

STATE OF NEVADA



STATE PUBLIC CHARTER SCHOOL AUTHORITY

Request for Amendment

2024 – 2025

Executive Summary

1. Identification of the school, its location(s), enrollment(s)(most recent ADE quarter), brief history, brief description of its board members and key leadership team members

Leadership Academy of Nevada (LANV) is a free, accredited online public charter school that currently serves Nevada students in grades 6-12. Our office is located at 7495 W Azure Drive, Suite 120, Las Vegas, NV 89130. Our enrollment as of ADE Q1 is 273.49.

LANV opened in August of 2014. In our original charter application, we contracted with an Educational Management Organization (EMO) to provide various services, including curriculum and assistance in hiring teachers (mentors), as well as marketing. Our governing board voted not to renew our EMO contract for the 2019-20 school year. Since 2019, we have been operating as an independent charter school. We hired local teachers (mentors) who are more familiar with Nevada academic standards and who have been developing closer relationships with our students. We developed our own classical, liberal arts education, which was approved by the Nevada Department of Education and we continue to adapt and make changes to our curriculum in order to increase our student achievement. Our live online classes, classical leadership education, comprehensive support system, high academic achievement, and unique student body set us apart from other virtual schools.

The LANV Governing Board is currently made up of the following six members:

- **Jori Martin, Board Chair** - Mrs. Martin joined the LANV board over 5 years ago and currently serves as the Governing Board Chair. She is also a member of the LANV Executive Committee, LANV Governance Committee, and the LANV Finance Committee. Mrs. Martin has been an educator for nearly 25 years. She holds a master's degree in Educational Leadership and currently works as a Vice-Principal at a K-4 public school in northern Nevada. She has been involved with the LANV community since 2014, and four of her children have been students at LANV. She is dedicated to the school's success and works diligently to engage the LANV Governing Board in that same goal.
- **Karl Andersen, Vice-Chair** - Mr. Andersen joined the LANV Board over 4 years ago and currently serves as the Vice-Chair. He is also a member of the LANV Executive Committee and the LANV Finance Committee. After earning his law degree over 20 years ago, Mr. Andersen worked at several prestigious litigation firms before starting his own practice in 2009. His civil litigation practice has included cases in Nevada State Courts, Federal Court, Administrative Boards, and Appeals before the Nevada Supreme Court concentrating in Contracts, Business, Construction, Real Estate, and Family Law. His wide array of experience in business and law is valuable to the LANV Board. He has a child who graduated from LANV.
- **<OPEN>, Treasurer** -
- **Stacey Coons, Secretary** - Mrs. Coons joined the LANV Board about 6 months ago and currently serves as the Secretary. She is also a member

of the LANV Executive Committee and the LANV Governance Committee. Mrs. Coons has a Bachelor of Arts degree in English and has spent over a decade volunteering as a youth instructor at her church for children ages 11-18 years old. She is a homemaker and parent of three neurodivergent children, which has taught her the skills of advocacy and empathy when it comes to special needs and Special Education. She understands diverse learning needs and the importance of inclusive education for all students.

- **Michelle Youshock, Member** - Mrs. Youshock first joined the LANV Board in 2021. She is also a member of the LANV Governance Committee. Mrs. Youshock is an experienced insurance professional with over 17 years of experience in the industry. Her expertise in the insurance field allows her to bring a unique perspective to the board and make informed decisions regarding financial matters and risk management. She has one child who attends LANV.
- **Melinda Carter, Member** - Mrs. Carter joined the LANV Board about 6 months ago. She is also a member of the LANV Governance Committee. Mrs. Carter worked in the medical field in a fast-paced emergency department for 14 years before deciding to stay at home with her children. She has a deep love for education and dedicates her time volunteering in schools and the community. She has two children who attend LANV.
- **Marbara Payne, Member** - Mrs. Payne joined the LANV Board very recently. After attending Brigham Young University, she worked with special education students in public schools in Utah and Nevada. She helped start a private school in Las Vegas and worked there for four years. She is currently retired and is looking forward to serving the school community by participating on the LANV Board.

As you can see from the information about our current board members listed above and on our website, LANV's Governing Board is highly qualified. They possess the necessary skills and qualities to successfully aid the administration in implementing the mission of the school. They are motivated to see the students grow both academically and personally.

The LANV Leadership Team is currently made up of the following six members:

- **Bryon Richardson, Executive Director** - Mr. Richardson was on LANV's Committee to Form and has served as the school's Executive Director since its inception in 2013. He has a Master's in Educational Leadership and Policy Studies and over 25 years of experience working with youth of all backgrounds. He started his career working with incarcerated youth, has worked with students from disadvantaged backgrounds at UNLV and Utah State University, and was principal of a charter school on the Ute Indian Reservation before helping open Leadership Academy of Nevada.
- **JameyLee Sparrow, Director of Special Services** - Mrs. Sparrow joined LANV in the summer of 2023. She has a Master's in Special Education and has previously held positions within special education including resource and co-teaching. She has also been a Special Education Instructional Facilitator (SEIF) within the Clark County School District. Her

experience has led her to become a part-time instructor at University of Nevada Las Vegas for students aspiring to be special educators in conjunction with her position as Director of Special Services at LANV. Currently, she serves as a case manager and facilitator for students with disabilities at LANV. Her job entails writing and holding IEPs, ensuring best practices and compliance for students with disabilities, and special education-related communication for students, parents, and staff.

- **Kasey Eyre, Director of Curriculum & Instruction** - Mrs. Eyre joined LANV in 2016. She has a Bachelor's degree in English and Secondary Education and a Master's in Curriculum & Instruction. She taught English in grades 7-11 for CCSD, was a substitute teacher for CCSD in grades k-5, and had a 2nd grade long-term substitute position for CCSD. Mrs. Eyre taught leadership classes for LANV, and worked as the Curriculum Coordinator and Canvas Administrator before moving into her current position.
- **Kim Green, Director of Student Achievement** - Mrs. Green joined LANV in 2014. She studied English at the University of Utah for her Bachelor's degree, and Education at UNLV for her Master's degree. She subsequently was a CCSD substitute teacher for grades 6-12 and an English teacher for grades 9-12. After a hiatus from education to be an office manager at a distribution company, Mrs. Green joined LANV as a part-time administrative assistant. As the school grew her role changed and grew to her current role as Director of Student Achievement.
- **Melissa Forbes, Operations Manager** - Mrs. Forbes joined LANV in 2017. She has a Bachelor's degree in Business and spent the early part of her career working as a sales & inventory analyst. She has enjoyed learning more about online education as she's worked for LANV over the last 7.5 years. She is committed to continuous improvement and ensuring that the school runs smoothly in order to achieve its mission and vision.
- **Ryan Rasar, IT & Assessments Manager** - Mr. Rasar joined LANV in 2019. He began his teaching career in Texas, earning science and special education teaching licenses in 2009. Mr. Rasar was hired in 2009 as a full-time teacher in Belton ISD where he taught middle school courses in computers and science. After 6 years of teaching in Texas, Ryan took a teaching position at Pinecrest Academy in Henderson, NV and then in 2014 was hired to the position of STEM Coordinator with Nevada Virtual Academy. He has worked for LANV for over 5 years and currently holds a valid teaching license in Texas for grades EC-12 Special Education, 4-8 Science, 4-8 Generalist, and in Nevada for grades 7-9 Science and 7-12 Computer Science.

