



Nevada State Public Charter School Authority

Request for Amendment to Charter Contract Application and Guidance

For charter schools seeking to make changes for which a Request for Amendment is required, contact SPCSA staff regarding the amendment application and other required documentation.

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Amendment Process Overview and Timeline

ACTIVITY	RESPONSIBLE PARTY	TIME FRAME
Notice of Intent to submit Request for Amendment	Charter School	Spring Cycle: Due No Later than March 1 Fall Cycle: Due No Later than September 1
Request for Amendment (RFA)	Charter School	Spring Cycle: Due Between April 1 – 15 Fall Cycle: Due Between October 1 – 15
Tentative Board Meetings for Possible Action	SPCSA Staff and Authority Board	Spring Cycle: June Fall Cycle: December or January

* For charter schools submitting outside of the amendment cycle, the charter school will be required to submit a Good Cause Exemption Request that is approved by the charter school’s board, along with the amendment application. Amendments may be submitted anytime throughout the school year if the Authority Board grants the good cause exemption request.

Introduction

Eligibility

To be eligible for consideration of a contract amendment, a school must submit a complete and accurate Request for Amendment following the requirements, directions, and deadlines stated herein. For SPCSA staff to recommend the approval of a Request for Amendment, the school should be in good standing in all three domains of the Authority's academic¹, financial, and organizational performance frameworks, and it must not be considered a low-performing school or otherwise ineligible according to any definition set forth in law or regulation.

For charter schools seeking to expand (i.e., adding a new campus, increasing grade levels, or raising their enrollment cap), strong applications typically include multiple years of meeting or exceeding state standards as defined by the Nevada Department of Education (NDE). Please note that charter school expansion requests must be submitted at least nine months before the proposed implementation date.

Ineligible schools may include, but are not limited to, schools that operate an elementary, middle, or high school with a 1- or 2- star Nevada School Performance Framework (NSPF) rating and/or receive a Does Not Meet Standard or Below Standard rating on the SPCSA Academic Performance Framework; schools that operate an elementary, middle, or high school program that is a priority or focus school; schools that operate high schools with graduation rates below 60%; schools with compliance issues, including participation warnings or penalties on the NSPF; and schools with financial or organizational framework deficiencies. A school that does not have at least one independent financial audit and one year of academic performance data is ineligible to apply for an expansion amendment.²

Types of Amendment

Requests for contract amendments that must be approved by the SPCSA board generally fall into one of the following categories, as outlined in [NRS 388A](#) and [NAC 388A](#).

- Enrollment adjustment:
 - Expand enrollment in existing grade levels
 - Expand enrollment in new grade levels
 - Reduce enrollment in existing grade levels
 - Eliminate a grade level or other educational service
- Add/adjust educational program components:
 - Distance education
 - Dual credit
- Management Organizations:
 - Entering into a new contract
 - Terminating the current contract
- Facilities:
 - Acquire/construct a new facility
 - Occupy a new or additional facility

¹ A charter school that is rated in the lowest 5% of public schools, receives a 1- or 2-star rating, or has a graduation rate of less than 67% is eligible to apply for certain amendments identified in [NRS 388A.367](#).

² Except if the Authority approved the school as an EMO replication of a high performing charter school in another state, or the operator applied as a CMO applicant and has replicated a high performing charter school model from another state.

- o Occupy a temporary facility
- o Consolidate existing locations
- o Closure of a campus within a charter network
- Other:
 - o Change the mission statement, vision, or goals
 - o Change the name of the school
 - o Change conditions in the original or most recent contract
 - o Transportation

If a charter school’s governing body seeks to amend its contract in a manner not explicitly listed above, it must submit a written request to the sponsor for a determination of whether the proposed change constitutes a material or nonmaterial amendment.

Requirements When Submitting a Request for Amendment

Notice of Intent

Any school interested in an amendment to its current charter contract must submit a Notice of Intent as part of the Fall or Spring Cycle. If the amendment is submitted outside of those cycles, it must include a Good Cause Exemption Request.

Application Submission Requirements

- Amendment requests must be developed using the templates provided.
- Completeness Check: Amendment requests will be vetted for completeness, including the submission of required attachments and confirmation of eligibility for the request.

Evaluation Process

Evaluators

Requests for charter contract amendments are evaluated by SPCSA staff.

Evaluation Areas

Evaluators will only recommend approval of a requested amendment if the school:

- Meets the eligibility requirements listed above.
- Meets the requirements of the completeness check.
- Provides a plan to implement the proposed changes to the school that is both comprehensive and feasible.
- Clearly demonstrates the financial feasibility of the proposed amendment.
- Presents a sufficiently detailed timeline for the implementation of the proposed changes.

Application for Amendment

Application Coversheet

Name of Charter School	Western Youth Leadership, Engagement, and Empowerment School	
Application Contact Information		
Full Name	Mike Taack	
Role at School	CEO / Head of School	
Phone	702-323-4524	
Email	mike@wylees.org	
Amendment Sought <i>(select all that apply)</i>		
Enrollment adjustment		
o Expand enrollment in existing grade levels		<input type="checkbox"/>
o Expand enrollment in new grade levels		<input type="checkbox"/>
o Reduce enrollment in existing grade levels		<input checked="" type="checkbox"/>
o Eliminate a grade level or other educational service		<input type="checkbox"/>
Add/adjust educational program components		
o Distance education		<input type="checkbox"/>
o Dual credit		<input type="checkbox"/>
Management Organizations		
o Entering into a new contract		<input type="checkbox"/>
o Terminating the current contract		<input type="checkbox"/>
Facilities		
o Acquire/construct a new facility		<input type="checkbox"/>
o Occupy a new or additional facility		<input type="checkbox"/>
o Occupy a temporary facility		<input type="checkbox"/>
o Consolidate existing locations		<input type="checkbox"/>
o Closure of a campus within a charter network		<input type="checkbox"/>
Other		
o Change the mission statement, vision, or goals		<input type="checkbox"/>
o Change the name of the school		<input type="checkbox"/>
o Change conditions in the original or most recent contract		<input type="checkbox"/>
o Transportation		<input type="checkbox"/>
Acknowledgement		

<input type="checkbox"/>	The board of the charter school has approved this request. Attach the agenda and minutes from the applicable board meeting.
Authorization	
School Leader Name	Mike Taack
Signature	
Board Chair Name	Kim Izumo
Signature	

Executive Summary

This section must be completed by all applicants, regardless of the type of amendment requested. All attachments in this section are required.

