

CARSON CITY SCHOOL DISTRICT  
1402 West King Street  
Carson City, Nevada  
**Tuesday, August 26, 2025**

SCHOOL BOARD MEETING

**LOCATION OF MEETING:**      **Robert Crowell Board Room**  
   **Community Center**  
   **851 E. William Street**  
   **Carson City, Nevada**

**CALL BOARD MEETING TO ORDER – 5:30 P.M.**

1.      Adoption of the Agenda, as submitted – **for possible action (public comment will be taken prior to any action).**  
Please Note: The Board reserves the right to (1) take items in a different order, (2) combine two or more agenda items for consideration, and (3) to remove an item from the agenda or delay discussion relating to an item on the agenda at any time, in or to accomplish the business on the agenda in the most efficient manner.
2.      Adjournment to Closed Session per NRS 288.220(4) to discuss Labor Relations with the District's Management Representatives – **for discussion only.**

3.      **RECONVENE TO PUBLIC SESSION – 6:00 P.M.**

**CALL BOARD WORKSHOP TO ORDER – 6:00 P.M.**

4.      Round table discussion among Board Members and Staff addressing the following topic: – **for discussion only; no action.**
  - Presentation and discussion regarding the Special Education Fund in the Carson City School District

**CALL BOARD MEETING TO ORDER – 6:30 P.M.**

5.      Flag Salute: **Richard Varner**
6.      Superintendent's Report – **for information only.**  
Announcements, presentations, and follow-up on inquiries made to the Superintendent:
  - Announcements
7.      Board Reports/Board Member Comments – **for information only.**
  - Carson High School Activities
  - Nevada Association of School Boards (NASB) Update
  - Announcements
8.      Association Reports – **for discussion only.**

9. Public Comment – Comments will be accepted in person, or through virtual participation via email; [publiccomment@carson.k12.nv.us](mailto:publiccomment@carson.k12.nv.us) no later than 12:30 p.m. the day of the meeting. Email for public comment must include the submitting party’s full name. Email for public comment will be posted as a supplemental document and copies will be provided to the board members. The names of those who have provided virtual public comment will be read during public comment and the emails will be included in the record, but the virtual public comment will not be read during the meeting. Comments may be made by members of the public on any matter within the authority of this Board. Please note that public comment will be taken on items marked “for possible action” before action is taken on such items, and members of the public are encouraged to comment on such items at the time they are being considered. Although members of the Board may respond to questions and discuss issues raised during public comment, no action may be taken on such a matter until the matter is placed on an agenda for action at a meeting of the Board. In making public comment, speakers are asked to come to the table or podium, sign in, speak into the microphone, and identify themselves for the record. Commenters are instructed to limit their comments to no more than three (3) minutes, and not simply repeat comments made by others. – **for discussion only.**
10. Presentation on the C-Hill Flag Foundation and C-Hill Flag Restoration Project – **for discussion only.** **Lucia Maloney**
11. Presentation of the Civics Test Results for the Carson City School District Class of 2025 – **for discussion only.** **Linda Fields**  
**Dan Carstens**
12. Presentation on the K-5 Core Knowledge Language Arts (CKLA) and Literacy Programs in the Carson City School District – **for discussion only.** **Pam Cowperthwaite**  
**Brandon Bringhurst**
13. Adoption of CCSD Test Procedures and Security Plan for the 2025-2026 School Year, as required by NRS 390.275 – **for possible action.** **Dr. Ricky Medina**
14. Discussion on Proposed Changes to CCSD Policy 546, Electronic Device Usage: **First Reading – for discussion only.** **Brandon Bringhurst**
15. Discussion and Possible Action on Selecting a Topic for the 2025-2026 Carson City School District Board of Trustees’ Sponsored Great American Essay Contest – **for possible action** **Andrew Feuling**
16. Approval of Consent Agenda – **for possible action (public comment will be taken prior to any action).**

ALL MATTERS LISTED UNDER THE CONSENT AGENDA ARE CONSIDERED ROUTINE AND MAY BE ACTED UPON BY THE CARSON CITY SCHOOL DISTRICT BOARD OF TRUSTEES WITH ONE ACTION AND WITHOUT EXTENSIVE HEARING. ANY MEMBER OF THE CARSON CITY SCHOOL DISTRICT BOARD OF TRUSTEES MAY REQUEST THAT AN ITEM BE TAKEN FROM THE CONSENT AGENDA, DISCUSSED AND ACTED UPON SEPARATELY DURING THIS MEETING.