As you can see from the information about our Leadership Team, we have a well-rounded group with the qualifications and experience necessary to implement the requested change.

2. Statement and overview of the mission and vision

(NO CHANGE) The mission of Leadership Academy of Nevada (LANV) is “to provide highly motivated and self-directed students in Nevada with a classical education so that they can become principled leaders.”

3. Specific statement of the request

LANV is requesting to expand our grade levels to include 4th and 5th grade and our enrollment cap to 350 students.

4. Attach a copy of the document(s), including minutes, confirming approval of the RFA.

See attached

5. A summary explanation of the reasons that the charter school is seeking to make this specific requested change.

LANV is seeking to make this change for two reasons. First, as we have evaluated our data, we see a positive correlation between the years of enrollment and the percentage of students scoring proficient or above on the MS SBAC assessments. For example, 54% of 8th graders who attended LANV for all three years of middle school scored proficient compared to only 29% who attended less than 3 years. ELA and Science SBAC scores also show an increase in students scoring proficient if enrolled in all three years at LANV. Looking at the evidence, we believe that if we get students at LANV earlier, in either 4th or 5th grades, the better chance they will have to score proficient in the 8th grade. Secondly, there are currently no other virtual options available for 4th and 5th grade in the SPCSA portfolio of schools. LANV can provide a quality educational program that will help families looking for a virtual option for those grades.

6. Description of proposed target model and target communities

LANV’s model and target communities will not change. We will continue to serve students throughout the state of Nevada.

7. Statement of outcomes you expect to achieve across the network of campuses

NA

8. Key components of your educational model for the expanded school

LANV will continue to provide our unique live and online educational model to grades 4 and 5.

9. Describe the charter school’s plan to ensure enrollment diversity and equity, commensurate with the neighborhood and zip codes it serves. Include plans to close any proficiency gaps among diverse student groups (ex. race/ethnicity, FRL, EL, IEP) as well as family and community engagement strategies.

LANV is a virtual school currently serving students in grades 6 - 12 throughout the state of Nevada. The majority of our students reside in Clark and Washoe counties, but we also have families in Churchill, Elko, Eureka, Humboldt, Lincoln, Lyon, Nye, and Carson City counties.

We increased our marketing budget during the 23-24 school year in order to reach more diverse families throughout the state with regard to ethnicity and

income. As you can see from the table below, our student body has become more diverse and we are seeing an increase in various populations showing interest in our school. We plan to continue this marketing. We have seen an increase in our SPED population and hired an additional staff with SPED licensing/certification to work with our middle school families. Additionally, we have assigned an ESL-certified staff member to work specifically with our EL students.

The following is a chart of our students disaggregated by special populations. As you can see, depending on the year, our students vary in their proficiency levels and growth. Our Free and Reduced Lunch students consistently underperform compared to the other subgroups. In SY23 our Hispanic students did well, however, in SY24 they underperformed. SY24 was the first year we had enough IEP students to track as a group and they performed poorly.

The administration is currently developing an intervention system that will work in a virtual environment. We have additional challenges that are not found in a brick-and-mortar setting and will need to be creative to meet the needs of all struggling students, specifically our IEP and FRL students.

This was the first year that we had our IEP staff pushing into classes, working with the IEP students either one-on-one or in small groups during their class time. This has allowed our IEP staff to work with the classroom teacher, be there during instruction to understand the directions, and then help the students with their work. Previously we had our IEP staff work periodically throughout the day with our IEP students when they were free. By doing so, we were not using our time wisely, as IEP staff would have to review the lesson and/or watch the recording of the class to see what was expected. We are expecting to see better results with this new way of IEP staff working with classroom teachers.

In addition, we have a designated EL staff member to work with our EL students, who are significantly Hispanic. Similar to the IEP staff, this member is going into the classes of EL students to work with them individually or in small groups to help close their gaps and help them understand their work.

2022 MS Student Performance Data									
			Math			ELA			Science
			Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency
2022	LANV	All	38.2%			62.5%	57%	62.9%	50.0%
		Male	39.7%	44.5%	34.2%	50.0%	60.5%	60.5%	50.0%
		Female	36.7%	46.0%	41.4%	71.3%	52.0%	69.0%	50.0%
		White	45.2%	54.0%	42.2%	69.0%	58.0%	65.9%	46.9%
		Hispanic	23.8%	34.0%	25.0%	54.8%	60.0%	68.4%	
		FRL	18.7%	35.0%	25.0%	42.4%	60.5%	56.2%	
2023 MS Student Performance Data									
			Math			ELA			Science
			Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency
2023	LANV	All	38.2%	51.0%	42.6%	62.2%	57.0%	60.9%	45.6%
		Male	38.7%	50.0%	41.0%	53.1%	54.0%	50.0%	
		Female	38.10%	53.0%	44.1%	70.9%	75.0%	71.4%	
		White	38.5%	53.0%	44.4%	59.4%	44%	64%	59.0%
		Hispanic	40.70%	48.5%	40.9%	62.9%	46%	45.4%	23.0%
		FRL	27.7%	40.0%	31.2%	55.5%	49%	58.8%	33.3%
		IEP	NA	NA	NA	NA	NA	NA	NA
2024 MS Student Performance Data									
			Math			ELA			Science
			Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency
2024	LANV	All	31.0%	69.0%	32.9%	40.5%	50.0%	43.9%	46.1%
		Male	31.2%	69.0%	33.3%	37.7%	55.0%	42.2%	42.3%
		Female	30.9%	68.5%	32.60%	43.6%	48.5%	45.6%	50.0%
		White	35.2%	70.0%	31.1%	38.9%	41%	40%	46.2%
		Hispanic	21.60%	58.0%	31.0%	37.8%	50%	48.2%	26.7%
		FRL	24.2%	73%	30.4%	30.3%	57%	39.1%	46.7%
		IEP	13.3%	69%	30.7%	13.3%	50%	15.3%	NA

