at 10:55 AM

I'm in the process of proposing a new 6-12 charter school. We will submit the application in April 2026, so the earliest we would open doors is the 2027-2028 school years, but I wanted to begin conversations about offering dual enrollment.

If we were going to partner with CSN to offer dual enrollment to our high school students, how would we move forward?

Thank you,

--David

Wed, Jan 21, 2026 at 12:16 PM

Good afternoon, Dr. Sabey,

Thank you for reaching out. CSN has various Dual Credit options that may be aligned with your school. I can meet next week on Tuesday (1/27) between 3 pm and 5pm. Let me know if you are available to meet online.

I look forward to learning about Nexus Charter and developing a dual credit partnership with your school.

Best,

Leticia Wells

Director

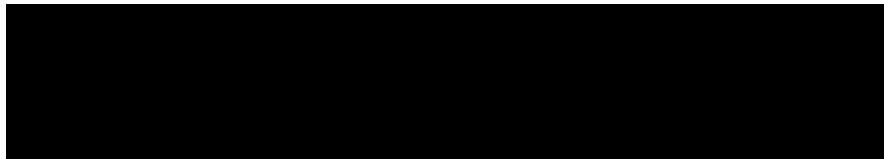
Dual Credit & Early College Programming

Academic Affairs

College of Southern Nevada

6375 W Charleston Blvd | Las Vegas, NV 89146

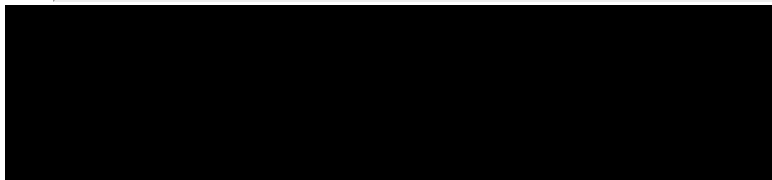
www.csn.edu/dualcredit



You don't often get email from david.sabey@nexuscharter.org. Learn why this is important

[External Email]

[Quoted text hidden]

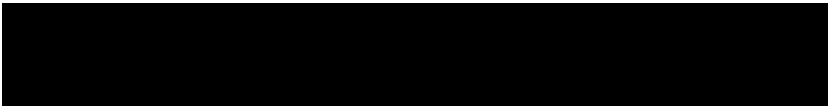


Wed, Jan 21, 2026 at 1:13 PM

Thank you!

--David

[Quoted text hidden]



Wed, Jan 21, 2026 at 1:48 PM

Hi Dr. Sabey,

I just sent you a meeting invite for Tuesday, January 27th at 4:30 pm and also copied the link below. See you then!

Microsoft Teams meeting

Join: <https://teams.microsoft.com/meet/26983751084662?p=LmFQ1SB9dGJc4qGa7J>

Meeting ID: 269 837 510 846 62

Passcode: 5B4Bb6ph

Best,

Leticia Wells

Director

Dual Credit & Early College Programming

Academic Affairs

College of Southern Nevada

6375 W Charleston Blvd | Las Vegas, NV 89146

www.csn.edu/dualcredit

[Redacted]

[External Email]

[Quoted text hidden]

[Redacted]

Wed, Jan 21, 2026 at 2:11 PM

Sounds great, thank you!

[Quoted text hidden]

[Redacted]

Tue, Feb 24, 2026 at 8:30 AM

Hello again!

Apologies for the slow response. I've attached a one-page memo that briefly introduces the school I'm proposing and explains how we hope to partner with CSN. I'm hoping you can use that to generate a Memorandum of Understanding (MOU) that we can include in our charter application.

Let me know if you need anything else from me.

Best,

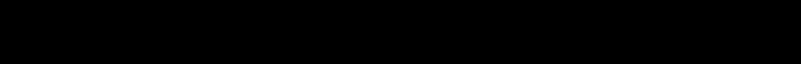
--David

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 **Nexus CSN Memo.pdf**
116K

[Redacted]

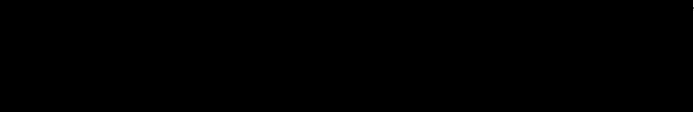
Thu, Mar 5, 2026 at 5:10 PM



Hi David,

I hope you are doing well. I've put together a letter of support which is being routed to the President's Office. I hope to have it to you next week.

[Quoted text hidden]



Mon, Mar 9, 2026 at 11:26 AM

Hi Mr. Sabey,

I have attached our letter of support to include in your application packet. Good luck as your school initiates the process.

Best,

Leticia Wells

Director

Dual Credit & Early College Programming

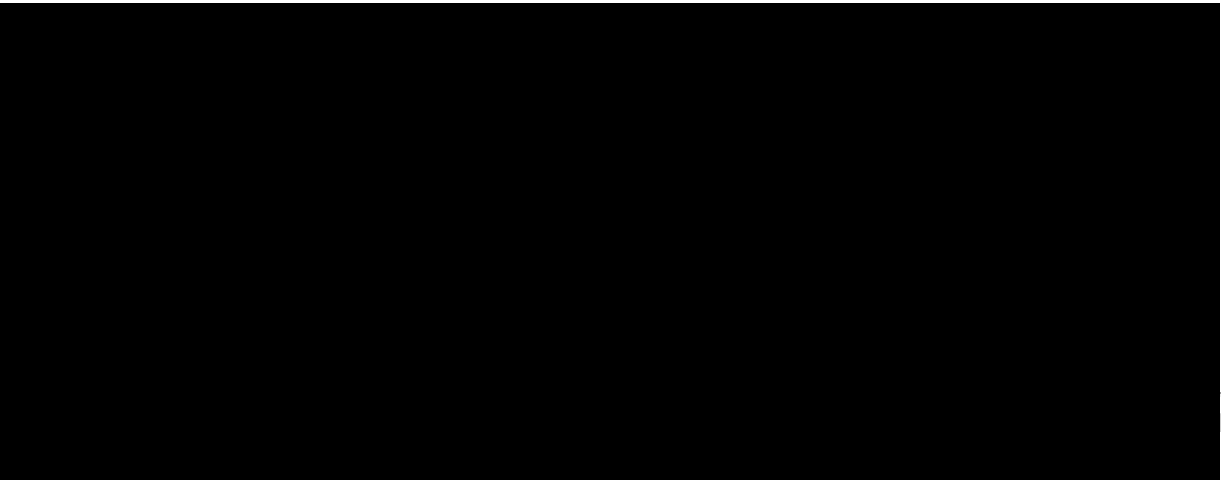
Academic Affairs



College of Southern Nevada

[6375 W Charleston Blvd | Las Vegas, NV 89146](#)

www.csn.edu/dualcredit



Mar 12, 2026 at 9:37 AM



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	
Ben Salkowe	TBD	Principal Emeritus, Equipo Academy	X				TBD
Cynthia Sellers	TBD	Event Coordinator Planner, Vacatia			X		TBD
Jennifer Steele-Ridosh	TBD	Assistant Principal, Somerset Academy		X			TBD
Larson Welsh	TBD	Attorney, Law Office of Hayes & Welsh				X	TBD
Tiare Monga	TBD	Director of Special Education, Mater Academy		X			TBD
Truman Rowley	TBD	Assistant Professor of Accounting, UNLV				X	TBD



Attachment 10

BYLAWS OF NEXUS CHARTER SCHOOL

A Nonprofit Public Benefit Corporation

Adopted December 1, 2025 | Revised [DATE]

ARTICLE I – NAME AND PURPOSE

Section 1. Name. The name of this corporation is Nexus Charter School. It is organized as a nonprofit public benefit corporation under the laws of the State of Nevada.

Section 2. Purpose. The purpose of this corporation is to operate a public charter school that provides a competency-based education and related educational activities. The corporation shall be operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

ARTICLE II – OFFICES

Section 1. Principal Office. The principal office of the corporation shall be located in Nevada. The Board of Directors may change the location of the principal office by resolution.

Section 2. Other Offices. The Board of Directors may establish additional offices, either within or outside the State of Nevada, as it deems necessary or appropriate.

ARTICLE III – BOARD OF DIRECTORS

Section 1. Authority. The Board of Directors is the governing body of the corporation. It has the full power and authority to manage, direct, and control the corporation's affairs, including its assets, property, and business. The Board is responsible for ensuring that the corporation fulfills its educational mission and complies with all applicable laws, regulations, and the terms of its charter.

Section 2. Number. The Board shall consist of no fewer than five (5) and no more than thirteen (13) directors. The exact number of directors within this range shall be set by resolution of the Board.

Section 3. Required Seats. In order to ensure the Board maintains the expertise and community representation necessary to govern effectively, the Board shall at all times include at least one (1) director in each of the following categories:

- A licensed teacher who is not an employee of Nexus Charter School;
- A licensed school administrator who is not an employee of Nexus Charter School;
- A parent or legal guardian of a student currently enrolled at Nexus Charter School;
- An individual with demonstrated expertise in finance or accounting; and
- An individual with demonstrated expertise in law or human resources.

A single director may satisfy no more than one required seat category. If a required seat becomes vacant, the Board shall use its best efforts to fill the vacancy within ninety (90) days. During any period in which a required seat is vacant, the Board may continue to conduct business provided a quorum of seated directors is present. Failure to fill a required seat within ninety (90) days shall be reported to the State Public Charter School Authority.

Section 4. Prohibition on Employee Directors. No employee of Nexus Charter School, including the Executive Director, shall serve as a voting member of the Board of Directors.

Section 5. Terms of Office.

(a) Initial Terms. At the first organizational meeting following charter approval, seated directors shall draw lots to determine initial terms of one (1), two (2), or three (3) years, so that terms are staggered and approximately one-third of the Board is eligible for re-election each year.

(b) Subsequent Terms. Following the initial term, directors shall be elected to three (3) year terms.

(c) Term Limits. No director may serve more than two (2) consecutive full three-year terms. A director who has served two consecutive terms must take a break of at least one (1) full year before being eligible for re-election. Service during an initial staggered term of one or two years does not count toward the consecutive term limit.

(d) Holdover. A director shall continue to serve until his or her successor is elected and seated, notwithstanding the expiration of the director's term.

Section 6. Election. New directors shall be nominated and elected by a majority vote of the directors then in office at a duly noticed meeting of the Board. The Board shall establish a nominations process to identify qualified candidates for required and at-large seats.

Section 7. Meetings.

(a) Regular Meetings. The Board shall hold no fewer than four (4) regular meetings per fiscal year. The schedule of regular meetings shall be established at the beginning of each fiscal year and communicated to all directors and to the public.

(b) Annual Meeting. The Board shall hold an annual meeting each fiscal year at which officers are elected and the annual budget is reviewed.

(c) Special Meetings. Special meetings may be called by the Chair or by a majority of the directors then in office, upon at least seventy-two (72) hours written notice to all directors, unless all directors waive such notice.

(d) Open Meetings. All regular and special meetings of the Board shall be open to the public in accordance with Nevada's Open Meeting Law (NRS Chapter 241), except as otherwise permitted by law for executive sessions.

(e) Remote Participation. Directors may participate in meetings by telephone, video conference, or other electronic means that allow all participants to communicate simultaneously. Such participation shall constitute presence at the meeting.

Section 8. Quorum. A majority of the directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board. If a quorum is not present, the meeting may be adjourned to a later date.

Section 9. Voting. Each director shall have one vote. Except as otherwise provided in these Bylaws, decisions of the Board shall be made by a majority vote of directors present at a meeting at which a quorum is established. The Board may, by resolution, authorize voting by electronic means (including email) for non-substantive matters, provided that the method of electronic voting is documented and recorded in the minutes.

Section 10. Removal. Any director may be removed, with or without cause, by a two-thirds (2/3) vote of the remaining directors then in office at a duly noticed meeting. The director subject to removal shall be given reasonable notice and an opportunity to be heard before the vote.

Section 11. Resignation. Any director may resign by delivering written notice to the Chair or Secretary. The resignation shall take effect upon receipt or at such later time as specified in the notice. The Board shall identify a qualified replacement for any seat vacated by resignation in accordance with the vacancy procedures in Section 3.

Section 12. Vacancies. Vacancies on the Board, including those resulting from resignation, removal, death, or incapacity, may be filled by a majority vote of the directors then in office, even if less than a quorum. A director elected to fill a vacancy shall serve for the remainder of the unexpired term of the director being replaced.

ARTICLE IV – OFFICERS

Section 1. Designation. The officers of the corporation shall be a Chair, Vice Chair, Secretary, and Treasurer. The Board may create additional officer positions as needed by resolution.

Section 2. Election and Term. Officers shall be elected annually by the Board of Directors at the annual meeting. Officers may serve multiple consecutive terms in the same office. Officers must be directors of the corporation.

Section 3. Duties. The duties of the officers shall be as follows:

(a) Chair. The Chair shall preside at all meetings of the Board, ensure the overall effectiveness and governance of the Board, serve as the primary liaison between the Board and the Executive Director, and perform such other duties as the Board may assign.

(b) Vice Chair. The Vice Chair shall perform the duties of the Chair in the Chair's absence or incapacity, and shall assist the Chair in carrying out the responsibilities of the office. The Vice Chair shall also serve as Chair of such committees as the Board may designate.

(c) Secretary. The Secretary shall be responsible for maintaining all corporate records, including minutes of all Board meetings; giving notice of all meetings as required by these Bylaws; and ensuring that all required filings are made with appropriate governmental agencies.

(d) Treasurer. The Treasurer shall oversee all corporate finances, including budgets, financial reports, and audits; shall serve as Chair of the Finance Committee; and shall report to the Board on the financial status of the corporation at each regular meeting.

Section 4. Vacancies. If any officer position becomes vacant, the Board shall elect a replacement at the next regular meeting or at a special meeting called for that purpose.

ARTICLE V – EXECUTIVE DIRECTOR

Section 1. Appointment. The Board of Directors shall have the authority to hire, evaluate, and terminate the Executive Director of Nexus Charter School. The Executive Director shall be the chief executive officer of the school and shall be responsible for its day-to-day operations.

Section 2. Delegation of Authority. The Board shall delegate to the Executive Director such authority as is necessary to manage the school's operations, subject to the policies and directives of the Board. The Executive Director shall have authority to hire, supervise, and terminate school staff, consistent with Board-approved personnel policies.

Section 3. Board Attendance. The Executive Director shall attend all regular and special meetings of the Board in a non-voting advisory capacity, except when the Board convenes in executive session to discuss matters relating to the Executive Director's performance, compensation, or employment.

Section 4. Evaluation. The Board shall conduct a formal annual evaluation of the Executive Director's performance, based on criteria established by the Board in advance and communicated to the Executive Director.

Section 5. Charter Relationship. Nothing in this Article shall be construed to limit the Board's ultimate authority and accountability for the educational performance and legal compliance of the school under its charter with the State Public Charter School Authority.

ARTICLE VI – COMMITTEES

Section 1. Establishment of Committees. The Board may, by resolution adopted by a majority of the full Board, establish standing or ad hoc committees composed of directors. Committees may include

non-director advisors in a non-voting capacity. No committee shall have the authority to take actions reserved to the full Board under these Bylaws or applicable law.

Section 2. Finance Committee. There shall be a standing Finance Committee responsible for reviewing the annual budget, monitoring financial performance, overseeing financial controls, and ensuring the financial integrity of the corporation. The Treasurer shall serve as Chair of the Finance Committee.

Section 3. Audit Committee. There shall be a standing Audit Committee responsible for overseeing the corporation's independent audit, reviewing audit findings, and ensuring that audit recommendations are addressed. The Audit Committee shall be independent of the Finance Committee; the Treasurer shall not serve as a member of the Audit Committee. The Audit Committee shall report its findings directly to the full Board.

Section 4. Other Committees. The Board may establish such other standing or ad hoc committees as it deems necessary, including but not limited to a Governance Committee, an Executive Committee, and a Community Advisory Committee. The composition, authority, and responsibilities of any such committee shall be established by Board resolution.

ARTICLE VII – CONFLICT OF INTEREST

Section 1. Policy. All directors and officers must disclose any actual or potential conflicts of interest. The Board shall adopt and enforce a written Conflict of Interest Policy that meets all applicable legal requirements and best practices for nonprofit governance. Each director and officer shall complete a conflict of interest disclosure form annually and upon joining the Board.

Section 2. Abstention. Any director or officer with a conflict of interest in a matter under consideration by the Board shall disclose the conflict, recuse themselves from the discussion, and not vote on that matter. The minutes of the meeting shall reflect the disclosure and the abstention.

Section 3. Compliance. The Board shall review the Conflict of Interest Policy annually and shall take appropriate action with respect to any director or officer who fails to comply with its requirements.

ARTICLE VIII – FISCAL YEAR

The fiscal year of the corporation shall begin on July 1 and end on June 30, unless changed by a resolution of the Board.

ARTICLE IX – AMENDMENTS

These Bylaws may be amended, repealed, or replaced by a two-thirds (2/3) vote of the Board of Directors at any regular or special meeting, provided that written notice of the proposed amendment, including the text of the proposed change, is delivered to each director at least seven (7) days prior to the meeting at which the vote will occur.

ARTICLE X – INDEMNIFICATION AND INSURANCE

Section 1. Indemnification. The corporation shall indemnify its directors, officers, employees, and other agents to the fullest extent permitted by Nevada law, against any claims, liabilities, costs, and expenses arising out of their service to the corporation, provided that such person acted in good faith and in a manner reasonably believed to be in the best interests of the corporation.

Section 2. Insurance. The corporation shall have the power to purchase and maintain directors and officers liability insurance and such other insurance as the Board deems appropriate, on behalf of any person who is or was a director, officer, employee, or agent of the corporation.

ARTICLE XI – DISSOLUTION

Upon the dissolution of the corporation, all assets remaining after payment of debts and liabilities shall be distributed exclusively for educational purposes, in accordance with the provisions of the Articles of Incorporation and applicable Nevada and federal law. In the event the charter is revoked or not renewed, the Board shall take all steps required by the State Public Charter School Authority to ensure the orderly transition of students, records, and assets, and shall cooperate fully with the authorizer in winding down school operations.

ARTICLE XII – WHISTLEBLOWER PROTECTION

Section 1. Policy. The corporation shall adopt a Whistleblower Protection Policy to encourage and enable employees, directors, and other stakeholders to report in good faith any illegal or unethical practices or violations of the corporation's policies, without fear of retaliation.

Section 2. Non-Retaliation. No person who in good faith reports a violation or suspected violation shall suffer harassment, retaliation, or adverse employment or governance consequences as a result of such report. Any director or officer who retaliates against a whistleblower shall be subject to removal from their position.

ARTICLE XIII – RECORDS RETENTION AND DESTRUCTION

Section 1. Policy. The corporation shall adopt a Records Retention and Destruction Policy that specifies the period of time for which corporate records shall be retained and the method for their secure destruction. This policy shall comply with all applicable state and federal laws.

Section 2. Litigation Hold. In the event of an investigation, audit, or litigation, the destruction of any relevant records shall be immediately suspended until the matter is fully resolved.

ARTICLE XIV – PUBLIC DISCLOSURE

Section 1. Policy. The corporation shall make its annual information returns (including IRS Form 990) and its application for tax-exempt status publicly available in accordance with all applicable federal and state laws.

Section 2. Method of Disclosure. These documents shall be made available for public inspection at the corporation's principal office upon request and shall be posted on the school's website to the extent practicable.

ARTICLE XV – NONDISCRIMINATION

Section 1. Student Admissions. Nexus Charter School admits students of any race, color, religion, national origin, ethnic origin, sex, gender identity, sexual orientation, disability, or any other characteristic protected by applicable federal or Nevada state law to all the rights, privileges, programs, and activities generally accorded or made available to students at the school.

Section 2. Governance and Employment. The corporation shall not discriminate on the basis of race, color, religion, national origin, ethnic origin, sex, gender identity, sexual orientation, age, disability, or any other characteristic protected by applicable law in the administration of its governance, employment, educational policies, admission policies, scholarship and financial assistance programs, or any other school-administered programs.

Certified as the Bylaws of Nexus Charter School

Chair, Board of Directors

Date: _____

Secretary, Board of Directors

Date: _____

Nexus Charter School

CODE OF ETHICS

All Directors of the Corporation must:

- Uphold and abide by all laws, regulations, and rules pertaining to charter schools issued by the Nevada State Board of Education, the State Public Charter School Authority, the courts, and any other relevant authority.
- Effectuate desired changes only through lawful and ethical processes.
- Make decisions grounded in the educational welfare and wellbeing of the children served by the school without consideration to race, religion, color, sex, income level, or any other classification protected by applicable law.
- Use their individual, independent judgment in reaching all decisions.
- Not use their position as Director for personal gain or profit.
- Conduct themselves in a manner that reflects positively on the school and its reputation.
- Make all reasonable efforts to support the school's mission and personnel.

More specifically, each Director of the Corporation agrees that he or she will:

Domain I: Governance Structure

1. Recognize that the authority of the board rests only with the board as a whole and not with individual members and act accordingly.
2. Support the delegation of authority for the day-to-day administration of the charter school to the school leader and act accordingly.
3. Honor the chain of command and refer problems or complaints consistent with the chain of command.
4. Recognize that the school leader should be present at all meetings of the board except when his or her contract, salary, or performance is under consideration.
5. Not undermine the authority of the school leader or school administration.
6. Use reasonable efforts to keep the school leader informed of concerns or specific recommendations that any member of the board may bring to the board.

Domain II: Strategic Planning

1. Reflect through actions that his or her first and foremost concern is for the educational welfare of children attending the charter school.
2. Participate in all planning activities to develop the vision and goals of the board.

3. Work with the board and the school leader to ensure prudent and accountable uses of the resources of the charter school.
4. Render all decisions based on available facts and his or her independent judgment and refuse to surrender his or her judgment to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guidelines of the State Board of Education and the board.

Domain III: Board and Community Relations

6. Seek regular and systemic communications among the board and students, staff, and the community.
7. Communicate to the board and the school leader expressions of public reaction to board policies and charter school programs.

Domain IV: Policy Development

8. Work with other board members to establish effective policies for the charter school.
9. Make decisions on policy matters only after full discussion at publicly held board meetings.
10. Periodically review and evaluate the effectiveness of policies on charter school programs and performance.

Domain V: Board Meetings

11. Attend and participate in regularly scheduled and called board meetings.
12. Be informed and prepared to discuss issues to be considered on the board agenda.
13. Work with other board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during the discussion and resolution of issues at board meetings.
14. Vote for a closed executive session of the board only when applicable law or board policy requires consideration of a matter in executive session.
15. Maintain the confidentiality of all discussions and other matters pertaining to the board and the charter school during executive sessions of the board.
16. Make decisions in accordance with the interests of the charter school as a whole and not any particular segment thereof.
17. Express opinions before votes are cast, but after the board vote, abide by and support all majority decisions of the board.

Domain VI: Personnel

18. Consider the employment of personnel only after receiving and considering the recommendation of the school leader.
19. Support the employment of persons best qualified to serve as employees of the charter school and insist on regular and impartial evaluations of charter school staff.

20. Comply with all applicable laws, rules, regulations, and all board policies regarding employment of family members.

Domain VII: Financial Governance

21. Refrain from using the position of board member for personal or partisan gain or to benefit any person or entity over the interest of the charter school.

Conduct as a Board Member

22. Devote sufficient time, thought, and study to the performance of the duties and responsibilities of a member of the board.
23. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.
24. Communicate in a respectful, professional manner with and about fellow board members.
25. Take no private action that will compromise the board or charter school administration.
26. Participate in all required training programs developed for board members by the board or the State Board of Education.
27. In the annual report submitted to the Department, disclose the status of board member compliance with this Code of Ethics.

Conflicts of Interest

28. Announce potential conflicts of interest before board action is taken.
29. Comply with the conflicts of interest policy of the board, all applicable laws, and State Board of Education standards, rules, and guidelines.

Enforcement

Upon a motion supported by a two-thirds (2/3) vote, the board may choose to conduct a hearing concerning a possible violation of this Code of Ethics by a member of the board.

The board member accused of violating this Code of Ethics will have thirty (30) days' notice prior to a hearing on the matter.

The accused board member may bring witnesses on his or her behalf to the hearing, and the board may elect to call witnesses to inquire into the matter.

If found by a vote of two-thirds of all the members of the board that the accused board member has violated this Code of Ethics, the board shall determine an appropriate sanction.

A board member subject to sanction may, within thirty (30) days of such sanction vote, appeal such decision to the State Board of Education, if permissible, in accordance with the rules and regulations of the State Board of Education.

A record of the decision of the board to sanction a board member for a violation of this Code of Ethics shall be placed in the permanent minutes of the board.

Nexus Charter School

CONFLICT OF INTEREST POLICY

A. Purpose

The purpose of the conflict of interest policy is to protect the interests of Nexus Charter School when it is contemplating entering into a transaction or arrangement that might directly or indirectly benefit the private interest of an Officer, Director, or employee of the charter school or might result in a possible excess benefit transaction.

This policy is intended to supplement, but not replace, (i) any applicable state and federal laws and regulations governing conflicts of interest applicable to charter schools; (ii) the Charter Contract; and (iii) the Board's Bylaws, as they may be amended from time to time. (In the event of an unavoidable conflict, those laws, regulations, Charter Contract, and Bylaws trump this Policy.)

Among other things, the applicable laws referenced above are intended to be consistent with and include the Nevada Code of Ethical Standards (the "Nevada Ethical Code"), codified at NRS 281A.400 et seq., with each Director constituting a "Public Officer" pursuant to NAC 388A.525(7), even if NRS Chapter 281A were inapplicable (now or in the future).

B. Definitions

- 1. Interested Person:** Any Director, Officer, employee or member of a committee with 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 through a family member:
- a. An ownership or investment interest in any entity with which the Charter School has a transaction or arrangement;
 - b. A compensation arrangement with the Charter School or with any entity or individual with which the Charter School has a transaction or arrangement;
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Charter School is negotiating a transaction or arrangement; or,
 - d. Received compensation from the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; and any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

Compensation includes direct and indirect compensation, as well as gifts or favors that are not insubstantial.

C. 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 in accordance with NRS 281A.420(1), and be given the opportunity to disclose all material facts to the Directors and members of committees considering the proposed transaction or arrangement.

For Open Meeting Law purposes, a conflict-of-interest discussion is deemed to be a part of any agenda item in which an actual or potential conflict of interest is raised, even if the conflict-of-interest is not expressly stated in the agenda item and is only raised at the meeting.