Eligibility

1. Statement of Eligibility. Please include the past three years of academic (by campus, if applicable), financial, and organizational ratings, which demonstrate eligibility.
OR
2. If the school does NOT meet the eligibility criteria, please provide a detailed explanation justifying the request and include any supporting evidence that demonstrates the school's readiness or compelling need for the proposed amendment.

The Western Youth Leadership, Engagement, and Empowerment School (or WYLEES) is a first-year charter seeking to amend its enrollment caps in order to adjust to current and projected near-term enrollment. As a new school, WYLEES does not have three years of academic, financial, and organizational ratings. That being said, WYLEES is currently in good standing with the Authority, and has been recognized by the Authority's staff for our commitment to high-quality compliance submissions, which we take as a key indicator to consider in evaluating whether WYLEES should be approved for an amendment. Additionally, though the proposed amendment seeks to reduce the enrollment cap in SY 25-26 and slightly reduce the enrollment cap in SY 26-27, WYLEES has been operating in alignment with the proposed enrollment outlined in this amendment and has maintained a healthy financial status and outlook as a result. We anticipate very little impact to operations, staffing, etc. as a result of these adjustments and, on the contrary, believe that the reduced enrollment has benefitted our campus culture in its founding year.

Amendment Synopsis

1. Statement of Need. Clearly explain the circumstances prompting this amendment request. Include relevant data, facts, or events that support the need for the proposed change.

WYLEES experienced a lower-than-expected initial enrollment at the beginning of SY 25-26, despite strong interest and a relatively high conversion rate of applications to enrollments. On the 2025 Validation Day, WYLEES' enrollment was 203 students, roughly 75% of the 272 students proposed in our initial application. The fact that the enrollment fell outside of 10% of WYLEES' proposed first year enrollment necessitated the currently proposed amendment. The proposed amendment takes into account current enrollment projections for the remainder of SY 25-26 and makes a slight adjustment to projections

for SY 26-27, while keeping our proposed enrollment caps for the remainder of the charter contract term unchanged.

2. Statement of Request. List and describe each specific amendment the school is seeking and outline how the proposed changes modify the current charter contract.

For SY 25-26, WYLEES proposes the following changes:

- Reduce the sixth grade enrollment cap from 112 to 110,
- Reduce the seventh grade enrollment cap from 90 to 45,
- Reduce the eighth grade enrollment cap from 70 to 35, and
- Reduce the total enrollment cap from 272 to 190.

For SY 26-27, WYLEES proposes the following changes:

- **Increase** the sixth grade enrollment cap from 127 to 150,
- Reduce the seventh grade enrollment cap from 112 to 110,
- Reduce the eighth grade enrollment cap from 90 to 50, and
- Reduce the total enrollment cap from 329 to 310.

3. Rationale. Explain how the proposed amendment(s) directly address the identified needs or issues described in the Statement of Need. Support your explanation with evidence or anticipated benefits to students, staff, or the school community.

The proposed amendments reflect current and projected enrollment for SY 25-26 and expected demand for seats in SY 26-27. The SY 25-26 cap reductions responsibly reduce the number of enrolled students, while still maintaining sufficient enrollment to sustain current staffing and ensuring that WYLEES students and staff are able to form a solid school culture that reflects the design and priorities of our model. The smaller class sizes empower our community to build more positive and productive relationships, and allow us to capitalize on early gains in relationship building with our students and families; additionally, we expect that smaller class sizes overall will contribute to improved academic growth and achievement on end-of-year summatives such as SBAC, and will aid our Emerging Bilingual students to be more successful on WIDA as well. The minor changes in SY 26-27 ensure that our focus remains on recruiting primarily sixth grade students, retaining our founding class of sixth grade students, and filling only a limited number of seventh and eighth grade seats, as needed, so that we can continue to build upon the bedrock of school culture that we are forming in the current year.

4. Timeline. Provide a detailed timeline for planning and implementing the proposed changes. You may include the timeline as a written narrative or attach a separate document (e.g., project plan, milestone chart, or Gantt chart).

We have already implemented these shifts in terms of the current year's enrollment (SY 25-26). We have already set recruitment and retention goals aligned to the projected return rate and enrollment needs for SY 26-27.

School Community

1. Stakeholder Notice. Identify the stakeholder groups (i.e., students, families, staff, partner organizations, etc.) impacted by the proposed amendment(s).

Currently, the only stakeholders we believe to be affected by these changes are current students and staff. We have regular communication with staff about class sizes and school culture, and staff have responded very positively overall to the improvements in relationships with students and academic efficacy that have followed reduced enrollment numbers.

2. Summarize the history of communications with these stakeholders regarding the proposed amendment(s).

Staff and the school Board are aligned with the proposed shifts, as we have emphasized keeping class sizes at their current levels and focusing on ensuring there is room for additional founding sixth graders in the current year, if needed. Students anecdotally report that they are happy with their class sizes.

3. Stakeholder Impact. Explain how each stakeholder group is expected to be affected by the proposed amendment(s).

WYLEES does not expect a material impact to students, families, staff, or any other stakeholder group as a result of the proposed amendment. Instead, the amendment seeks to codify our current experience and bring it into alignment with the charter contract.

Financial Impact

If the proposed amendment(s) will not impact the school's financials, please state "No anticipated financial impact" and proceed to the next section.

1. Describe the anticipated financial impact of the proposed amendment(s).
 - a. What are the anticipated costs associated with the proposed amendment(s)?

There is no anticipated cost associated with the proposed amendment, however, there is a loss of revenue (\$89,214) from state per-pupil funding.

- b. What is the school's plan to fund these costs (e.g., grant funding, budget reallocation, increased revenue)?