Because of our unique model, we have found that it is critical for LANV students to be self-motivated and have a parent/guardian who is involved in their education. We engage with LANV families in a variety of ways. During the 2023-24 school year, the LANV Management team began to hold Required Parent Conferences (RPCs) with parents/guardians and students who are not attending live classes and who are not turning in assignments. We work with the families to develop a Student Success Action Plan for the students and families to be more engaged. This fall, we also made it mandatory for parents/guardians to attend New Student Orientation so that we could train them on their responsibilities as well as to educate them on what is required of their students. In addition to the New Student Orientation, we have included a Parent/Student Enrollment Contract that outlines an agreement between the parents, student, and the school as part of the enrollment process. We have developed and continue to add to our Family Resources Site, which offers helpful videos and tips for parents/guardians to guide their students in online learning. We hold Parent/Mentor Success Huddles each semester (parent/teacher conferences) for both middle and high school, and schedule regular in-person activities that families can attend. We have a website that is updated nearly every school day, and we send out notifications through our school app that is linked to our website so that families can stay up to date on any important announcements/events. We seek input from our families each year in anonymous surveys, asking them how LANV is performing and what we can do to improve. Finally, we have parents/guardians who serve on our Governing Board and our Continuous Improvement Team, ensuring our families' voices are heard.

Indicate “No change” for any below requested response that has not changed from your charter school contract. Indicate “N/A” for any below requested response section that is not applicable to your request.

Meeting the Need – Targeted Plan

1. Identify the community you wish to serve as a result of the expansion or RFA and describe your interest in serving this specific community.

LANV desires to serve families throughout Nevada who are interested in enrolling their 4th or 5th graders in a live, online educational program. We believe there is a need/interest for this.

2. Explain how your expansion model or RFA, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

Currently, there are no virtual options in the SPCSA portfolio for students below 6th grade. By expanding our virtual model to 4th and 5th grades, more students throughout the state of Nevada can have access to quality virtual education. In addition, data shows that the longer students are enrolled at LANV the higher their academic growth. By enrolling students earlier at LANV the more opportunity we have to work with them and help them achieve proficiency by grade 8.

Meeting the Need – Growth Rate and Rationale

1. Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.

The risks associated with this growth plan include the following:

- LANV understands that at the K-5 level in Nevada, virtual schools have been unsuccessful, hence the SPCSA shutting down other virtual options at this level. We believe that with our unique live/online classes with the expectations that students attend classes and study hall/office hours every day, our students will be successful.
- LANV understands that 4th and 5th grade students have different needs than 6-12 students. In our 6-12 grade model, students have live ELA, Social Studies, and History classes twice a week, with math classes 4 day

a week, Fridays being a study/work day. In the 4th and 5th grades, students will have all classes 4 days a week. In addition, Social Studies and ELA classes, and Math and Science classes will be more integrated and will have longer block times so that all respective grade standards can be met. For example, in the 4th and 5th grades, students will have two-hour ELA/Social Studies and Math/Science block Monday through Thursday. In addition, there will be a one-hour office hour where students can meet with their teachers for additional support. We will also be hiring a full-time Student Achievement Specialist and a full-time Special Education Teacher to work with just the 4th and 5th-grade students. In addition, we will be hiring a full-time social worker to work with all our students.

- As a virtual school, there are no capital improvement risks as we will only need to add digital accounts and expand our virtual footprint to accommodate the additional growth.
- Another risk would be that we don't meet our enrollment targets for the 4th and 5th grades, even though the proposed numbers are small. We have enough money in our reserves to meet our expenses until we get the needed number of students.

Meeting the Need – Community Involvement

1. Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the school.

LANV created a Nevada Family Survey to gauge interest in the community. We asked our families, staff, and board members to share the survey with anyone who might be interested in enrolling their 4th/5th grade students at LANV for the 2025-2026 school year.

2. Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through expansion of enrollment and/or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

LANV is utilizing the services of Charter Connect, a marketing and enrollment company dedicated to helping charter schools increase enrollment and maximize their marketing spending. We plan to have them run an online ad campaign to market the new grades. In addition, we will hold information sessions during the open enrollment period for families who are interested and want to know more information on how LANV will operate our online model at those grades.

3. Identify any organizations, agencies, or consultants that are partners in planning and expanding the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If

the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

N/A

Academic Plan – Curriculum and Instructional Design

1. Measuring Progress: Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.

LANV's mission is to provide highly motivated and self-directed students in Nevada with a classical education so that they can become principled leaders. We keep this mission statement in mind as we create school-wide and individual goals. We have a performance management system that captures a diverse array of data points, including academic achievement, student engagement, teacher effectiveness, operational efficiency, and community involvement.

Our systems for measuring Academic Performance Include:

- Utilization of state and national standardized tests to evaluate student performance across grades and subjects.
- Benchmarking against expected outcomes to identify areas needing improvement or exemplary performance.
- Routine implementation of formative assessments (assignments, quizzes, projects, etc.) to track student progress throughout the academic year.
- Summative assessments (final exams, end-of-year projects) to evaluate cumulative knowledge and skill acquisition.
- Use of Admin Analytics in Canvas, Formative reports, STEMscopes reports to collect, analyze, and report classroom and student performance data.

Our systems for measuring Non-Academic Performance and LANV as a whole include:

- Yearly school-wide student and parent/guardian surveys to collect qualitative and quantitative data and feedback on mentor performance, student engagement, school climate, parent satisfaction, etc.
- Canvas and Infinite Campus attendance reports to monitor student attendance and punctuality.
- Discipline Referral system to monitor student behavior and incidents.
- Staff surveys to collect regular feedback from staff on school systems, training effectiveness, implementation of programs, etc.
- Continuous Improvement Process for mentors and staff for reflection and improvement based on feedback, performance data, goals, observations, etc.

- Monthly classroom observations, weekly professional development meetings, and regular staff/supervisor meetings.
2. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?