2. Procedures for Addressing the Conflict of Interest

a. Non-Directors. When an Interested Person who is not a Director determines that they should not make a decision because of a financial interest, they should submit a written disclosure of the financial interest to their immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Principal, who shall formally note the employee's disqualification in writing. In the case of an Interested Person who is head of an agency (i.e., the Principal), this determination and disclosure shall be made in writing to their appointing authority (i.e., the Board).

b. Directors.

(1) A director shall recuse himself or herself at any time from involvement in any decision or advocacy (but not necessarily the discussion, generally) in which the director believes he or she has or may have a conflict of interest, when recusal is required by NRS 281A.420(3) and (4)(a) of the Nevada Ethical Code. Generally, the test in those statutes is whether the "independence of judgment of a reasonable

person in the public officer's situation would be materially affected" by the financial interest. That is an objective test, based on what a reasonable person would do under the circumstances.

(2) 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 any process for the other Directors determining whether a conflict of interest exists, but shall first consider the policy statement set forth in NRS 281A.420(4)(b) of the Nevada Ethical Code, which discourages abstention except in "clear cases."

(3) Upon recusal, the necessary quorum to act upon the matter, and the number of votes necessary to act upon the matter, as fixed by any statute, ordinance or rule, is reduced as though the member abstaining were not a member of the Board, Committee, or Subcommittee. In the event of a tie vote among the remaining Directors, no approval or denial shall be deemed given (meaning it is as if the Board did not vote).

3. Violations of the Conflicts of Interest Policy

a. If the Board has reasonable cause to believe an Interested Person has failed to disclose actual or possible conflicts of interest, it shall inform the Interested Person of the basis for such belief and afford them an opportunity to explain the alleged failure to disclose.

b. If after hearing the Interested Person's response and after making further investigation as warranted by the circumstances, the Board determines the Interested Person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, and/or up to removal from the Board or immediate termination, as may be applicable. Any transaction entered into in violation of the Charter Contract or applicable law shall be either null and void or voidable, at the sole discretion of the Board.

4. Compensation

a. A voting member of the Board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation, excepting a reasonable fixed sum that a member may receive for attendance at each regular or special meeting of the board of directors.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation 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 the Corporation, either individually or collectively, is prohibited from providing information to the Board or any committee regarding compensation.

D. Records of Proceeding

The minutes of the Board and all committees with Board-delegated powers shall contain:

30. 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 governing Board's decision as to whether a conflict of interest in fact existed.

31. 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.

E. Annual Statements

Each Director, Officer, and member of a committee with Board-delegated powers shall annually sign a statement that affirms such a person (a) has received a copy of this Conflict of Interest Policy; (b) has read and understands the Policy; (c) has agreed to comply with the policy; and, (d) understands the charter school is a nonprofit corporation which operates a public charter school using taxpayer funding, and that in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

F. Periodic Review

To ensure the charter school 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:

32. Whether compensation arrangements and benefits, if any, are reasonable, based on competent survey information and are the results of arm's-length bargaining.
33. Whether partnership and joint venture arrangements and arrangements with management organizations conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further the Corporation's tax-exempt purposes and do not result in inurement, an impermissible private benefit, or an excess benefit transaction.

This policy shall also be reviewed annually by each member of the Board. Any changes to the policy shall be communicated immediately to all Interested Persons.

G. Use of Outside Experts

In conducting the periodic reviews provided for in Section F, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

Nexus Charter School

Acknowledgement of Conflict of Interest Policy

I, the undersigned, a Nexus Charter School Director, Officer, or committee member with Board-delegated powers, have received a copy of the Conflict of Interest Policy. I have read and understand the Policy, and I agree to the terms and conditions that are set out in the Policy.

I understand that Nexus Charter School is a nonprofit corporation which operates a public charter school, and that in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes. I also understand that Nexus Charter School operates a public charter school, and is also subject to the conflict of interest laws applicable to public charter schools.

Director, Officer, or Committee Member Signature:

Signature: _____

Name: _____

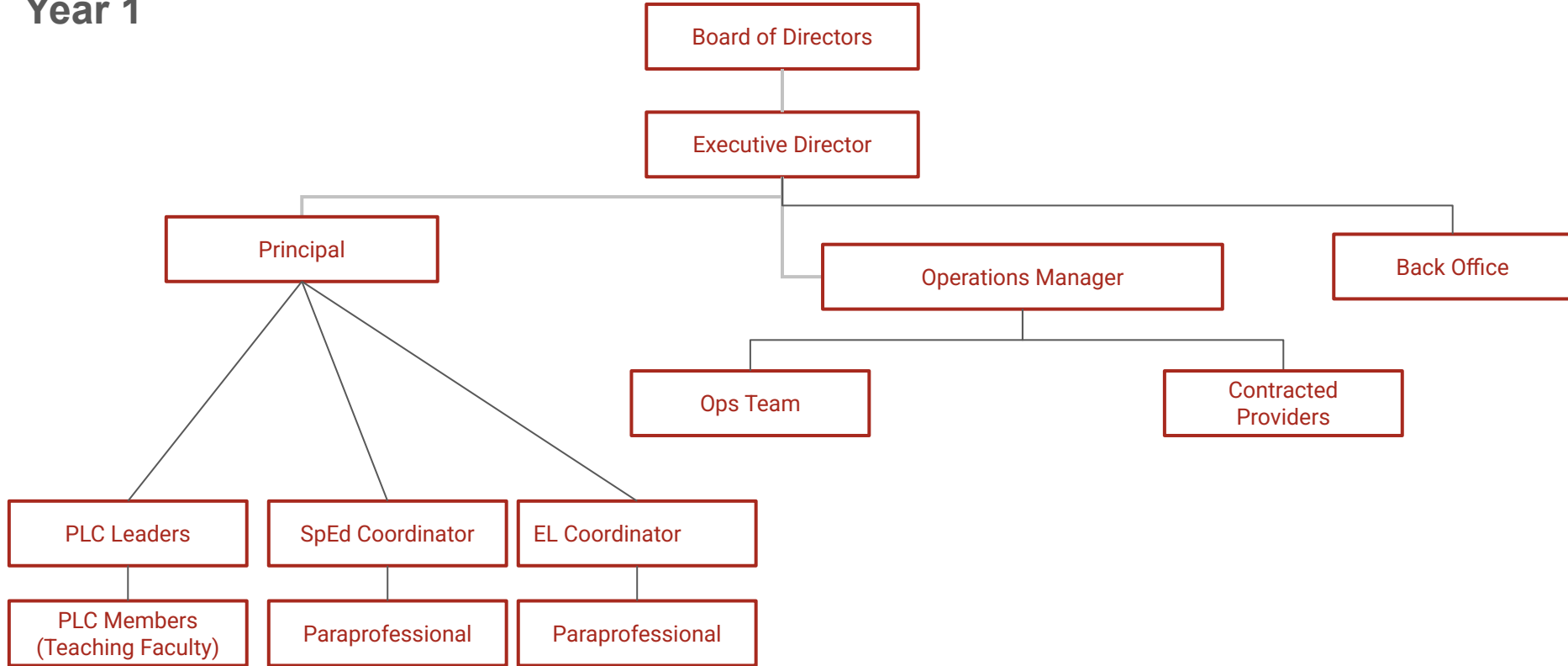
Date: _____



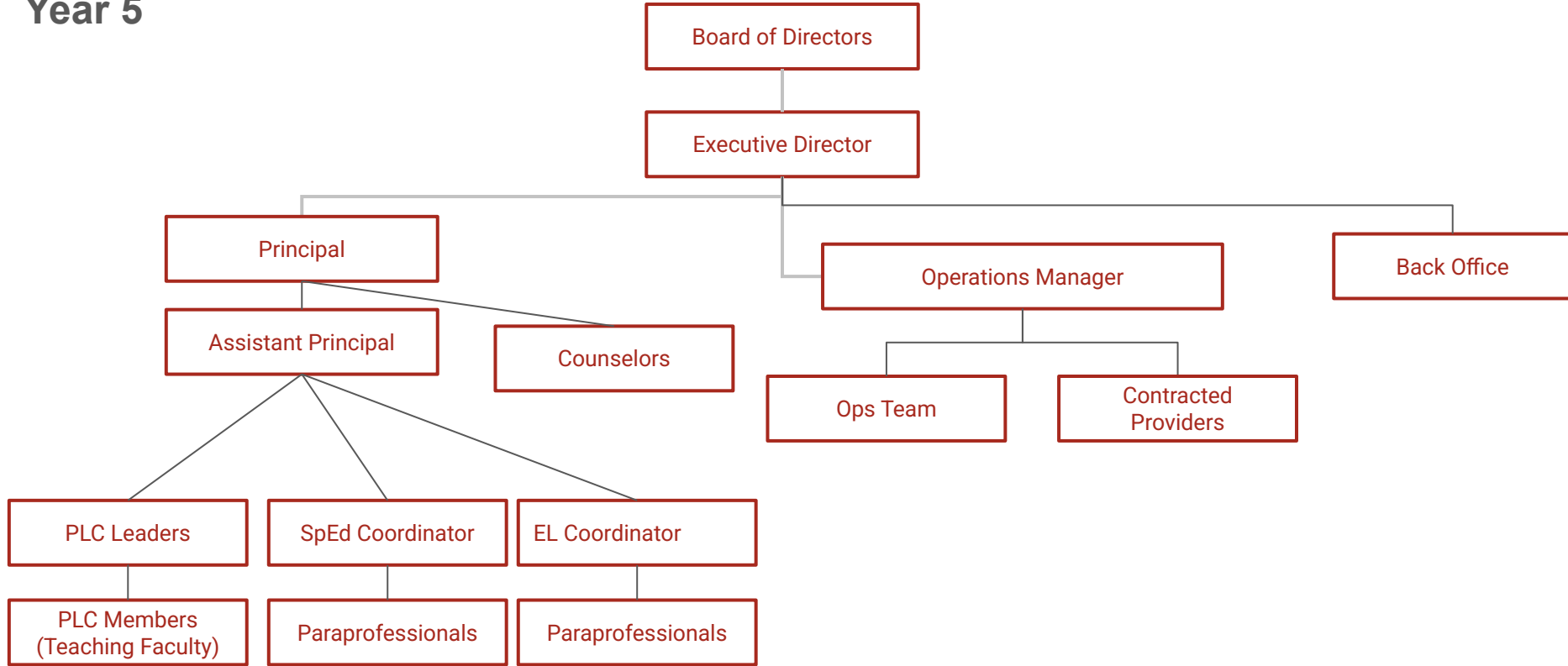
Attachment 11

Org Chart and Delineation of Responsibilities

Year 1



Year 5



Domain	Board Responsibilities	Tools & Metrics	School Leader Responsibilities
Academic	Set academic performance expectations and benchmarks; monitor student achievement data quarterly; ensure educational model is implemented with fidelity; approve curriculum policy; serve as appellate body for academic disputes escalated above the ED	NWEA MAP (8th grade target: 60th percentile); ACT (11th grade target: avg. 22+); SBAC (target: 80%+ proficient); Panorama school climate survey (target: 80%+ favorable); competency dashboard; portfolio defense rubrics; attendance and chronic absenteeism rates (target: below 10%); re-enrollment rates (target: 90%+); subgroup performance gap data	Direct all instructional decisions and curriculum implementation; manage academic staff; respond to performance data with appropriate interventions; oversee competency framework, assessment systems, and student exhibitions; report academic outcomes to the board quarterly
Operational	Hire, evaluate, and if necessary dismiss the ED using the NDE NEPF School Administrator Rubric (annual review); approve school policies; oversee ED's annual and strategic plans; ensure compliance with charter, state, and federal requirements; serve as appellate body for family/student disputes escalated above the ED	NEPF School Administrator Rubric (ED evaluation); enrollment targets; re-enrollment and waitlist data; family satisfaction survey data; student discipline data; compliance and audit reports; PAC quarterly presentations	Maintain full authority over day-to-day operations; hire, supervise, and evaluate all staff including the Principal; execute the board-approved annual plan; manage enrollment, attendance, and discipline; ensure regulatory compliance at the school level; report operational status to the board quarterly
Financial	Approve the annual budget; establish internal controls; ensure completion of legally required audits; monitor financial statements via the Finance Committee; authorize major financial decisions outside the approved budget	Monthly budget-to-actuals; revenue and expense tracking; cash flow projections; statements of expenses; annual audit results	Manage operations within the board-approved budget; work with the back-office support provider on financial reporting; make day-to-day spending decisions; flag material variances or financial risks to the board promptly



Attachment 12

Dr. David Blair Sabey

Educator and school leader with a track record of building instructional systems, coaching teachers, and managing organizational operations — now seeking to lead at the school-wide level as Executive Director.

LEADERSHIP EXPERIENCE

Leader-in-Residence | Larchmont Charter School, Los Angeles *Oct 2026–Present*

- Coached early-career teachers to improved behavior management and academic outcomes.
- Embedded with school leadership team to develop expertise in school operations, staffing, budgeting, and community engagement in a high-performing charter school context.
- Collaborated directly with the school leader on instructional priorities, staff development, and organizational decision-making.

Propel Fellow | Opportunity 180, Las Vegas *Jul 2025–Present*

- Selected for a rigorous leadership development program focused on preparing school leaders to lead excellent, equitable schools in the Las Vegas region.
- Engaged in executive coaching, visits to high-performing schools, and leadership network-building.

Instructional Coach | Equipo Academy *Aug 2021–Jun 2024*

- Led school-wide coaching program across Science, English, and History in grades 6–12, building a culture of reflective practice and continuous improvement.
- Designed and facilitated professional development, using data to drive instructional decisions and support teacher growth.
- Partnered with school leadership to align coaching work with organizational goals and student achievement priorities.

High School English Teacher | Coronado High School / Equipo Academy *Aug 2020–Jun 2025*

- Delivered consistent, measurable student growth across two schools and seven years: at Equipo Academy, one-third of students grew far beyond MAP projections — in some cases up to 6x expected gains; at Coronado High School, students averaged +10 percentile points on MAP, surpassing the national average.
- Rated highly effective by administrators at every school; recognized for designing instruction that emphasizes student agency, competency transparency, and authentic performance tasks.
- Piloted mastery-based grading and competency-driven curriculum, serving as a model for innovative instructional design across the school.
- Launched student-produced school magazine and peer tutoring program; guided students to publish in local outlets and develop as independent writers and thinkers.

Doctoral Researcher & Editorial Assistant | Vanderbilt University, Peabody College *Aug 2015–Aug 2020*

- Designed and taught undergraduate and graduate courses in instructional theory and methods, developing deep expertise in pedagogy and curriculum.
- Supervised and evaluated student teachers in field placements, building skills in instructional observation and coaching.
- Coordinated editorial operations across authors, reviewers, and publishers — managing complex, multi-stakeholder workflows.
- Conducted, analyzed, and published research for international audiences on literacy, language, and educational equity.

Graduate Researcher | Harvard University *Aug 2014–May 2015*

- Investigated "deeper learning" frameworks in collaboration with Harvard's Project Zero research teams.
- Designed teacher professional learning experiences grounded in research on cognition and learning.

Middle School English Teacher | West Prep Academy (Teach For America) *Aug 2012–May 2014*

- Recognized for pedagogical excellence as a Teach For America corps member; improved student academic and socio-emotional outcomes across a high-need school on Las Vegas's historic West Side.
- Founded and coached school soccer teams, demonstrating commitment to whole-school community building.

ORGANIZATIONAL & VOLUNTEER LEADERSHIP

Sunday School President | Green Valley Ward *Sep 2024–Present*

- Oversee all instructional programming for adult and youth classes; recruit, train, and develop teachers in effective pedagogical practices.

Executive Pastoral Team (Bishopric) Member | Harpeth Ward *Jun 2016–May 2020*

- Shared responsibility for overseeing a 300-member congregation — managing operations, community engagement, volunteer coordination, and pastoral support.

Chairman, Regional Roadshow | Nashville Stake *Sep–Nov 2016*

- Planned and executed a large-scale, multi-congregation event requiring cross-organizational coordination and logistics management.

Choir Director | Green Valley Choir *Sep 2021–Present*

- Lead weekly rehearsals and bimonthly performances for a community choir.

EDUCATION

PhD, Literacy, Language, and Diversity | Vanderbilt University, Peabody College *May 2020*

M.Ed., Human Development and Psychology | Harvard University *May 2015*

M.Ed., Curriculum and Instruction | University of Nevada, Las Vegas *May 2014*

BA, Italian — summa cum laude, with Honors | Brigham Young University *Jun 2012*



Attachment 13

NEXUS CHARTER SCHOOL

Position: Operations Manager

Reports to: Executive Director **Classification:** Exempt / Full-Time **Start Date:** Spring 2027 (pre-opening)

ABOUT NEXUS CHARTER SCHOOL

Nexus Charter School is a new public charter school opening in Henderson, Nevada in the 2027–28 school year. Nexus is built on the belief that conventional schooling too often falls short of what students deserve — and that a competency-based, project-driven model of education can do better. We are in the early and exciting work of building a school from scratch: developing systems, hiring a team, and creating the conditions for students and educators to thrive.

We are a small, mission-driven organization with high standards and a low tolerance for the way things have always been done. Everyone on our team is expected to bring their full expertise, exercise good judgment, and take genuine ownership of their work.

THE ROLE

The Operations Manager is the backbone of Nexus Charter School. This person ensures that the school runs — that the right systems are in place, that compliance obligations are met, that information flows where it needs to go, and that the ED and Principal are free to focus on what they do best: building the instructional and cultural vision of the school.

This is a big job, and at times an unglamorous one. The Operations Manager will spend significant time on the work that rarely gets recognized — setting up vendor accounts, managing the student information system, coordinating insurance renewals, tracking attendance, processing onboarding paperwork, and a hundred other things that have to happen for a school to function. But without this work done well, nothing else works. The Operations Manager will know this, and will find genuine satisfaction in it.

Because Nexus is a startup, this role involves not just managing existing systems but building them from scratch — often without a clear precedent or playbook. The ideal candidate is someone who is energized by that challenge: who sees a blank slate as an opportunity, who builds clean and simple systems rather than complicated ones, and who has the patience and persistence to get the details right.

The Operations Manager will join the team in early 2027, several months before the school opens, and will play a central role in the pre-opening work of standing up the school's operational infrastructure.

KEY RESPONSIBILITIES

Finance and Business Operations

- Serve as the day-to-day point of contact for the school's back-office service provider, coordinating on payroll, accounts payable, and financial reporting.
- Manage routine financial operations including purchasing, expense tracking, vendor payments, and petty cash, with ED sign-off on expenditures per school policy.
- Maintain organized financial records and support the ED and Treasurer in budget monitoring and reporting.
- Coordinate the school's annual audit process and ensure timely submission of required financial reports to the State Public Charter School Authority (SPCSA) and other agencies.
- Research, negotiate, and manage vendor contracts and service agreements, including insurance, utilities, and facilities services.

Human Resources and Personnel Administration

- Manage all aspects of employee onboarding and offboarding, including benefits enrollment, I-9 verification, background check coordination, and personnel file maintenance.

- Track staff licensure, certification, and professional development requirements, ensuring timely renewals and compliance with Nevada Department of Education requirements.
- Administer employee benefits programs and serve as the primary point of contact for staff questions about benefits, leave, and HR policies.
- Maintain accurate and confidential personnel records in accordance with applicable law and school policy.
- Support the ED in developing and updating HR policies, employee handbooks, and onboarding materials.

Student Information and Data Systems

- Serve as the primary administrator of the school's student information system (SIS), ensuring accurate and up-to-date student records, enrollment data, and attendance tracking.
- Manage student enrollment processes, including lottery administration, waitlist management, and enrollment paperwork.
- Coordinate state and federal student data reporting, including enrollment counts, attendance data, and other required submissions to SPCSA and the Nevada Department of Education.
- Maintain the integrity and security of student records in compliance with FERPA and applicable Nevada law.
- Build and maintain systems for organizing and sharing information across the school, including internal communications platforms and document management.

Compliance and Regulatory Affairs

- Monitor and manage the school's compliance calendar, ensuring timely submission of all required reports, filings, and renewals to SPCSA, the Nevada Department of Education, the IRS, and other regulatory bodies.
- Maintain the school's corporate records, including board meeting minutes, resolutions, and required public disclosures, in coordination with the Board Secretary.
- Coordinate with legal counsel and insurance providers on liability, workers' compensation, and other risk management matters.
- Support the Principal in student discipline record-keeping and ensure compliance with due process documentation requirements.
- Stay current on charter school regulatory requirements and flag emerging compliance obligations to the ED.

Facilities and School Operations

- Manage the day-to-day operations of the school facility, including vendor relationships for cleaning, maintenance, security, and supplies.
- Coordinate technology infrastructure, including device management, network access, and software licensing, working with vendors and service providers as needed.
- Develop and maintain school-wide operational procedures and systems — for everything from visitor check-in to emergency protocols to supply ordering — that are clear, efficient, and easy for staff to follow.
- Manage the school calendar, scheduling of facilities, and logistical coordination for school events, field experiences, and community gatherings.
- Lead pre-opening operational setup, including procurement of furniture, equipment, and supplies; coordination of facility readiness; and establishment of operational systems before the first day of school.

QUALIFICATIONS

Required

- Bachelor's degree or equivalent combination of education and experience.

- At least three (3) years of experience in operations, administration, or office management, preferably in a school, nonprofit, or other mission-driven organization.
- Demonstrated ability to build and maintain clean, reliable operational systems in a fast-paced, resource-constrained environment.
- Strong proficiency with technology, including database management, spreadsheets, and cloud-based collaboration tools; comfort learning new platforms quickly.
- Exceptional organizational skills and meticulous attention to detail, with the ability to manage multiple priorities and deadlines simultaneously.
- High degree of discretion and sound judgment in handling confidential information.
- Strong written and verbal communication skills, including the ability to communicate clearly with staff, families, vendors, and regulatory agencies.
- A collaborative, service-oriented mindset — this person finds genuine satisfaction in making things work for others.
- Alignment with Nexus's mission and a belief that operational excellence is inseparable from educational excellence.

Preferred

- Experience in a charter school, district school, or other K–12 educational setting.
- Familiarity with Nevada charter school regulatory requirements and SPCSA reporting obligations.
- Experience administering a student information system or other organizational database.
- Experience with HR administration, including benefits management and personnel recordkeeping.
- Experience working in a startup or pre-opening organizational environment.

WHAT WE OFFER

- A central role in building something new — with real responsibility, real autonomy, and real impact.
- A collaborative team that values your expertise and trusts you to own your work.
- Competitive salary commensurate with experience.
- Comprehensive benefits package.
- The knowledge that the school works, in no small part, because of you.

HOW TO APPLY

Nexus Charter School is an equal opportunity employer committed to building a diverse and inclusive team. We encourage applications from candidates whose backgrounds, experiences, and perspectives will strengthen our ability to serve our students and community.

To apply, please submit a cover letter, résumé, and the names and contact information for three professional references to [EMAIL ADDRESS]. Applications will be reviewed on a rolling basis. The position will remain open until filled.

NEXUS CHARTER SCHOOL

Position: Principal

Reports to: Executive Director **Classification:** Exempt / Full-Time **Start Date:** Summer 2027

ABOUT NEXUS CHARTER SCHOOL

Nexus Charter School is a new public charter school opening in Henderson, Nevada in the 2027–28 school year. Nexus is built around a conviction that the conventional model of schooling — with its rigid grade levels, seat-time requirements, and standardized assessments — too often fails the students it is meant to serve. In its place, Nexus offers a competency-based, project-driven learning environment in which students advance by demonstrating mastery, pursue authentic work that connects to the real world, and are treated as capable, self-directed learners.

We are in the early and exciting work of building something genuinely new. Our team is small, our culture is intentional, and our appetite for the status quo is low. We are looking for colleagues who share our belief that schools can — and must — do better, and who have the experience, creativity, and steadiness to help us prove it.

THE OPPORTUNITY

The Principal of Nexus will be a founding member of the school's leadership team, joining at the ground floor of a startup school with the rare opportunity to help build systems, culture, and practices from scratch. This is not a role for someone who prefers to inherit established structures and refine them at the margins. It is a role for an experienced school leader who is energized by the challenge of building, comfortable with uncertainty, and committed to the kind of education Nexus exists to provide.

The Principal will partner closely with the Executive Director in a collaborative leadership model. The ED brings vision, external relationships, and educational philosophy; the Principal brings building-level expertise, operational steadiness, and the practical knowledge of what it takes to run a school well. Together, they will share responsibility for making Nexus work — for students, for families, and for staff — while remaining aligned on the school's mission and values.

We want to be honest: launching a new school is demanding, nonlinear, and occasionally humbling work. It is also deeply meaningful. The right candidate will see these not as competing truths but as two sides of the same coin.

KEY RESPONSIBILITIES

Instructional Leadership

- Lead the design and implementation of Nexus's competency-based, project-based instructional model in collaboration with the ED and teaching staff.
- Observe instruction regularly, provide meaningful feedback, and build a school-wide culture of continuous improvement and reflective practice.
- Oversee curriculum alignment, instructional coaching, and the development of competency frameworks, rubrics, and performance tasks.
- Use data — both qualitative and quantitative — to monitor student progress, identify gaps, and inform instructional decisions, while maintaining a clear-eyed view of what standardized data can and cannot tell us.
- Lead professional development that deepens teachers' capacity to facilitate authentic, student-centered learning.

School Culture and Student Support

- Build and sustain a school culture rooted in the values of the Nexus community — one that is intellectually ambitious, restorative in its approach to conflict, and genuinely equitable in its expectations and support for all students.

- Oversee the implementation of Nexus's discipline policy, restorative practices framework, and student support systems.
- Ensure that students who need additional support — academic, social-emotional, or both — receive it promptly and effectively, in coordination with counselors and specialists.
- Maintain a physical and relational environment in which students feel known, safe, and challenged.

Staff Leadership and Development

- Participate in the hiring of instructional and support staff, prioritizing candidates whose values and practices align with Nexus's educational model.
- Conduct regular formal and informal evaluations of instructional staff, providing actionable feedback and supporting professional growth.
- Foster a staff culture of collaboration, candor, and shared ownership of student outcomes.
- Manage day-to-day personnel matters in coordination with the ED and in accordance with Board-approved personnel policies.