- a. Approval and Ratification of Purchase Orders and Payables, and Authorization for Signing of Warrant Registers, Payroll Journals and other orders for goods and services for Processing and Payment
- b. Approval of Offers of Employment to Certified Staff, Notice of Non-Hires and Notice of Terminations

- c. Approval of Board Meeting minutes; August 12, 2025
- d. Request permission for student exemption of required vaccinations pursuant to NRS 392.437 (religious beliefs) or NRS 392.439 (medical condition)

17. Informational Items – **for discussion only; no action will be taken.**

ALL MATTERS LISTED UNDER INFORMATIONAL ITEMS ARE CONSIDERED ROUTINE NON-ACTION ITEMS. ANY MEMBER OF THE CARSON CITY SCHOOL DISTRICT BOARD OF TRUSTEES MAY REQUEST THAT AN ITEM BE TAKEN FROM INFORMATIONAL ITEMS AND DISCUSSED DURING THIS MEETING.

- a. Notification of Changes in the Classified and Nursing Staff, including New Hires and Terminations.
- b. Activities and Events:
  - Wednesday, August 27, 2025, Professional Learning for Staff; students dismiss at the following times:
    - Pre-K – 10:55 a.m.
    - High Schools – 11:40 a.m.
    - Middle Schools – 12:00 p.m.
    - Elementary Schools – 12:40 p.m.
  - Monday, September 1, 2025, Labor Day Holiday; No School
  - Wednesday, September 10, 2025, Professional Learning for Staff; students dismiss at the following times:
    - Pre-K – 10:55 a.m.
    - High Schools – 11:40 a.m.
    - Middle Schools – 12:00 p.m.
    - Elementary Schools – 12:40 p.m.
  - Wednesday, September 17, 2025, Community Connections, Carson High School Library, 6:00 p.m.

18. Requests for Future Agenda Topics

19. Adjournment

A copy of the agenda of this meeting has been posted before 9:00 AM on Thursday, August 21, 2025, at the following locations: 1) School Administration Office, 1402 W. King Street; 2) District Website: [www.carsoncityschools.com](http://www.carsoncityschools.com); 3) State of Nevada website: <https://notice.nv.gov>.

Copies of supporting material may be requested from Mrs. Renae Cortez, Executive Administrative Assistant, at 1402 W. King Street, Carson City, NV 89703; by mail addressed to Mrs. Cortez at Carson City School District, Administrative Offices, P.O. Box 603, Carson City, NV 89702; by phone at (775) 283-2100 or by email to [rcortez@carson.k12.nv.us](mailto:rcortez@carson.k12.nv.us). Copies of supporting material are available to the public at the District Office, 1402 W. King Street, Carson City, NV 89703, on the District website, [www.carsoncityschools.com](http://www.carsoncityschools.com), and at the meeting on the date and place listed on the first page of this document.

Carson City School District is pleased to provide accommodations for individuals with disabilities. If you have a disability, please contact us at 775-283-2100, and we will provide assistance or accommodate you in any way that we possibly can. The meeting can be accessed at the following website: <http://carson.org/index.aspx?page=6204>

In addition, use the following link to access instructions on using YouTube subtitles to support language translation: <https://link.carsoncityschools.com/translation>.

# BOARD OF TRUSTEES MEETING

August 26, 2025

## EXECUTIVE SUMMARY

**10. Presentation on the C-Hill Flag Foundation and C-Hill Flag Restoration Project**

Ms. Lucia Maloney, Vice Chairperson, Carson Area Metropolitan Planning Organization (CAMPO) will present information regarding the C-Hill Flag Foundation and Restoration Project.

**11. Presentation of the Civics Test Results for the Carson City School District Class of 2025**

The annual Civics Test Administration presentation to the CCSD School Board will review existing and new statutory requirements cited in NRS 389.009. Based on the additional reporting requirement to the Nevada Dept. of Education (NDE), the CCCSD Accepted Practice-HS Civics Test Administration document was revised to ensure that all high school students on track to graduate with their cohort participate in the Civics Test administration, and that reporting data is generated from Infinite Campus consistent with other district reports to NDE. For school-year 2024-2025 the CCSD Civics Test student participation was 99.6%. The student pass rate for participants was 97.4%.

**12. Presentation on the K-5 Core Knowledge Language Arts (CKLA) and Literacy Programs in the Carson City School District**

2025-2026 is the first year of implementation of the Core Knowledge Language Arts (CKLA) textbook and resources. CKLA is published by Amplify and will be our main K-5 curriculum resource from now until 2032. We signed a seven-year contract at a cost of \$1,191,545.59. CKLA provides a rigorous, science-based approach to literacy. Literacy is at the foundation of all learning. We are excited to have this resource to ensure greater success for our students.