LANV uses the following management systems, processes and benchmarks to formally assess progress:

- Infinite Campus to track student information, academic performance, attendance, and behavior.
 - Canvas (LMS) for managing coursework, assignments, and assessments, allowing for easy monitoring of student engagement and performance. Canvas reports to pull classroom data, average course grades, individual student grades, etc.
 - Software such as Google Forms, Formative, STEMscopes, and Quizizz are used for formative assessments, enabling quick feedback and data collection.
 - Universal test screeners and standardized assessments (SBAC and ACT) to measure student learning and growth against national benchmarks.
 - Regular meetings with mentors and staff to review student performance data, assessments, attendance, and behaviors to identify trends and areas for improvement.
 - Professional development programs tailored to the identified needs for mentors and staff to enhance instructional effectiveness.
 - Tracking performance data over time to assess long-term trends in student achievement, engagement, and well-being, to allow for adjustment of curriculum, programs, staff training, etc.
 - Yearly evaluation of curriculum and Canvas courses using our Course Evaluation rubric, as well as formal and regular course approval through the Nevada Department of Education.
 - Regular reporting of academic and non-academic performance data to stakeholders, including mentors, parents, and the school board.
 - Regular meetings with staff and board to discuss performance results, share best practices, and collaboratively seek solutions to challenges.
3. Explain how the school addresses underperformance and describe the corrective action plan procedures.

LANV has a comprehensive system to identify and correct underperformance within our school. This system includes careful analysis, planning and collaboration with all staff, students, and parents/guardians. As a school, we have implemented the following practices to identify and address underperformance:

- Regular analysis of assessment data, attendance, and student behavior reports to identify students, grade levels, or classes that are underperforming
- Regular classroom observations
- Regular opportunities for staff, parents and other stakeholders to give feedback including surveys, reviews, discussions, etc.

Based on data and findings, we are able to look for causes of underperformance and, as a team, discuss and implement plans to address the issues. These discussions take place during regular Friday staff meetings, weekly Admin and Management Huddles, regular Friday Middle School and High School huddles, and monthly mentor/supervisor meetings. Once plans are created, we monitor progress and adjust plans as needed. Some of the actions that take place to improve underperformance include Professional Development to address needed training (whole group or individual), 3-level intervention system for students, parent/mentor conferences, curriculum evaluation, etc. This on-going process allows us to continually progress as a school. Through collaboration and frequent meetings and discussions we are constantly looking for ways to help our students and our school improve.

4. College Readiness (HS Only): Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.

N/A

5. Instructional Strategies: Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

As with our current grades, students will participate in daily live instruction through Zoom. The following instructional strategies will be used to promote engagement, understanding, and collaboration in this environment: frequent checks for understanding using polling, Kahoot, Quizizz, Google Forms and other technology; breakout rooms to facilitate small group instruction, grouping

by ability level, mixed-level collaboration, small group discussions; multimedia visual aids including slideshows, videos, and animations to engage learners and illustrate concepts during live instruction. Tools like Nearpod, PearDeck, and Formative will be used to allow students to actively participate in class while the mentor can monitor student work in real time. Through Zoom classes, mentors will be able to build relationships with students and allow students to collaborate and get to know each other which will help build a strong classroom community.

Canvas will continue to be used as our Learning Management System to organize content in clear, weekly modules including objectives, resources, activities, and assessments that are easy for students and parents to access. Assignments and content in Canvas can be modified for differentiation so students can learn at their own pace and in a way that better meets their needs. Modifications may include audio readings, additional instructional videos, asynchronous discussions, video or audio submissions, and additional time or attempts on assessments. Within Canvas, students will be able to communicate with mentors and receive detailed feedback on assignments and assessments through Canvas messages, assignment comments, and rubrics. Mentors will have the capability to create audio or video messages for individual students to encourage improvement and foster a growth mindset. For our 4th and 5th grade students, we will implement the Canvas Elementary theming which will provide students and parents with better workflow, organization, and time-management features.

For differentiated instruction, mentors will use data from Canvas assessments, Formative, STEMscopes, screener tools, and observations to determine students who need additional support in the classroom. Mentors will have time built into their schedules for small-group instruction, as well as time to meet with parents when needed. We will have a 3-level intervention model where struggling students will have the opportunity to receive small group instruction based on specific needs with frequent progress monitoring. Mentors will also have the ability to adjust lessons in Zoom by utilizing breakout rooms, as well as in Canvas as noted above. All students will have access to mentors during Office Hours for additional support and instruction, and mentors will implement regular communication with parents through Canvas messaging and observer accounts where parents can monitor student progress and have access to all course materials.

Mentors and instructional staff will receive regular professional development as currently implemented. Mentors have PD meetings each Friday where they are trained on the following: Classical education pedagogy, online teaching, Universal Design for Learning, EL training, working with Special Needs students, etc. Professional Development is planned according to mentor needs as

determined by classroom observations, mentor feedback, and student performance data analysis. Mentors also have time to participate in professional learning communities and collaborate with one another on instructional practices, Canvas, Zoom, and other online teaching strategies.

All of these instructional practices methods, differentiation instructional strategies, and professional development are currently in place for our 6-12 grade classes.

6. Remediating Academic Underperformance: Describe the school's approach to help remediate students' academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation 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 of the expansion, year 3, year 5, and beyond? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?

LANV has a comprehensive system to identify and address academic underperformance in students and implement a comprehensive system of support. Addressing underperformance is an ongoing process that requires careful analysis, planning, and collaboration with all staff, students, and parents/guardians.

The following practices are currently being implemented in our 6-12 grade students and will also be implemented in the 4th and 5th grades:

- Weekly Middle School and High School Huddles - Mentors and Achievement Specialists meet weekly to identify and discuss struggling students or those underperforming academically. During these meetings, mentors determine where the student is struggling the most and then follow this process:
 - meet with student and parent to discuss student needs
 - create a plan with the student/parent/mentor to meet the needs of the student
 - monitor student progress and continue meeting regularly until the student is showing improvement
- The WIDA screener is given annually to identify EL students. These students work with an EL specialist in small groups outside of the regular classroom. They also receive support in class with push-ins.
- SBAC test results are used to identify struggling students. In math and ELA, underperforming students are invited to small group sessions to work with mentors and Achievement Specialists outside of the regular class. In these sessions, mentors re-teach content and work with students on

assignments. Achievement Specialists meet with students for tutoring and help with homework.