Operations, Compliance, and Systems

- Build and manage the operational systems necessary for a well-functioning school: scheduling, attendance, records management, assessment administration, and facilities coordination.
- Ensure the school's compliance with all applicable Nevada laws and regulations, SPCSA requirements, and the terms of the school's charter — including data reporting, student records, and special education obligations.
- Assist the ED in budget management and resource allocation, with particular attention to instructional priorities.
- Approach systems-building with a dual commitment: create structures that meet compliance and accountability requirements, and ensure those structures serve the school's mission rather than constrain it.

Family and Community Engagement

- Cultivate strong, trust-based relationships with Nexus families, ensuring they feel informed, welcomed, and genuinely partnered in their children's education.
- Communicate regularly and transparently with families about school progress, student performance, and community life.
- Represent the school professionally in the broader Henderson and Southern Nevada community.
- Support student recruitment and enrollment efforts, particularly in the school's founding years.

QUALIFICATIONS

Required

- Current Nevada administrative license (or eligibility for Nevada licensure prior to start date).
- Minimum of three (3) years of building-level school leadership experience (e.g., principal, assistant principal, dean of instruction, or equivalent).
- Demonstrated success in leading instructional improvement and supporting teacher development.
- Experience with or deep understanding of competency-based education (CBE) and/or project-based learning (PBL).
- Strong organizational skills and the ability to build and manage systems in a startup environment with limited administrative infrastructure.
- Genuine alignment with Nexus's mission and educational philosophy, including a belief that the conventional model of schooling is insufficient and that something better is both possible and necessary.
- Comfort with ambiguity, a bias toward action, and the disposition to solve problems creatively when standard playbooks don't apply.
- Exceptional interpersonal skills and the ability to build trusting relationships with students, families, staff, and community partners.

Preferred

- Experience founding, opening, or significantly transforming a school.
- Familiarity with restorative justice practices and trauma-informed approaches to student support.
- Experience serving diverse student populations, including English Language Learners and students with IEPs.
- Graduate degree in educational leadership, curriculum and instruction, or a related field.
- Experience working in a charter school environment.

WHAT WE OFFER

- The opportunity to build something meaningful from the ground up, with real autonomy to innovate.
- A collaborative leadership culture in which your expertise and judgment are genuinely valued.
- Competitive salary commensurate with experience.
- Comprehensive benefits package.
- A community of educators who are serious about their craft and committed to doing right by students.

HOW TO APPLY

Nexus Charter School is an equal opportunity employer committed to building a diverse and inclusive team. We encourage candidates from all backgrounds to apply, particularly those whose own educational experiences have given them a firsthand understanding of why a different kind of school matters.

To apply, please submit a cover letter, résumé, and the names and contact information for three professional references to [EMAIL ADDRESS]. Applications will be reviewed on a rolling basis. The position will remain open until filled.



Attachment 14



Attachment 15

NEXUS CHARTER SCHOOL

INCUBATION YEAR PLANNING TABLE

Incubation Year: 2026–2027 | School Opening: August 2027

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
CURRICULUM & INSTRUCTION				
Contract with assessment providers in order to have access to tools and training resources by July 1, 2027	Create SY27-28 Testing Schedule	ED	May-Oct '26	Not Started
	Begin contract process with NWEA, Infinite Campus (IC), SBAC	ED	May-Oct '26	Not Started
	Begin contract process with DRC (SBAC & WIDA)	ED	Jan '27	Not Started
	Purchase state testing materials	ED	Jan -May '27	Not Started
	Purchase Diagnostic assessments & IC	ED	Jan -May '27	Not Started
Create / collect internal assessment tools in order to be ready for Summer Institute PD by July 1, 2027.	Build out competencies scope, sequence, and assessment criteria.	ED	May-Oct '26	Not Started
	Collect resources for Labs and Explorations	ED	May-Oct '26	Not Started
	Finalize Nexus Competencies Rubrics	ED	May-Oct '26	Not Started
	Prepare Advisory and SEL materials for PD	ED	Jan -May '27	Not Started
Create / collect curricular materials needed in order to be ready for Summer Institute PD by July 1, 2027.	Develop Scope & Sequence for all courses, including student-facing Mastery Targets	ED	May-Oct '26	Not Started
	Finalize purchased curriculum selections and propose contracts to the board	ED	May-Oct '26	Not Started
	Arrange for purchase of textbooks, library books, and curriculum software	ED	Jan -May '27	Not Started
Create / collect instructional tools, expectations, & protocols needed in order to be ready for Summer Institute PD by July 1, 2027.	Develop competency dashboards	ED	May-Oct '26	Not Started
	Develop Draft PLC structures, protocols, and calendars	ED	Jan -May '27	Not Started
	Develop Nexus Instructional Handbook (instructional taxonomies and non-negotiables)	ED	May-Oct '26	Not Started
	Develop classroom model, classroom setup, and materials set	ED	Jan -May '27	Not Started
	Develop classroom walkthrough tools	ED	Jan -May '27	Not Started
Develop Nexus' RTI, Special Education, and EL programs and protocols in	Research and consult with related services providers	ED	May-Oct '26	Not Started

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
preparation for student case assessments beginning in July 2027.				
	Recommend related service providers to Board for hiring consideration, as needed	ED	Jan -May '27	Not Started
	Develop written policies and procedures for RTI, SPED, and EL services	ED	July-Dec '26	Not Started
	Review selected and enrolled students to identify students identified as having disabilities or as English learners	ED	March-July '27	Not Started
	Review family identified students who may need RTI	ED	March-July '27	Not Started
	Request IEP Records and 504 Accommodations	ED	March-July '27	Not Started
	Review existing IEPs and 504s	ED	March-July '27	Not Started
	Define and plan required supports for all students with IEPs, 504s, and EL students	ED , SPED Team, and EL Specialists	July '27	Not Started
TALENT				
Create recruiting and hiring materials in order to begin staff recruiting by September 2026	Develop Staff Handbook, all employee policies	ED	May-August '26	Not Started
	Approve Staff Handbook, all policies	Board	May '26	Not Started
	Finalize salary scale, all staff	ED	May-August '26	Not Started
	Finalize compensation and benefits package, create employee-facing documents	ED	May-August '26	Not Started
	Create and publish Employee Value Proposition on website	ED	May-August '26	Not Started
	Finalize hiring processes and owners, develop interview guide for all steps	ED	May-August '26	Not Started
	Develop recruiting marketing materials	ED	May-August '26	Not Started
	Create form letters for all application steps (application receipt through offer)	ED	May-August '26	Not Started
	Create record-keeping system for all applicants	ED	May-August '26	Not Started
	Finalize benefit providers	ED	Sept - Nov '26	Not Started
Begin recruiting by September 2026 in order to develop a large pool of talent from which Nexus can begin extending offers to high-quality candidates by November 2026.	Develop recruiting and hiring strategy (marketing, pipelines, events, SMART goals)	ED	May-August '26	Not Started
	Finalize Org Chart	ED	Sept - Oct '26	In progress
	Approve Org Chart	Board	Oct '26	Not Started
	Finalize job descriptions, all roles	ED	Sept - Oct '26	In progress
	Approve job descriptions, all roles	Board	Sept - Oct '26	Not Started

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
	Post job openings	ED	Sept '26	Not Started
	Recruit, Interview, and Hire Operations Manager	ED	Aug - Sept '26	Not Started
	Monitor pool development, all roles	ED	Dec '26 - March '27	Not Started
	Review applications	ED	Dec '26 - Feb '27	Not Started
	Conduct phone interviews	ED	Dec '26 - Feb '27	Not Started
	Review applicant activities	ED	Dec '26 - March '27	Not Started
	Conduct in-person interviews, arrange for live lesson observation (instructional staff only)	ED	Jan - March '27	Not Started
	Extend offers	ED	Feb - April '27	Not Started
	Conduct background checks	ED	Jan - April '27	Not Started
Begin hiring staff, starting with Operations Manager as early as August '26 and including all other positions in order to ensure a full, highly qualified staff is contracted no later than May 2027.	Onboard and Train Operations Manager	ED	June-August '26	Not Started
	Send offers of employment for acceptance by staff and other onboarding documents	ED and/or OM	Jan-March '27	Not Started
	Collect completed contracts and other new-hire paperwork	ED	Jan-March '27	Not Started
	Ensure all staff are fingerprinted and background checked	ED and/or OM	Jan -May '27	Not Started
	Work with back-office provider for employee record keeping	ED and/or OM	Jan -May '27	Not Started
	Communicate monthly with all hired staff	ED and/or OM	Feb - Ongoing	Not Started
	Plan scope and sequence of professional development	ED	March - June '27	Not Started
	Procure staff development materials	ED	March - June '27	Not Started
	Conduct Summer Institute PD Days	ED , staff	July '27	Not Started
OPERATIONS				
Develop information management systems by December 2026 to ensure secure and legally compliant storage of student and staff data.	Create a filing system (digital and paper) for all school-related information	OM	April - June	Not Started
	Secure Student Information System (SIS) for warehousing of student data and reports	OM	April - June	Not Started
	Purchase secure filing cabinets / storage and other materials required for paper filing	OM	April - June	Not Started
Develop procurement / requisition processes and policies, and begin identifying and purchasing supplies and equipment needed for the school's launch in July 2027.	Develop procurement and requisition policies and processes in collaboration with Nexus' back office provider to ensure state and federal financial compliance	ED and/or OM	Aug '26 - Jan '27	Not Started

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
	Develop a comprehensive list of all items to be purchased through December of Year 1	OM	April - June '27	Not Started
	Develop suppliers and procurement processes for all major and routine purchases	OM	April - June '27	Not Started
	Research school furniture and equipment for cost effective options	OM	Jan -April '27	Not Started
	Purchase school furniture and equipment for the main office, administrative offices, classrooms, and common areas	OM (with approval from ED and board)	April - June '27	Not Started
	Purchase classroom supplies	OM (with approval from ED)	April - June '27	Not Started
	Purchase Specialist equipment	OM (with approval from ED)	April - June '27	Not Started
	Purchase office supplies	OM (with approval from ED)	April - June '27	Not Started
	Purchase restroom supplies, cleaning products	OM (with approval from ED)	April - June '27	Not Started
Develop health and safety policies, procedures, and protocols to ensure compliance with state and federal laws and to ensure a safe and secure learning environment by July 2027.	Establish relationship with local services: Metro Police and LV Fire & Rescue, Board of Health	ED /OM	April - June '27	Not Started
	Scope and complete state reporting requirements	OM	April - June '27	Not Started
	Identify first aid resources and plan	OM	April - June '27	Not Started
	Develop student health record keeping process and forms, ensure HIPAA compliance	OM	April - June '27	Not Started
	Plan staff first aid training	OM	April - June '27	Not Started
	Deliver staff first aid training	OM	July 2027	Not Started
	Create health and safety procedures and posting	OM	April - June '27	Not Started
	Develop emergency procedures and drill policies, procedures	OM	April - June '27	Not Started
	Purchase first aid resources; set up first aid area within the school	OM	April - June '27	Not Started
	Contract with FASA	OM	April - June '27	Not Started
	Collect medical forms from families	OM	April - June '27	Not Started
	Undergo building inspection	ED /OM	May '27	Not Started
	Undergo fire inspection	ED /OM	May '27	Not Started
Develop breakfast and lunch policies, procedures, and protocols to ensure compliance with state and federal laws and to ensure we have plans for safe, nutritious, and reliable food services for students by the time school starts in August 2027.	Reach out to food service vendors and Three Square for information and quotes; issue RFP	ED	Jan - March '27	Not Started

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
	Select vendor and draft contract	ED	March - Jan '27	Not Started
	Approve and sign contract	Board	June 2027	Not Started
	Develop plans for food service, including delivery, menu, time, logistics, disposal	OM	April - June '27	Not Started
	Complete FRL forms and develop process for FRL reporting	OM	April - May '27	Not Started
	Develop or purchase point of sale system and lunch documentation	OM	April - June '27	Not Started
Obtain insurance coverages which meet or exceed all state and/or federal requirements prior to opening the school and prior to each coverage being needed.	Solicit bids for all Insurance types (facilities, board coverage, liabilities, etc.) and select best fit	ED	May '26-Jan '27	Not Started
	Approve and sign insurance contract(s)	Board	Aug '26 (or as needed)	Not Started
Develop Transportation partnerships to remove obstacles for students to attend Nexus	Solicit proposals	OM	Aug '26–Oct '26	Not Started
	Apply for Transportation Grant from State	OM	Aug-Sept '26	
	Approve Transportation plan and purchase as necessary	OM	Jan-April '27	Not Started

FACILITY

Identify and acquire a facility immediately upon authorization in July/August 2026 in order to be able to provide an educational location for students once Nexus opens in August 2027.	Continue conversations with Broker	ED	Present-Approval	Not Started
	Lease Negotiations	ED / Board Chair	Through Authorization	Not Started
	Lease review by full board	Board	July-Aug '26	Not Started
	Approve and sign lease	Board	Sept '26	Not Started
Prepare Nexus' identified facility in order to be able to provide an educational location for students once Nexus opens in August 2027.	Work with architect, contractor, broker for any necessary renovations	ED	Sept '26-June '27	Not Started
	Develop compliance plans	OM	April - June '27	Not Started
	Inspection and certificate of occupancy	ED / OM	May '27	Not Started
	Consider and select Internet providers	OM	April - June '27	Not Started
	Consider and select phone providers	OM	April - June '27	Not Started
	Arrange for furniture, equipment, and supplies to be moved into building and set up	OM	April - June '27	Not Started
	Ongoing landlord relationship	ED	Aug '26 - Ongoing	Not Started

TECHNOLOGY

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
Research and acquire technology to meet Nexus' organizational goals and teacher, student, and staff needs in advance of our opening in August 2027.	Consider and select technology service providers	OM	April - June '27	Not Started
	Scope and purchase classroom technology	OM	April - June '27	Not Started
	Scope and purchase student technology	OM	April - June '27	Not Started
	Purchase postage meter	OM	April - June '27	Not Started
	Lease copier	OM	April - June '27	Not Started
	Purchase technology-related supplies (toner, ink, phone sets)	OM	April - June '27	Not Started
Prepare technology for student and staff use by July 1, 2027 in preparation for Nexus' Summer Set Up for Success on July 14, 2027.	Develop system and tracking for technology deployment	OM	April - June '27	Not Started
	Image student and staff devices with security policies	OM	April - June '27	Not Started
	Ensure classroom technology is installed, set up, etc.	OM	April - June '27	Not Started
	Set up phone systems, answering machines	OM	April - June '27	Not Started
	Set up internet	OM	April - June '27	Not Started
FINANCE				
Select a proven Back-Office Provider to ensure that Nexus has support for mission-critical duties related to key finances and human resources needs upon authorization in February 2026.	Conduct RFP for back-office service providers	ED	Aug - Sept '26	Not Started
	Select and contract with back-office provider	Board	Sept '26	Not Started
Set up financial accounts upon authorization in February 2026 to be able to begin operations in February 2026.	Set up bank account, school credit card	ED	Aug '26	In process
	Approve check writers and signers	Board	Aug '26	Not Started
Establish policies and procedures to ensure financial transactions are clear, transparent, trackable, and avoid waste or redundancy in order to ensure Nexus' ongoing financial stability and sustainability starting at authorization and concluding prior to office staff beginning at Nexus in January 2027.	Define policies for purchase orders, checks, receipts, approval	Board	Aug '26	Not Started
	Design and implement a grant tracking system and inventory system for purchases made through categorical grant funding	ED & OM, with support from Back Office	Sept '26	Not Started
	Develop, in consult with back-office provider, monthly required financial reporting templates	ED	Sept - Dec '26	Not Started
	Finalize cash flow plan, make adjustments as necessary	ED	Jan - Feb '26	Not Started

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
	Design purchase order, check, and credit card request and authorization forms	OM	Jan - June '27	Not Started
	Design receipt collection, filing, actual expense tracking	OM	Jan - June '27	Not Started
PARENT & COMMUNITY ENGAGEMENT				
Develop a pre-opening plan for continuous engagement with families by February 2026 in order to ensure that students' and families' voices are heard as we prepare for opening and to ensure that students and families stay engaged and follow through with enrollment when selected through our lottery policy.	Develop community engagement calendar with monthly meetings, website updates, and social media posts included to ensure family engagement is planned and scheduled through June of 2027	ED	April - Aug '26	Not Started
	Maintain and update website and social media channels	ED / OM	Aug '26 - June '27	Not Started
	Host monthly family meetings	ED	Aug '26 - June '27	Not Started
	Write and send monthly Nexus Blast communications	ED	Aug '26 - June '27	Not Started
	Setup nonprofit mailing status with post office	OM	Aug '26 - June '27	Not Started
	Contract for translation services	ED	Aug '26 - June '27	Not Started
Initiate and/or formalize community partnerships which will support Nexus' mission, vision, and organizational capacity by the time we open in August 2027.	Develop relationships with all elected officials (as final location is determined)	ED	Aug '26 - June '27	Not Started
	Build, maintain, and seek out additional community partner relationships	ED	Aug '26 - June '27	Not Started
	Initiate formal M.O.U. process with community partners	ED	Aug - Dec '26	Not Started
	Approve and sign M.O.U. agreements	Board	Jan - March '27	Not Started
	Attend community events	ED	Aug '26 - June '25	Not Started
STUDENT RECRUITMENT & ENROLLMENT				
Develop a marketing and recruitment calendar and materials by August 2026 in order to begin student recruitment upon authorization.	Draft recruitment plan, events calendar, and monthly targets	ED	Present–Authorization	In progress
	Design and implement recruitment tracking tools	ED	Present–Authorization	In progress
	Design flyers, social media posts, ongoing public communications	ED	Present–Authorization	Not Started
	Post flyers and leaflets in community	ED	Authorization-Jan '27	Not Started
	Post information on website, social media	ED	Authorization-Jan '27	Not Started
	Draft press release and distribute	ED	Upon authorization	Not Started
	Contract for ongoing translation services, written materials	ED	Aug-Sept '26	Not Started
	Contract for ongoing translation services, events	ED	Aug-Sept '26	Not Started

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
	Secure locations for information sessions, tabling events	OM	Authorization-Sept '26	Not Started
	Mobilize volunteers and lead events	ED	May '26 -March '27	Not Started
Recruit 300+ students to complete Nexus' lottery application by the time our application closes in March '27	Design lottery application, make available in English, Spanish, and other languages as necessary	OM	May - August '26	Not Started
	Make application, lottery, and enrollment information available on website	OM	Oct '26	Not Started
	Launch application for lottery/enrollment, collect forms until deadline	OM	Oct '26 - March '27	Not Started
	Secure lottery venue	OM	Jan - March '27	Not Started
	Secure lottery announcer, translator	OM	Jan - March '27	Not Started
	Determine and practice lottery protocols, agenda	OM	Jan - March '27	Not Started
	Conduct lottery	OM	March '27	Not Started
Enroll 160 students in grades 6 and 9 to meet Nexus' year one enrollment goal by June '27.	Notify families of status and collect acceptances/declines	OM	March - June '27	Not Started
	Design and implement plan for alerting wait-listed families of their status each month	OM	March '27 - Ongoing	Not Started
	Collect all enrollment forms for enrolling students	OM	April - June '27	Not Started
	Request and file student records from previously attended schools	OM	April - June '27	Not Started
	Continue recruiting and enrolling students, if needed	ED	Ongoing	Not Started
SCHOOL SYSTEMS & CULTURE				
Develop and finalize public-facing school policies and other informational materials by February 2026 in order to provide families with information needed when student recruitment begins.	Finalize Student & Family Handbook, all policies	ED	May -Aug '26	Not Started
	Approve Student & Family Handbook, all policies	Board	Aug-Sept '26	Not Started
	Approve SY27-28 School Calendar	Board	Aug-Sept '26	Not Started
	Publish Student & Family Handbook, all policies, and calendar	ED	Aug-Sept '26	Not Started
	Finalize and publish daily schedule	ED	Aug-Sept '26	Not Started
Develop and finalize data tracking and reporting systems by January 2027 in order to be able to analyze key metrics of Nexus' success upon opening.	Build reporting system, daily attendance	OM	Jan - June '27	Not Started
	Build reporting system, tardies	OM	Jan - June '27	Not Started
	Build reporting system, discipline data	ED	Jan - June '27	Not Started
	Design systems and procedures, student discipline	ED /OM	Jan - June '27	Not Started

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
	Design storage and tracking systems for Student Profiles and PLPs	OM	Jan - June '27	Not Started
Develop school culture-building events by February 2027 in order to create a welcoming, inclusive atmosphere at Nexus upon opening.	Design monthly theme, weekly assembly agendas and culture routines	ED	August-Dec '26	Not Started
	Design Spirit Weeks and other theme days for the fall	Staff	July 2027	Not Started
OTHER				
Nexus will initiate its Board's official activities and its Board will begin to act in its official capacity within 30 days of authorization.	Organizational Meeting – Official transition to governing Board of Directors	Board	Within 30 days of authorization	Not Started
	Approve by-laws, code of ethics, and conflict of interest	Board	Within 30 days of authorization	Not Started
	Policy Governance Step 1 – Outcomes Policies; Board defines and approves annual outcomes	Board	Within 90 days of authorization	Not Started
	Policy Governance Step 2 – Executive Limitations; Board defines and approves its instructions to the ED	Board	Within 90 days of authorization	Not Started
	Policy Governance Step 3 – Board Staff Linkage Policy; Board defines and approves its interactions and limitations of authority with school staff	Board	Within 90 days of authorization	Not Started
	Policy Governance Step 4 – Process Policies; Board defines and approves its own policies for governance	Board	Within 90 days of authorization	Not Started
	Recruit vacant or supplementary positions on Nexus' Board	Board/ ED	May-Sept '26	Not Started
Nexus' Board will follow established best practices for highly-effective public charter school boards and will comply with all pertinent state and federal laws governing the board and its meetings beginning with Nexus' Board's first meeting in Sept 2026.	Set consistent meeting times and locations, post publicly	Board	Aug '26	Not Started
	Develop and approve board meeting format	Board	Aug '26	Not Started
	Develop and approve board meeting preparation packet format and timeline for distribution	Board	Aug '26	Not Started
	Develop and approve minutes and record keeping procedures and formats	Board	Aug '26	Not Started
	Attend a local charter school board meeting	Board	Oct '26	Not Started
Nexus' Board will hire a high-performing/high-potential ED in order to execute the school's incubation year school development plan at Nexus' Board's first meeting in March 2026.	Approve job description, performance measures for ED role	Board	Within 30 days of authorization	Not Started
	Determine and approve annual process for evaluation of ED	Board	Within 30 days of authorization	Not Started

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
	Determine and approve compensation and benefits for the ED	Board	Within 30 days of authorization	Not Started
	Hire ED	Board	Within 30 days of authorization	Not Started
	Conduct Background Check of ED	Board Chair	June-Aug '26	Not Started
Nexus' Board will develop a plan to generate additional funding in excess of state per-pupil funding in order to grow the school's capacity to achieve its academic, organizational, and financial goals at Nexus' Board's first meeting in March 2026.	Create a fundraising plan for the fiscal year with initiatives, owners, and targets	Board	September	Not Started
	Create a plan for periodic review of available grants and authoring of proposals	Board	September	Not Started



Attachment 19

Insurance Proposal for

Nexus Charter School

***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

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Senior Account Manager

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Las Vegas, NV 89134

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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

Customer: Nexus Charter School

Policy Period: August 1, 2027 to August 1, 2028

Nexus Charter School

#1 TBD



9555 Hillwood Dr. Ste 140
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General Liability

Customer: Nexus Charter School
Policy Period: 8/1/2027 to 8/1/2028
Carrier: TBD
A.M. Best Rating: A XV

<u>Coverages</u>	<u>Limits</u>
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
Number of Students K-8	80	Included
Number of Students 9-12	80	Included
Total Number of Teachers	10	Included

TOTAL GENERAL LIABILITY PREMIUM \$3,966.58

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

The proposal of coverage herein is only illustrative and is not intended as a policy of insurance, binder or statement of coverage or as an amendment, modification, or waiver of the terms and conditions of any policy of insurance. In every instance the policy is the only accepted statement of coverage.



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Abuse & Molestation

Customer: Nexus Charter School
Policy Period: 8/1/2027 to 8/1/2028
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 \$1,000.00



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Employee Benefits Liability

Customer: Nexus Charter School
Policy Period: 8/1/2027 to 8/1/2028
Carrier: TBD
A.M. Best Rating: A XV

Coverages - Claims Made

	<u>Limits</u>
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

Customer: Nexus Charter School
Policy Period: 8/1/2027 to 8/1/2028
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

Customer: Nexus Charter School
Policy Period: 8/1/2027 to 8/1/2028
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

Customer: Nexus Charter School
Policy Period: 8/1/2027 to 8/1/2028
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

Customer: Nexus Charter School
Policy Period: 8/1/2027 to 8/1/2028
Carrier: TBD
A.M. Best Rating: A XV

School & Educators Legal Liability - Includes D&O

	<u>Limits</u>
Each Loss Limit	\$1,000,000
Aggregate Limit	\$3,000,000
Deductible	\$10,000

Employment Practices Liability

	<u>Limits</u>
Each Loss Limit	\$1,000,000
Aggregate Limit	\$3,000,000
Deductible Each 'Wrongful Employment' Act	\$10,000

Non-Monetary Relief Defense Coverage

	<u>Limits</u>
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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The proposal of coverage herein is only illustrative and is not intended as a policy of insurance, binder or statement of coverage or as an amendment, modification, or waiver of the terms and conditions of any policy of insurance. In every instance the policy is the only accepted statement of coverage.



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Workers Compensation

Customer: Nexus Charter School
Policy Period: 8/1/2027 to 8/1/2028
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

TOTAL WORKERS COMPENSATION PREMIUM **\$2,000.00**



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Umbrella Liability

Customer: Nexus Charter School
Policy Period: 8/1/2027 to 8/1/2028
Carrier: TBD
A.M. Best Rating: A XV

<u>Coverages</u>	<u>Limits</u>
Occurrence or Each Claim Limit	\$3,000,000
General Aggrgate Limit	\$3,000,000
Retained Limit	\$0

<u>Underlying Coverages</u>	<u>Underlying Limits</u>
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

The proposal of coverage herein is only illustrative and is not intended as a policy of insurance, binder or statement of coverage or as an amendment, modification, or waiver of the terms and conditions of any policy of insurance. In every instance the policy is the only accepted statement of coverage.