The reduction in funding has already been largely anticipated and included in WYLEES' amended SY 25-26 budget and operationalized through our reduced staffing and supply expenditures. WYLEES is also seeking additional federal CSP funds for the implementation period of our new-school start up, and we anticipate that we will be awarded these funds. WYLEES has also successfully obtained a number of external grants from a variety of sources (Opportunity 180's Year 0 Grant, New Schools Venture Fund's Innovative Public Schools Grant, Charter School Growth Fund's Seed Grant [and reinvestment]), which have helped to bolster strategic reserves. WYLEES Board and CEO continue to seek grant and

philanthropic opportunities to address any short-term impacts, though the organization remains fiscally stable despite the proposed changes and absent any additional funds.

- c. How will the proposed amendment(s) impact the school’s current and projected budget projections?

When developing the FY26 budget and multi-year projections, the school used conservative enrollment assumptions that accounted for slower-than-anticipated growth. This approach ensured the school could remain fiscally stable under multiple enrollment scenarios and pivot as needed.

The proposed enrollment cap amendment reflects a gradual, planned increase in enrollment across grades 6 through 8, growing from a total of 190 students in FY26 to a maximum of 501 students by FY31. This growth is intentionally phased to align with staffing, facilities, and instructional capacity, avoiding sudden cost spikes and allowing expenses to scale proportionally with revenue.

As a result, the proposed amendment has a minimal impact on current and projected budget projections. Increased enrollment generates additional per-pupil revenue that offsets incremental costs related to staffing, instructional materials, and student services. The school’s financial model maintains competitive salaries, supports programmatic needs, and preserves a contingency reserve of at least 10 percent across all projected fiscal years.

Importantly, the budget remains viable even if enrollment falls below the amended cap, demonstrating that the amendment enhances flexibility and long-term sustainability rather than creating financial dependency on maximum enrollment.

- 2. Attach the school’s board-approved budget for the current school year, including a cash flow statement.
- 3. Attach the school’s projected budget for the school years in which the proposed amendment(s) will be implemented.

Enrollment

Complete only the current enrollment table if the proposed amendment does not contemplate a change in the school’s or campus’ current enrollment cap.

Current Enrollment Cap

- a. Please complete the following table to show the school’s current enrollment cap. Add rows for applicable grades. Add columns for the applicable charter term.

Grade Level	Number of Students					
	25-26	26-27	27-28	28-29	29-30	30-31
School Year						
6	112	127	152	167	167	167
7	90	112	132	157	167	167
8	70	90	115	137	162	167
Total	272	329	399	461	496	501

Proposed Enrollment Cap

- b. Please complete the following table to show the planned changes to the school’s enrollment cap. Add rows for applicable grades. Add columns for the applicable charter term.

If the proposed amendment(s) will not change the school’s current enrollment cap, please state “No change to enrollment cap” and leave this table blank.

Grade Level	Number of Students					
	25-26	26-27	27-28	28-29	29-30	30-31
School Year						
6	110	150	152	167	167	167
7	45	110	132	157	167	167
8	35	50	115	137	162	167
Total	190	310	399	461	496	501

Facilities

1. Describe the current school facility, including:
 - a. The number of students and staff the facility can accommodate.
 - b. Whether the proposed amendment will impact the school’s facility needs (e.g., expansion, relocation, renovation). If yes, explain the nature and scope of the impact.

A. WYLEES’ campus can support at least 560 students and 22 teachers, in addition to 9 offices for administrative / operational staff.

B. The proposed amendment does not affect school facilities needs as all.

2. Explain how the current facility aligns, or does not align, with the school’s academic, operational, and enrollment needs in terms of physical space. Include considerations such as classroom space, specialized instructional areas, outdoor areas, and accessibility.

WYLEES’ current facility aligns well with the school’s academic, operational, and enrollment needs in terms of space for classrooms, specialized instructional areas, and accessibility. WYLEES’ landlord is currently finalizing preparations for outdoor space for students in accordance with our lease agreement, but these preparations are in no way influenced by or dependent on the proposed amendment.

Additional Questions by Amendment Type

If the proposed amendment(s) do not apply to a particular section, please indicate “Not applicable” and proceed to the next section.

Add new grade level offerings: **Not Applicable**

1. Attach the curriculum and courses to be offered at the school for all additional grades included in the proposed amendment.
2. Please provide the following documents as attachments:
 - a. Daily and/or weekly instructional schedule for students in the newly proposed or expanded grade levels.
 - b. Daily and/or weekly schedule for teachers serving those grade levels.
3. Please complete the following table to outline the school’s planned assessment schedule for new or expanded grades. Be sure to include both formative and summative assessments. Add rows as needed.

Assessment Name	Formative/ Summative	Grades Tested	Testing Window

4. Please describe the required qualifications for teachers who will serve in each newly proposed or expanded grade band.

Eliminate grade level(s) or other educational services: **Not Applicable**

1. Provide a detailed explanation of the rationale for eliminating the specified instructional program, grade level, or educational service. Include relevant data, trends, or operational considerations (e.g., low enrollment, staffing challenges, strategic realignment) that support the decision.

Acquire/construct a new facility; occupy a new or additional facility; or, occupy a temporary facility: **Not Applicable**

1. Explain how the proposed facility will meet the school’s identified needs, including instructional space, enrollment growth, specialized programs, or operational requirements.
2. Describe the school’s capacity and experience in acquiring, developing, or renovating school facilities. Include any relevant examples of managing build-outs, tenant improvements, or construction timelines.
3. Identify the entity responsible for acquiring and maintaining the school facility. Describe the nature of that entity’s relationship with the school and any affiliated management organization. If the school’s management organization or affiliated entity, such as a foundation, will provide capital or financial support, please identify the extent of capital support the organization is prepared to offer the school.
4. List any individuals or organizations that may have a financial interest in the current or proposed facility. Describe the nature of each relationship, including potential conflicts of interest or ownership stakes with the current and/or proposed facility.

Please provide the following documents as attachments to support your proposed facility amendment. If any required document is not available at the time of submission, please note that after the corresponding requirement below, and include an anticipated date on which the document can be provided. If a document is not applicable, please note “N/A” with a brief explanation.