- Academic Coaches (SPED) push into live online classes to work with IEP and struggling students in breakout rooms to re-teach and review content, as well as work with students on classwork/homework..
- Student Support - all students have access to the following supports: mentors have daily Open Door Help Sessions after school; Student Achievement Specialists hold Study Hall Sessions Monday through Thursday at various times; math mentors have additional small group help sessions.
- Parent/Mentor Success Huddles are held two times a year. Mentors identify students who are struggling and invite parents to meet with them during midterm week.
- Curriculum Evaluation and Course Approval - mentors and Director of Curriculum and Instruction review courses yearly and make changes based on classroom data, student and parent survey feedback, as well as state test data. Courses are also evaluated every 5 years by the Nevada Department of Education for approval. This process allows mentors to continually improve and revise courses to best meet the needs of their students.

Parents of students who need remediation will be notified through email and/or parent/mentor conferences. If students do not attend remediation sessions, parents will be called or a meeting set up to discuss the need for remediation and consistent attendance at sessions.

The success of our academic remediation program is measured through regular classroom data, mentor observations, comparison of SBAC scores year over year as well as comparing student Annual Yearly Progress from one year to the next. We currently track this data year over year to look for trends and identify struggling students.

For gifted students, our mentors currently have enrichment opportunities built into regular lessons and class sessions. We have accelerated math courses for Math 6 and Math 7 with students advancing to Algebra 1 in 8th grade. For our 4th and 5th grade classes, our schedule will allow for mentors and aides to meet with students during zoom classes or during open time to work with gifted students on enrichment activities. Assessments, projects, and assignments for 4th and 5th grade have been created to allow for students to work at a variety of levels which includes gifted students.

7. Identifying Needs: Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs,

strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.

LANV currently uses the practices noted above to identify the needs of our students, as well as provide them with a comprehensive system of support. Also, as part of our enrollment process, parents submit IEP and 504 documentation and all students are enrolled in General Education classes. Mentors are trained regularly on working with students with special needs, Universal Design for Learning, and EL-specific training. As a school, the following process will be implemented for the 4th and 5th grade students as well as the existing 6-12 grade students as our Response to Intervention model:

- Universal Screening Tool (iReady or Star) - all students will be given an academic screening test at the beginning of the school year to identify students who are below grade level and need immediate intervention. Students will also be identified through regular classroom data, mentor observation, and recommendation. Students will receive intervention using our 3-level approach:
 - Level 1 (for all students) - Core curriculum taught by mentors that meets the needs of most students. Mentors will plan lessons and instruction using UDL principles and differentiation for students. As they teach, they can monitor for understanding and adjust regular instruction as needed. Mentors will also work with students on remediation as noted in question 6.
 - Level 2 (for students below grade level or not successful in Level 1) - Level 1 intervention continued as well as targeted small-group instruction based on specific needs that have been identified. The intervention will be consistent for a specified amount of time with frequent progress monitoring. This intervention will be a combination of live online instruction as well as computer-based intervention programs (iReady or Star).
 - Level 3 (for students who have not shown progress with Level 2 intervention after a specified amount of time) - Referred to Level 3 for Special Education evaluation after assessment and analysis of Level 1 and Level 2 data. If the Director of Special Services determines the student does not qualify for an evaluation, the student's needs will be re-evaluated and we will continue the process for Level 1 and Level 2 intervention.

Throughout this process, student progress will be monitored and intervention will be adjusted as needed. Mentors, Achievement Specialists, Academic Coaches, our social worker, and parents/guardians will work collaboratively with students to ensure needs are met.

8. Matriculation: Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

At LANV, students are generally promoted to the next grade level at the end of the school year. Students who are promoted have shown continuous progress throughout the school year, and have demonstrated the ability to meet standards in all subject areas. Students may be retained in the same grade level in the following circumstances: unapproved absences of 20 days or more, the student does not demonstrate adequate progress throughout the school year in all subject areas. The Executive Director, mentor, and parent/guardian will meet to discuss the reasons a student may need to be retained. The Executive Director will make the final decision.

Academic Plan – School Calendar and Schedule

1. Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.

LANV's academic calendar for the new grades will be the same as our current calendar. However, the academic schedule for the 4th and 5th grades will be slightly different. Currently, students in grades 6-12 have midterm and semester exams. Our 4th and 5th grade students will not participate in exam weeks. Instead, the midterm week will be used for class instruction as well as Parent/Mentor Conferences, where semester exam week will be a regular instructional week. The 4th and 5th-grade students will benefit from the additional instructional time, as well as allowing the mentors adequate time to cover standards and meet with parents.

2. Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

The current school day begins at 8:00 AM with live online classes running until 2:20 PM. Online classes are 50 minutes with a 10-minute break in between each class and a school-wide lunch period from 11:50 AM-12:20 PM. Office Hours run daily from 2:30-3:30 PM. Students have a regular daily schedule and are expected to attend all classes daily. Our 4th and 5th grade students will follow a similar schedule with their school day beginning at 8:00 AM and ending at 2:20 PM. Students will have the following number of instructional minutes each week:

- Math/STEM Block - 100 minutes per day (live online instruction)

- ELA/Social Studies Block - 100 minutes per day (live online instruction)
- Math/STEM Office Hours - 50 minutes per day (small groups with mentor, independent study, collaborative groups with peers)
- ELA/Social Studies Office Hours - 50 minutes per day (small groups with mentor, independent study, collaborative groups with peers)
- Independent Study - 50 minutes per day (independent reading, one-on-one check-ins with mentors, parent meetings)

Academic Plan – Special Education

1. How will the school adjust the staffing plan to ensure that all eligible students are receiving a broad continuum of instructional options, behavioral supports, and interventions for students with a range of disabilities? What additional staff will be added to appropriately serve a larger student population?

LANV will hire two full-time additional teachers, one full-time Student Achievement Specialist, one full-time Special Education Teacher, and one full-time social worker. By adding those additional staff members, we believe that we will be able to meet the behavioral and academic needs of the additional students.

2. Enrollment: Describe the school’s strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?

LANV already has a significant special education population. As noted in our September 17, 2024 SPCSA Site Evaluation report, “The number of students with an Individual Education Program (IEP) is well above the SPCSA average. The school takes the initiative to provide testing for special education and specialized instruction dependent on student learning needs. Several family members said that they are very appreciative of what the school has done to meet the needs of their children.” We will continue to uphold our positive reputation amongst families who have students with IEPs and inform interested parents about the special services we offer.