9555 Hillwood Dr. Ste 140
Las Vegas, NV 89134
P: (702) 396-4844 F: (702) 396-4832
www.aleragroup.com

Cyber Security Liability

Customer: Nexus Charter School
Policy Period: 8/1/2027 to 8/1/2028
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.



**CHARTER SCHOOL
INSURANCE ALLIANCE**

9555 Hillwood Dr. Ste 140

Las Vegas, NV 89134

P: (702) 396-4844 F: (702) 396-4832

www.aleragroup.com

Student Accident Insurance

Customer: Nexus Charter School

Policy Period: 8/1/2027 to 8/1/2028

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



9555 Hillwood Dr. Ste 140
Las Vegas, NV 89134
P: (702) 396-4844 F: (702) 396-4832
www.aleragroup.com

2027 Premium Summary

Customer Nexus Charter School

<u>Coverage</u>	<u>Premium</u>
General Liability	\$3,966.58
Abuse	\$1,000.00
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
TOTAL 2027 ANNUAL PREMIUM	\$17,790.58



Attachment 20

Nexus Charter School Budget Narrative

The five-year budget and cash flow projections for Nexus are based on conservative and realistic assumptions regarding the cost of operating a high-quality public charter school in Clark County, Nevada. Assumptions reflected in the financial plan are directly aligned with the Nexus Financial Plan Workbook (FPW) and are informed by rates published by the Nevada Department of Education and the State Public Charter School Authority (SPCSA), vendor benchmarking, and the school’s proposed academic and operational model.

This financial plan covers Year 0 (planning year) through Year 5 of operations and was developed to ensure fiscal sustainability, positive cash flow, and compliance with all SPCSA financial performance expectations while prioritizing instructional quality.

Enrollment by Grade Level by Year of School

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
6th grade		80	80	80	80	85
7th grade			80	80	80	80
8th grade				80	80	80
9th grade		80	80	80	80	85
10th grade			80	80	80	80
11th grade				80	80	80
12th grade					80	80
Total ADE		160	320	480	560	570

Weighted Populations by Year of School

Population	% of ADE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1
SpEd	17%	27	54	82	95	97	27
ELL	17%	27	54	82	95	97	27
FRL	75%	48	96	144	168	171	48

REVENUES

Pupil-Centered Funding Plan (PCFP)

State operating revenue is primarily generated through Nevada’s Pupil-Centered Funding Plan (PCFP). Revenue assumptions are based on the SPCSA-provided adjusted base allocation for Clark County of \$9,502 per pupil, with additional weighted funding applied for eligible student populations. These rates

match the PCFP inputs included in the Revenue tab.

The budget reflects opening enrollment of 160 students in Year 1 serving grades 6 and 9, with enrollment increasing by two grades per year until the school reaches full capacity of 570 students by Year 5. Enrollment projections by grade level exactly match those presented on the Enrollment worksheet of the FPW.

Federal and State Revenue

Federal and categorical revenues are based on conservative eligibility assumptions aligned with local demographics and reflected in the FPW Enrollment and Revenue tabs:

- Special Education (approximately 17% of ADE)
- English Learners (approximately 17% of ADE)
- Free and Reduced Lunch Eligibility (approximately 75% of ADE)

Federal revenue sources include IDEA, Title I–IV funding (as eligible), and National School Lunch Program reimbursements. State transportation revenue is included beginning in Year 1 and matches the per-pupil allocation assumptions documented in the Revenue worksheet.

Start-Up and Grant Funding

The financial plan includes \$2,000,000 in federal Charter School Program (CSP) grant funding, assumed to be received across the planning year and first two operational years. CSP revenue assumptions in the Revenue and Cash Flow tabs align with the school's implementation timeline and allowable use of funds. Additional philanthropic support, including Propel/O180 fellowship funding to offset a portion of administrative compensation, is included in Years 1–4 and matches Local Revenue entries in the FPW.

The school does not have any confirmed Year 0 funding but is in the process of applying for the O180-Great Schools for Nevada CSP grant totaling \$2,000,000. This start-up grant would assist with preliminary costs to launch and expand a high-quality public charter school. In Y0 and Y1 the grant would fund the grant would assist with preliminary costs to launch and expand a high-quality public charter school. Great Schools for Nevada CSP subgrants are designed to be for a period of up to 18 months for planning and 24 consecutive months for implementation activities leading up to and following the opening of a new school.

EXPENSES

Salaries and Personnel

Staffing projections are directly aligned with the Staff worksheet and reflect a deliberate approach to maintaining low student-to-teacher ratios while limiting administrative growth. Teaching positions are added proportionally with enrollment growth to maintain approximately a 20:1 student-to-teacher ratio, as reflected in the Staff tab calculations.

Teacher salaries are budgeted starting at \$65,000 with incremental annual increases of approximately 3%, consistent with market competitiveness and reflected line-by-line in the FPW. Administrative staffing is intentionally lean, with an Executive Director hired in Year 0, a Principal added in Year 1, and an Assistant Principal added in Year 2.

Benefit costs, including PERS, health insurance, payroll taxes, workers' compensation, and unemployment insurance, align exactly with SPW benefit input assumptions and state-provided rates. Total compensation remains within SPCSA benchmarks and represents most of the operating expenditures.

Instructional and Program Expenses

Instructional expenses reflected in the Supplies and Services tabs support the school's project-based learning approach and include curriculum materials, classroom supplies, educational software, professional development, and experiential learning activities. Technology purchases follow a phased classroom-set approach initially, expanding toward full student access as enrollment grows.

Curriculum costs: The budget includes costs for literacy and math curriculum in addition to manipulatives and consumables for various project-based material and supplies. General supplies costs are \$14,000 in Year 1, and \$22,000 in Years 2 and \$30,900 in Year 3, and \$35,020 in Year 4 and 5. Textbooks are purchased initially as grade levels are expanded Y1-Y3 and then refreshed at \$6000 per year along with additions for ADE. The budget also includes \$1,000 per grade level in Year 1 and \$2,000 per grade level each year thereafter for field trips aligning with the authentic and experience-based teaching model. Educational software and curriculum are budgeted at \$50 per student. The school will be utilizing greater authentic and project-based learning experiences so technology will be used as a tool and not integrated at a greater than classroom set level from the first year.

For recruiting and marketing, the school expects to front load their marketing efforts in Year 0 utilizing the CSP grant once confirmed. In Year 1, marketing/recruitment expenses are budgeted at \$30,000 and then an average of \$23,000 Years 1-5.

To ensure that the school can service its projected special education population, the school has budgeted a Special Education facilitator beginning in Year 1 at \$70,000 plus benefits as well as a shared teacher resource for Special Ed and ELL needs. The school plans to add a Special Education facilitator in Y3 and will be contracting services to meet IEP needs.

Other supplies to support student learning include office supplies at \$50 per student, parent engagement meetings, open houses, school wide events based on project-based learning and board training at an average of \$5000 per semester, and health supplies at \$10 per student.

Operational and Facilities Expenses

Purchased services include audit, legal, financial services, marketing, transportation, food service management, and contracted instructional services. Costs scale logically with enrollment growth and reflect vendor benchmarks documented in the FPW.

Facilities assumptions reflect requiring at least 30,000 square feet with lease rates, utilities, maintenance, and insurance costs fully aligned with facility related expenses. Lease rate is anticipated to increase 3% per year beginning in Year 2. Utilities are included at \$3000 per month average (Year 1) or nearly \$2.78 per square foot.

Financial Services are based on estimated cost of contracting with Vertex, who assisted the Committee to Form in the creation of this budget. Services include fiscal training of staff and board, accounts payable, payroll, budgeting, accounting, financial reporting, compliance reporting, and strategic planning. Financial services are budgeted at \$65,000 in Year 1.

Nutrition: The revenue of this program is expected to cover the costs of providing meals to students. Daily breakfast and lunch/snack rates (estimated at \$2.46 and \$4.77 per student, respectively), will be based on benchmarked data from similar charter schools throughout Las Vegas, Nevada. Also included in this budget is \$25 per student in food service administration fees.

Contracted services in this budget include janitorial, maintenance, transportation, substitute teachers, special education services, and tech support.

Other operating expenses include dues and memberships of \$5/FTE and background checks, fingerprinting and other payroll fees.

Insurance costs are included per quote from a reputable broker with extensive experience working with charter schools in Nevada. Operational costs included in the incubation year are expected to be funded by fundraising/grant proceeds and will include application development, incorporation costs, recruiting/hiring, etc.

Furniture, Fixtures and Equipment including Technology

Classroom Technology will be included as classroom sets. The school is striving to be an authentic and project-based school with classroom sets of technology not with a 1:1 ratio for technology. To achieve this end, the school is building out its technology capacity by providing 1 classroom set of devices per grade level in Year 1 and Year 2 and then achieving all student technology by Y4. The school also anticipates purchasing a at least two classroom carts per year The budget also includes 25% in replacement costs in Year 3 onwards. For teachers, each new teacher will be provided with a laptop computer for lesson preparation and all other professional expectations, equipped with full Microsoft Office. The estimated cost per teacher is \$500.

Other Technology and Technology Services may include the Student Information Systems (SIS) costs based on vendor quotes and informed by similar school experiences; Infinite Campus cost is included at \$25 per student. Copier Lease rates of \$400 per month in Year 1 are based on similar costs of neighboring charter schools in addition to \$15 per student in usage fees, with annual increases in number of copiers and usage fees as enrollment increases. Internet and phone expenses are estimated at \$2000/month and anticipated to grow as the school reaches full enrollment.

Furniture will be flexible and promote small group or lab learning. The school expects to purchase necessary faculty and student furniture based on a minimal budget of \$100 per FTE for faculty and \$75 per new student. Classrooms are expected to be furnished at \$5000 per classroom.

Transportation may be provided for daily routes to school and the will use a transportation service for field trips. With budget constraints anticipated in the initial years, the program has not been reflected at bare minimum of one route and some high needs individual transportation in the budget. If the state transportation grant is available to the school, school will take advantage of it as early as Year 1.

Capital, Cash Flow, and Reserves

Capital expenditures include initial classroom furniture and staged additions as grade levels expand. No long-term debt is assumed. The cash flow model confirms a positive cash balance in all months of Year 1 without reliance on working capital loans.

While no explicit reserve line item is established, annual surpluses generate ending fund balances exceeding 5% of total expenditures beginning in Year 2 and surpassing 20% cumulatively by Year 6, consistent with the Summary tab of the FPW.

Nexus's budget reflects a deep commitment to maintaining low student-to-teacher ratios, prioritizing teacher compensation over administrative growth, and investing resources directly into classroom instruction. The school is intentionally designed to operate with a lean administrative structure so that funding is focused on high-quality educators and meaningful learning experiences. Nexus' instructional model emphasizes authentic, project-based learning experiences developed in collaboration with professionals, organizations, and community partners. This approach ensures students engage in rigorous, real-world learning while remaining fiscally responsible and sustainable over time.



Attachment 22

See attached spreadsheet



Supplemental Attachment 1



Welcome to Nexus

Student and Family School Model Overview

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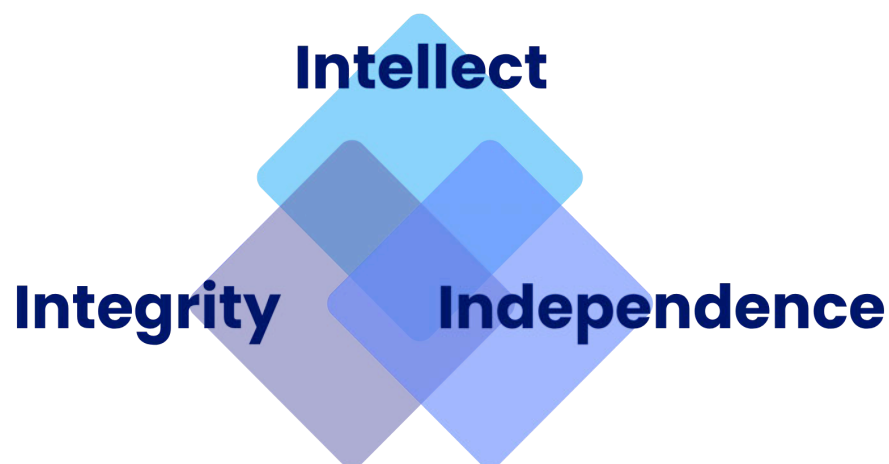
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Aside from academics, what else does Nexus offer?	9

VISION

What's the school vision for all Nexus learners?

At Nexus, our goal is to help students grow into people who can think deeply, act independently, and contribute positively to the world. The future our students are entering is constantly changing. New technologies, new careers, and new challenges mean young people need more than good grades. They need the ability to think, adapt, and make thoughtful decisions.

We believe students thrive when they develop three core qualities: intellect, integrity, and independence. At Nexus, students learn to use knowledge to solve problems, analyze information, and understand the world around them. They also learn to take ownership of their learning and act with honesty, responsibility, and respect for others.



When these qualities come together, students are prepared to act wisely in the world. Nexus graduates leave school ready to think for themselves, collaborate with others, and make a meaningful difference in the communities they are part of.

LEARNING GOALS

What will I learn at Nexus?

At Nexus, learning is organized around two types of goals:

- **Competencies** are important skills you can use anywhere—things like analyzing information, communicating ideas, solving problems, and working with others. These are the abilities that help people succeed in school, work, and life.
- **Concepts** are the big ideas that help you understand how the world works. In different classes and projects, you'll explore important ideas from subjects like literature, history, math, and science, as well as how these big ideas transfer across different subject areas and interdisciplinary fields.

Nexus Competencies

Nexus has eleven core competencies, listed in the table below.

INTELLECT <i>I use what I learn to ask meaningful questions, make sense of information, develop and communicate ideas, and design solutions to better understand and respond to the world.</i>	INDEPENDENCE <i>I take ownership of my learning by setting goals, managing my time and effort, and developing deep knowledge and skill through sustained practice.</i>
Analysis <i>Deconstructing a subject into parts to explain its nature and function.</i>	Self-Direction <i>Initiating, sustaining, and regulating one's own learning.</i>
Argumentation <i>Constructing and defending claims through logical reasoning and evidence.</i>	Expertise <i>Developing genuine depth of knowledge and practice in at least one domain.</i>
Research & Inquiry <i>Formulating meaningful questions and methodically gathering data to propose answers.</i>	INTEGRITY <i>I act with honesty, responsibility, and respect by aligning my values with my actions, contributing to my community, and taking responsibility to repair harm when it occurs.</i>
Critical Evaluation <i>Vetting the origin, integrity, and utility of information.</i>	Wholeness <i>The practice of remaining integrated across belief, expression, and action.</i>
Modeling <i>Creating and refining representations of reality to better understand and respond to the world.</i>	Reparative Action <i>Taking responsibility for harm done to self, others, or community.</i>
Communication & Representation <i>Externalizing ideas to bridge the gap between self and audience.</i>	
Design & Creation <i>Developing novel interpretations, products, or solutions.</i>	



Competency-based Rubrics

Each competency has a rubric with six developmental levels that show you how to get better in this skill area.

SAMPLE RUBRIC: ANALYSIS

1	2	3	4	5	6
<p>I can retell, summarize, or share my thoughts about something, but I'm not yet explaining how it works or what it's made of.</p> <p>I can describe what happened or what I see, but I haven't yet asked how it was created, what it means, or why it matters.</p>	<p>I can start to see that something was created on purpose and has meaning beyond what I first notice.</p> <p>I can point to one detail (like a feature, piece of data, or source) and explain what it shows.</p> <p>I can focus on one thing at a time and explain its most obvious meaning.</p>	<p>I can notice more than one detail or source and connect them to a bigger pattern or idea.</p> <p>I can think about context, how details or data make sense as part of a whole, not just on their own.</p> <p>I can understand that the same evidence can help answer more than one question.</p>	<p>I can look below the surface and find patterns across multiple pieces of evidence.</p> <p>I can explain what the evidence suggests, not just what it says.</p> <p>I can share my ideas as a claim and support them with evidence.</p> <p>I understand what each source or piece of data can and cannot prove.</p> <p>I can tell the difference between what I can see directly and what I am figuring out (inference).</p>	<p>I can make and defend a strong interpretation using evidence.</p> <p>I can consider other possible explanations and explain why I agree or disagree.</p> <p>I can place my ideas in a bigger context (like history, a system, or a field of study).</p> <p>I think carefully about who created a source, what it was meant to show, and for whom.</p> <p>I treat confusing or conflicting evidence as something to explore, not ignore.</p>	<p>I can reflect on how I am analyzing, not just what I am analyzing, and recognize that different ways of thinking can lead to different conclusions.</p> <p>I can compare my ideas with how others have explained the same topic.</p> <p>I can develop my own original explanation or interpretation.</p> <p>I can take a clear position and add to a larger conversation about the topic.</p>

Sample Student View: How is my work scored?

In this graphic below, you can see how the task students completed is being scored using the competency-based rubric. In this case, the student earned a “3” on the Analysis rubric, and revision has been assigned so the student will have the opportunity to revise their work and resubmit.

The screenshot displays a student's view of a task. At the top, it shows the task type as "Math Unit Task Set", the due date as "03/20/2026", and the expiration date as "-". Below this, the "Status of the task" section indicates "REVISION ASSIGNED" and provides a "CHANGE TO IN REVISION" button. A pop-up window shows the rubric for "NC.1.1 - Analysis", which includes the following text: "I can notice more than one detail or source and connect them to a bigger pattern or idea. I can think about context, how details or data make sense as part of a whole, not just on their own. I can understand that the same evidence can help answer more than one question." Below the rubric, a row of circular buttons represents the possible scores, with "3" selected. Other scores shown include 6, 5.5, 5, 4.5, 4, 3.5, 2.5, 2, 1.5, 1, 0.5, and "Not yet".

TYPE OF TASK	DUE DATE	EXPIRATION DATE
Math Unit Task Set	03/20/2026	-

↑ Status of the task

REVISION ASSIGNED

CHANGE TO IN REVISION

NC.1.1 - Analysis

3

I can notice more than one detail or source and connect them to a bigger pattern or idea.
I can think about context, how details or data make sense as part of a whole, not just on their own.
I can understand that the same evidence can help answer more than one question.

6 5.5 5 4.5 4 3.5 3 2.5 2 1.5 1

0.5 Not yet

Nexus Major Concepts

At Nexus, major concepts serve as lenses for making sense of the world. They support deeper thinking, analysis, and meaning-making across disciplines and interdisciplinary learning experiences.

Rather than organizing learning around isolated topics, Nexus centers three enduring questions that have shaped inquiry across time and fields of study: Truth, Goodness, and Beauty. These questions serve as an organizing structure for all learning at Nexus.



TRUTH

What is true? How do we know?



GOODNESS

What does it mean to be good? Who or what exemplifies this?



BEAUTY

What moves you? How might you respond?

Across literature, history, science, mathematics, and the arts, students revisit these big ideas and questions in different forms. Disciplinary concepts and skills are nested within this structure, providing the tools and methods for exploring these questions with increasing depth and sophistication. For example, students might explore *Truth* through concepts like evidence, proof, and reliability of sources; *Goodness* through ethics, justice, and civic responsibility; and *Beauty* through design, expression, pattern, and interpretation.

This approach allows students to:

- Engage with enduring questions that transcend any single subject
- Develop discipline-specific ways of knowing while making connections across fields
- Build a more coherent and personally meaningful understanding of the world

Over time, students move from exploring these questions with guidance to using them independently as a framework for inquiry, analysis, and creation.



TRUTH



GOODNESS



BEAUTY

Literature	<p>In what ways is this story true? Is it historically accurate? What truths about the human experience are represented? What is the nature of this text? How is it composed?</p>	<p>What forms of “goodness” does a given character (e.g., Atticus Finch) exemplify? What is the nature of this form of goodness? How is that evident or not in the character’s choices?</p> <p>Are different forms of goodness ever in conflict? What happens as a result of this? What does that suggest?</p>	<p>Who do you find inspiring in this story? In what ways could you emulate the author?</p> <p>How does the structure of the text affect its beauty? What would change if it were structured differently?</p>
Rhetoric	<p>What claims does this text make? How confident are you that they are true? Why?</p> <p>Is the argument logical? What assumptions does it rely on? What evidence does it use?</p>	<p>What makes a good argument? To what extent is this a good argument? In what ways is it excellent? Where is it lacking?</p>	<p>What parts of this argument are compelling? What resonates with you? What turns of phrase were delightful? What can you learn from this author? How might you imitate or remix their style?</p>
History	<p>Given fragmented and sometimes contradictory historical evidence, what truth claims can we make about the past? What best explains and synthesizes the available data? What perspectives and artifacts are missing?</p> <p>What can we infer from a given artifact? How does that triangulate with other artifacts?</p>	<p>What constitutes a good society?</p> <p>To what extent can we consider this historical society good? In what ways were they admirable? In what ways do they surpass our contemporary society? In what ways do they fall short?</p>	<p>What do you find compelling about this historical moment? What do you find beautiful? How does their notion of beauty differ from the contemporary notion?</p> <p>Conversely, what disturbs you? What is ugly? What accounts for your reaction?</p>
Science	<p>Under what conditions does this explanation hold—and where does it break down? How certain can we be about this claim? What would change our confidence?</p> <p>To what extent can this result be replicated? What alternative explanations could account for the data?</p>	<p>What constitutes a good relationship between humans and the natural world? To what extent is that evident here?</p> <p>What makes a good model? In what ways is a given model good? How does it fall short?</p>	<p>What about the natural world inspires wonder and awe? What are you curious about? What compels you? What is beautiful?</p> <p>What patterns and harmony do you notice?</p>
Math	<p>Is a given mathematical statement true? How do you know? Can you prove it? What axioms do you rely on?</p> <p>Can something be true but not provable?</p>	<p>What constitutes a good proof? To what extent is that evident in this proof?</p>	<p>Which proof is more elegant? What patterns and harmonies do you notice? What compels and inspires you?</p>

LEARNING MODES

What will learning be like?

At Nexus, students learn in two main kinds of classes: **Labs** and **Explorations**.

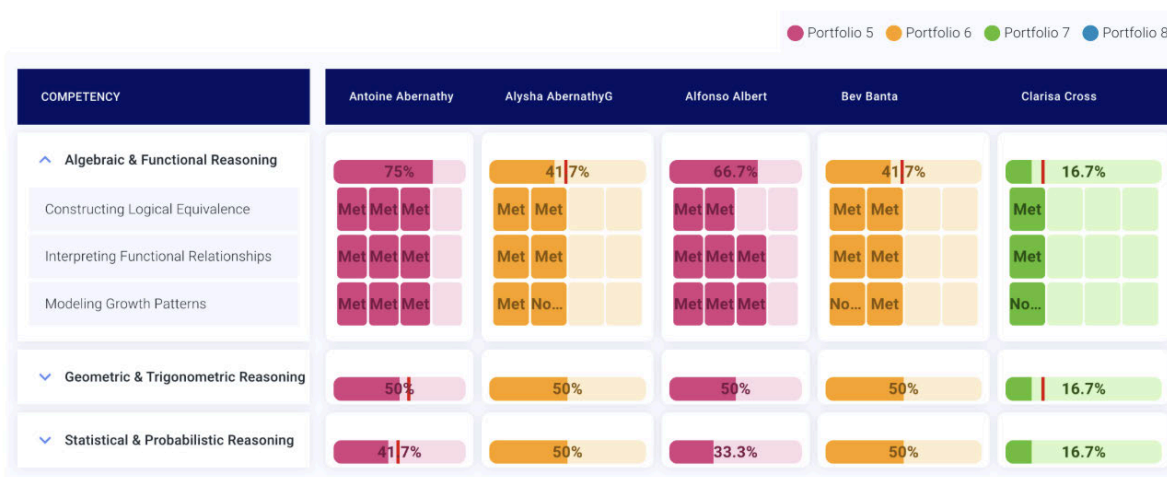


NEXUS LABS

Labs focus on the skills everyone needs to be a strong learner: reading, writing, and math. You can think of Labs like a ladder. Each step on the ladder is a clear skill to master. When you show that you understand that skill, you climb to the next step. This means everyone can move at the pace that's right for them. Some students move quickly, and others take more time and get extra support.

In **Numeracy Lab**, students build math skills using tools like Khan Academy, along with discussions, practice problems, and check-ins with teachers to make sure the ideas really make sense. In **Literacy Lab**, students read novels and other texts connected to history and big ideas, building knowledge about the world while becoming stronger readers. Because reading and math are the foundation for everything else you learn, students work on these skills every day.

Sample Teacher View: Numeracy Lab Task Tracker



The graphic above shows the three core domains for Integrated Mathematics, as well as subdomains that students will engage with for each year of Integrated Mathematics. Students will show evidence of their learning through quarterly Mastery Checks, which are assessed on a “Met/Not yet” scale. As students fill their portfolio of evidence, they are making progress toward earning credit for that level of math. Note: Portfolio 5 is the 9th grade portfolio; Portfolio 6 is the 10th grade portfolio, and so forth.



NEXUS EXPLORATIONS

Explorations are different. Instead of climbing a ladder, students move in a **spiral**, returning to important skills again and again while tackling bigger and more interesting challenges. These classes are project-based and usually combine two subjects, like English and History or Physics and Engineering. Students work on meaningful projects that connect to real ideas and real problems. At the end of each project, students present their work to classmates, teachers, and sometimes the community.

Throughout each project, students get lots of feedback to help them improve. Grades come from what students actually create and demonstrate in their projects, not from every small assignment along the way. For example, if students create a podcast about how the U.S. government works, their grade would be based on the quality of the podcast and what they learned while making it.

CREDITING + ADVANCEMENT

How will I earn credit?

At Nexus, students earn credit differently than in most traditional schools. Instead of earning credit just by spending time in a class and receiving a passing grade, students

earn credit by showing clear evidence of what they know and can do. This evidence is collected in a portfolio—a curated collection of a student’s strongest work over time.

Portfolio: Your Evidence of Learning

A portfolio includes things like essays, projects, presentations, reports, and other demonstrations of learning. Each piece of work shows a student’s understanding of important ideas and skills in subjects like English, history, math, and science. Rather than grading every assignment, Nexus focuses on the work that best represents a student’s learning. Students revise and improve their work, then include their strongest examples in their portfolio.

Throughout the year, students gather evidence from different learning experiences: Literacy Labs, Numeracy Labs, Explorations, out-of-school experiences, and self-directed projects. These experiences help students develop knowledge, practice important skills, and create meaningful work.