5. The physical address of the proposed facility and supporting documentation verifying the location, including the Assessor’s Parcel Number (APN) and a copy of the corresponding Assessor’s Parcel Map.
6. Attach a copy of the current deed on the property (if the school owns the facility) or the proposed lease or rental agreement, including any additional square footage to be leased.
7. Attach a copy of the proposed purchase and sale agreement or lease or rental agreement, if not included in Item 6.
8. Attach a copy of the proposed facility’s floor plan and all documentation required under [NAC 388A.315](#) (Request to occupy new or additional facility). Include a table or narrative describing the square footage of the proposed facility and an assurance that final versions of these documents will be submitted as required.
9. Include conditioned space square footage and total campus acreage.
10. Full contact information for the current property owner of the proposed facility and any proposed landlord.
11. Disclosure of any relationships between the current property owner or landlord and any school-affiliated individuals or entities, including, but not limited to, any relative of a board member or employee within the third degree of consanguinity or affinity; and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school.
12. Attach a copy of the Certificate of Occupancy.
13. Attach documentation demonstrating that the proposed facility complies with all applicable building, safety, health, sanitation, and fire prevention codes.
14. Attach the most recent project schedule showing milestone dates, such as Certificates of Occupancy and any other government permits, waivers, modifications, or variations which may be required, with anticipated completion dates.
15. If the school is managing the tenant improvements, provide documentation that the governing body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with [NAC 388A.315](#). If the landlord or owner is under contract to deliver the facilities ready for occupancy, then indicate “N/A.”
16. Attach a copy of the school’s traffic flow plan, including diagrams or exhibits illustrating the planned traffic flows during the arrival and dismissal times and the designated drop-off and pick-up areas.

Add distance education program components: **Not Applicable**

1. Describe your plans for obtaining the necessary approvals from the Nevada Department of Education (NDE) for the distance education program and associated courses. If any approvals have already been granted, attach the relevant documentation.

2. Describe the credit system the school will use for distance education courses, including how credit hours are awarded and tracked.
3. Explain how the school will monitor and verify student participation and course completion. Include strategies for tracking attendance and ensuring meaningful engagement in a virtual setting.
4. Explain how the school will ensure students complete and submit coursework and participate in all required assessments.
5. Explain how the school will conduct parent-teacher conferences in a virtual or blended setting, including the format, frequency, and expectations for participation.
6. Describe how the school will administer all mandated assessments, as well as any internal exams, in a secure and proctored environment.
7. Describe the academic and non-academic supports available to distance education students. Include how frequently students will interact with teachers and what supports are provided for social-emotional needs.
8. Describe how the school will ensure that students with disabilities, English learner students, gifted students, and homeless or migrant students receive appropriate services and accommodations in the distance learning environment.
9. Describe the criteria for student eligibility to enroll in the distance education program and describe the process for reviewing and accepting applicants.

Management Organizations: **Not Applicable**

If the requested amendment(s) do not include a change to a management organization relationship, please indicate “Not applicable” and proceed to the next section.

Entering into a new contract: **Not Applicable**

If your proposed amendment involves entering into a new agreement with a Charter Management Organization (CMO) or Educational Management Organization (EMO), please respond to the items below and provide all required attachments.

1. Complete all worksheets in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Complete the Summary and Contact Information worksheet in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Provide any explanatory or contextual information in the Info tabs of the CMO/EMO Data Request template. Submit the completed Data Request workbook as an attachment.
2. Describe the academic, organizational, and financial performance of each school affiliated with the CMO/EMO.
3. List any charter school contracts that have been terminated by either the CMO/EMO or the school’s governing board. Include the reasons for termination and indicate whether the cause was for a “material breach.”
4. List any revocations, non-renewals, conditional renewals, or voluntary withdrawals/non-openings of affiliated schools. Explain the circumstances and contributing factors.
5. Describe any formal authorizer interventions in the past three years due to performance deficiencies or compliance violations. Summarize how the issues were addressed or resolved.
6. Provide the CMO/EMO’s five-year growth plan for developing new schools within the local community, the state, or across the country, as applicable. Include the following information regardless of school location: proposed years of opening, number and types of schools (models

and grade levels served), any currently pending applications, all currently targeted markets and the criteria for selecting them, and projected enrollments.

7. Describe how the CMO/EMO supports affiliated schools in assessing readiness for expansion and provide evidence that the CMO/EMO has the organizational capacity and infrastructure to effectively support additional schools. If applicable, attach a copy of the organization's "greenlighting" tool or decision rubric.
8. Describe the specific resources the CMO/EMO will use to support new schools. Include specific timelines for deploying these resources to ensure high-quality implementation.
9. Attach organizational charts for the current network and the network with the proposed school. Charts should include all national operations and delineate the roles, reporting lines, and relationships among the governing board, staff, advisory bodies, and any external partners that will play a role in managing the schools. Indicate the CMO/EMO's role and how its personnel fit within the structure of the proposed school, including oversight by the governing board.
10. Identify key members of the CMO/EMO leadership team and describe their roles and responsibilities.
11. Explain how and why this CMO/EMO was selected to support the school.
12. Describe the relationship between the school's governing board and the CMO/EMO. Include the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations, and the board's plan to retain autonomy and oversight of school operations.
13. Describe the services the CMO/EMO will provide, including the associated costs and fees. Attach the proposed services agreement, and highlight any substantive revisions or changes from prior draft agreements, if applicable.
14. Describe how the governing board will evaluate the performance of the CMO/EMO. The evaluation plan should align with the contract's terms.
15. Disclose any existing or potential conflicts of interest between the school's governing board and the CMO/EMO, including, without limitation, past or current employment relationships, familial relationships within the third degree of consanguinity or affinity, or financial or contractual ties to any parent company, subsidiary, or related entity.
16. Provide documentation of the CMO/EMO's for-profit or non-profit status, and evidence that it is authorized to do business in Nevada.

Terminating the current contract: *Not Applicable*

1. Explain the board's rationale for terminating the existing contract with the CMO/EMO. Include relevant context, such as performance concerns, strategic realignment, or governance considerations. Attach the board agenda and meeting minutes where this matter was formally discussed and approved.
2. Attach a copy of the formal notice of termination issued to the CMO/EMO. This notice should reflect the terms required under the current agreement, including timelines, transition clauses, and any financial or legal provisions.
3. Attach a crosswalk identifying the current responsibilities held by the CMO/EMO and the individuals or positions within the school who will assume those responsibilities after the

termination. Clearly indicate the staff member or role accountable for each area of responsibility to ensure continuity of operations.