As part of our contract with Amplify, they are providing training to help facilitate implementation. Our teachers have already received some of that training. Along with the training from Amplify, our principals and Educational Services Department are working together to support implementation. There is a learning curve with any new process and we want to make sure teachers have the support they need in order to properly implement CKLA.

Results of implementation will be measured through common assessments across the district as well as MAP and SBAC results. We are grateful for this large investment in early literacy and are confident that we will see significant gains in literacy that will benefit our students through their K-12 experience and beyond.

**13. Adoption of CCSD Test Procedures and Security Plan for the 2025-2026 School Year, as required by NRS 390.275**

The 2025-2026 Carson City School District Test Security manual in accordance with Nevada Revised Statutes (NRS) 390.250 through 390.430, inclusive, is designed for district test directors, building principals, and school test coordinators. Test security procedures must be understood and adhered to by all District and school personnel involved in the administration or handling of materials related to state assessments. Strict adherence to procedures protects the integrity of the State assessment program, and ensures consistency in test administration, security of test materials, and the validity of scores. Upon approval, the 2025-2026 Carson City School District Test Security Plan will be submitted to the Legislative Council Bureau (LCB) on the Board's behalf.

**14. Discussion on Proposed Changes to CCSD Policy 546, Electronic Device Usage: First Reading**

The first reading of proposed changes to Carson City School District (CCSD) Policy 546, Electronic Device Usage will be presented to align with Nevada Revised Statute 392.4637 and passage of Senate Bill (SB) 444. Revisions in SB444 require progressive consequences for violations, limitations to use during instruction, and exemptions to prohibitions on electronic communication devices in some cases.

The proposed changes to Policy 546 will align our policy with SB444 as well as introduce updates deemed necessary by our secondary school principals.

**15. Discussion and Possible Action on Selecting a Topic for the 2025-2026 Carson City School District Board of Trustees' Sponsored Great American Essay Contest**

Mr. Feuling will present information outlining the Board sponsored Great American Essay Contest. Included in the board packets is a timeline, along with an overview and list of possible topics for the 2025-2026 Essay Contest.

## NRS Information for 8-26-25 Board Meeting

### Agenda Item 11 – Adoption of CCSD Test Procedures and Security Plan for the 2025-2026 School Year, as required by NRS 390.275

**NRS 390.275 Adoption and enforcement of plan for test security by board of trustees; contents of plan; annual submission of plan to State Board and Joint Interim Standing Committee on Education; written notice concerning plan to educational personnel, pupils and parents; definitions.**

1. The board of trustees of each school district shall, for each public school in the district, including, without limitation, charter schools, adopt and enforce a plan setting forth procedures to ensure the security of examinations and assessments.

2. A plan adopted pursuant to subsection 1 must include, without limitation:

(a) Procedures pursuant to which pupils, school officials and other persons may, and are encouraged to, report irregularities in testing administration and testing security.

(b) Procedures necessary to ensure the security of test materials and the consistency of testing administration.

(c) With respect to secondary schools, procedures pursuant to which the school district or charter school, as appropriate, will verify the identity of pupils taking an examination or assessment.

(d) Procedures that specifically set forth the action that must be taken in response to a report of an irregularity in testing administration or testing security and the action that must be taken during an investigation of such an irregularity. For each action that is required, the procedures must identify, by category, the employees of the school district or charter school who are responsible for taking the action and for ensuring that the action is carried out successfully.

The procedures adopted pursuant to this subsection must be consistent, to the extent applicable, with the procedures adopted by the Department pursuant to [NRS 390.270](#).

3. A copy of each plan adopted pursuant to this section and the procedures set forth therein must be submitted on or before September 1 of each year to:

(a) The State Board; and

(b) The Joint Interim Standing Committee on Education, created pursuant to [NRS 218E.320](#).

4. On or before September 30 of each school year, the board of trustees of each school district and the governing body of each charter school shall provide a written notice regarding the examinations and assessments to all teachers and educational personnel employed by the school district or governing body, all personnel employed by the school district or governing body who are involved in the administration of the examinations and assessments, all pupils who are required to take the examinations or assessments and all parents and legal guardians of such pupils. The written notice must be prepared in a format that is easily understood and must include, without limitation, a description of the:

(a) Plan adopted pursuant to this section; and

(b) Action that may be taken against personnel and pupils for violations of the plan or for other irregularities in testing administration or testing security.

5. As used in this section:

(a) “Assessment” means the college and career readiness assessment administered to pupils enrolled in grade 11 pursuant to [NRS 390.610](#).