Sample View: Evidence of Learning by Portfolio

In the mockup below, you can see rubric scores (e.g., “4.0” or “3.5”) for the top two pieces of evidence for each of the Nexus “Intellect” Competencies. At the end of the year, students’ scores will be converted to a course grade that represents their best work. Notice that different students are working on different portfolio levels. Portfolio 2 is for sixth grade, Portfolio 3 is for 7th grade, and so forth.



Annual Portfolio Defenses

Each year, students will present their portfolio as part of a school-wide community event. During this presentation, students explain what they have learned and how their work demonstrates their growth and mastery. If the portfolio shows sufficient evidence of learning, the student earns credit and moves on to the next level.

Because credit is based on evidence of learning rather than time, students may move at different paces. Some students may complete requirements more quickly, while others may take more time to strengthen their work and understanding. The goal is not simply to finish a class—it is to truly learn, grow, and demonstrate mastery.

This system helps students take ownership of their learning and ensures that when they earn credit at Nexus, it represents real understanding and meaningful accomplishment.

How do courses and credits work?

At Nexus, all course credits required for graduation are earned primarily through Literacy Labs and Explorations, as explained in our [Course Offerings Overview](#).

When students complete...	They earn...
Advisory	Elective credit
Numeracy Lab	Mathematics credit
Humanities Exploration (1/2)	Social Studies credit
Humanities Exploration (2/2)	English Language Arts (ELA) credit
Literacy Lab	Reading Elective credit
STEM Exploration (1/2)	Science credit
STEM Exploration (2/2)	Quantitative Reasoning Elective credit
Elective	Elective credit

What's different about earning credits at Nexus?

Instead of one class doing all the work, your learning is happening across multiple learning experiences. As shown above, students will build math skills and knowledge through Numeracy Labs *and* STEM Explorations. Students will build literacy skills through Literacy Lab *and* through Humanities Explorations.

These different learning experiences are focused on different learning goals:

- **Labs** help you build core literacy, numeracy, and knowledge-building skills
- **Explorations** give you a chance to apply those skills in bigger, interdisciplinary projects

One important note about Explorations: because they are interdisciplinary and daily 90-minute blocks of learning time, students have the opportunity to earn two different types of credit when they complete a Humanities or STEM Exploration.

Here's how it works:

Humanities Exploration

When you complete all projects in a **Humanities Exploration**, you are earning:

- 📌 ELA course credit
- 📌 Social Studies course credit

STEM Exploration

When you complete all projects in a **STEM Exploration**, you are earning:

- 📌 Science course credit
- 📌 Quantitative Reasoning Elective course credit

GRADING

How are grades determined?

The science of learning is clear: your brain learns through trial, feedback, and revision. Mistakes aren't a sign you're failing, they're a sign your brain is building new understanding. So instead of penalizing mistakes, we treat them as part of the learning process.

This means practice, drafts, and early attempts matter because they help you improve, but they don't all count toward your final grade. What matters most for course grades is the work that shows what you can do *at your best*.

Grades are Calculated Using Your “Best Evidence”

Grades are based on a portfolio of your strongest work, not every assignment you complete.

Building skills and knowledge requires practice, feedback, and repetition. Throughout the year, you'll have multiple opportunities to show what you know and improve your work. From these, you'll select or demonstrate your strongest performances for your portfolio.

Each course includes a set of required portfolio pieces, such as:

- 4 mastery checks (to show understanding of key ideas)
- 4 projects (from Explorations)
- 3 individual tasks (like essays or presentations)
- 4 oral exams (conversations with your teacher about your learning)

You'll usually have more opportunities than requirements, and only your strongest work counts.

Different Scales, One Final Grade

You'll see different types of scoring throughout the year:

- Some work is **pass / not yet**
- Some is scored on a **1–6 rubric**
- Some uses a **100-point scale**

To make everything consistent, we convert all of these into a single percentage using a shared [conversion chart](#). This allows us to combine different types of work into one clear course grade.

How Your Final Grade is Calculated

Your final grade comes from averaging your best work for each part of your portfolio, including:

- Concepts (mastery checks)
- Oral exams
- Projects
- Individual tasks

Each category is averaged, and then those averages are combined into your final course grade. You can see an example course grade calculation [here](#).

What Your Grade Means

Your grade communicates your level of mastery:

- **A (90–100%)** → You are meeting grade-level expectations
- **B (80–89%)** → You are approaching grade-level expectations
- **Not Yet** → You are still building toward expectations

What This Means For You

- You don't have to be perfect the first time; you can revise, retry, and improve
- Your grade reflects your strongest work, not your early attempts

The most important thing is to keep working all year, because your best work is what counts. Over time, your portfolio becomes a powerful record of what you can do—and something you'll present and defend as you move forward at Nexus.

EXPERIENCE

Aside from academics, what else does Nexus offer?

At Nexus, we believe that education isn't just about what you know; it's about who you are becoming. While academics are the foundation, the "Nexus Experience" is defined by how we empower students to lead, connect, and prepare for the world beyond our walls.

1. A Living Democracy

Most schools operate on a "top-down" model where students simply follow rules set by adults. Nexus is different. We operate as a constitutional democracy.

- **The Constitution:** Our school is governed by a formal document outlining the rights and responsibilities of every community member.
- **The Power to Change:** If a rule feels unfair, you don't just grumble about it—you move to change it. Through the amendment process, students can propose, debate, and vote on the very rules they live by.
- **The Judicial Branch:** Our student-led judicial branch helps resolve conflicts fairly, ensuring that justice is a shared responsibility.

The Goal: We don't just teach civics; we live it. By the time you graduate, you aren't just a former student—you are an experienced citizen.

2. Radical Accountability through Advisory

In a large, traditional school, it's easy to become a face in the crowd. At Nexus, that's impossible. You begin every day with your Advisory.

- **Long-Term Mentorship:** Your advisor stays with you for several years, becoming an expert on your strengths, your struggles, and your goals.
- **True Connection:** Because you are known deeply by a consistent group of peers and a dedicated mentor, you can't "just slide by." This environment provides the safety net you need to take risks and the push you need to excel.

3. Career Exploration & Real-World Context

We believe that what you learn in the classroom should have a direct line to your future. We bridge the gap between "school life" and "real life" through:

- **Site Visits & Entrepreneurship:** We dedicate time to visiting job sites and practicing the mechanics of starting a business or project.
- **The "Why" Factor:** We don't just solve problems for the sake of a grade; we're constantly looking at how these skills apply to the professional world and the careers of tomorrow.

4. Student-Led Culture (Clubs & Communities)

At Nexus, your interests define the campus culture. Our clubs aren't pre-packaged activities handed down by the faculty.

- **Found Your Own:** If you have a passion—whether it's robotics, philosophy, or rock climbing—you have the power to pitch it.
- **Lead the Way:** If you can gather the interest and organize the group, you can start it. This gives every student the chance to be a founder and a leader from day one.

Why this matters

Nexus isn't just preparing you for a test; it's training you for the complexities of life. By giving you a vote, a voice, and a vision for your career, we ensure that when you leave Nexus, you are ready to lead in whatever field you choose.



Nexus Literacy Labs: A Closer Look

Literacy Lab is a place where you learn about the world *and* become a stronger reader at the same time. The two go together. The more you know about history, people, and places, the easier it is to understand what you read. When you already have some background knowledge, your brain can spend its energy thinking deeply about the story or ideas instead of just trying to figure out what's going on.

At Nexus, we prioritize reading because it is one of the most fundamental skills for preparing for life. If you are a strong reader, it unlocks everything else. So students read a lot at Nexus—at least four whole books each year, but sometimes more than that!

What will we learn about?

In each Literacy Lab unit, we explore a different time period or big theme from history. You'll read a full novel connected to that time or topic, learn about the historical context, and read other shorter texts related to the same ideas.

As you go, you'll practice asking questions, making connections, and figuring out what texts mean. By the end of the unit, you'll also try reading a new text you haven't seen before and show how you make sense of it.

What if students are on different reading levels?

In Lit Labs, we use a four-tier system so that all students are working with texts that are a good fit, no matter where they are starting. Students move along different pathways at different paces, with real choice in what they read and when they're ready to move on. Every student becomes a stronger reader and a more informed citizen.

Tier 1 Texts

Tier 1 texts include graphic novels, short stories, and novellas in modern prose. These books help readers build confidence and background knowledge. Examples:



Tier 2 Texts

Tier 2 texts are novels with linear plots and modern prose. These engaging stories help readers develop stamina and deeper comprehension. Examples:



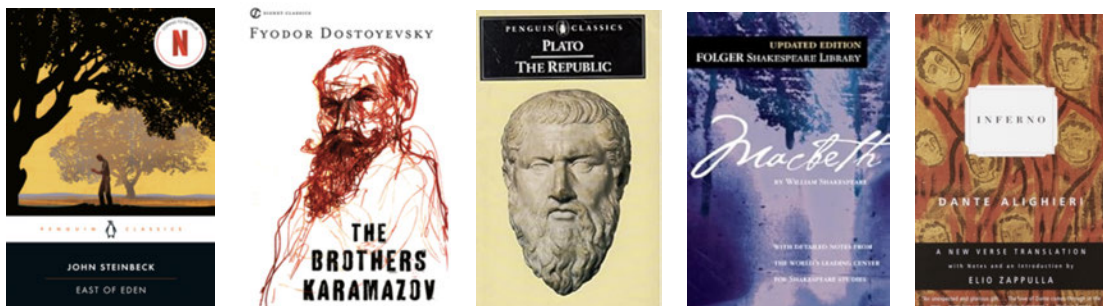
Tier 3 Texts

Tier 3 texts are philosophically rich but approachable texts that reward careful thinking.



Tier 4 Texts

Tier 4 books are great works that have stood the test of time. They can be challenging to read because they are dense, sometimes archaic, and demanding. These are texts you wrestle with. A few examples:



How is learning time organized?

During Literacy Lab, time will be spent on four key activities: independent reading time, mini-lessons that introduce new skills or ideas, small group activities, and independent exercises to practice new skills, process new material, and reflect on your learning.

Literacy Lab Learning Modes



Mini-lesson

Learn a new skill or idea with your teacher.



Small Group Activities

Talk, think, and work through ideas with others.



Reading Time

Read independently to build your understanding.



Exercises

Practice, reflect, and make sense of new material.

How will I be assessed?

Students will complete unit assessments to show that you understand the history, the novel, and the other texts you've studied, and that you can make sense of a new text on your own. Often this happens through a conversation with your teacher or "oral exam," kind of like a mini interview about what you learned, though sometimes teachers may choose other ways for you to show your thinking.

There are different levels of units you can work on. You might move up to more advanced units, or move across to study a different topic at the same level. Most students complete about one unit each quarter, and over time you'll build both your reading skills and your understanding of the world.

What are "Literature Ladders"?

Literature Ladders are groups of increasingly challenging books that explore the same time period or theme. Each book you read builds on the last. The more you read within a ladder, the deeper your understanding grows, and the more prepared you become for the next rung.

The table below shows examples of literature ladders for four different topics:

Example Literature Ladders

Ancient Greece

Ancient Near East

Holocaust

Totalitarianism

Tier 1



Percy Jackson Graphic Novel



Excerpts from The Golden Children's Bible



Maus (Spiegelman)



Persepolis (Satrapi)

Tier 2



Black Ships Before Troy (Sutcliff)



Gilgamesh the Hero (McCaughrean)

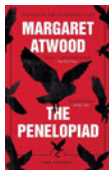


Number the Stars (Lowry) /
Diary of Anne Frank

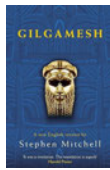


Animal Farm (Orwell)

Tier 3



The Penelopiad (Atwood)



The Epic of Gilgamesh (Mitchell)

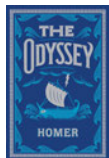


Night (Wiesel)/Man's Search for Meaning (Frankl)



1984 (Orwell)

Tier 4



The Odyssey (Homer)



The Book of Genesis (KJV)



Survival in Auschwitz (Se questo è un uomo) (Levi)



Eichmann in Jerusalem (Arendt)



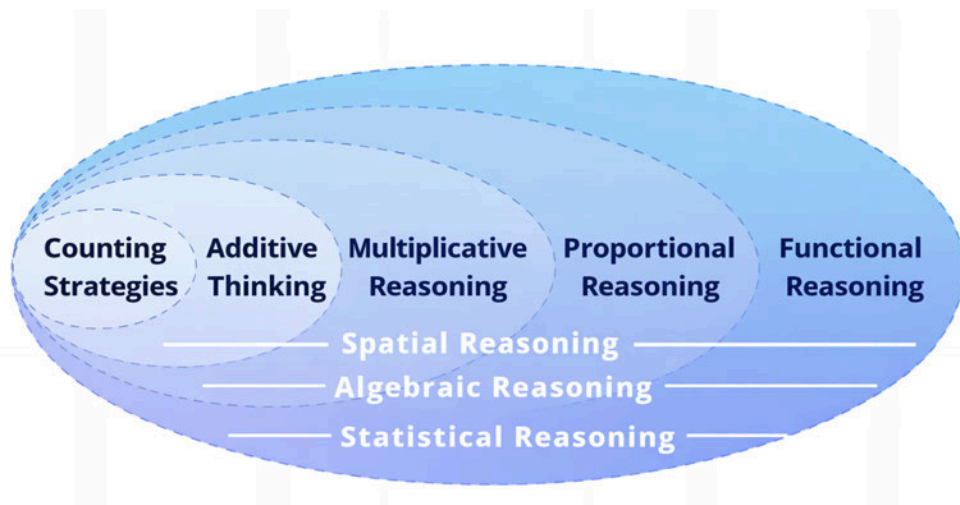
Nexus Numeracy Labs: A Closer Look

Numeracy Lab is a place where you learn how to make sense of the world using numbers, patterns, and relationships. Math isn't just about getting the right answer, it's about understanding how things work and using that understanding to solve problems. The more you understand how quantities relate to each other, the easier it becomes to reason through new situations.

What will we learn?

In each Numeracy Lab unit, you'll explore mathematical ideas, like patterns, proportional relationships, data, or change. You'll have the chance to work through problems together with your classmates, and practice using math in real-world situations. As you go, you'll practice explaining your thinking, choosing strategies, and checking whether your answers make sense.

The Development of Mathematical Reasoning



Source: [Institute of Education Sciences](#)

How is learning time organized?

During Numeracy Lab, time will be spent on three key activities: mini-lessons that introduce new skills or concepts, small group activities, and independent exercises to practice new skills, process new material, and reflect on your learning.

Numeracy Lab Learning Modes



Mini-lesson

Learn a new skill or concept with your teacher.



Small Group Activities

Talk, think, and work through problems or ideas with others.



Exercises

Practice, reflect, and make sense of new material.

How is learning assessed?

In Numeracy Lab, students will show what they've learned through Mastery Checks and small performance tasks. By the end of each unit, you'll apply what you've learned to a new problem you haven't seen before and show how you approach it. Over time you'll build both your problem-solving skills and your ability to think mathematically in a wide range of situations.



Nexus Explorations: A Closer Look

Explorations are where learning comes to life. In Explorations, students engage in meaningful, interdisciplinary projects that connect to the world beyond school.

At Nexus, you'll take part in two types of Explorations: STEM and Humanities. Each one brings together different ways of thinking, but both ask you to create, revise, and share meaningful work.

What are STEM Explorations?

STEM Explorations are where you investigate how the world works and design ways to improve it. You'll explore ideas from science, technology, engineering, and math through real problems and challenges. You might study ecosystems and design a solution to reduce waste, explore forces and build a working prototype, or analyze data to make a recommendation.

Example STEM Explorations



**Is my DNA
my destiny?**



**How can I help solve
a real problem in
our community?**



**How can we cut
waste on our
school campus?**

In each project, you'll have the chance to explore questions you care about, test ideas, build models, analyze results, and improve your designs. Along the way, you'll practice

thinking like a scientist and an engineer: asking questions, investigating patterns, solving problems, and using evidence to guide your decisions.

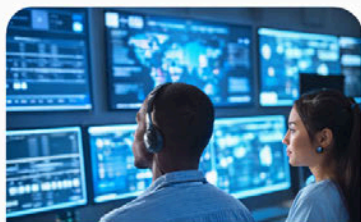
Each project leads to something you create, like a model, experiment, design solution, or proposal. You'll get feedback from your teacher and classmates, revise your work, and improve it before sharing it with others.

Over time, you'll take on more independence, moving from guided projects to designing your own investigations and solutions. By the end, you won't just know scientific and mathematical ideas, you'll know how to use them to solve real problems.

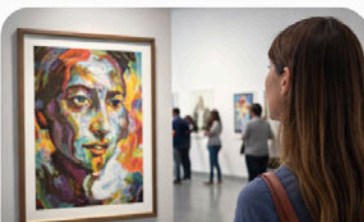
What are Humanities Explorations?

Humanities Explorations are where you study people, societies, and ideas, and explore what it means to be human. You'll bring together history, literature, civics, and the arts to examine big questions about the world. You might explore how power shapes a society, how stories influence what people believe, or how individuals and movements create change.

Example HUM Explorations



In the age of AI,
what's **really true**—
and how do we know?



Can art actually
change how
people think?



How can we make
our **democracy**
work better for all citizens?

In each project, you'll analyze sources, consider different perspectives, and build your own interpretations. You'll learn to ask strong questions, make arguments, and support your ideas with evidence. You'll also think about context, whose voices are included, whose are missing, and why that matters.

Each project leads to something you create, like an essay, podcast, performance, documentary, or proposal. You'll revise your work based on feedback and share it with an audience beyond your classroom.

Over time, you'll take on more ownership of your ideas and your work, moving toward original arguments and projects that reflect your perspective. By the end, you won't just understand the world, you'll be able to interpret it, question it, and contribute to it.

How do Explorations work?

Most students complete one project each quarter. To complete a project, you'll show what you can do through what you create. We use shared competency rubrics to assess your work, focusing on skills like analysis, research, communication, and design.

These competencies stay consistent from middle school through high school, so you can track your growth over time as your work becomes more sophisticated and independent.

Over the years, you'll build a portfolio that shows not just what you know, but what you can do with what you know. Each year, you'll present and defend your work as part of your progress.

Course Offerings

Nexus Course Offerings

Nexus Course Type	Category
Advisory	Elective
Numeracy Lab	Math
Humanities Exploration (1/2)	Social Studies
Humanities Exploration (2/2)	ELA
Literacy Lab	Reading Elective
STEM Exploration (1/2)	Science
STEM Exploration (2/2)	Quantitative Reasoning Elective
Elective	Elective

Example Courses at Nexus

Advisory	25001 (Seminar)
Literacy Lab	6th Grade: 01046G060611F (Reading 6) 7th Grade: 01047G070711F (Reading 7) 8th Grade: 01048G080811F (Reading 8) 9th Grade: 01065G0.5011F (Literature of a Theme 1) 10th Grade: 01065G0.5011F (Literature of a Theme 2) 11th Grade: 01065G0.5011F (Literature of a Theme 3) 12th Grade: 01065G0.5011F (Literature of a Theme 4)
Numeracy Lab:	6th Grade: 02036G060611F (Mathematics 6) 7th Grade: 02037G070711F (Mathematics 7) 8th Grade: 02038G080811F (Mathematics 8) 9th Grade: 02062G1.0011F (Integrated Math 1) 10th Grade: 02063G1.0011F (Integrated Math 2) 11th Grade: 02064G1.0011F (Integrated Math 3) 12th Grade: 02158B0.5011F (Quantitative Reasoning)
Humanities Explorations	6th Grade: Humanities 1 <ul style="list-style-type: none"> ● 01034G060611F (Language Arts 6) ● 04436G060611F (Social Studies 6) 7th Grade: Humanities 2

- 01035G070711F (Language Arts 7)
- 04437G070711F (Social Studies 7)

8th Grade: **Humanities 3**

- 01036G080811F (Language Arts 8)
- 04438G080811F (Social Studies 8)

9th Grade: **Humanities 4: World History and Literature**

- 04052G0.5011F (World History and Geography)
- 01001G0.5014F (English 9)

10th Grade: **Humanities 5: Civilization and Literature**

- 04063G0.5011F (Western Civilization)
- 01002G0.5024F (English 10)

11th Grade: **Humanities 6: American History and Literature**

- 04101G0.5011F (American History)
- 01003G0.5034F (English 11)

12th Grade: **Humanities 7: Language and Democracy**

- 04160G0.5011F (US Government, Civics, and Economics)
- 01004G0.5044F (English 12)

STEM Explorations

6th Grade: **STEM 1: Science and Reality**

- 03236G060611F (Science 6)
- 02001G0.5011F (Mathematical Reasoning 1)

7th Grade: **STEM 2: Science and Reality**

- 03237G070711F (Science 7)
- 02001G0.5011F (Mathematical Reasoning 2)

8th Grade: **STEM 3: Science and Reality**

- 03238G080811F (Science 8)
- 02001G0.5011F (Mathematical Reasoning 3)

9th Grade: **STEM 4: Biology in the Real World**

- 03051G0.5013F (Biology)
- 25053C1.0022 B (Data Science Applications 1)

10th Grade: **STEM 5: Chemistry in the Real World**

- 03101G0.5011F (Chemistry)
- 25053C1.0022 B (Data Science Applications 2)

11th Grade: **STEM 6: Physics in the Real World**

- 03151G0.5011F (Physics)
- 25053C1.0022 B (Data Science Applications 3)

12th Grade: **STEM 7: Computing for Health**

- 10049G0.5011F (Computer Science)
- 08051G0.5011F (Health Education)

Electives

- 05154G0.5011F Visual Arts
- 05139G0.5011F Music
- 08001G0.5011F Physical Education (High School)
- 08001G0.5011F Physical Education (Middle School)

Graduation Requirements

Required Courses	Units	Nexus Course Offerings
American Government	0.5	Humanities 7: Language and Democracy
American History	1	Humanities 6: American History and Literature
Arts, Humanities, JROTC or CTE	1	Electives or Explorations
Computer Education & Technology	0.5	STEM 7: Computing for Health
Economics and Financial Literacy	0.5	Humanities 7: Language and Democracy
English Language Arts	4	Humanities 4-7 and Literacy Labs
Health Education	0.5	STEM 7: Computing for Health
Mathematics (Including Algebra II or higher)	4	Numeracy Labs
Physical Education	2	Electives
Science	3	STEM 4-7
World History or World Geography	1	Humanities 4: World History and Literature
Electives	6	Electives, Explorations, and Advisory

Nexus Grade Conversion Chart

At Nexus, course grades are based on a review of a student’s portfolio. Portfolios showcase students’ strongest work. Portfolios are curated as a “best evidence” collection, meaning the strongest demonstrations of student learning are included, while other assignments serve as formative practice. Grades communicate level of mastery:

- A (90-100%): Meets grade-level expectations on the learning progression
- B (80% - 89%) : Approaching grade-level expectations
- Not Yet: Has not yet demonstrated the expected level

Percent	Grades 6-8	Grades 9-10	Grades 11-12
100%	3.00	4.00	5.00
99%	2.95	3.95	4.95
98%	2.90	3.90	4.90
97%	2.85	3.85	4.85
96%	2.80	3.80	4.80
95%	2.75	3.75	4.75
94%	2.70	3.70	4.70
93%	2.65	3.65	4.65
92%	2.60	3.60	4.60
91%	2.55	3.55	4.55
90%	2.50	3.50	4.50
89%	2.45	3.45	4.45
88%	2.40	3.40	4.40
87%	2.35	3.35	4.35
86%	2.30	3.30	4.30
85%	2.25	3.25	4.25
84%	2.20	3.20	4.20
83%	2.15	3.15	4.15
82%	2.10	3.10	4.10
81%	2.05	3.05	4.05
80%	2.00	3.00	4.00

CREDITING + ADVANCEMENT

Course Grade Example #1: English 1 (World Lit)

9th grade course requirements:

- Complete the required portfolio
- Achieve overall average of 80% or higher

PORTFOLIO OF EVIDENCE	Scale	Score
CONTENT KNOWLEDGE & CONCEPTS	1-100	87.5%
<i>Mastery Check #1</i>		80%
<i>Mastery Check #2</i>		90%
<i>Mastery Check #3</i>		85%
<i>Mastery Check #4</i>		95%
PROJECTS	1-6	82% (3.125)
<i>HUM Exploration Project #1 (ELA)</i>		3.25
<i>Analysis</i>		3.5
<i>Argumentation</i>		3
<i>HUM Exploration Project #2 (ELA)</i>		3
<i>Modeling</i>		3.5
<i>Design & Creation</i>		2.5
INDIVIDUAL TASKS	1-6	85% (3.25)
<i>Extended essay</i>		3.5
<i>Research & Inquiry</i>		4
<i>Communication & Representation</i>		3
<i>Oral presentation</i>		3.25
<i>Analysis</i>		3
<i>Communication & Representation</i>		3.5
<i>In-class essay</i>		3
<i>Critical Evaluation</i>		3
<i>Communication & Representation</i>		3
FINAL GRADE		85%

Crediting Example #1: Integrated Math 1

9th grade course requirements:

- Complete the required portfolio
- Achieve overall average of 80% or higher

PORTFOLIO OF EVIDENCE	Scale	Score
Concepts: Mastery Checks <i>Flexible formats, can use either scale (pass/not yet, or 1-100); 80% as threshold; top performances enter portfolio (assumes top 4)</i>	1-100	86%
Mastery Check #1		80%
Mastery Check #2		85%
Mastery Check #3		90%
Mastery Check #4		90%
PROJECTS	1-6	98% (3.875)
STEM Exploration Project #1 Analysis Modeling		4.0 4.0 4.0
STEM Exploration Project #2 Modeling Design & Creation		3.75 4.0 3.5
INDIVIDUAL TASKS	1-6	85% (3.25)
Mathematical Problem-solving Task		3.5 4 3
Mathematical Modeling Task		3.25 3 3.5
FINAL GRADE		90%

Portfolio Overview

Portfolios by Course (High School)

Overview: Earning Credits in our Portfolio-based Advancement Model

Student performance is evaluated based on their portfolio of work, through which they demonstrate their skills and knowledge at increasing levels of challenge from year to year. Graduation credits are awarded based on the following expectations and guidelines:

- **Mastery Checks:** students must demonstrate **at least 80% proficiency** of grade-level content to count toward course credit.
- **Performance Tasks and Projects:** learning is evaluated using a **developmental rubric**, and students must demonstrate performance at the **expected level for their grade band** to earn credit.
- **Portfolios** represent a student’s **best evidence of learning**, emphasizing demonstrated mastery rather than task completion.
- Final course grades reflect a **holistic review of portfolio evidence**, translated to a percentage using the conversion scale.