Other Amendments: Not Applicable

1. Mission, Vision, or Goals

If you are proposing changes to the school’s mission statement, vision, or goals, please complete the following table. Delete any rows that do not apply.

	Current	Proposed	Rationale
Mission			
Vision			
Goals			

2. Contract Conditions

If you are requesting a change to a specific condition in the original or most recent charter contract:

- a. State the contract language of the condition to be amended.
- b. Clearly explain the requested change to the condition.
- c. Provide the rationale for the change and attach up to four pages of supporting evidence, if necessary.

3. Transportation

- a. Describe the school’s current transportation plan, including services provided to students with IEPs/504 plans and any general education transportation offered.
- b. Detail the proposed changes to transportation services. Ensure that any financial implications of these changes are reflected in the Financial Impact section of the application.

Additional amendment-specific questions: Not Applicable

Questions in this section pertain to any discussions between SPCSA staff and school representatives regarding the proposed amendment request. Questions may be added as applicable.

List of Attachments

Provide a list of attachments included as part of the amendment application. List and label each required attachment.

- [WYLEES' Draft Regular Board Meeting Minutes 2026.02.10 \(PDF\)](#)
- [WYLEES' FY26 Board Approved Interim Budget 2025.12.09 \(PDF\)](#)
- [WYLEES' Enrollment Cap Amendment Projection 2026.02.06 \(PDF\)](#)
- [WYLEES' Enrollment Cap Amendment Projection 2026.02.06 \(XLS\)](#)

WYLEES
Annual Budget

Reporting Book: ACCRUAL
 Location: WYLEES-WYL



	FY2526 - Preliminary (Final) v1	FY2526 -1st Interim	FY2526 -2nd Interim	FY2627	FY2728	FY2829	FY2930	FY3031
# OF STUDENTS	245	200.00	190	310	399	461	496	501
\$ per Student	9,414	9,416	9,416	9,510	9,605	9,701	9,798	9,896
Net Increase/(Decrease) in Net Assets	5/20/2025	12/9/2025						
Total Revenue								
Federal Revenue								
Total Federal Revenue	690,259	1,038,707	1,004,020	944,853	638,560	740,062	800,073	811,799
State Revenue								
Total State Revenue	2,306,430	1,936,591	1,847,377	3,590,356	4,646,964	5,523,667	6,069,080	6,264,887
Local Revenue								
Total Local Revenue	216,690	178,369	308,659	6,580	7,980	9,220	9,920	10,020
Other Transfers in								
Total Other Transfers in	202,416	704,632	757,967	368,856	367,973	509,211	613,549	615,189
Total Revenue	3,415,795	3,858,299	3,918,023	4,910,645	5,661,477	6,782,160	7,492,622	7,701,895
Total Expenses								
Salaries and Benefits								
Total NV Teachers and other licensed staff salaries	1,181,594	990,937	990,936	1,326,125	1,365,909	1,797,811	1,932,276	1,990,243
Non-Licensed Staff								
Total NV Non-Licensed Staff	288,051	254,629	254,630	355,327	365,988	472,093	486,255	500,843
Fringe Benefits								
Total NV Fringe Benefits	502,786	541,737	541,737	770,674	804,711	978,280	1,026,995	1,052,345
Total Salaries and Benefits	1,972,431	1,787,303	1,787,303	2,452,126	2,536,608	3,248,184	3,445,526	3,543,431
Operational Expenses								
NV Supplies								
Total Supplies	308,998	405,851	436,194	212,123	259,307	297,061	325,976	326,182
Purchased Prof & Tech Services								
Total Purchased Prof & Tech Services	295,781	523,656	533,528	270,539	327,354	376,456	406,571	410,637
Purchased Property Services								
Total Purchased Property Services	21,015	63,530	72,570	16,940	20,498	23,572	25,457	475,713
Property Expenses								
Total Property Expenses	616,238	616,238	616,238	616,238	616,238	616,238	616,238	616,238
Other Purchased Services								
Total Other Purchased Services	337,595	211,880	262,539	401,017	488,546	562,639	608,024	614,722
Total Operational Expenses	1,579,627	1,821,155	1,921,069	1,516,857	1,711,943	1,875,966	1,982,266	2,443,492
Total Expenses	3,552,058	3,608,458	3,708,372	3,968,983	4,248,551	5,124,150	5,427,792	5,986,923
Other Financing Sources/Uses								
Debt Services and Miscellaneous								
Total Debt Services and Miscellaneous	485,284	553,513	581,293	768,469	764,095	894,910	983,253	961,112
Total Other Financing Sources/Uses	485,284	553,513	581,293	768,469	764,095	894,910	983,253	961,112

WYLEES
Annual Budget

Reporting Book: ACCRUAL
 Location: WYLEES-WYL



	FY2526 - Preliminary (Final) v1	FY2526 -1st Interim	FY2526 -2nd Interim	FY2627	FY2728	FY2829	FY2930	FY3031
# OF STUDENTS	245	200.00	190	310	399	461	496	501
\$ per Student	9,414	9,416	9,416	9,510	9,605	9,701	9,798	9,896
Total Expenses	4,037,342	4,161,971	4,289,665	4,737,452	5,012,646	6,019,060	6,411,045	6,948,035
Total Net Increase/(Decrease) in Net Assets with GASB	(621,547)	(303,672)	(371,642)	173,193	648,831	763,100	1,081,577	753,860
Total Net Increase/(Decrease) in Net Assets w/o GASB	270,119	587,994	520,024	1,068,317	1,534,733	1,633,308	1,931,332	1,576,523
Cash at Beginning of Period	420,392	420,392	420,392	940,416	1,582,483	2,542,476	3,485,138	4,603,481
Cash At End of Period	690,511	1,008,386	940,416	1,582,483	2,542,476	3,485,138	4,603,481	4,591,739



Western Youth Leadership, Engagement, and Empowerment School

Regular Board Meeting Minutes

Date and Time

Tuesday, February 10, 2026 at 5:00 PM PDT

Location

3634 Maryland Pkwy., Ste. 300, Las Vegas, NV 89169; Virtual Option Below

Agenda

- I. **Opening Items.** Call to Order, Roll Call, and Pledge of Allegiance.