(b) “Examination” means:

(1) The examinations that are administered to pupils pursuant to [NRS 390.105](#); and

(2) Any other examinations which measure the achievement and proficiency of pupils and which are administered to pupils on a district-wide basis.

(c) “Irregularity in testing administration” means the failure to administer an examination or assessment in the manner intended by the person or entity that created the examination or assessment.

(d) “Irregularity in testing security” means an act or omission that tends to corrupt or impair the security of an examination or assessment, including, without limitation:

(1) The failure to comply with security procedures adopted pursuant to this section or [NRS 390.270](#);

(2) The disclosure of questions or answers to questions on an examination or assessment in a manner not otherwise approved by law; and

(3) Other breaches in the security or confidentiality of the questions or answers to questions on an examination or assessment.

(Added to NRS by [2001, 1199](#); A [2013, 3274](#); [2017, 3248](#))—(Substituted in revision for NRS 389.620)



# Carson City School District Board of Trustees Meeting

August 26, 2025

6:30 PM

## STAFF REPORT

**DATE:** Friday, August 22, 2025  
**TO:** Carson City School District Board of Trustees  
**FROM:** Molly Walt, School Board Trustee  
**SUBJECT:** C-Hill Flag Foundation Project

**REQUESTED AGENDA DATE:** August 26, 2025

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### SUMMARY

The C-Hill Flag Foundation, Foundation for Carson Parks and Recreation and City of Carson City will be working to restore the C-Hill Flag and would like to invite the JROTC to be participants in the decommissioning of the flag, workday dismantling of the flag, rebuilding of the flag, and unveiling of project when completed.

### WHY ARE YOU BRINGING THIS BEFORE THE BOARD NOW:

I am bringing this agenda item to the board to request staff support in contacting the JROTC program and inviting their participation in the dismantling of the C-Hill Flag scheduled for Friday, October 4th at 10:00 a.m. Given the significance of the flag to our community and the educational value of civic engagement, involving JROTC would not only honor the symbolic importance of this event but also provide a meaningful opportunity for students to participate in a patriotic and community-centered activity. Their presence would reinforce our commitment to youth leadership and respectful flag handling, while also highlighting the strong partnership between our school district and the broader Carson City community.

### BACKGROUND

The C-Hill Flag Foundation began the third week of September 2001, soon after the September 11th terrorist attacks on the World Trade Center in New York City and the Pentagon in Washington, D.C. Many local businesses donated nearly \$10,000 to construction materials, supplies and food for more than 200 volunteers. The work was completed, and our flag was dedicated on October 21, 2001. A ceremony was held on the hill at the base of the Sierra Nevada Mountains high above Carson City. On December 14, 2002, Mother Nature struck our flag with a winter storm and winds up to 100 mph, tearing several sections of the flag apart and causing damage to the support frame. By 5:00 p.m., our flag was destroyed. Our flag was re-built in 2003, and since then, has stood as a symbol of Carson City's patriotism, ability to weather any storm, and a reminder that when we come together, there is nothing our community cannot achieve. Today, the C-Hill Flag can be seen throughout Eagle Valley and by-passing airplanes.

The C-Hill Flag has proudly flown above Carson City for over two decades, standing as a symbol of community pride, patriotism, and resilience. Over the years, it has endured the effects of time, weather, and countless visitors. Now, the flag needs critical repairs and rebuilding.



The C-Hill Flag Foundation has formally entered into an agreement with the City to lead the restoration effort. Planning for reconstruction is currently underway, and community involvement will be vital to the success of this project.

There are multiple opportunities for individuals and businesses to get involved, whether through volunteer labor, donated materials, or financial contributions. A press release will be issued soon with further details. To stay informed, volunteer, or donate, community members are encouraged to sign up through the Carson Flag Foundation website. Updates and additional information will be posted there as the project progresses.

**FISCAL IMPACT**

N/A

**RECOMMENDATION**

For the Superintendent to work with JROTC Program to participate in dismantle and rebuild of the flag.

**LIST SUPPORTING DOCUMENTS IF APPLICABLE:**

N/A

**POSSIBLE MOTION**

[\\_Click or tap here to enter text.](#)



# Teaching Reading Is Rocket Science

## What Expert Teachers of Reading Should Know and Be Able to Do

*By Louisa C. Moats*

The most fundamental responsibility of schools is teaching students to read. Because reading affects all other academic achievement and is associated with social, emotional, economic, and physical health, it has been the most researched aspect of human cognition. By the year 2000, after decades of multidisciplinary research, the scientific community had achieved broad consensus regarding these questions: How do children learn to read? What causes reading difficulties? What are the essential components of effective reading instruction and why is each important? How can we prevent or reduce reading difficulties? Two decades later, hundreds of additional studies have refined and consolidated what we know about bolstering reading achievement, especially for students at risk.