Earning Credit: Rubric Levels by Grade Band






Rubric Level →	1	2	3	4	5	6
Grade 11-12	*NYD	NYD	NYD	B	A	A
Grade 9-10	NYD	NYD	B	A	A	A
Grade 6-8	NYD	B	A	A	A	A



*Note: NYD = Not yet demonstrated. The table above shows letter grade conversions by rubric level and grade level. See the full [Grade Conversion Chart](#) for single-point numerical grade conversions.









ENGLISH LANGUAGE ARTS





Four English credits are required for a College and Career Diploma or Advanced Diploma. All courses align to the Nevada Academic Content Standards for English Language Arts (NVACS-ELA), with student proficiency demonstrated through integrated performance in reading, writing, speaking, and listening, grounded in the analysis of complex texts and the production of evidence-based communication.

*LX = learning experience

Course Credit	*LX	Portfolio of Evidence	Academic Standards
Reading Elective Credits			
TITLE Literature of a Theme 1 COURSE CODE 01065G0.50 11F	45 min daily Lit Lab	 4 Lit Lab units <i>Pass four (4) oral exams (one per unit); read and demonstrate comprehension of at least one Tier 3 novel</i>  <i>Complete four (4) Socratic Seminars</i>	Nevada English Language Arts Standards Literature & Informational Text (RL.9-10, RI.9-10) Speaking & Listening (SL.9-10) Language (L.9-10)
TITLE Literature of a Theme 2 COURSE CODE 01065G0.50 11F	45 min daily Lit Lab	 4 Lit Lab units <i>Pass four (4) oral exams (one per unit); read and demonstrate comprehension of at least one Tier 3 novel</i>  <i>Complete four (4) Socratic Seminars</i>	
TITLE Literature of a Theme 3 COURSE CODE 01065G0.50 11F	45 min daily Lit Lab	 4 Lit Lab units <i>Pass four (4) oral exams (one per unit); read and demonstrate comprehension of at least one Tier 4 novel</i>  <i>Complete four (4) Socratic Seminars</i>	Nevada English Language Arts Standards Literature & Informational Text (RL.11-12, RI.11-12) Speaking & Listening (SL.11-12)











<p>TITLE Literature of a Theme 4</p> <p>COURSE CODE 01065G0.50 11F</p>	<p>45 min daily Lit Lab</p>	<p> 4 Lit Lab units <i>Pass four (4) oral exams (one per unit); read and demonstrate comprehension of at least one Tier 4 novel</i></p> <p> <i>Complete four (4) Socratic Seminars</i></p>	<p>Language (L.11-12)</p>
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Course Credit	*LX	Portfolio of Evidence	Academic Standards
ELA Credits			
<p>TITLE ELA 1</p> <p>COURSE CODE 01001G0.501 4F (English 9)</p>	<p>90 min daily HUM Exploration</p>	<p> Mastery Checks (Grade 9) <i>80% or higher</i></p> <p> 2 Humanities Projects <i>Level 3 or higher on rubric for two competencies</i></p> <p> 4 Performance Tasks <i>1 textual analysis piece 1 extended essay (3+ pages) 1 oral presentation 1 in-class essay</i></p>	<p>Nevada English Language Arts Standards</p> <p>Literature & Informational Text (RL.9-10, RI.9-10)</p> <p>Writing (W.9-10)</p> <p>Speaking & Listening (SL.9-10)</p> <p>Language (L.9-10)</p>
<p>TITLE ELA 2</p> <p>COURSE CODE 01001G0.502 4F (English 10)</p>	<p>90 min daily HUM Exploration</p>	<p> Mastery Checks (Grade 10) <i>80% or higher</i></p> <p> 2 Humanities Projects <i>Level 3 or higher on rubric for two competencies</i></p> <p> 4 Performance Tasks <i>1 textual analysis piece 1 extended essay (3+ pages) 1 oral presentation 1 in-class essay</i></p>	<p>Literature & Informational Text (RL.9-10, RI.9-10)</p> <p>Writing (W.9-10)</p> <p>Speaking & Listening (SL.9-10)</p> <p>Language (L.9-10)</p>
<p>TITLE ELA 3</p> <p>COURSE CODE 01001G0.503</p>	<p>90 min daily HUM Exploration</p>	<p> Mastery Checks (Grade 11) <i>80% or higher</i></p> <p> 2 Humanities Projects</p>	<p>Nevada English Language Arts Standards</p>

<p>4F (English 11)</p>		<p><i>Level 3 or higher on rubric for two competencies</i></p> <p> 4 Performance Tasks <i>1 textual analysis piece</i> <i>1 extended essay (3+ pages)</i> <i>1 oral presentation</i> <i>1 in-class essay</i></p>	<p>Literature & Informational Text (RL.11-12, RI.11-12)</p> <p>Writing (W.11-12)</p> <p>Speaking & Listening (SL.11-12)</p> <p>Language (L.11-12)</p>
<p>TITLE ELA 4</p> <p>COURSE CODE 01001G0.504 4F (English 12)</p>	<p>90 min daily HUM Exploration</p>	<p> Mastery Checks (Grade 12) <i>80% or higher</i></p> <p> 2 Humanities Projects <i>Level 3 or higher on rubric for two competencies</i></p> <p> 4 Performance Tasks <i>1 textual analysis piece</i> <i>1 extended essay (3+ pages)</i> <i>1 oral presentation</i> <i>1 in-class essay</i></p>	<p>Language (L.11-12)</p>

SCIENCE



Three science credits are required for a [College and Career Diploma or Advanced Diploma](#), with at least two of the three including a laboratory. All courses align to the Nevada Academic Content Standards for Science (NVACS), with student proficiency demonstrated through performance expectations that integrate Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts.



Course Credit	LX	Portfolio of Evidence	Academic Standards
TITLE Biology COURSE CODE 03051G0.5013F	90 min daily STEM Exploration	 Mastery Checks (Bio) <i>80% or higher</i>  2 STEM Projects <i>Level 3 or higher on rubric for two competencies</i>  1 Lab Report	HS-LS1: From Molecules to Organisms: Structures and Processes HS-LS2: Ecosystems: Interactions, Energy, and Dynamics HS-LS3: Heredity: Inheritance and Variation of Traits HS-LS4: Biological Evolution: Unity and Diversity HS-ETS1: Engineering Design
TITLE Physics COURSE CODE 03151G0.5011F	90 min daily STEM Exploration	 Mastery Checks (Physics) <i>80% or higher</i>  2 STEM Projects <i>Level 4 or higher on rubric for two competencies</i>  1 Lab Report	HS-PS2: Motion and Stability: Forces and Interactions HS-PS3: Energy HS-PS4: Waves and Their Applications in Technologies HS-ETS1: Engineering Design
TITLE Chemistry COURSE CODE 03101G0.5011F	90 min daily STEM Exploration	 Mastery Checks (Chem) <i>80% or higher</i>  2 STEM Projects <i>Level 4 or higher on rubric for two competencies</i>  1 Lab Report	HS-PS1: Matter and Its Interactions HS-PS3: Energy (chemical energy systems) HS-ETS1: Engineering Design
TITLE Computing for Health	90 min daily STEM Exploration	 Mastery Checks (Chem) <i>80% or higher</i>	Computer Science Standards 9-12.AP.A.1, V.1, C.1-2 9-12.AP.M.1-2





COURSE CODE 10049G0.5011F		 2 STEM Projects <i>Level 4 or higher on rubric for two competencies</i>  1 Project Report	9-12.AP.PD.1-5
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MATH

Three mathematics credits are required for a [College and Career Diploma or Advanced Diploma](#). All courses align to the Nevada Academic Content Standards for Mathematics (NVACS-M), with student proficiency demonstrated through conceptual understanding, procedural fluency, and application, including the ability to reason quantitatively, model real-world situations, and construct viable arguments using mathematical evidence.

Course Credit	LX	Portfolio of Evidence	Academic Standards
Mathematics Credits			
TITLE INTEGRATED MATH 1 COURSE CODE 02062G1.0011 F	45 min daily Numeracy Lab	 Mastery Checks <i>80% or higher</i>	Nevada Academic Content Standards for Mathematics (NVACS) Number & Quantity (N-Q) Algebra (A-SSE, A-APR, A-CED, A-REI) Functions (F-IF, F-BF) Geometry (G-CO, G-SRT) Statistics & Probability (S-ID)
TITLE INTEGRATED MATH 2 COURSE CODE 02063G1.0011 F	45 min daily Numeracy Lab	 Mastery Checks <i>80% or higher</i>	Nevada Academic Content Standards for Mathematics (NVACS) Number & Quantity (N-CN) Algebra (A-SSE, A-APR, A-REI) Functions (F-IF, F-BF) Geometry (G-CO, G-CIR, G-SRT)

			Statistics & Probability (S-ID, S-CP)
<p>TITLE INTEGRATED MATH 3</p> <p>COURSE CODE 02064G1.0011 F</p>	45 min daily Numeracy Lab	<p> Mastery Checks 80% or higher</p>	<p>Nevada Academic Content Standards for Mathematics (NVACS)</p> <p>Number & Quantity (N-CN, N-VM) Algebra (A-SSE, A-APR, A-REI) Functions (F-IF, F-BF, F-LE, F-TF) Geometry (G-GPE, G-GMD, G-MG) Statistics & Probability (S-ID, S-IC, S-CP)</p>
<p>TITLE QUANTITATIVE REASONING</p> <p>COURSE CODE 02158B0.5011 F</p>	45 min daily Numeracy Lab	<p> Mastery Checks 80% or higher</p>	<p>Nevada Academic Content Standards for Mathematics (NVACS)</p> <p>Number & Quantity (N-CN, N-VM) Algebra (A-SSE, A-APR, A-REI) Functions (F-IF, F-BF, F-LE, F-TF) Geometry (G-GPE, G-GMD, G-MG) Statistics & Probability (S-ID, S-IC, S-CP)</p>







Course Credit	LX	Portfolio of Evidence	Academic Standards
Mathematics Credits			
<p>TITLE Data Science Applications 1</p> <p>COURSE CODE 25053C1.002 2 B</p>	90 min daily STEM Exploration	<p> 2 STEM Projects <i>Level 3 or higher on rubric for two competencies</i></p> <p> 1 Performance Task <i>Level 3 or higher on rubric</i></p>	<p>Nevada Academic Content Standards for Mathematics (NVACS)</p> <p>Number & Quantity (N-Q) Algebra (A-SSE, A-APR, A-CED, A-REI) Functions (F-IF, F-BF) Geometry (G-CO, G-SRT) Statistics & Probability (S-ID)</p>
<p>TITLE Data Science Applications 2</p>	90 min daily STEM Exploration	<p> 2 STEM Projects <i>Level 3 or higher on rubric for two competencies</i></p> <p> 1 Performance Task</p>	<p>Nevada Academic Content Standards for Mathematics (NVACS)</p> <p>Number & Quantity (N-CN)</p>

<p>COURSE CODE 25053C1.002 2 B</p>		<p><i>Level 3 or higher on rubric</i></p>	<p>Algebra (A-SSE, A-APR, A-REI) Functions (F-IF, F-BF) Geometry (G-CO, G-CIR, G-SRT) Statistics & Probability (S-ID, S-CP)</p>
<p>TITLE Data Science Applications 3 COURSE CODE 25053C1.002 2 B</p>	<p>90 min daily STEM Exploration</p>	<p> 2 STEM Projects <i>Level 4 or higher on rubric for two competencies</i></p> <p> 1 Performance Task <i>Level 4 or higher on rubric</i></p>	<p>Nevada Academic Content Standards for Mathematics (NVACS)</p> <p>Number & Quantity (N-CN, N-VM) Algebra (A-SSE, A-APR, A-REI) Functions (F-IF, F-BF, F-LE, F-TF) Geometry (G-GPE, G-GMD, G-MG) Statistics & Probability (S-ID, S-IC, S-CP)</p>
<p>TITLE Computer Science COURSE CODE B10049G0.5 011F</p>	<p>90 min daily STEM Exploration</p>	<p> 2 STEM Projects <i>Level 4 or higher on rubric for two competencies</i></p> <p> 1 Performance Task <i>Level 4 or higher on rubric</i></p>	<p>Nevada Academic Content Standards for Mathematics (NVACS)</p> <p>Number & Quantity (N-CN, N-VM) Algebra (A-SSE, A-APR, A-REI) Functions (F-IF, F-BF, F-LE, F-TF) Geometry (G-GPE, G-GMD, G-MG) Statistics & Probability (S-ID, S-IC, S-CP)</p>

SOCIAL STUDIES



Three social studies credits are required for a College and Career Diploma or Advanced Diploma. All courses align to the Nevada Academic Content Standards for Social Studies (NVACS-SS), with student proficiency demonstrated through inquiry-based analysis of historical and contemporary issues, including the evaluation of sources,

development of claims, and communication of evidence-based arguments across disciplines such as history, civics, economics, and geography.

Course Credit	LX	Portfolio of Evidence	Academic Standards
<p>TITLE World History/ Geography</p> <p>COURSE CODE 04052G0.50 11F</p>	<p>90 min daily HUM Exploration</p>	<p> 2 Humanities Projects <i>Level 3 or higher on rubric for two competencies</i></p> <p> 2 Performance Tasks <i>1 historical analysis piece</i> <i>1 oral presentation</i></p>	<p>Nevada Academic Content Standards for Social Studies (NVACS-SS)</p> <p>World History & Global Studies (SS.9-12.WH)</p> <p>Geography (SS.9-12.G)</p>
<p>TITLE U.S. History</p> <p>COURSE CODE 04101G0.50 11F</p>	<p>90 min daily HUM Exploration</p>	<p> 2 Humanities Projects <i>Level 3 or higher on rubric for two competencies</i></p> <p> 2 Performance Tasks <i>1 historical analysis piece</i> <i>1 oral presentation</i></p>	
<p>TITLE U.S. Government and Economics</p> <p>COURSE CODE 04160G0.50 11F</p>	<p>90 min daily HUM Exploration</p>	<p> 2 Humanities Projects <i>Level 4 or higher on rubric for two competencies</i></p> <p> 2 Performance Tasks <i>1 historical analysis piece</i> <i>1 oral presentation</i></p>	<p>Nevada Academic Content Standards for Social Studies (NVACS-SS)</p> <p>Civics / U.S. Government (SS.9-12.C)</p> <p>Economics & Financial Literacy (SS.9-12.E)</p>

HEALTH & PHYSICAL EDUCATION

Two (2) Physical Education credits and one-half (.5) Health credit are required for a College and Career Diploma or Advanced Diploma. Courses align to the Nevada Academic Content Standards for Physical Education and Health (NVACS-PE/Health), with student proficiency demonstrated through regular physical activity, improved fitness over time, and demonstration of health education knowledge and skills.

Course Credit	LX	Portfolio of Evidence	Academic Standards
TITLE Physical Education COURSE CODE 08001G0.50 11F	P.E. 1	Evidence of regular physical activity over time Evidence of improvement in fitness	Nevada Academic Content Standards for Physical Education (NVACS-PE) PE.1 Motor Skills & Movement Patterns PE.2 Movement Concepts, Principles, Strategies & Tactics
TITLE Physical Education COURSE CODE 08001G0.50 11F	P.E. 2	Evidence of regular physical activity over time Evidence of improvement in fitness	PE.3 Health-Related Physical Fitness PE.4 Responsible Personal & Social Behavior PE.5 Value of Physical Activity
TITLE Health (.5) COURSE CODE 08051G0.50 11F	Health	 Mastery Checks <i>80% or higher</i>  2 Performance Tasks <i>Examples: Personal Wellness Plan; Decision-Making Scenario Analysis (case-based); Health Habit Tracker + Reflection; Community Health Proposal</i>	Nevada Academic Content Standards for Health Education (NVACS-Health) HE.1 Core Concepts (Health Promotion & Disease Prevention) HE.2 Analyzing Influences HE.3 Accessing Valid Information, Products & Services HE.4 Interpersonal

			Communication HE.5 Decision-Making Skills HE.6 Goal-Setting Skills HE.7 Practicing Health-Enhancing Behaviors HE.8 Advocacy
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Standards Crosswalk

This section illustrates how the Nexus academic competency-based rubrics support academic standards attainment at higher levels of proficiency as students progress through the model.

Each Nexus Competency aligns to Nevada Academic Content Standards, in some cases for multiple subject areas. To demonstrate alignment to academic standards, below we provide several examples of the Nexus competency-based rubrics that have been “crosswalked” with state standards, including:

- Analysis Rubric (ELA)
- Research & Inquiry Rubric (Science)
- Modeling Rubric (Math)
- Modeling Rubric (Science)
- Critical Evaluation (Social Studies)
- Argumentation (Social Studies)

Example 1: Analysis Rubric (ELA)

This rubric for Analysis aligns to the [Nevada Academic Content Standards](#) for English Language Arts (NVACS-ELA), particularly the Reading Literature and Reading Informational Text standards related to identifying key ideas, analyzing craft and structure, and integrating knowledge across sources. The progression reflects increasing sophistication in how students move from surface-level retelling to nuanced, evidence-based interpretation. Each level corresponds to more advanced analytical thinking, including the ability to identify textual evidence, analyze authorial choices, synthesize across sources, and contribute original interpretations situated within broader literary or disciplinary conversations.

1	2	3	4	5	6
<p>I can retell, summarize, or share my thoughts about something, but I'm not yet explaining how it works or what it's made of.</p> <p>I can describe what happened or what I see, but I haven't yet asked how it was created, what it means, or why it matters.</p>	<p>I can start to see that something was created on purpose and has meaning beyond what I first notice.</p> <p>I can point to one detail (like a feature, piece of data, or source) and explain what it shows.</p> <p>I can focus on one thing at a time and explain its most obvious meaning.</p>	<p>I can notice more than one detail or source and connect them to a bigger pattern or idea.</p> <p>I can think about context, how details or data make sense as part of a whole, not just on their own.</p> <p>I can understand that the same evidence can help answer more than one question.</p>	<p>I can look below the surface and find patterns across multiple pieces of evidence.</p> <p>I can explain what the evidence suggests, not just what it says.</p> <p>I can share my ideas as a claim and support them with evidence.</p> <p>I understand what each source or piece of data can and cannot prove.</p> <p>I can tell the difference between what I can see directly and what I am figuring out (inference).</p>	<p>I can make and defend a strong interpretation using evidence.</p> <p>I can consider other possible explanations and explain why I agree or disagree.</p> <p>I can place my ideas in a bigger context (like history, a system, or a field of study).</p> <p>I think carefully about who created a source, what it was meant to show, and for whom.</p> <p>I treat confusing or conflicting evidence as</p>	<p>I can reflect on how I am analyzing, not just what I am analyzing, and recognize that different ways of thinking can lead to different conclusions.</p> <p>I can compare my ideas with how others have explained the same topic.</p> <p>I can develop my own original explanation or interpretation.</p> <p>I can take a clear position and add to a larger conversation about the topic.</p>

				something to explore, not ignore.	
1	2	3	4	5	6
<p>6.RL.3 6.RI.6</p> <p>Students retell or summarize texts and share surface-level reactions, but do not yet explain how a text is constructed or what it means beyond literal content. They are operating below the full performance expectations of these standards, which require students to describe how plot elements unfold or analyze how an author's purpose shapes content and style.</p>	<p>7.RL.2 6.RL.46.RL.5</p> <p>Students can describe what happens or what they observe in a text, but do not yet ask how it was constructed or why choices were made. They are beginning to engage with the surface features of a text but are not yet consistently analyzing theme, word meaning, or structure as required by these standards, which expect students to determine themes, analyze word choice, and examine how parts of a text relate to the whole.</p>	<p>8.RL.3 7.RL.3 8.RL.2 8.RL.1</p> <p>Students begin to recognize intentional craft and can point to specific details or evidence to explain meaning. They can focus on one element at a time and explain its most obvious significance, aligning with standards that require students to cite textual evidence, analyze character development, and determine themes as they emerge through specific details across a text.</p>	<p>9-10.RL.1 9-10.RL.3 9-10.RL.2</p> <p>Students analyze multiple details or sources and connect them to broader patterns, understanding that evidence can serve more than one interpretive purpose. They begin to think contextually and distinguish between what a text says directly and what must be inferred, aligning with standards that require students to cite strong and thorough textual evidence, analyze how complex characters develop, and determine how themes are shaped and refined over the course of a text.</p>	<p>11-12.RL.1 11-12.RL.4 11-12.RI.5 11-12.RI.6</p> <p>Students construct and defend interpretations using evidence, evaluate the limits of individual sources, and consider authorial purpose and intended audience as factors shaping meaning. They treat ambiguous or conflicting evidence as productive, aligning with NVACS expectations that students cite evidence to support the most defensible interpretation, analyze the impact of specific word choices and structure, and evaluate how an author's point of view shapes content and style in complex texts.</p>	<p>11-12.RL.1 (Extended) 11-12.RL.4 (Extended) 11-12.RI.5 (Extended) 11-12.RI.6 (Extended)</p> <p>Students reflect on their own analytical process, compare their interpretations with those of other readers and scholars, and develop original claims situated within a broader disciplinary or literary conversation. They recognize that analytical frameworks themselves shape conclusions, extending beyond NVACS expectations through increased metacognitive sophistication, interpretive independence, and genuine contribution to ongoing critical discourse.</p>

Example 2: Research & Inquiry Rubric (Science)

NV Academic Standards Alignment (Research & Inquiry)

This rubric for *Research & Inquiry* aligns to the Nevada Academic Content Standards for Science (NVACS), specifically the Science and Engineering Practices related to asking questions, planning and carrying out investigations, and obtaining, evaluating, and communicating information. The progression reflects increasing sophistication in how students generate questions, gather and analyze information, and construct evidence-based understanding. Each level corresponds to more advanced applications of inquiry, including question design, methodological rigor, synthesis, and the generation of original insights in increasingly complex and authentic contexts.

1	2	3	4	5	6
<p>I can find information within a given source when told to do so.</p> <p>I use information without yet considering where it comes from.</p>	<p>I can generate my own questions and find information related to them. My questions are sometimes quite broad (e.g., what causes climate change?).</p> <p>I use convenient sources of information rather than those that are most relevant to my question.</p> <p>I report what I find without synthesizing the sources.</p> <p>I follow basic citation practices without plagiarizing.</p>	<p>I can generate appropriately calibrated research questions that can be investigated with the available secondary sources of information.</p> <p>I try to draw from the best sources of information that are most relevant to my question.</p> <p>I notice similarities and differences between sources and attempt to explain them.</p> <p>I cite sources I quote.</p>	<p>I can generate appropriately calibrated research questions that can be investigated through secondary and primary sources of information.</p> <p>I can choose tools and methods to collect information and plan how to use them.</p> <p>I begin to synthesize information across sources to answer the question.</p> <p>I am transparent about my sources and I cite them</p>	<p>I can generate appropriately calibrated research questions that can be investigated through secondary and primary sources of information and original research.</p> <p>I can develop an explicit research methodology for collecting information and making sense of it.</p> <p>I synthesize findings across sources of information to produce an original answer to the question.</p>	<p>I can generate appropriately calibrated research questions that can be investigated through secondary and primary sources of information and original research which would challenge or extend the current conversation.</p> <p>I situate my research in relation to extant understandings.</p> <p>I use field-specific research methodologies and data analysis.</p>

appropriately, even when I do not quote them directly.

I conduct research in accordance with ethical standards, including transparency about methods, findings, and sources.

NV Academic Standards alignment

MS-PS1-1, MS-LS1-2 (precursor stage)

Students can locate information within a provided source but do not yet generate their own questions or evaluate sources. They use information without considering its origin or reliability and are not yet engaging in the practices of asking questions or planning investigations required by these standards.

MS-ETS1-1, MS-ESS3-2

Students generate basic questions and gather information from available sources, but questions may be broad and sources are selected for convenience rather than relevance. Students are beginning to engage in the practice of asking questions and obtaining information but do not yet consistently evaluate or synthesize evidence, as required by these standards.

MS-LS2-3, MS-PS2-2

Students generate investigable questions and use relevant sources to gather information. They begin to compare sources and identify similarities and differences, aligning with standards that require using evidence to describe relationships and construct explanations.

MS-ETS1-3, HS-LS2-2 (bridge to HS)

Students develop structured approaches to gathering information, including selecting appropriate methods and beginning to synthesize findings across sources. This aligns with standards that require planning investigations and integrating multiple sources of evidence to explain phenomena.

HS-ETS1-3, HS-LS2-7

Students design and conduct investigations using appropriate methods, synthesize findings across sources, and produce evidence-based conclusions. They follow accepted scientific practices, including transparency in methods and sources, aligning with high school NVACS expectations for scientific inquiry.

HS-ETS1-3 (extended), HS-ESS3-4

Students generate original research questions that extend or challenge existing understanding, apply field-specific methodologies, and situate their findings within broader scientific discourse. This level extends beyond NVACS expectations through increased independence, methodological rigor, and contribution to knowledge.

Example 3: Modeling Rubric (Math)

NV Academic Standards Alignment (Mathematical Modeling)

This rubric for *Modeling* aligns to the Nevada Academic Content Standards for Mathematics (NVACS-M), particularly the Standards for Mathematical Practice, including MP4 (Model with Mathematics), MP2 (Reason Abstractly and Quantitatively), and MP3 (Construct Viable Arguments). The progression reflects increasing sophistication in how students interpret, use, evaluate, and design mathematical models to represent and solve real-world problems. Each level corresponds to more advanced applications of modeling, including representation, interpretation, refinement, and strategic selection of models in increasingly complex and authentic contexts.

1	2	3	4	5	6
<p>I treat diagrams and graphs as reality, rather than representations of it.</p> <p>I can use various models as directed, without yet describing their purpose, assumptions, or limitations.</p>	<p>I recognize that models are not perfect reflections of reality.</p> <p>I can explain how a given model leaves certain things out (e.g., how a flat map distorts size).</p>	<p>I understand that all models are tools, which are used for certain purposes.</p> <p>I use models to make bounded predictions or explanations.</p> <p>I notice when a model doesn't match reality, and can explain what that suggests about the model's limits.</p>	<p>I can reflect on how a model is useful for some purposes but limited for others.</p> <p>I can create simple models of my own and revise them based on observations.</p> <p>I see models as provisional tools for making sense of the world, and I test and refine my models to improve their accuracy, usefulness, and robustness.</p>	<p>I recognize that a model's limitations do not require abandoning it, and that different models may be appropriate for different purposes.</p> <p>I employ models critically and can develop sophisticated models of my own.</p> <p>I can select or combine models to best address a question.</p>	<p>I use and develop models in collaboration with others interested in similar questions.</p> <p>I choose or design models based on the needs of the specific problem, context, and audience.</p> <p>I situate my models in relation to existing knowledge and contribute to a larger conversation about how phenomena are understood.</p>

NV Academic Standards alignment

MP4 (emerging), MP2 (emerging)

Students interact with representations such as graphs and diagrams as if they are literal depictions of reality, rather than models. They can use models as directed but do not yet interpret them or use them to represent relationships or solve problems, which is required by these standards.