The meeting was called to order in February 2026, with Vice Chair Endellicate initiating the roll call in the absence of Chair Izumo. Vice Chair Endellicate confirmed his presence, followed by Treasurer Meierkord, Secretary Perez-Najera, Member Brill, and Member Dr. Zhang. It was noted for the record that Chair Izumo was not present. At the time of roll call, five board members were present, constituting quorum, and the Board proceeded with the meeting accordingly.

- II. **Public Comment #1.** *Public Comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. See NRS 241.020. A time limit of five (5) minutes, subject to the discretion of the Chair, will be imposed on public comments. WYLEES' Chair may allow additional public comment at his/her discretion. Public Comment #2 will provide an opportunity for public comment on any matter not on the agenda.*

No public comment was provided.

- III. **Approval of Consent Agenda. For Possible Action.**

- G. Approval of January 13, 2026 meeting minutes.

CEO/Head of School Taack introduced the Approval of the Consent Agenda, noting that the item for consideration was the approval of the January 13, 2026 Board meeting minutes, which were included in the posted board materials. Member Dr. Zhang made a motion to approve the Consent Agenda. The motion was seconded by Treasurer Meierkord. Vice Chair Endellicate then called for a vote, asking first for those in favor and then for any opposed. Hearing no opposition, Vice Chair Endellicate confirmed that the motion passed. The Consent Agenda was approved unanimously.

- IV. **Items for Discussion and Possible Action.**

- I. **Review and Possible Approval of WYLEES' Request for Amendment to Charter Contract for Submission to the SPCSA.** Board to review and possibly approve WYLEES' charter amendment to address current and expected enrollment for SY 25-26 and SY 26-27. Mike Taack, CEO/Head of School. **For Possible Action.**

CEO/Head of School Taack introduced Item I, the Review and Possible Approval of WYLEES' Request for Amendment to the Charter Contract for submission to the State Public Charter School Authority (SPCSA). CEO/Head of School Taack explained that the proposed amendment was necessary to accurately reflect WYLEES' current and projected enrollment for the 2025–2026 and 2026–2027 school years. He shared that enrollment trends and updated projections required the school to formally amend its charter contract to ensure alignment between approved capacity and anticipated student enrollment.

CEO/Head of School Taack provided context regarding the rationale for the amendment, explaining that the school's originally planned enrollment of 272 students in year one was allowed to be variable by 10%, meaning that the school could have 27 fewer or more students without requiring an amendment. Mr. Taack explained that the proposed amendment would shift the sixth grade seat maximum down to 110 from 112, reduce the seventh grade cap from 90 to 45 students, and reduce the eighth grade cap from 70 to 35 students, for a total proposed enrollment in year one of 190 students. Mr. Taack also noted shifts to the school year 2026-27 enrollment caps, increasing sixth grade from 127 to 150, decreasing seventh grade from 112 to 110, and decreasing eighth grade from 90 to 50, for a total proposed enrollment of 310 students (versus the originally planned 329). He shared that the updated figures better represent the school's operational realities and growth trajectory, with an emphasis on improving sixth grade recruiting in the upcoming year and accounting for lower numbers of seventh and eighth grade students in alignment with the current year's enrollment. He clarified that the amendment does not alter the school's mission or academic model, but instead adjusts enrollment figures to remain in compliance with SPCSA requirements and to support long-term planning and sustainability.

Board members were given the opportunity to ask questions regarding the projected enrollment numbers, the timeline for submission to the SPCSA, and any potential financial implications tied to the adjustment. CEO/Head of School Taack responded to questions by outlining how the revised projections were developed and confirming that the amendment would position WYLEES to responsibly manage staffing, budgeting, and facilities planning. Member Brill asked for clarification as to whether the 190 cap for the current school year meant that WYLEES could not have more than 190 students in the current year, and Mr. Taack clarified that the school could still have plus or minus 10% enrollment, allowing a maximum enrollment of 209 students and a minimum of 171. Member Brill also asked about the fiscal impact to the school, and CEO Taack clarified that the school had already been staffed at levels for 200 students since the beginning of the school year, so there was no projected impact to the budget. Mr. Taack also shared that, thanks to grant funding from the CSP grant, New Schools Venture Fund, and Charter School Growth Fund, as well as responsible fiscal management, the school was well positioned to be able to weather the reduced cap. He asked Christina Saenz of CSMC to contribute, and she also confirmed that the organization did not forecast any budget issues related to the amendment.

Following discussion, Member Brill made a motion to approve the submission of the charter amendment to the SPCSA as presented. The motion was seconded by Member Rodriguez. A vote was called, and the Board voted unanimously to pass the motion with no opposition noted.

H. Review and Possible Approval of Revised WYLEES Manual of Procedures Internal Control Systems Structure. Board to review and possibly approve updates to WYLEES' Internal Controls manual based on recommendations from SPCSA Site Evaluation Team. Mike Taack, CEO/Head of School. ***For Possible Action.***

CEO/Head of School Taack introduced Item H, the Review and Possible Approval of the Revised WYLEES Manual of Procedures Internal Control Systems Structure. He explained that the revisions were prompted by WYLEES' January on-site risk assessment conducted by the State Public Charter School Authority (SPCSA). During that visit, the SPCSA financial team reviewed the school's Internal Controls manual, which exceeds 100 pages, and provided highly positive feedback. CEO/Head of School Taack shared that an SPCSA staff member noted the document demonstrated more indicators of compliance with federal regulations in its initial submission than any other new school they had reviewed. He credited Christina Saenz for helping establish a strong fiscal foundation.

CEO/Head of School Taack stated that only minor revisions were required, including correcting a few consistency errors and updating language to reflect a change in federal law regarding the annual single audit requirement. These updates were highlighted in the board materials. He also shared the SPCSA's recommendation that the document be treated as a living set of standard operating procedures and reviewed annually.

Vice Chair Endellicate asked if there were any questions from the Board. Hearing none, he requested a motion. Member Brill moved to approve the revised WYLEES Manual of Procedures Internal Control Systems Structure, and Secretary

Perez-Najera seconded the motion. Vice Chair Endellicate called for a vote. With no opposition noted, the motion passed, and CEO/Head of School Taack thanked the Board for its support.