Scientists use increasingly sophisticated technology that can picture the brain's activation patterns or measure split-second reactions to speech or print. New statistical methods can document the complicated interactions of many factors as students develop reading skills. Fine-grained analyses illuminate the nature of individual differences and individual responses to instruction. These advanced investigative techniques have confirmed and extended the bedrock findings about reading and effective teaching of reading that were known 20 years ago. Evidence to guide our practices is stronger than it has ever been.

Unfortunately, much of this research is not yet included in teacher preparation programs, widely used curricula, or professional development, so it should come as no surprise that typical classroom practices often deviate substantially from what is recommended by our most credible sources. As a result, reading achievement is not as strong as it should be for most students, and the consequences are particularly dire for students from the least advantaged families and communities.

This we know: reading failure can be prevented in all but a small percentage of children with serious learning disorders. It is possible to teach most students how to read if we start early and follow the significant body of research showing which practices are most effective. Students living in poverty, students of color, and students who are eligible for remedial services can become competent readers—at

any age. Persistent “gaps” between more advantaged and less advantaged students can be narrowed and even closed. Fundamentally, these gaps are the result of differences in students’ opportunities to learn—not their learning abilities.

Although educators have long understood the importance of literacy, teaching children to read is very complex. Far too many children have trouble reading and writing. About 20 percent of elementary school students nationwide have serious problems learning to read; at least another 20 percent are at risk for not meeting grade-level expectations.<sup>1</sup> For children growing up in underresourced communities and attending underresourced schools, the incidence of reading failure is astronomical and completely unacceptable. Students who are African American, Hispanic, learning English, and/or from impoverished homes fall behind and stay behind in far greater proportion than students who are white and middle class. The rate of weak reading skills in these groups is 60–70 percent, according to the National Assessment of Educational Progress.<sup>2</sup>

The tragedy here is that most reading failure is unnecessary. We now know that classroom teaching itself, when it includes a range of research-based components and practices, can prevent and mitigate reading difficulty. Although home factors do influence how well and how soon students read, informed classroom instruction that targets specific language, cognitive, and reading skills beginning in kindergarten enhances success for all but a very small percentage of students with learning disabilities or severe dyslexia. Researchers now estimate that 95 percent of all children can be taught to read by the end of first grade, with future achievement constrained\* only by students’ reasoning and listening comprehension abilities.<sup>3</sup>

While parents, tutors, and the community can contribute to reading success, classroom instruction is the critical factor in preventing reading problems and must be the primary focus for change.<sup>4</sup> To be clear: although the day-to-day work is teachers’ responsibility, students’ reading success is our shared responsibility. From preparation programs to standards and assessments to curricula and professional development, the policies and systems currently impacting how reading is taught need to improve—dramatically and rapidly. Teaching reading *is* rocket science. But it is also established science, with clear, specific, practical instructional strategies that all teachers should be taught and supported in using.

## Research-Validated Ideas for Instruction

A well-validated concept that should underpin the design of instruction is called the Simple View of Reading.<sup>5</sup> It states that reading comprehension is the product of word recognition and language comprehension. Without strong skills in either domain, an individual's reading comprehension will be compromised.

A reader's recognition of printed words must be accurate and automatic to support comprehension. The development of automatic word recognition depends on intact, proficient phoneme awareness, knowledge of sound-symbol (phoneme-grapheme) correspondences, recognition of print patterns such as recurring letter sequences and syllable spellings, and recognition of meaningful parts of words (morphemes).<sup>6</sup> Young readers progress by gradually learning each of these ways that our print system represents language, and then applying what they know during ample practice with both oral and silent reading. If reading skill is developing successfully, word recognition gradually becomes so fast that it seems as if we are reading "by sight." The path to that end, however, requires knowing how print represents sounds, syllables, and meaningful word parts; for most students, developing that body of knowledge requires explicit instruction and practice over several grades.<sup>7</sup> While some students seem to figure out how the print system works through incidental exposure, most do not.

Language comprehension, the other essential domain that underlies reading comprehension, depends on background knowledge, vocabulary, ability to decipher formal and complex sentence patterns, and recognition of the devices that hold a text together.<sup>8</sup> Furthermore, language comprehension is facilitated by metacognitive skills such as monitoring whether reading is making sense and choosing to act if it does not. The language comprehension factor in overall reading achievement becomes more and more important from about fourth grade onward.<sup>9</sup> From preschool through high school, students gain vital exposure to a variety of text forms, language patterns, background knowledge, and vocabulary both by listening to text read aloud and by reading itself.