3. General Education Collaboration/Access: 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?

All LANV staff working directly with students meet on a weekly basis to discuss and collaborate, ensuring student needs are being met. Mentors (teachers) and Special Education staff meet regularly and collaborate daily to scaffold, modify, or accommodate instruction. Special education staff push into core classes daily

to give live support to students as outlined within their IEPs, ensuring that all students can access a rigorous general academic curriculum.

Financial Plan

1. [Attachment A](#). 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.). There is no page limit for the budget narrative. Include the following:
A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
[See Attachment A - Financial Plan](#)
2. 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.
[See Attachment A - Financial Plan](#)
3. Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
[See Attachment A - Financial Plan](#)
4. Submit a completed financial plan for the proposed school as an [Attachment B](#) (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
5. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

[This is not applicable to our school.](#)

Operations Plan

1. Explain the plan for student recruitment and marketing for the new grade levels that will provide equal access to interested students and families. Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

As mentioned previously, LANV has already created and distributed a Nevada Family Survey to gauge interest in the community. We asked our families, staff, and board members to share the survey with anyone who might be interested in enrolling their 4th/5th grade students at LANV for the 2025-2026 school year. We posted the survey link on our website, on social media, and on flyers that have been posted at local libraries. If/when the Request for Amendment is approved, we have a digital marketing campaign for 4th and 5th-grade students ready to roll out during open enrollment for the 25-26 school year. This campaign will be carried out by Charter Connect, the marketing firm that is already handling our general enrollment digital ad campaign. Because the marketing is online, it will be seen statewide and has the potential to reach all families including academically low-achieving students, students with disabilities, and other youth at risk of academic failure.

2. Please complete the enrollment chart. Please add additional charts if the school operates more than one campus

Grade Level	Number of Students				
	2025-26	2026-27	2027-28	2028-29	2029-30
K	-	-	-	-	-
1	-	-	-	-	-
2	-	-	-	-	-
3	-	-	-	-	-
4	25	25	25	25	25
5	25	25	25	25	25
6	30	40	50	50	50
7	50	50	50	50	50
8	50	50	50	50	50
9	50	50	50	50	50
10	50	50	50	50	50
11	35	40	40	40	40
12	20	30	30	30	30
Total	335	360	370	370	370

3. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year?

LANV is currently operating at 285 students (though our approved SPCSA cap is 300) and has set an enrollment target of 25 students for each of the new grades (4th and 5th) for a total of 50 new students. Our Executive Director, in conjunction with our Registrar and our marketing company, Charter Connect, will be responsible for monitoring progress toward these targets. We plan to serve students up to and including 10% of our new requested maximum enrollment of 350.

A challenge for virtual schools, by nature, is retention rates. LANV has increased our retention rates year-over-year and we believe by adding 4th and 5th grades retention rates will increase even more. The following table shows our retention efforts over the past several years.

Year-to-Year Mobility [Student Retention from Oct. 1 to Oct.1] ¹			
2021 – 2022	2022 – 2023	2023-2024	2024-2025
50.3%	54.4%	59.9%	62.0%

Our target re-enrollment rate moving forward will be 70% schoolwide.

4. Provide narrative or evidence illustrating the staffing model, performance metrics, and the school’s plan for supporting all operational needs of the school.

Being an online school means that we can expand our grade offerings by simply increasing our Zoom licenses and hiring minimal additional staff. Our plan is to hire two full-time additional teachers, one full-time Student Achievement Specialist, and one full-time Special Education Teacher to support the addition of the two grades (4th and 5th).

5. Please detail how this proposed expansion aligns to the current SPCSA Academic and Demographic Needs Assessment.

Because of our unique live online model, LANV can effectively meet the needs of 4th and 5th-grade students across the entire state of Nevada. Our primary marketing efforts are done through digital marketing, where we can focus on certain zip codes. Using the 2024 SPCSA Needs Assessment interactive map we can target zip codes with elementary schools that scored at a 1 or 2 level in SY22. We are especially in a unique position to serve rural students who are currently stuck in their local public schools because there are no other charter school options. As an example, West Wendover Elementary School was rated as a 1-star school and does not have other options to provide to their students.

¹ To calculate student retention, subtract the number of students from year 2 not returning from year 1, and divide this result by the total number of students in year 1. For example, if there were 5 students in year 1, and 1 student did not return in year 2, the retention calculation would be: $(5-1)/5$, or 80%.

LANV will market using that zip code to provide another educational option for students who don't have any other options.

As LANV students consistently perform above the state average, we are confident we can achieve success with the additional grades and students from all corners of Nevada.



Leadership Academy of Nevada

Charter Amendment - Budget Narrative

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.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

Leadership Academy of Nevada currently has 285 students enrolled in grades 6 - 12. We anticipate enrolling 25 students in 4th grade and 25 students in 5th grade for an increase of 50 students. The pupil funding is \$9,414 which would provide an additional revenue of \$470,700.

Revenue Assumptions

Per-Pupil Revenue:

The budget is developed using a per-pupil funding allocation of \$9,414. With an increase of 50 students, the total revenue generated by the additional students will be:

50 students X \$9,414 per student = \$470,700.

This represents a substantial increase in the school's overall funding and forms the basis for planning additional expenditures such as staffing and program expansion.

Staffing and Compensation

To meet the needs of the additional 50 students, we will hire five new staff members at an average compensation package of \$67,769, which includes PERS and insurance benefits. Total salary costs for the new hires will be:

5 staff X \$67,769 (average compensation) = \$338,845.

The additional staff hired would be two (2) new teachers (one 4th and one 5th-grade teacher), one (1) Student Achievement Specialist to work with both 4th and 5th-grade students, one (1)



Academic Coach to work with the 4th and 5th-grade special education students, and one (1) school social worker that will work with all of our students.

Total Revenue and Expense Alignment

Net Contribution from New Enrollment:

The revenue from 50 additional students (\$470,700) will be allocated to cover the compensation costs for the five new staff members (\$338,845), leaving a net balance of:

$$\$470,700 - \$338,845 = \$131,855$$

This remaining balance can be directed toward classroom materials, additional technology needs, or other school priorities to support the increased enrollment.

Key Risks and Mitigation

1. Cost Inflation:

Potential increases in salaries, benefits, or operational costs could outpace revenue growth. The school will manage this risk by maintaining a contingency reserve equivalent to 5% of the total budget.

2. Lower Enrollment

Should we not be able to meet our enrollment goal of 25 students per grade, we will not hire the proposed number of staff. We could ensure the needs of our students are met without hiring an additional Student Achievement Specialist and hiring only a part-time Social Worker.