C. Charter School Program (CSP) Grant Updates. Discussion of WYLEES' CSP Goals and Progress. Mike Taack, CEO/Head of School. *For Possible Action.*

CEO/Head of School Taack introduced Item C, Charter School Program Grant Updates, as a standing discussion item. He explained that although WYLEES had previously been approved for federal CSP funds and awarded the maximum amount under the prior grant cycle, that cycle concluded in December 2025. A new five-year federal grant cycle began in January 2026, requiring WYLEES to submit a new application in order to access funding under the current cycle.

CEO/Head of School Taack shared that he has drafted the new application, which currently stands at approximately 80 pages and must be reduced to 50 pages prior to submission. He reported receiving technical assistance from Grant Lab to review the draft against the scoring rubric and to identify areas for trimming. The feedback indicated that the application is strong in quality and content, with the primary need being a reduction in length.

He further explained that the funding cap under the previous cycle was \$1.5 million, whereas the new cycle allows for up to \$2 million, creating the potential for an additional \$500,000 in funding to support student achievement, operational efficiency, and school growth. CEO/Head of School Taack stated that the application is due Friday and requested updated biographies and resumes from Board members to include in the submission materials.

CEO/Head of School Taack asked whether there were any questions or comments from the Board. Hearing none, and with no additional comments from Christina Saenz, he shared that he and Christina Saenz would be reviewing the required budget components together prior to submission. With no further discussion, the Board moved to the next agenda item.

D. Academic Updates. Discussion of Winter MAP & i-Ready diagnostic results, preparations underway for data-driven interventions. Mike Taack, CEO/Head of School. *Information and Discussion.*

CEO/Head of School Taack introduced Item D, Academic Updates, as a standing informational discussion item. He shared that the purpose of the update was to keep the Board informed of current academic initiatives as WYLEES approaches end-of-year assessments. He reported that WIDA testing had begun that day and that the school is actively preparing for SBAC, with the testing window opening April 1 and assessments scheduled to begin April 7. He emphasized the importance of ensuring students are familiar with testing tools and expectations.

CEO/Head of School Taack also provided an update on instructional support efforts. Through technical assistance connected to the CSP grant, WYLEES is receiving support from Raising the Bar to conduct data analysis and identify actionable instructional shifts ahead of SBAC. Raising the Bar has met with both the ELA and Math departments. He noted a temporary issue with iReady in which several sections were inadvertently deleted, but the issue has since been resolved, and the school is nearing completion of mid-year assessments to allow for comprehensive data review by the leadership team.

He further shared that WYLEES continues to strengthen its coaching and professional development structures with support from Charter School Growth Fund, Bellwether, and Leverage Ed. The school has implemented consistent coaching cycles that include observation, feedback, action steps, and follow-up. CPD days have focused on targeted instructional shifts based on classroom observations, and the school has incorporated "Teacher Tip Tuesday" into morning huddles to provide quick, practical instructional strategies such as structured discourse and wait time.

As part of its academic and student-centered model, WYLEES recently hosted student-led conferences in place of a CPD day. CEO/Head of School Taack explained that students shared mid-year data and classroom performance with their families, reflecting on strengths and areas for growth. He noted that this practice supports metacognition and aligns with the school's model of empowering students to take ownership of their learning.

CEO/Head of School Taack paused for questions and provided additional wait time for discussion. Hearing none from the Board, he proceeded to the next agenda item.

- F. Facilities Updates.** Discussion of plan developments and progress towards facility readiness, including potential alternative starting locations, as needed. Mike Taack, CEO/Head of School. *For Possible Action.*

CEO/Head of School Taack introduced Item F, Facilities Updates, and reported that overall facility operations are progressing well, with a few minor issues still being addressed. He noted an electrical mismatch in the kitchen that is currently being resolved and shared that exterior signage has been installed but is awaiting final electrical connection and interior finishing. The school also received notice that illuminated street numbers will be added to the building.

CEO/Head of School Taack then announced that Phase 2 construction officially began that day, including the pedestrian bridge connecting the parking garage to the school and the enclosed outdoor student space. Vice Chair Endellicate asked for clarification regarding what “broke ground” meant, and CEO/Head of School Taack confirmed that crews had begun concrete demolition in preparation for foundational work. He shared that the project is expected to take approximately four months and should be completed before the start of the next school year. He also noted that adjustments to drop-off and pick-up procedures have gone smoothly, with no queuing concerns reported. Hearing no further questions, the Board moved to the next item.

- B. Financial Review.** Discussion of current spending and expected upcoming expenditures. Mike Taack, CEO/Head of School and Christina Saenz, CSMC. *For Possible Action.*

CEO/Head of School Taack introduced Item B, Financial Review, and invited Christina Saenz, CSMC, to present the financial report. Christina Saenz reported that federal revenues, including CSP funds, have been accounted for and submitted for reimbursement, with some Title funds not yet expended. Local revenues are above projections due to additional funds secured by CEO/Head of School Taack, and state revenues, including PCFP funding tied to approximately 199 students, are on track. She noted that expenditures for salaries and benefits remain aligned with the budget, supplies were appropriately front-loaded, and minor budget revisions will be needed to properly code Year Zero library purchases and potentially increase contracted support for special education. Property services are slightly over budget, which she stated is expected for a new facility.

Christina Saenz further reported that \$650,000 in CSP funds has been submitted for reimbursement this year, with an additional allocation under review for distribution. The school projects a strong cash position of at least \$600,000 by the end of June and continues to maintain solid liquidity, though approximately \$99,000 in CSP reimbursements remains outstanding. She also noted that enrollment and the debt-to-asset ratio remain areas to monitor, with the enrollment variance to be addressed through the charter amendment submission. She concluded by noting that the tentative budget due in April will require Board approval.

CEO/Head of School Taack then highlighted key staffing and program updates, including the hiring of a full-time instructional aide to support PE and provide consistency following earlier reliance on substitutes. Member Dr. Zhang asked whether the role was instructional or behavior-focused. CEO/Head of School Taack explained that the position supports structured PE activities, maintains consistent expectations, and assists with general campus supervision as needed, addressing prior behavioral variability in that setting. Member Dr. Zhang thanked him for the clarification.