The implications of the Simple View of Reading should be self-evident: reading and language arts instruction must include deliberate, systematic, and explicit teaching of word recognition and must develop students' subject-matter knowledge,

vocabulary, sentence comprehension, and familiarity with the language in written texts. Each of these larger skill domains depends on the integrity of its subskills.

Learning to read is a complex achievement, and learning to teach reading requires extensive knowledge and skills across the components of word recognition, language comprehension, spelling, and writing. Consider what the classroom demands of the teacher. Children's interest in reading must be stimulated through regular exposure to interesting books and through discussions in which students respond to many kinds of texts. For best results, the teacher must instruct the majority of students directly, systematically, and explicitly to decipher words in print, all the while keeping in mind the ultimate purpose of reading, which is to learn, enjoy, and understand. To accommodate children's variability, the teacher must assess children and tailor lessons to individuals or groups. This includes interpreting errors, giving corrective feedback, selecting examples to illustrate concepts, explaining new ideas in several ways, and connecting word recognition instruction to meaningful reading and writing.

Some children learn language concepts and their application very easily in spite of incidental teaching, but others never learn unless they are taught in an organized, systematic, efficient way by a knowledgeable teacher using a well-designed instructional approach. Children of average ability might learn enough about reading to get by if their instruction is haphazard; with systematic research-based instruction, those students could achieve much more, such as the appreciation for language structure that supports learning words from context, perceiving subtle differences in meaning, or refining language use.

### **Toward a Curriculum on the Science of Reading**

A core curriculum on effective literacy instruction for pre-service and in-service teacher education would, of course, be supplemented and honed over time, but its goal is to bring continuity, consistency, quality, and comprehensiveness to the many different programs, organizations, and systems through which aspiring and current teachers receive information about how to teach reading. Given the current science of reading, this core should be divided roughly into the following four areas:

1. Knowing the basics of reading psychology and development;
2. Understanding language structure for both word recognition and language comprehension;
3. Applying best practices in all components of reading instruction; and
4. Using validated, reliable, efficient assessments to inform classroom teaching.

This excerpt offers an introduction to the first two areas. For a detailed discussion of all four areas, please see the [full report](https://www.aft.org/sites/default/files/moats.pdf). (<https://www.aft.org/sites/default/files/moats.pdf>)

## **1. Reading Psychology and Development**

Learning to read is not natural or easy for most children. Unlike spoken language, which is learned with almost any kind of contextual exposure, reading is an acquired skill. Although surrounding children with books will support reading development, and a “literature-rich environment” is highly desirable, it is not sufficient for learning to read. Neither will exposure to print ordinarily be sufficient for learning to spell, unless organized practice is provided. Thus, teachers must be reflective, knowledgeable, and intentional about the content they are teaching—that is, the symbol system (orthography) itself and its relationship to meaning.

Good readers do not skim and sample the text when they scan a line in a book. They process the letters of each word in detail, although they do so very rapidly and unconsciously. Those who comprehend well accomplish letter-wise text scanning with relative ease and fluency. When word identification is fast and accurate, a reader has ample mental energy to think over the meaning of the text. Knowledge of sound-symbol mapping is crucial in developing word recognition: the ability to sound out and recognize words accounts for about 80 percent of the variance in first-grade reading comprehension and continues to be a major (albeit diminishing) factor in text comprehension as students progress through the grades (and students’ background knowledge and vocabulary become ever-larger factors in comprehending academic texts).<sup>11</sup>

The ability to sound out words is, in fact, a major underpinning that allows rapid recognition of words. (This recognition is so fast that some people mistakenly believe it is happening “by sight.”) Before children can easily sound out or decode words, they must have at least an implicit awareness of the speech sounds that are

represented by symbolic units (letters and their combinations). Children who learn to read well are sensitive to linguistic structure, recognize redundant patterns, and connect letter patterns with sounds, syllables, and meaningful word parts quickly, accurately, and unconsciously. Effective teaching of reading entails these concepts, presenting them in a sequence from simple and consistent to complex and variable.

The word-recognition component of reading is most closely dependent on the phonological aspect of language processing.<sup>12</sup> Phonological language skills include awareness of bits of speech or linguistic elements within words: consonant and vowel phonemes, spoken syllables, grammatical endings, and meaningful word parts (morphemes). Awareness of these linguistic elements in spoken language is essential for making sense of print because our alphabetic writing system represents language at all these levels. When students cannot rapidly associate the sounds, syllables, and/or morphemes in spoken words with printed symbols, they will not be able to store words in their mental dictionaries. Conversely, a new word that is decoded accurately through phonological analysis can be pronounced and remembered, even if its meaning is not yet known.