Conclusion

This budget narrative outlines a fiscally responsible approach to managing increased enrollment and associated expenses while leveraging per-pupil funding. The hiring plan aligns with revenue growth, ensuring both operational stability and capacity for student success.



PUBLIC NOTICE

Note: This public notice and agenda has been submitted to the State Public Charter School Authority (SPCSA). It has also been posted on or before 9 a.m. on the third working day before the meeting at www.lanv.org/governance (the Leadership Academy of Nevada (LANV) website), the LANV office, RISE Education Resource Center, and the following libraries: Summerlin, Centennial Hills, Laughlin, Moapa Valley, Bunkerville, Paseo Verde, Gibson, Green Valley, Clark County, Downtown Reno, Duncan/Traner, Gerlach, Incline Village, North Valleys, Northwest Reno, Senior Center, Sierra View, South Valleys, Spanish Springs, Sparks, and Verdi (Washoe County).

BOARD MEETING AGENDA

November 21, 2024

6:45 p.m.

Physical Location:

Leadership Academy of Nevada
7495 West Azure Drive, Suite 120
Las Vegas, NV 89130

Internet Location:

To join from a PC, Mac, iPad, iPhone or Android device:

- Please click this URL to start or join.
- <https://us06web.zoom.us/j/835682239?pwd=OEpiSzE4NjkxLytDaXRrYlQ4ai9hUT09>

Conference Call:

To join from a dial-in phone line:

- Dial: 1 (408) 638-0968 or 1 (646) 876-9923 and enter meeting ID: 835 682 239

Supporting Documents:

If you would like a copy of any supporting documents for this agenda, please contact Lacy Peterson at lacy.peterson@lanv.org.

Accommodations to Support Physically Handicapped Persons:

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend the meeting. Please call the LANV office in advance at (702) 350-1472 so that arrangements for attendance may be made.

Note: Members of the Governing Board should participate via the Internet. Members of the public are invited to participate through Internet, physical location, or conference call.

REGULAR BOARD MEETING

Thursday, November 21, 2024

6:45 p.m.

~ Agenda ~

The public is hereby notified that the Leadership Academy of Nevada Governing Board reserves the right to take agenda items out of posted order; with the exception of public hearings, items may be pulled or removed from the agenda at any time, and items may be combined for consideration. A time for public comment is usually provided at the beginning and at the conclusion of the meeting, and, on occasion, may also be allowed after specific agenda items. TIME LIMIT: A time limit of three (3) minutes or less will be imposed by the Governing Board Chair on public testimony in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available to the Governing Board. The Governing Board Chair reserves the right to call on individuals from the audience or to allow for testimony at any time.

Mission Statement

*To provide highly motivated and self-directed students with a classical education
so they can become principled leaders.*

BOARD MEMBER TRAINING

Discussion (*Melinda Carter, Member*) **(Information, Discussion)**

OPENING

Call to Order; Roll Call; Review of Agenda (*Jori Martin, Chair*)

1. Approval of minutes from the October 10, 2024 Board Meeting (*Lacy Peterson, EBRA*)
(Information, Discussion, For Possible Action)
2. Public Comment (*Public comment pursuant to this item should be limited to the agenda, unless otherwise stated by the Chair.*) **(Information, Discussion)**

COMMITTEE UPDATES

3. Committee Restructure Approval (*Jori Martin, Chair*) **(Information, Discussion, For Possible Action)**
4. Board Recruiting Discussion (*Jori Martin, Chair*) **(Information, Discussion, For Possible Action)**
5. Potential Board Member Interview - Tiffany Alston-Kelly (*Jori Martin, Chair*)
(Information, Discussion, For Possible Action)

ADMIN UPDATES

6. Financial Update (*Red Apple Financial*) **(Information, Discussion, For Possible Action)**
7. Director's Update (*Bryon Richardson, Executive Director*) **(Information, Discussion, For Possible Action)**

RECURRING BUSINESS

8. Audit Review (*Bryon Richardson, Executive Director*) **(Information, Discussion, For Possible Action)**
9. Special Education Policy and Procedural Manual (*JameyLee Sparrow, Director of Special Services*) **(Information, Discussion, For Possible Action)**
10. Section 504 Policy Approval (*Kim Green, Director of Special Services*) **(Information, Discussion, For Possible Action)**

NEW BUSINESS

11. Course Approval Request (*Belinda Beck, Student Achievement Specialist*) **(Information, Discussion, For Possible Action)**
12. Amendment Application Approval for 4th and 5th Grade (*Bryon Richardson, Executive Director*) **(Information, Discussion, For Possible Action)**

CLOSING

13. Upcoming Calendar Events (*Jori Martin, Chair*) **(Information, Discussion, For Possible Action)**
 - Governance Committee Meeting: Thursday, January 9, 2025 @ 7pm PST
 - Board Meeting: Thursday, January 16, 2024 @ 6:45 pm PST
 - Discussion Leader - Jori Martin - Board Evaluation Review
14. Board Member Comment (*Jori Martin, Chair*) **(Information, Discussion)**
15. Public Comment (*Public comment pursuant to this item may be on any topic, principally those related to Leadership Academy of Nevada.*) **(Information, Discussion)**
16. Adjournment **(Action)**



DRAFT MINUTES OF THE REGULAR BOARD MEETING
November 21, 2024

Leadership Academy of Nevada
 7495 West Azure Drive, Suite 120
 Las Vegas, NV 89130

**The meeting was held on site, via the Internet, and via conference call.
 A recording of the online meeting will be provided upon request.**

BOARD MEMBERS PRESENT:

<u>On Site:</u>	<u>Via the Internet</u>	<u>Via Conference Call</u>
None	Jori Martin, Chair Karl Andersen, Vice-Chair Stacey Coons, Secretary Michelle Youshock, Member Melinda Carter, Member Marbara Payne, Member	

BOARD MEMBERS ABSENT:

None

OTHERS IN ATTENDANCE:

<u>On Site:</u>	<u>Via the Internet</u>	<u>Via Conference Call</u>
	Bryon Richardson, Executive Director Kim Green, Director of Student Success Melissa Forbes, Operations Manager Kasey Eyre, Director of Curriculum & Instruction JameyLee Sparrow, Director of Special Services Lacy Peterson, EBR Assistant Red Apple Financial Tiffany Alston-Kelly, Potential Board Member Belinda Beck, Student Success Specialist	None

BOARD MEMBER TRAINING

Discussion (*Melinda Carter, Member*)

- Member Carter led a discussion from Chapter 4 in School Board Charter University by Dr. Brian L. Carpenter

Chair Martin called the meeting to order at 7:05 pm with attendance reflected as above. The agenda was taken out of order.