Graciela Rodriguez, Board Member, asked for additional information regarding the Skillify pilot program. CEO/Head of School Taack explained that Skillify is a limited-cost, extracurricular career exploration pilot that connects students with mentors and builds soft skills such as resume writing and professional communication. He clarified that the program includes one on-campus session and is not an ongoing in-person commitment. Member Rodriguez indicated that her questions were answered. CEO/Head of School Taack thanked the Board for its engagement.

- E. Student and Staff Recruitment Updates.** Discussion of current student and staff recruitment results and planned initiatives. Mike Taack, CEO/Head of School. *Information and Discussion.*

CEO/Head of School Taack introduced Item E, Student and Staff Recruitment Updates, and provided an overview of current enrollment and recruitment efforts. He shared that WYLEES is currently in open enrollment following an early lottery and has set a target of 310 students for the upcoming school year. At the time of the meeting, 96 current students had submitted intent-to-return forms, and approximately 37 external students had accepted seats. Total current enrollment in Infinite Campus stood at 181 students, reflecting a slight decrease since the previous meeting, which CEO/Head of School Taack attributed to typical mid-year attrition. He noted that recruitment efforts are continuing and are still in the early stages of the campaign.

CEO/Head of School Taack highlighted recent recruitment initiatives, including participation in a large School Choice Fair, outreach to local elementary schools for field trips to WYLEES, and leveraging the hydroponics program as a signature draw for prospective families. He also shared that the school has hosted tours, is increasing its presence at community events, and is developing a student and family ambassador program to feature testimonials and build community-driven recruitment through social media.

Member Brill commented on the quality of a recently posted recruitment reel, noting that the audio was difficult to hear and suggesting consideration of improved equipment. CEO/Head of School Taack acknowledged the concern, explained that background noise affected the recording, and confirmed that a microphone had already been purchased to improve audio quality for future recordings.

CEO/Head of School Taack then transitioned to staff recruitment. He shared that the school is evaluating special education staffing needs, including the potential addition of another special education teacher for the upcoming year, while currently being supported by strong contracted staff. He noted that one instructional assistant is nearing completion of a special education degree, which may support internal growth. Based on projected enrollment, the school anticipates hiring at least one additional teacher per department for next year and is preparing job postings accordingly. He concluded by inviting questions, and hearing none, moved to the next agenda item.

A. SPCSA Compliance Review. Discussion of current upcoming SPCSA Compliance Items and progress towards completion. Mike Taack, CEO/Head of School. *Information and Discussion.*

CEO/Head of School Taack introduced the SPCSA Compliance Review as a standing informational item and provided an overview of the recent SPCSA risk monitoring visit conducted in January. He reported that the visit was highly positive, with the Authority highlighting strong stakeholder support for school leadership, staff commitment to growth, Board engagement and visibility, and the quality of the school's facility. He also shared that the school received strong feedback regarding its overall compliance systems and timely, accurate submissions.

CEO/Head of School Taack noted areas for continued focus, including increasing enrollment, further differentiating professional development and coaching for teachers, and continuing to strengthen behavior systems and communication with stakeholders. He invited questions from the Board.

Member Brill asked about the structure and frequency of teacher observations and coaching, specifically how often teachers are observed and how evaluative observations differ from coaching walkthroughs. CEO/Head of School Taack explained that teachers are typically observed once or twice per week within a coaching cycle that includes observation, feedback, implementation, and follow-up. He clarified that formal evaluative observations are limited and pre-planned, with the goal of ensuring teachers feel supported and well-prepared rather than surprised. Member Brill confirmed that his question was answered.

Member Dr. Zhang reflected on the importance of differentiated professional development as the school refines its model in Year One and moves toward Year Two, suggesting continued innovation in coaching, peer collaboration, and evaluation practices. CEO/Head of School Taack agreed and shared that while Semester One required more baseline professional development due to common needs, the school is moving toward increasingly differentiated support and welcomes continued thought partnership.

CEO/Head of School Taack then reviewed upcoming compliance items, noting that most current-month submissions are complete, including federal and WIDA-related requirements, with only minor remaining items. He highlighted upcoming March and April deadlines, including special education training requirements, the tentative budget, quarterly discipline reporting, Nevada Report Card data collection, and inventory reporting. He expressed confidence that all items will be completed on time and in compliance. Hearing no further questions, the Board proceeded to the next agenda item.

G. PDS Partnership Updates. Discussion of partnership developments between WYLEES and UNLV. Mike Taack, CEO/Head of School. *Information and Discussion.*

CEO/Head of School Taack introduced Item G, PDS Partnership Updates, and invited Member Dr. Zhang to provide updates regarding the WYLEES–UNLV partnership. Member Dr. Zhang shared that WYLEES was presented at the Association of Teacher Educators (ATE) national conference, highlighting the school’s project-based learning model and collaboration in preparing preservice teachers. He noted that a video prepared by CEO/Head of School Taack supported the presentation and that the partnership is gaining national visibility. Member Dr. Zhang also stated that he plans to pursue IRB approval through UNLV to streamline future research opportunities connected to WYLEES.

Member Dr. Zhang discussed the importance of strengthening support structures for mentor teachers and UNLV interns, noting that early placements occurred during the school’s launch and that continued refinement will help ensure differentiated support. CEO/Head of School Taack expressed appreciation for the partnership and shared that WYLEES will continue prioritizing the hiring of experienced staff who can serve as mentor teachers. He also noted his recent participation in the 11th Annual Summit on Nevada Education as another opportunity to strengthen collaboration.

Member Dr. Zhang and Member Rodriguez raised ideas about expanding student enrichment opportunities, including potential arts partnerships and additional clubs. Member Rodriguez shared that families have expressed interest in offerings such as music, fitness-based activities, and life skills programming. CEO/Head of School Taack agreed that expanding enrichment opportunities is a priority and stated that further discussion would occur outside the meeting to explore feasible options.

- V. Public Comment #2.** *Public comment will be taken during this agenda item on any matter not on the agenda. See NRS 241.020(d)(3). No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. WYLEES’ Chair may allow additional public comment at his/ her discretion.*

No public comment was provided.

VI. Adjournment.

The Tuesday, February 10, 2026 Board Meeting was adjourned at 6:24 PM.