Beginning reading instruction of necessity will focus on teaching students how to read and write words, following a systematic and logical sequence. When appropriate, the emphasis will shift to increasing reading volume. Combining research on reading, cognitive science related to the role of knowledge in thinking, and practice-based wisdom, it appears that opportunities for wide reading are best provided within a knowledge-building curriculum in which text readings are linked by a theme or topic.<sup>13</sup> Ironically, while background knowledge can be gained from reading, it is also true that those who already know more about a topic make better inferences and retain meanings better than those who know little about it. Therefore, reading practice should be linked to or embedded within the study of subjects including science, history, literature, and the arts. Interpretive strategies that facilitate comprehension—including summarizing, questioning, predicting outcomes, and monitoring one's own understanding—are best used in the service of learning defined curricular content.<sup>14</sup> Moreover, writing in response to reading is one of the best ways to enhance reading comprehension.<sup>15</sup>



## 2. Language Structure

Expert teaching of reading requires knowledge of language structure at all levels.<sup>16</sup> Without such knowledge, teachers are not able to respond insightfully to student errors, choose examples for concepts, explain and contrast words and their parts, or judge what focus is needed in a lesson. The table below provides examples of key concepts of language structure and how they apply to instruction.

### Examples of Knowledge of Language Structure and Their Application to Teaching

Selected Concepts and Skills by Domain	Ideas for Application to Instruction
<b>1. Phonetics and Phonology</b> Understand that speech sounds are not letters, and letters do not make sounds—they represent them.  Know that consonant and vowel phonemes can be grouped into classes with similar properties (e.g., <i>stops</i> , <i>nasals</i> , etc.).	Instead of asking “What sound does each letter make?,” use accurate language and focus on a specific sound, asking, “What letter(s) represent /er/ in <i>first</i> ?”  Help children focus on sounds by saying things like, “/m/, /n/, and /ŋ/ are the three ‘nosey’ sounds in English; hold your nose to feel how these sounds go through the nose.”
<b>2. Phoneme Awareness</b> Produce speech sounds accurately during reading, vocabulary, and spelling instruction.  Identify, match, and select appropriate examples of words containing specific phonemes.	Say /t/ crisply, not <i>tuh</i> .  In teaching awareness of the phoneme /sh/, use words including <i>shoe</i> , <i>chef</i> , and <i>sugar</i> . (Listen for the sound; don’t confuse the task with spelling or phonics.)
<b>3. Morphology</b> Identify morphemes (the smallest meaningful units of language) and distinguish them from syllables.  Recognize that spellings of morphemes are often stable even when pronunciation varies in words with a common root; as a result, spelling can be a clue to meaning.	The word <i>interchangeable</i> has five syllables and three morphemes: <i>inter</i> , <i>change</i> , <i>able</i> .  <i>Express</i> , <i>expression</i> ; <i>legal</i> , <i>legislate</i> ; <i>inspire</i> , <i>inspiration</i> ; <i>nature</i> , <i>natural</i> .
<b>4. Orthography</b> Understand that letters and letter combinations (graphemes) represent sounds but are not the same as sounds.  Use a comprehensive scope and sequence that includes instruction in digraphs, blends, silent letter combinations, vowel teams, diphthongs, and the six common syllable types.	The phoneme /f/ is represented by <i>f</i> , <i>ff</i> ( <i>stuff</i> ), <i>gh</i> ( <i>tough</i> ), and <i>ph</i> ( <i>phone</i> ).  Explicit instruction in the written code should extend at least through grade 3 when syllables and morphemes in longer words are tackled.
<b>5. Semantics</b> Teach word meanings in relation to other word meanings.  Adopt a routine for teaching unfamiliar word meanings to students.	Include antonyms, synonyms, associations, analogies, and categorical relationships on vocabulary tasks.  Provide a student-friendly definition, many examples, and opportunities for students to say and use new words.
<b>6. Syntax and Text Structure</b> Appreciate that texts have structures that can be represented with graphic organizers (e.g., narrative and informational texts organized as compare/contrast, argumentation, description, cause/effect, etc.).  Identify cohesive devices such as pronoun references, connecting words, word substitutions, parallel sentence structure, and paragraph organization.	Identify and illustrate for students the purpose of a given text and its logical structure.  Help students identify how a text hangs together and how to follow the connections among ideas as meaning is constructed.