MP4, MP2

Students recognize that models are simplified representations of reality and can describe some of their limitations, but are not yet consistently using models to represent relationships or solve problems, as required by these standards.

MP4, MP2, HSF-IF (interpreting functions), HSS-ID (interpreting data)

Students use models to make bounded predictions or explanations and interpret relationships represented in graphs, equations, or data, aligning with standards that require using mathematical representations to describe and analyze relationships.

MP4, MP2, HSF-BF (building functions), HSG-MG (modeling with geometry)

Students create and revise their own mathematical models based on given situations, aligning with standards that require constructing representations (e.g., equations, graphs, or geometric models) and refining them to better represent relationships.

MP4, MP2, MP3, HSF-LE (modeling with functions), HSS-ID, HSS-IC

Students evaluate multiple models, recognize their assumptions and limitations, and select or combine models to best represent and solve real-world problems, aligning with high school expectations for applying mathematics to analyze systems and support evidence-based reasoning.

MP4 (extended), MP2, MP3

Students design, adapt, and apply mathematical models across contexts, selecting appropriate representations based on purpose, audience, and constraints, and extending beyond NVACS expectations through increased independence, transfer, and strategic use of mathematics in complex, real-world situations.

Example 4: Modeling Rubric (Science)

NV Academic Standards Alignment (Modeling)

The following rubric for *Modeling* aligns to the Nevada Academic Content Standards for Science (NVACS), specifically the Science and Engineering Practice, *Develop and Use Models*. The progression reflects increasing sophistication in how students understand, use, evaluate, and design models across grade bands. Each level corresponds to more advanced applications of modeling, including explanation, prediction, revision, and design in increasingly complex and authentic contexts.

1	2	3	4	5	6
<p>I treat diagrams and graphs as reality, rather than representations of it.</p> <p>I can use various models as directed, without yet describing their purpose, assumptions, or limitations.</p>	<p>I recognize that models are not perfect reflections of reality.</p> <p>I can explain how a given model leaves certain things out (e.g., how a flat map distorts size).</p>	<p>I understand that all models are tools, which are used for certain purposes.</p> <p>I use models to make bounded predictions or explanations.</p> <p>I notice when a model doesn't match reality, and can explain what that suggests about the model's limits.</p>	<p>I can reflect on how a model is useful for some purposes but limited for others.</p> <p>I can create simple models of my own and revise them based on observations.</p> <p>I see models as provisional tools for making sense of the world, and I test and refine my models to improve their accuracy, usefulness, and robustness.</p>	<p>I recognize that a model's limitations do not require abandoning it, and that different models may be appropriate for different purposes.</p> <p>I employ models critically and can develop sophisticated models of my own.</p> <p>I can select or combine models to best address a question.</p>	<p>I use and develop models in collaboration with others interested in similar questions.</p> <p>I choose or design models based on the needs of the specific problem, context, and audience.</p> <p>I situate my models in relation to existing knowledge and contribute to a larger conversation about how phenomena are understood.</p>
NV Academic Standards alignment					
MS-PS1-1, 2 MS-LS1-2 (precursors)	MS-PS1-1 MS-ESS2-2	MS-PS2-2 MS-LS1-2	MS-ETS1-4, HS-ETS1-2	HS-PS2-1, HS-LS4-6, HS-ETS1-2	HS-ETS1-4 (extended)

At this level, students are operating prior to full middle school performance expectations, which require students to develop or use models to describe, explain, or predict phenomena.

Students recognize that models are simplified representations and can explain how a model leaves out or distorts aspects of reality, but are not yet consistently using models to generate explanations or predictions, as required by these standards.

Students use models to make bounded predictions or explanations about phenomena and can identify when a model does not fully match reality, aligning with standards that require using models to describe and explain relationships.

Students develop and revise their own models based on evidence and observations, aligning with standards that require constructing and refining models to improve explanatory power and accuracy.

Students evaluate multiple models, recognize their limitations, and select or combine models to explain phenomena or solve problems, aligning with high school NVACS expectations for using models to analyze systems and support evidence-based reasoning.

Students design, adapt, and apply models across contexts and audiences, situating their work within broader scientific knowledge and contributing original insights, extending beyond NVACS expectations through increased independence, transfer, and disciplinary sophistication.

Example 5: Critical Evaluation Rubric (Social Studies)

NV Academic Standards Alignment (Critical Evaluation)

This rubric for *Critical Evaluation* aligns to the Nevada Academic Content Standards for Social Studies (NVACS-SS), particularly the Disciplinary Skills related to evaluating sources, analyzing evidence, and developing informed conclusions. The progression reflects increasing sophistication in how students assess credibility, identify bias, weigh evidence, and construct understanding from multiple perspectives. Each level corresponds to more advanced applications of disciplinary thinking, including source evaluation, corroboration, interpretation, and participation in evidence-based discourse across fields such as history, civics, economics, and geography.

1	2	3	4	5	6
<p>I use information without yet checking who created it, where it came from, or how credible it is.</p> <p>I don't have a good sense of what makes something more or less credible, so if it looks professional or sounds right to me, I tend to believe it.</p>	<p>I recognize that not all sources are credible and I can identify basic markers of credibility (e.g., publication type, conflict of interest).</p> <p>If information comes from a seemingly credible source, I accept it.</p> <p>I try to find information from credible sources that agrees with me.</p>	<p>I consider more than the basic markers of credibility (e.g., just because the information comes from a .edu website, I do not necessarily accept it).</p> <p>I use factors such as author, purpose, methodology, and context to shape my judgment about specific claims (e.g., I consider the sample size of a survey).</p> <p>I evaluate information and seek to use the best information, not just the most convenient (e.g.,</p>	<p>I recognize that all sources have limits and biases, and take these into account when using information</p> <p>I attempt to verify information from one source by triangulating it with others. When multiple credible sources agree, I tend to accept it as truth.</p> <p>I am willing to revise my current position somewhat in response to information.</p>	<p>I recognize that single sources are internally variable, so I interrogate choices (e.g., claims, assumptions, evidence, reasoning) within a given source.</p> <p>I seek to triangulate information, and recognize that consensus can increase confidence, but the fact that multiple sources agree does not by itself persuade me.</p> <p>My orientation is toward seeking the truth more than supporting my position. I</p>	<p>I consider not only evidence and sources, but also the processes and standards by which knowledge is generated in a given field (e.g., peer review, replication, historiographical debate).</p> <p>I recognize that even well-supported claims are provisional and may be reinterpreted as new evidence or perspectives emerge.</p> <p>My orientation is toward participating in truth-seeking as an</p>

referencing a peer-reviewed article rather than a news article).

recognize when available evidence is insufficient to support a clear conclusion, and I avoid overstating claims.

ongoing, communal process, rather than arriving at final, fixed conclusions.

NV Academic Standards alignment

**SS.6-8.RH.1 (precursor),
Disciplinary Skills
(emerging)**

Students use information without evaluating its source, credibility, or purpose. They tend to accept information at face value and do not yet apply disciplinary criteria for evaluating evidence, which is required by NVACS standards.

SS.6-8.RH.1, SS.6-8.RH.6

Students recognize that sources may differ in credibility and can identify basic markers such as author or source type, but tend to accept information from seemingly credible sources without deeper evaluation, as required by NVACS standards for analyzing perspective and reliability.

**SS.9-12.RH.1,
SS.9-12.RH.6**

Students evaluate sources using factors such as author, purpose, and context, and begin to compare multiple sources. They seek credible evidence and recognize basic bias, aligning with standards that require analyzing perspective and using evidence to support understanding.

SS.9-12.RH.7, SS.9-12.H.2

Students evaluate multiple sources, recognize their limitations and biases, and begin to corroborate evidence across sources. They revise their understanding based on evidence, aligning with standards that require integrating and evaluating diverse sources of information.

**SS.9-12.RH.8,
SS.9-12.H.4, SS.9-12.C.4**

Students critically evaluate claims, evidence, and reasoning within and across sources, recognize uncertainty, and avoid overstating conclusions. They weigh competing interpretations and use evidence to support reasoned conclusions, aligning with NVACS expectations for disciplinary analysis and argument.

**SS.9-12.RH.8 (extended),
Disciplinary Skills
(advanced application)**

Students evaluate not only sources and evidence, but also the processes by which knowledge is constructed within a discipline. They recognize that knowledge is provisional, situate their thinking within broader scholarly conversations, and extend beyond NVACS expectations through independent, critical participation in evidence-based inquiry.

Example 6: Argumentation Rubric (Social Studies)

NV Academic Standards Alignment (Argumentation)

This rubric for *Argumentation* aligns to the Nevada Academic Content Standards for Social Studies (NVACS-SS), particularly the Disciplinary Skills related to developing claims, using evidence, evaluating arguments, and engaging in informed civic discourse. The progression reflects increasing sophistication in how students construct, support, and refine arguments, including the use of evidence, consideration of multiple perspectives, and participation in ongoing disciplinary and civic conversations. Each level corresponds to more advanced applications of argumentation, from basic claims to nuanced, evidence-based contributions grounded in disciplinary standards across history, civics, economics, and geography.

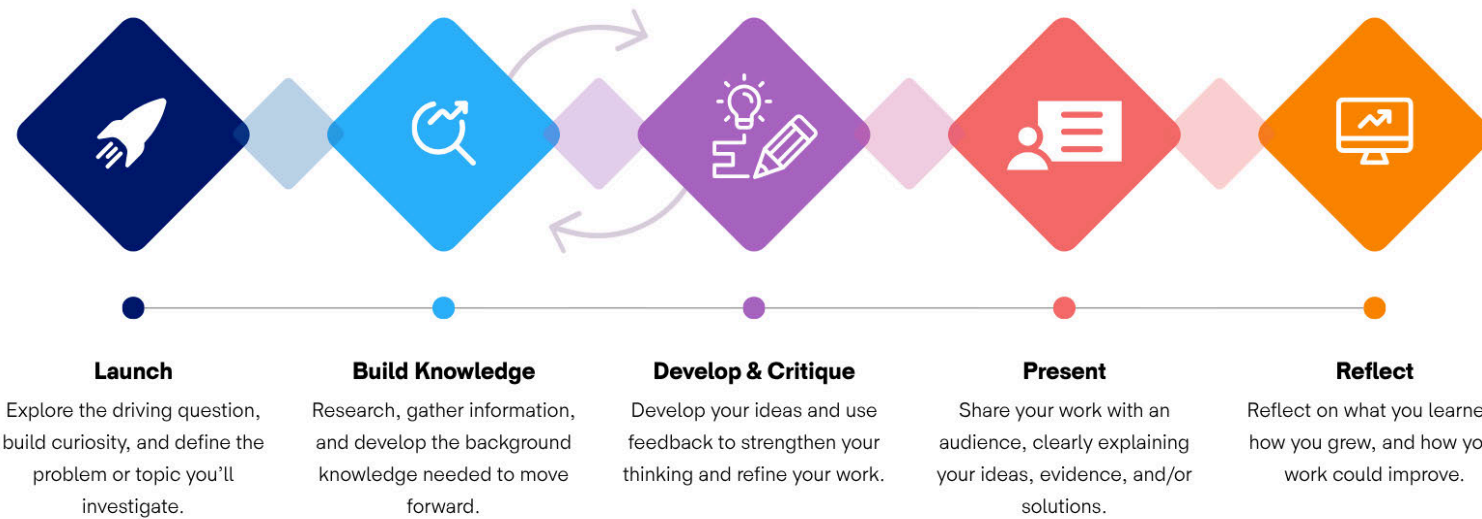
1	2	3	4	5	6
<p>I state what I think or believe without supporting it with reasoning or evidence.</p> <p>I don't yet distinguish between assertion and argument — between saying what I think and making a case for why someone else should think it too.</p> <p>The possibility that a reasonable person might disagree, hasn't yet entered the picture.</p>	<p>I understand that a claim needs support and so I provide evidence and basic reasons.</p> <p>I tend to assume the reader will see why the evidence supports my claim without spelling it out.</p> <p>I choose evidence that supports my position without asking whether it's the strongest available; I just try to get supporting evidence.</p>	<p>I make the logic of my argument explicit — I explain why the evidence supports my claim rather than just presenting it.</p> <p>I select the best evidence to support my claim and I recognize that my claims may benefit from more than one piece of evidence.</p> <p>I understand that people may disagree with me, but I do not really grapple with their ideas (e.g., "Some people say that the death</p>	<p>I am aware of and avoid logical fallacies in my argument.</p> <p>I am aware of the limits of my evidence, and I am careful about what I claim.</p> <p>I do not always recognize or examine the assumptions on which my argument is based.</p> <p>I genuinely concede something to the opposing view — acknowledging what's actually valid in it, not just that it exists, but I</p>	<p>I make logically sound arguments and I surface the assumptions they depend on.</p> <p>I maintain a clear, defensible position while being precise about what it establishes, what it suggests, and what remains genuinely open.</p> <p>I see argumentation as an exercise in genuine truth-seeking, so I engage the strongest version of opposing perspectives and I acknowledge where</p>	<p>I situate my arguments within a larger scholarly, professional, or civic conversation.</p> <p>I understand that argument at this level is a contribution to collective knowledge or deliberation — not just persuasion — made according to the standards of a specific discipline or discourse community.</p> <p>I engage existing positions with precision and intellectual charity, identify</p>

	I don't really consider why reasonable people might disagree with me.	penalty is immoral, but I disagree").	do not always address the strongest possible version of that perspective.	reasonable people can disagree for defensible reasons.	genuine gaps in what's already been argued, and contribute an original claim that advances the inquiry.
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NV Academic Standards alignment

<p>SS.6-8.RH.1 (precursor), Disciplinary Skills (emerging)</p> <p>Students state opinions or beliefs without supporting them with evidence or reasoning and do not yet distinguish between assertion and argument, which is required by NVACS standards.</p>	<p>SS.6-8.RH.1, SS.6-8.RH.8</p> <p>Students provide basic evidence to support a claim but do not consistently explain the connection between evidence and reasoning or consider alternative perspectives, as required by NVACS standards for constructing arguments.</p>	<p>SS.9-12.RH.1, SS.9-12.RH.8</p> <p>Students construct arguments using relevant evidence and explain how that evidence supports their claims. They recognize that multiple perspectives exist but do not yet fully engage with or evaluate opposing views, aligning with standards that require evidence-based reasoning.</p>	<p>SS.9-12.H.4, SS.9-12.RH.8</p> <p>Students develop logically sound arguments, acknowledge and partially address opposing perspectives, and demonstrate awareness of assumptions and limitations in their reasoning, aligning with standards that require evaluating arguments and evidence.</p>	<p>SS.9-12.H.4, SS.9-12.C.4, SS.9-12.RH.8</p> <p>Students construct well-reasoned, evidence-based arguments that engage multiple perspectives, address counterarguments, and clearly distinguish between what evidence establishes and what remains uncertain, aligning with NVACS expectations for disciplinary and civic argumentation.</p>	<p>SS.9-12.C.4 (extended), Disciplinary Skills (advanced application)</p> <p>Students engage in argumentation as a form of knowledge-building, situating their claims within broader scholarly or civic conversations, addressing competing perspectives with precision, and contributing original insights, extending beyond NVACS expectations through independence, transfer, and disciplinary sophistication.</p>
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Nexus Learning Process



Source: Adapted from [PBLWorks](#).

Nexus Competencies

Nexus has eleven core competencies, listed in the table below. Each competency has a rubric that describes how the skills develop at higher levels of sophistication along six performance levels.

INTELLECT	INDEPENDENCE
<p><u>Analysis</u> <i>Deconstructing a subject into parts to explain its nature and function.</i></p>	<p><u>Self-Direction</u> <i>Initiating, sustaining, and regulating one's own learning.</i></p>
<p><u>Argumentation</u> <i>Constructing and defending claims through logical reasoning and evidence.</i></p>	<p><u>Expertise</u> <i>Developing genuine depth of knowledge and practice in at least one domain.</i></p>
<p><u>Research & Inquiry</u> <i>Formulating meaningful questions and methodically gathering data to propose answers.</i></p>	
<p><u>Critical Evaluation</u> <i>Vetting the origin, integrity, and utility of information.</i></p>	INTEGRITY
<p><u>Modeling</u> <i>Creating and refining representations of reality to better understand and respond to the world.</i></p>	<p><u>Wholeness</u> <i>The practice of remaining integrated across belief, expression, and action.</i></p>
<p><u>Communication & Representation</u> <i>Externalizing ideas to bridge the gap between self and audience.</i></p>	<p><u>Reparative Action</u> <i>Taking responsibility for harm done to self, others, or community.</i></p>
<p><u>Design & Creation</u> <i>Developing novel interpretations, products, or solutions.</i></p>	



ANALYSIS

1	2	3	4	5	6
<p>I can retell, summarize, or share my thoughts about something, but I'm not yet explaining how it works or what it's made of.</p> <p>I can describe what happened or what I see, but I haven't yet asked how it was created, what it means, or why it matters.</p>	<p>I can start to see that something was created on purpose and has meaning beyond what I first notice.</p> <p>I can point to one detail (like a feature, piece of data, or source) and explain what it shows.</p> <p>I can focus on one thing at a time and explain its most obvious meaning.</p>	<p>I can notice more than one detail or source and connect them to a bigger pattern or idea.</p> <p>I can think about context, how details or data make sense as part of a whole, not just on their own.</p> <p>I can understand that the same evidence can help answer more than one question.</p>	<p>I can look below the surface and find patterns across multiple pieces of evidence.</p> <p>I can explain what the evidence suggests, not just what it says.</p> <p>I can share my ideas as a claim and support them with evidence.</p> <p>I understand what each source or piece of data can and cannot prove.</p> <p>I can tell the difference between what I can see directly and what I am figuring out (inference).</p>	<p>I can make and defend a strong interpretation using evidence.</p> <p>I can consider other possible explanations and explain why I agree or disagree.</p> <p>I can place my ideas in a bigger context (like history, a system, or a field of study).</p> <p>I think carefully about who created a source, what it was meant to show, and for whom.</p> <p>I treat confusing or conflicting evidence as something to explore, not ignore.</p>	<p>I can reflect on how I am analyzing, not just what I am analyzing, and recognize that different ways of thinking can lead to different conclusions.</p> <p>I can compare my ideas with how others have explained the same topic.</p> <p>I can develop my own original explanation or interpretation.</p> <p>I can take a clear position and add to a larger conversation about the topic.</p>



ARGUMENTATION

1	2	3	4	5	6
<p>I state what I think or believe without supporting it with reasoning or evidence.</p> <p>I don't yet distinguish between assertion and argument — between saying what I think and making a case for why someone else should think it too.</p> <p>The possibility that a reasonable person might disagree, hasn't yet entered the picture.</p>	<p>I understand that a claim needs support and so I provide evidence and basic reasons.</p> <p>I tend to assume the reader will see why the evidence supports my claim without spelling it out.</p> <p>I choose evidence that supports my position without asking whether it's the strongest available; I just try to get supporting evidence.</p> <p>I don't really consider why reasonable people might disagree with me.</p>	<p>I make the logic of my argument explicit — I explain why the evidence supports my claim rather than just presenting it.</p> <p>I select the best evidence to support my claim and I recognize that my claims may benefit from more than one piece of evidence.</p> <p>I understand that people may disagree with me, but I do not really grapple with their ideas (e.g., “Some people say that the death penalty is immoral, but I disagree”).</p>	<p>I am aware of and avoid logical fallacies in my argument.</p> <p>I am aware of the limits of my evidence, and I am careful about what I claim.</p> <p>I do not always recognize or examine the assumptions on which my argument is based.</p> <p>I genuinely concede something to the opposing view — acknowledging what's actually valid in it, not just that it exists, but I do not always address the strongest possible version of that perspective.</p>	<p>I make logically sound arguments and I surface the assumptions they depend on.</p> <p>I maintain a clear, defensible position while being precise about what it establishes, what it suggests, and what remains genuinely open.</p> <p>I see argumentation as an exercise in genuine truth-seeking, so I engage the strongest version of opposing perspectives and I acknowledge where reasonable people can disagree for defensible reasons.</p>	<p>I situate my arguments within a larger scholarly, professional, or civic conversation.</p> <p>I understand that argument at this level is a contribution to collective knowledge or deliberation — not just persuasion — made according to the standards of a specific discipline or discourse community.</p> <p>I engage existing positions with precision and intellectual charity, identify genuine gaps in what's already been argued, and contribute an original claim that advances the inquiry.</p>



RESEARCH & INQUIRY

1	2	3	4	5	6
<p>I can find information within a given source when told to do so.</p> <p>I use information without yet considering where it comes from.</p>	<p>I can generate my own questions and find information related to them. My questions are sometimes quite broad (e.g., what causes climate change?).</p> <p>I use convenient sources of information rather than those that are most relevant to my question.</p> <p>I report what I find without synthesizing the sources.</p> <p>I follow basic citation practices without plagiarizing.</p>	<p>I can generate appropriately calibrated research questions that can be investigated with the available secondary sources of information.</p> <p>I try to draw from the best sources of information that are most relevant to my question.</p> <p>I notice similarities and differences between sources and attempt to explain them.</p> <p>I cite sources I quote.</p>	<p>I can generate appropriately calibrated research questions that can be investigated through secondary and primary sources of information.</p> <p>I can choose tools and methods to collect information and plan how to use them.</p> <p>I begin to synthesize information across sources to answer the question.</p> <p>I am transparent about my sources and I cite them appropriately, even when I do not quote them directly.</p>	<p>I can generate appropriately calibrated research questions that can be investigated through secondary and primary sources of information and original research.</p> <p>I can develop an explicit research methodology for collecting information and making sense of it.</p> <p>I synthesize findings across sources of information to produce an original answer to the question.</p> <p>I conduct research in accordance with ethical standards, including transparency about methods, findings, and sources.</p>	<p>I can generate appropriately calibrated research questions that can be investigated through secondary and primary sources of information and original research which would challenge or extend the current conversation.</p> <p>I situate my research in relation to extant understandings.</p> <p>I use field-specific research methodologies and data analysis.</p>



CRITICAL EVALUATION

1	2	3	4	5	6
<p>I use information without yet checking who created it, where it came from, or how credible it is.</p> <p>I don't have a good sense of what makes something more or less credible, so if it looks professional or sounds right to me, I tend to believe it.</p>	<p>I recognize that not all sources are credible and I can identify basic markers of credibility (e.g., publication type, conflict of interest).</p> <p>If information comes from a seemingly credible source, I accept it.</p> <p>I try to find information from credible sources that agrees with me.</p>	<p>I consider more than the basic markers of credibility (e.g., just because the information comes from a .edu website, I do not necessarily accept it).</p> <p>I use factors such as author, purpose, methodology, and context to shape my judgment about specific claims (e.g., I consider the sample size of a survey).</p> <p>I evaluate information and seek to use the best information, not just the most convenient (e.g., referencing a peer-reviewed article rather than a news article).</p>	<p>I recognize that all sources have limits and biases, and take these into account when using information</p> <p>I attempt to verify information from one source by triangulating it with others. When multiple credible sources agree, I tend to accept it as truth.</p> <p>I am willing to revise my current position somewhat in response to information.</p>	<p>I recognize that single sources are internally variable, so I interrogate choices (e.g., claims, assumptions, evidence, reasoning) within a given source.</p> <p>I seek to triangulate information, and recognize that consensus can increase confidence, but the fact that multiple sources agree does not by itself persuade me.</p> <p>My orientation is toward seeking the truth more than supporting my position. I recognize when available evidence is insufficient to support a clear conclusion, and I avoid overstating claims.</p>	<p>I consider not only evidence and sources, but also the processes and standards by which knowledge is generated in a given field (e.g., peer review, replication, historiographical debate).</p> <p>I recognize that even well-supported claims are provisional and may be reinterpreted as new evidence or perspectives emerge.</p> <p>My orientation is toward participating in truth-seeking as an ongoing, communal process, rather than arriving at final, fixed conclusions.</p>



MODELING

1	2	3	4	5	6
<p>I treat diagrams and graphs as reality, rather than representations of it.</p> <p>I can use various models as directed, without yet describing their purpose, assumptions, or limitations.</p>	<p>I recognize that models are not perfect reflections of reality.</p> <p>I can explain how a given model leaves certain things out (e.g., how a flat map distorts size).</p>	<p>I understand that all models are tools, which are used for certain purposes.</p> <p>I use models to make bounded predictions or explanations.</p> <p>I notice when a model doesn't match reality, and can explain what that suggests about the model's limits.</p>	<p>I can reflect on how a model is useful for some purposes but limited for others.</p> <p>I can create simple models of my own and revise them based on observations.</p> <p>I see models as provisional tools for making sense of the world, and I test and refine my models to improve their accuracy, usefulness, and robustness.</p>	<p>I recognize that a model's limitations do not require abandoning it, and that different models may be appropriate for different purposes.</p> <p>I employ models critically and can develop sophisticated models of my own.</p> <p>I can select or combine models to best address a question.</p>	<p>I use and develop models in collaboration with others interested in similar questions.</p> <p>I choose or design models based on the needs of the specific problem, context, and audience.</p> <p>I situate my models in relation to existing knowledge and contribute to a larger conversation about how phenomena are understood.</p>