OPENING

Call to Order; Roll Call; Review of Agenda (*Jori Martin, Chair*)

1. Approval of minutes from the Approval of minutes from the October 10, 2024 Board Meeting (*Lacy Peterson, EBRA*) **(Information, Discussion, For Possible Action)**
 - Lacy Peterson presented the minutes for a vote.

Motion: Vice-Chair Andersen

Second: Member Carter

Vote: Unanimous

2. Public Comment (*Public comment pursuant to this item should be limited to the agenda, unless otherwise stated by the Chair.*)
 - There was no public comment.

COMMITTEE UPDATES

3. Committee Restructure Approval (*Jori Martin, Chair*) **(Information, Discussion, For Possible Action)**
 - Due to the departure of Joonho Um, the role of Treasurer and Finance Committee Chair was vacant.
 - Vice-Chair Andersen agreed to step into those roles for the remainder of the year.
 - Motion to approve Karl Andersen as the Board Treasurer and Finance Committee Chair.

Motion: Member Youshock

Second: Secretary Coons

Vote: Unanimous

5. Potential Board Member Interview - Tiffany Alston-Kelly (*Jori Martin, Chair*) **(Information, Discussion, For Possible Action)**

- The board interviewed Tiffany Alston-Kelly as a potential board member.
- Motion to approve Tiffany Alston-Kelly to a member of the LANV Board Member.

Motion: Member Payne

Second: Member Youshock

Vote: Unanimous

4. Board Recruiting Discussion (*Jori Martin, Chair*) (**Information, Discussion, For Possible Action**)
 - Jori discussed the needs of the board according to the NRS statutes that are required.
 - Currently we are in need of 1 person who has or had a teaching license in good standing. As Jori terms out at the end of the year, we will need another person to hold that position.
 - Jori put out a call to everyone to reach out to any connections to people that have/had a teaching license.
 - Put a follow up to the January Board Meeting on places to recruit from

ADMIN UPDATES

6. Financial Update (*Red Apple Financial*) (**Information, Discussion, For Possible Action**)
 - Matt Lovell from Red Apple Financial presented the October Report card
 - This included Cash on Hand
 - Current CD with Wells Fargo
 - Jori asked about investing \$250,000 in three other banks to diversify the money and collecting the interest.
 - The Executive Director cannot open the account, only the Board officers (members) can open the accounts. The Board will need to initiate the opening of the account.
 - Jori would like to have the other accounts set up by the March 2025 Finance Committee Meeting
 - Matt suggested the idea of opening a sweep account in lieu of a CD. How would the interest compare?
 - Member Youshock wanted to make sure we evaluate the accessibility of the money.
 - Michelle will commit to doing research on CD's and Bryon can call Wells Fargo about the sweep account.
 - Renew the current Wells Fargo CD for another 6 months
 - Jori wanted to make sure that the banking situation is addressed and that the banking system is not tied to some personal accounts. We will bring

this agenda item to the January Board meeting.

7. Director's Update (*Bryon Richardson, Executive Director*) (**Information, Discussion, For Possible Action**)

- No report was given at this time, as he wanted to revamp how the report was being presented to the board.
- Bryon did give an update on the passing of Math Aide Kjerstin West.

RECURRING BUSINESS

8. Audit Review (*Bryon Richardson, Executive Director*) (**Information, Discussion, For Possible Action**)

- Matt Lovell presented the 2023-24 Financial Audit
- The audit was conducted by Velez Hardy, CPA
- The audit does include the pension liability, which is what the school would be on the hook for should the need to pay out PERS in the future years
- The current liabilities make up salaries for the staff.
- Matt just suggested that it is good practice to put away money at the end of the year 3-5%, versus giving the raises and or bonuses each year. This will show a bigger margin, instead of slimmer margin.

9. Special Education Policy and Procedural Manual (*JameyLee Sparrow, Director of Special Services*) (**Information, Discussion, Possible Action**)

- JameyLee gave an update on the requirement that SPCSA asked to be in the SPED policy and procedure manual.
- Motion to approve changes stated by the requirement of the SPCSA .

Motion: Member Carter

Second: Secretary Coons

Vote: Unanimous

10. Section 504 Policy Approval (*Kim Green, Director of Special Services*) (**Information, Discussion, For Possible Action**)

- Removed Director of Student Success and was replaced by 504 Coordinator.
- Changed verbiage of forms so they could be used online instead of in paper form
- Motion to approve the changes stated by Kim Green.

Motion: Member Payne

Second: Treasurer Andersen

Vote: Unanimous

NEW BUSINESS

11. Course Approval Request (*Belinda Beck, Student Achievement Specialist*) (**Information, Discussion, For Possible Action**)

- Belinda Beck presented the Dual Enrollment courses that needed to be approved for the upcoming semester.
- Motion to approve the course selections.

Motion: Secretary Coons

Second: Member Carter

Vote: Unanimous

12. Amendment Application Approval for 4th and 5th Grade (*Bryon Richardson, Executive Director*) (**Information, Discussion, For Possible Action**)

- Executive Director Richardson presented the charter amendment for the addition of 4th and 5th grade to LANV.
- Motion to approve Amendment Application for 4th and 5th Grade .

Motion: Treasurer Andersen

Second: Secretary Coons

Vote: Unanimous

CLOSING

13. Upcoming Calendar Events (*Jori Martin, Chair*) (**Information, Discussion, For Possible Action**)

- Governance Committee Meeting: Thursday, January 9, 2025 @ 7pm PST
- Board Meeting: Thursday, January 16, 2024 @ 6:45 pm PST
 - Discussion Leader - Jori Martin - Board Evaluation Review

14. Board Member Comment (*Jori Martin, Chair*) (**Information, Discussion**)

- There were no comments.

15. Public Comment (*Public comment pursuant to this item may be on any topic, principally those related to Leadership Academy of Nevada.*) (**Information, Discussion**)

- There was no public comment.

16. Adjournment (**Action**)

- Motion to adjourn the meeting.

Motion: Member Payne

Second: Secretary Coons

Vote: Unanimous

Meeting adjourned at 9:09 pm

Minutes approved on: _____

Signed by: _____

Lacy Peterson

Executive Board Relations Assistant