COMMUNICATION & REPRESENTATION

1	2	3	4	5	6
<p>I express what I want without considering the audience.</p> <p>I sometimes struggle to understand why the audience does not respond the way I thought they would.</p> <p>I don't really think about the best way to communicate something; I just use whatever is available and familiar.</p>	<p>I recognize that there is a difference between my expression and the audience's understanding.</p> <p>I can make my ideas accessible to a general audience, often by relying on default formulas and conventions.</p> <p>I try to imitate others' examples, but I don't always understand why they made the choices they did, or how well they fit with what I am trying to communicate or represent.</p>	<p>I can identify a target audience and reflect on how to make my ideas most accessible to them.</p> <p>I am beginning to understand why certain forms work better for certain purposes.</p> <p>I can explain some of the choices I make beyond simply following a template.</p> <p>I am beginning to develop my own voice and style.</p>	<p>I can identify multiple target audiences and adapt the same content for different audiences and/or purposes.</p> <p>My choices of medium and expression are purposeful and defensible. I make deliberate choices based on my goals and specific audience.</p> <p>My voice and style are becoming more consistent and defined.</p>	<p>I understand conventions enough to deliberately depart from them at times, and I understand my audience enough to understand the likely effect of these choices.</p> <p>I use my unique style and voice consistently. My work is recognizably mine.</p>	<p>I create work that engages with and responds to existing traditions, ideas, or bodies of work.</p> <p>I can articulate and justify my design and aesthetic choices based on purpose, audience, and impact.</p> <p>I can adapt my approach across contexts, and contribute to how meaning is made in a field.</p>



DESIGN AND CREATION

1	2	3	4	5	6
<p>I can follow directions to reproduce something that already exists.</p> <p>I move directly from prompt to making the design/creation without first brainstorming options, getting feedback, or identifying criteria.</p> <p>I see completion as the primary criterion of success.</p>	<p>I am learning how to design/create something new.</p> <p>I can generate a few possibilities before committing to an idea.</p> <p>I sometimes revise my work when needed, but these revisions are mostly surface-level after the creation/design is mostly complete.</p>	<p>I engage in meaningful ideation, generating a variety of possibilities, and only afterwards do I choose a path forward.</p> <p>I engage in some prototyping, which sometimes leads to substantial changes to the design.</p> <p>I evaluate my work in terms of effectiveness at stated goals.</p>	<p>I engage in genuine divergent thinking, generating a wide variety of possibilities before choosing a path forward.</p> <p>My prototyping process is iterative, involving multiple cycles in which each test reveals something that shapes the next version. My revisions address underlying design problems rather than surface symptoms.</p> <p>I evaluate my work in terms of effectiveness at stated goals and also relevant external standards.</p>	<p>I can toggle between divergent and convergent thinking in deliberate and productive ways.</p> <p>I use criteria, feedback, and my own judgment to iteratively refine my work, driven by a growing ethic of excellence.</p>	<p>I design solutions that engage with and build on existing practices, conventions, and knowledge in a field.</p> <p>I weigh the potential impacts of my designs, including benefits, risks, and tradeoffs for different users and communities.</p> <p>I have a distinct creative identity and record of positive impact.</p>



SELF-DIRECTION

1	2	3	4	5	6
<p>I need external structure and constant prompting to stay on task; without pressure, I tend to drift or disengage.</p> <p>I work mostly in response to deadlines or oversight. I'm often unsure if I'm actually learning or just "doing," and when I get stuck, I wait for someone to tell me what to do next.</p>	<p>I can handle routine tasks independently, but I get stuck and avoidant when things become open-ended or confusing.</p> <p>I can follow a clear checklist, but I struggle to diagnose why a task feels difficult. My help-seeking is reactive; I only reach out when I'm already stuck.</p>	<p>I am building self-direction habits, though I still need accountability to stay consistent over time.</p> <p>I can break work into steps and notice when a strategy isn't working. I'm asking better questions, but my drive is still mostly triggered by obstacles rather than a personal connection to the work.</p>	<p>I manage my own learning with genuine competence, setting goals and adjusting my methods based on my own self-monitoring.</p> <p>I've moved beyond mere compliance to actual investment. I manage my own time, diagnose my own errors, and use teachers as strategic resources to help me reach my specific goals.</p>	<p>I design my own learning experiences and view confusion as a useful tool rather than a sign of failure.</p> <p>I seek out challenges beyond what's required. I'm highly aware of how I think and which environments help me thrive. I see teachers and peers as intellectual partners in my growth.</p>	<p>I take full ownership of my intellectual development, viewing learning as a lifelong practice I am responsible for cultivating.</p> <p>Self-direction is my default disposition. I set my own agenda, reflect rigorously on my own beliefs and limitations, and have the habits to sustain my growth outside of any formal classroom.</p>



EXPERTISE

1	2	3	4	5	6
<p>I haven't yet found a subject that sparks genuine curiosity.</p> <p>I do what is required for my assignments, but I'm primarily motivated by external incentives rather than a personal drive to explore any specific topic in depth.</p>	<p>I've found a topic I genuinely like and I explore it on my own, though my knowledge is still limited.</p> <p>I'm starting to browse, watch, and read about my interest outside of school. I know a lot of "cool things," but I don't yet see the big picture or understand how experts in this field actually think and work.</p>	<p>My knowledge is becoming structured; I'm starting to see how concepts fit together and am connecting with others who share my interest.</p> <p>I'm moving past browsing to more serious study. I can distinguish between reliable and unreliable sources, and I'm starting to join communities (e.g., clubs, forums) that help shape my understanding of what "good work" looks like.</p>	<p>I understand the methods and debates of my field; I've moved from just consuming information to participating in the community.</p> <p>I see my area as a structured domain with its own standards. I'm no longer just replicating what others do; I'm contributing to discussions and producing work that others find interesting and relevant.</p>	<p>My expertise is rich enough to generate original work and insights; I engage with the field as a substantive participant.</p> <p>My relationship to the field is becoming collegial. I can ask questions that advance the conversation, connect my area to other subjects, and defend my ideas with confidence and intellectual honesty.</p>	<p>My expertise is a core part of my identity; I am a junior colleague who contributes original, valued work in the field.</p> <p>I create work that contributes new ideas, perspectives, or solutions that others in the field can use, respond to, or build on.</p> <p>As a practitioner, I understand the "frontier" of what is known and unknown in my field, and I can explore areas of uncertainty or opportunity to guide my inquiry and creation.</p>



WHOLENESS

1	2	3	4	5	6
<p>I act mostly in response to rewards and punishments.</p> <p>I tend to change behavior across different contexts, acting like a different person depending on whether I am with teachers, parents, or peers.</p>	<p>My behavior is driven by the need to fit in with my peers.</p> <p>I usually follow the rules when I get a reward or when my peers do, but when other people start acting up or when there is no reward, I don't.</p>	<p>I am developing a stable sense of my own values and try to act with integrity even when it's difficult.</p> <p>While I am more consistent in low-stakes situations, I still struggle to maintain my principles when faced with intense social pressure or the risk of disapproval.</p>	<p>I act from an internal moral compass that remains steady even under moderate pressure, and I take real responsibility for my actions instead of making excuses.</p> <p>My values are becoming a core part of my identity, and I can clearly articulate the principles that guide my choices.</p>	<p>I maintain a coherent moral identity across all areas of my life, even when staying true to my principles carries a significant personal or social cost.</p> <p>I can navigate complex ethical situations with honesty and courage, refusing to compromise my values just to please others.</p>	<p>My integrity is fully integrated into who I am, allowing me to act consistently from deeply held principles while remaining humble. I view my personal wholeness as inseparable from my responsibility to my community, and I am someone whose words and actions are always aligned.</p>



REPARATIVE ACTION

1	2	3	4	5	6
<p>When I cause harm, my primary goal is to resolve my own discomfort and avoid consequences.</p> <p>My apologies are often transactional or self-protective, aimed at restoring my own status rather than addressing the experience of the person I hurt.</p>	<p>I have learned the appropriate forms of an apology and can offer one when it is expected.</p> <p>However, my efforts at repair remain largely reactive and inconsistent, focusing more on my own feelings than on the actual needs of others.</p>	<p>I am beginning to independently recognize when I have caused harm and initiate repair without being prompted.</p> <p>My focus is shifting toward what the other person needs to heal, though I still find it difficult to sustain the effort required for long-term or complex restoration.</p>	<p>I provide honest, other-directed repairs that do not require external monitoring or self-protective hedging.</p> <p>I follow through on my commitments because I understand that true repair is only complete when what was damaged—including the trust within my community—is actually restored.</p>	<p>I approach repair as a mature, tailored practice that fits the specific nature of the harm caused.</p> <p>I recognize and address patterns in my thoughts or behavior that result in harm, even when unintended.</p> <p>I take responsibility for both direct and indirect damage, understanding that restoring a community's norms requires sustained action and a genuine openness to feedback.</p>	<p>Repair is a core expression of my values and how I inhabit my relationships.</p> <p>I bring wisdom and humility to the process, taking responsibility for harm at every scale and fostering an environment where honest acknowledgment and communal restoration are possible for everyone.</p>



Supplemental Attachment 2

Nexus Course Offerings

Course Type	Category
Advisory	Elective
Numeracy Lab	Math
Humanities Exploration (1/2)	Social Studies
Humanities Exploration (2/2)	ELA
Literacy Lab	Reading Elective
STEM Exploration (1/2)	Science
STEM Exploration (2/2)	Quantitative Reasoning Elective
Elective	Elective

Example Courses

Advisory	25001 (Seminar)
Literacy Lab	6th Grade: 01046G060611F (Reading 6) 7th Grade: 01047G070711F (Reading 7) 8th Grade: 01048G080811F (Reading 8) 9th Grade: 01065G0.5011F (Literature of a Theme 1) 10th Grade: 01065G0.5011F (Literature of a Theme 2) 11th Grade: 01065G0.5011F (Literature of a Theme 3) 12th Grade: 01065G0.5011F (Literature of a Theme 4)
Numeracy Lab:	6th Grade: 02036G060611F (Mathematics 6) 7th Grade: 02037G070711F (Mathematics 7) 8th Grade: 02038G080811F (Mathematics 8) 9th Grade: 02062G1.0011F (Integrated Math 1) 10th Grade: 02063G1.0011F (Integrated Math 2) 11th Grade: 02064G1.0011F (Integrated Math 3) 12th Grade: 02158B0.5011F (Quantitative Reasoning)
Humanities Explorations	6th Grade: Humanities 1 <ul style="list-style-type: none"> ● 01034G060611F (Language Arts 6) ● 04436G060611F (Social Studies 6) 7th Grade: Humanities 2 <ul style="list-style-type: none"> ● 01035G070711F (Language Arts 7) ● 04437G070711F (Social Studies 7) 8th Grade: Humanities 3 <ul style="list-style-type: none"> ● 01036G080811F (Language Arts 8) ● 04438G080811F (Social Studies 8) 9th Grade: Humanities 4: World History and Literature

	<ul style="list-style-type: none"> ● 04052G0.5011F (World History and Geography) ● 01001G0.5014F (English 9) <p>10th Grade: Humanities 5: Civilization and Literature</p> <ul style="list-style-type: none"> ● 04063G0.5011F (Western Civilization) ● 01002G0.5024F (English 10) <p>11th Grade: Humanities 6: American History and Literature</p> <ul style="list-style-type: none"> ● 04101G0.5011F (American History) ● 01003G0.5034F (English 11) <p>12th Grade: Humanities 7: Language and Democracy</p> <ul style="list-style-type: none"> ● 04160G0.5011F (US Government, Civics, and Economics) ● 01004G0.5044F (English 12)
STEM Explorations	<p>6th Grade: STEM 1: Science and Reality</p> <ul style="list-style-type: none"> ● 03236G060611F (Science 6) ● 02001G0.5011F (Mathematical Reasoning 1) <p>7th Grade: STEM 2: Science and Reality</p> <ul style="list-style-type: none"> ● 03237G070711F (Science 7) ● 02001G0.5011F (Mathematical Reasoning 2) <p>8th Grade: STEM 3: Science and Reality</p> <ul style="list-style-type: none"> ● 03238G080811F (Science 8) ● 02001G0.5011F (Mathematical Reasoning 3) <p>9th Grade: STEM 4: Biology in the Real World</p> <ul style="list-style-type: none"> ● 03051G0.5013F (Biology) ● 25053C1.0022 B (Data Science Applications 1) <p>10th Grade: STEM 5: Chemistry in the Real World</p> <ul style="list-style-type: none"> ● 03101G0.5011F (Chemistry) ● 25053C1.0022 B (Data Science Applications 2) <p>11th Grade: STEM 6: Physics in the Real World</p> <ul style="list-style-type: none"> ● 03151G0.5011F (Physics) ● 25053C1.0022 B (Data Science Applications 3) <p>12th Grade: STEM 7: Computing for Health</p> <ul style="list-style-type: none"> ● 10049G0.5011F (Computer Science) ● 08051G0.5011F (Health Education)
Electives	<p>05154G0.5011F Visual Arts</p> <p>05139G0.5011F Music</p> <p>08001G0.5011F Physical Education (High School)</p> <p>08001G0.5011F Physical Education (Middle School)</p>

Graduation Requirements

College and Career Ready Diploma Requirements	Nexus Course Offerings
American Government 0.5	Via Humanities 7: Language and Democracy
American History 1	Humanities 6: American History and Literature

Arts, Humanities, JROTC or CTE 1	Via Electives or Explorations
Computer Education & Technology 0.5	Via STEM 7: Computing for Health
Economics and Financial Literacy 0.5	Via Humanities 7: Language and Democracy
English Language Arts 4	Via Humanities 4-7 and Literacy Labs
Health Education 0.5	Via STEM 7: Computing for Health
Mathematics (Including Algebra II or higher) 4	Via Numeracy Labs
Physical Education 2	Via Electives
Science 3	Via STEM 4-7
World History or World Geography 1	Humanities 4: World History and Literature
Electives 6	Via Electives, Explorations, and Advisory



Supplemental Attachment 3

Nexus Charter School

Technology, AI & Acceptable Use Policies

Grades 6–12 — Effective August 2027 — Draft April 2026

This document contains four integrated policies:

- Section 1: Acceptable Use Policy (AUP)
- Section 2: Artificial Intelligence (AI) Use Policy
- Section 3: Teacher Technology Guidelines
- Section 4: Device Management Policy

These policies reflect Nexus Charter School's commitment to developing students who are intellectually capable, personally independent, and people of integrity. Technology — including AI — is a tool that amplifies human capability. These policies ensure our students and staff develop that capability first.

Section 1: Acceptable Use Policy (AUP)

1.1 Purpose

Nexus Charter School provides students and staff with access to technology, devices, and network resources in support of learning, collaboration, and school operations. This policy governs the responsible use of all school-provided technology and network access. All students, families, and staff are expected to understand and abide by these terms as a condition of use.

1.2 Scope

This policy applies to all school-owned or school-managed devices; the school's network and internet access on or off campus; all school-issued accounts and platforms; and personal devices used to access school systems or during school hours.

1.3 Acceptable Uses

Technology resources may be used for completing coursework, projects, and assignments; communicating with teachers, staff, and peers for academic purposes; conducting research using approved sources and platforms; and participating in school-sanctioned collaborative tools. Staff may use technology for instruction, planning, communication, and administration.

1.4 Unacceptable Uses

The following are prohibited on school devices, accounts, or networks:

- Accessing, sharing, or distributing content that is pornographic, violent, hateful, or otherwise harmful
- Using school resources for personal commercial activity or unauthorized solicitation
- Bypassing, disabling, or circumventing network filters, security systems, or monitoring tools
- Accessing another person's accounts, files, or data without permission
- Installing unauthorized software or applications
- Using school resources to engage in illegal activity
- Sharing login credentials or allowing others to use your account

1.5 Cyberbullying and Online Conduct

Nexus Charter School is a community grounded in mutual respect, and this extends fully to digital spaces. Cyberbullying — any repeated, intentional use of digital communication to harass, humiliate, threaten, or harm another person — is a serious violation of our community values and will be treated with the same gravity as in-person misconduct.

Prohibited conduct includes:

- Sending threatening, demeaning, or harassing messages via any platform

- Sharing or distributing embarrassing, private, or manipulated images of another person without consent
- Impersonating another student or staff member online
- Creating accounts, groups, or content designed to target or exclude a peer
- Encouraging or amplifying bullying behavior by sharing, liking, or participating

Cyberbullying that originates outside of school but *substantially disrupts the school environment* falls within the scope of this policy. Students who experience or witness cyberbullying are encouraged to report it to a trusted adult immediately. Nexus will respond to all reports promptly and with care for all involved.

1.6 Privacy and Monitoring

Students and staff should have no expectation of privacy when using school-owned devices or the school network. Nexus reserves the right to monitor, review, and audit device activity and network usage in accordance with applicable law. Monitoring is conducted for safety and compliance, not surveillance of personal expression.

1.7 Consequences for Violations

Violations may result in loss of device or network access privileges (temporary or permanent); disciplinary action consistent with the Student Code of Conduct; notification of parents or guardians; and referral to law enforcement where required by law.

1.8 Acknowledgment

Students and families will sign an AUP acknowledgment at enrollment. Staff will sign as part of onboarding. Continued use of school technology constitutes ongoing agreement with this policy.

Section 2: Artificial Intelligence (AI) Use Policy

2.1 Our Approach to AI

Nexus Charter School takes a thoughtful, principled approach to artificial intelligence. We neither ban AI nor embrace it uncritically. We treat it as we treat any powerful tool: with **clarity of purpose**, **professional judgment**, and **honest acknowledgment of its limits**. AI tools can support planning, research, and communication. They cannot replace the human judgment, relational knowledge, and ethical discernment that define excellent teaching and authentic learning.

2.2 Student AI Use Policy

The Foundation: Intellect, Independence, and Integrity

Nexus Charter School exists to develop three things in every student: intellectual capability, personal independence, and integrity of character. These are not incidental goals — they are the purpose of the school. Every course, project, and assessment is designed with this development in mind.

Artificial intelligence, used without understanding, directly undermines all three. A student who uses AI to write their essay has not become a better thinker. A student who uses AI to solve a problem they do not understand has not become more capable. A student who submits AI-generated work as their own has not grown in integrity. In each case, the shortcut prevents the very development the school is designed to support.

Nexus's competency-based model means **students are never trapped**. There are no high-stakes single tests, no punitive grading for early failure, no pressure that might seem to justify a shortcut. Students may revise, retry, and demonstrate understanding on their own timeline. This design removes every excuse. Choosing to use AI dishonestly at Nexus is not a response to pressure — it is a choice to cheat yourself out of your own growth.

There is a deeper point worth understanding: **AI amplifies capability. It does not create it.** A student with genuine understanding can use AI as a powerful tool — to extend their thinking, stress-test their reasoning, and communicate more clearly. A student without that foundation cannot use AI well: they cannot evaluate its output, catch its errors, or direct it purposefully. To use AI productively, you first need a place to stand. Nexus is where you build it.

Permitted Student AI Uses

With teacher guidance and transparency, students may use approved AI tools for:

- Brainstorming and generating initial ideas, which the student then develops independently
- Getting feedback on a draft the student has already written
- Researching background context on a topic, with verification of accuracy
- Exploring how AI tools work as part of media literacy or technology coursework
- Accessibility support, where approved by the student's learning plan

Prohibited Student AI Uses

The following are academic dishonesty and subject to disciplinary action:

- Submitting AI-generated text, code, analysis, or creative work as your own
- Using AI to complete any assignment or assessment without explicit teacher authorization
- Using AI to paraphrase or lightly edit work in a way that misrepresents your authorship
- Entering another student's work or personal information into any AI tool

Transparency Expectation

When students use AI tools in any permitted way, they are expected to disclose this to their teacher. Disclosure is not a penalty — it is part of developing the honest, reflective habits of a capable learner and professional.

2.3 Staff AI Use Policy

The Professional Standard

Nexus staff are trusted professionals with clear values, deep knowledge of their students, and a shared sense of what quality work looks like. We do not need AI to tell us what good teaching looks like, whether a student has met a standard, or what a student needs next. Our collective judgment — grounded in relationships, evidence, and shared purpose — is the standard.

AI is a tool that can reduce friction in certain tasks. It is not a substitute for professional knowledge, relational judgment, or ethical responsibility. Staff are expected to use AI thoughtfully, critically, and sparingly — never as a replacement for their own thinking.

Permitted Staff AI Uses

- Drafting and editing communications, newsletters, or policy documents (with review and revision)
- Generating ideas for lesson structures, project prompts, or discussion questions
- Researching pedagogical strategies or content background
- Creating or adapting instructional materials, rubrics, or planning frameworks
- Summarizing research or professional reading
- Administrative drafting tasks such as template letters or meeting agendas

Prohibited Staff AI Uses

- Using AI to generate, summarize, or determine student grades or competency ratings
- Using AI as a substitute for direct observation and professional judgment in student evaluation
- Entering student names, ID numbers, IEP details, family information, or any personally identifiable information (PII) into any AI tool not approved and data-privacy-vetted by the school

- Submitting AI-generated content as original professional work in grant applications, formal reports, or publications without disclosure
- Using AI tools not approved by school leadership for school-related work

On Grading Specifically

Nexus staff will not use AI to grade student work. Assessment at Nexus is a *professional and relational act*. It requires knowing the student, understanding their growth trajectory, and applying shared standards with nuance and care. These are things AI cannot do. Our school's credibility — and our students' trust — depends on the integrity of our assessment. It will not be delegated.

Data Privacy Obligation

Staff must never enter student personally identifiable information (PII) into any AI tool. This includes names, student ID numbers, grades, behavioral records, IEP or 504 information, family details, or any information protected under FERPA or Nevada state law. When in doubt, anonymize or do not use AI for the task. All AI tools used for school purposes must be approved and must have a signed Data Privacy Agreement (DPA) on file.

Staff Training

Prior to the start of the 2027–2028 school year, all Nexus staff will complete professional development on responsible AI use, including identifying appropriate and inappropriate use cases, understanding data privacy obligations, recognizing AI-generated content, and modeling thoughtful AI literacy for students. Training will be updated annually.

Section 3: Teacher Technology Guidelines

3.1 Purpose

These guidelines support teachers in making intentional, effective, and responsible choices about technology in their classrooms. They reflect the professional culture we are building at Nexus: thoughtful, purposeful, and grounded in what students actually need.

3.2 Guiding Principles

- **Technology serves learning, not the reverse.** Before using a digital tool, ask: does this make the learning better, or just different?
- **Screen time at Nexus is purposeful and project-embedded.** Passive or undirected screen use is inconsistent with our PBL model and should be minimized.
- **Students learn to use tools, not to be used by them.** Technology instruction should build student agency, critical thinking, and digital literacy.
- **Professional judgment takes precedence.** No platform, app, or AI tool replaces a teacher's knowledge of their students.

3.3 Classroom Technology Practices

1. Establish clear norms with students at the start of the year for when devices are open, closed, or away. Consistency matters more than strictness.
1. Design tasks that require genuine thinking before students open a device. Devices should extend thinking, not replace its initiation.
1. Monitor device use actively during class. Cart-based devices should be collected and stored at the end of each period.
1. Use only school-approved platforms and tools. Do not introduce new digital tools without Operations Manager review for data privacy compliance.
1. Model responsible, intentional technology use. Students notice how adults use their own devices.

3.4 Screen Time Guidelines

Research on adolescent learning and wellbeing consistently shows that passive, unstructured screen time has limited educational value and may undermine attention, sleep, and social development. At Nexus:

- Screen time must be tied to a specific learning purpose and expressly linked to project or competency goals
- Extended passive screen use — videos unrelated to current work, unstructured browsing — is not an acceptable use of class time
- Teachers should build in regular screen-free periods, even within tech-heavy project phases
- Social media access on school devices is not permitted during school hours

3.5 Student Data and Platform Use

- Use only platforms with an approved Data Privacy Agreement (DPA) on file with the school
- Do not require students to create personal accounts on platforms not approved by the school
- Never share student performance data, behavioral information, or personal details through unapproved channels
- Report any suspected data breach or unauthorized access immediately to the Operations Manager

3.6 Communication Technology

- Use school-issued communication channels for all student and family contact
- Do not communicate with students via personal social media, personal phone numbers, or unapproved apps
- Maintain appropriate professional boundaries in all digital communications

Section 4: Device Management Policy

4.1 Device Model

Nexus Charter School operates a shared device model for grades 6–12. Devices are organized in classroom carts and checked out to students during class as needed. This model supports intentional, purposeful technology use and reduces distraction and inequity risks associated with personal or always-available device models.

4.2 Classroom Device Use

- Devices are stored in numbered, locked carts assigned to each classroom or shared space
- Teachers are responsible for issuing and collecting devices at the start and end of each period
- Each student is assigned a specific device number and uses the same device consistently to simplify accountability
- Devices must be returned to the correct cart slot, plugged in, and closed at the end of each session
- Teachers conduct a brief condition check when collecting devices and report any damage immediately

4.3 Home Device Checkout

Students may check out a school device for home use with written parent or guardian approval. Home checkout is a privilege, not a right, and may be revoked for policy violations or misuse.

Eligibility and Process

1. Parent or guardian completes and signs the Home Device Checkout Agreement
1. Student receives a designated take-home device, logged in the device management system
1. Devices must be returned by the agreed return date or at teacher request
1. Students are responsible for device safety and condition during the checkout period

Responsibilities During Home Checkout

- The checked-out device must be used only by the enrolled student
- The device must be stored safely and protected from damage, loss, or theft
- All AUP and AI Use Policy terms apply during home use
- Students must return the device fully charged and undamaged
- Parents/guardians assume responsibility for damage or loss during home checkout

4.4 Damage, Loss, and Theft

Nexus understands that accidents happen. Our approach prioritizes learning and accountability over punishment.

- Accidental damage should be reported immediately to the teacher or Operations Manager
- Families will be notified of any damage during home checkout; a repair or replacement contribution may be assessed based on the nature and extent of damage
- Intentional damage or misuse is subject to disciplinary action and full replacement cost
- Lost or stolen devices must be reported to the Operations Manager immediately; theft must also be reported to law enforcement

4.5 Device Configuration and Security

- All school devices are managed through a mobile device management (MDM) system
- Content filtering and monitoring software is active on all devices at all times, including during home use
- Students may not alter device settings, install unauthorized applications, or attempt to bypass filtering or monitoring
- Device passwords and accounts are managed by school staff; students may not change login credentials

4.6 Equity and Access

Nexus is committed to ensuring all students have meaningful access to technology for their education. Students without home internet access may request a mobile hotspot for checkout alongside their school device. Families should contact the Operations Manager to discuss home connectivity needs confidentially.

Acknowledgment and Agreement

By signing below, students and families confirm they have read and understood the Nexus Charter School Technology, AI, and Acceptable Use Policies, and agree to abide by all terms as a condition of technology access.

Student Name (print): _____ Grade: _____

Student Signature: _____ Date:

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date:

Staff Signature (onboarding): _____ Date: _____