Experts agree that children who initially are at risk for failure are saved, in most cases, by instruction that directly teaches the specific foundational language skills on which proficient reading depends.<sup>17</sup> Effective teachers of reading raise awareness and proficiency through every layer of language organization, including sounds, syllables, meaningful parts (morphemes), phrases, sentences, paragraphs, and various genres of text. Their teaching strategies are explicit, systematic, and engaging.<sup>18</sup> They also balance language skill instruction with its application to purposeful daily writing and reading, no matter what the skill level of the learner. Middle- and upper-grade children who are weak readers can be brought up to grade level with appropriate instruction (although the time, effort, and emotional strain for children and teachers involved is considerably greater than that required to teach younger children, so offering research-based instruction in the early grades must remain a top priority).

A rich and meaningful curriculum, in which students are exposed to a variety of texts as they learn concepts in science, literature, social studies, history, the arts, and culture, should provide the context for developing reading and writing skills. Comprehension strategies should not be taught in isolation but used as necessary to enhance understanding of text assigned for content learning. Useful comprehension strategies to embed in content reading include prediction of outcomes, summarizing, clarification, questioning, and visualization; these can be modeled explicitly by the teacher and practiced overtly if students are not comprehending well or if they approach reading comprehension passively. Vocabulary is best taught with a variety of complementary methods, both direct and incidental, designed to explore the relationships among words and the relationships among word structure, origin, and meaning. Of course, children also benefit from access to full libraries and incentives to read independently.

The fact that teachers need better preparation, professional development, and resources to carry out deliberate instruction in reading, spelling, and writing should prompt action rather than criticism. It should highlight the chronic gap between what teachers need and what they have been given. Just about all children can be taught to read and deserve no less from their teachers. Teachers, in turn, deserve no less than the knowledge, skills, and supported practice that will enable their teaching to succeed. There is no more important challenge for education to undertake.



*Louisa C. Moats has been a teacher, psychologist, researcher, graduate school faculty member, and author of many influential scientific journal articles, books, and policy papers on the topics of reading, spelling, language, and teacher preparation. After 15 years as a licensed psychologist specializing in evaluation and consultation with individuals who experienced reading, writing, and language difficulties, she served as a site director of the National Institute of Child Health and Human Development's Early Interventions Project and research advisor and consultant with Sopris Learning.*

\*It is important to note that students' reasoning and comprehension abilities can also be enhanced through informed instruction. As students' subject-matter knowledge and vocabulary grow, so will their capacity to think critically.

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# *Test Security Procedures*

## *2025-2026*



*Ricky Medina, Ph.D. Director of Accountability and  
Assessment*

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## **District Test Director Contact**

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## INTRODUCTION

This manual, in accordance with Nevada Revised Statutes (NRS) 390.250 through 390.430, inclusive, is designed for district test directors, school principals, and school test coordinators. Test security procedures must be understood and adhered to by all district and school personnel involved in test administration or the handling of materials related to state assessments. Unless otherwise stated, test security procedures apply to all state-mandated test administrations, including actual (live) as well as field and pilot tests. New this year, the NWEA MAP assessment is considered a State Assessment for grades Kindergarten through 8<sup>th</sup> grade and students will also participate in a new Kindergarten Entry Assessment (KEA).

**Strict adherence to procedures protects the integrity of the State assessment program, and ensures consistency in test administration, security of test materials, and the validity of scores. Failure to adhere to the procedures outlined herein may result in state-administered corrective action, including, but not limited to, invalid scores and/or licensure sanctions.**

All inquiries regarding test security must be directed to the Nevada Department of Education (NDE) test security coordinator **through the District Test Director**. The District Test Director for the Carson City School District is Dr. Ricky Medina, Director of Accountability and Assessment.

### Student Participation

Nevada's system for assessing students consists of different tests administered to students enrolled in Carson City School District (CCSD), including Carson Montessori Charter School, in specific grades and programs. **All** students enrolled in public schools, including charter schools, at a grade level where a mandated test is administered statewide, **must** participate.

Because participation rates for students are also used to determine Nevada Schools Performance Framework (NSPF) ratings, all CCSD schools, including Carson Montessori Charter School, must account for every student enrolled for each particular state test administration.

Federal and state requirements have been aligned so that **all** students must participate fully and meaningfully in the state assessments. Students with disabilities and students classified as English Learners (EL) must also participate and might use accommodations and/or designated supports, as appropriate when allowable by the Nevada Department of Education.

New this year, the NWEA MAP assessment is considered a State Assessment for grades Kindergarten through 8<sup>th</sup> grade.

### Home-Schooled Students

Home-schooled students who wish to participate in state assessments must test when CCSD students test and must make arrangements to take the examinations by contacting the Site Test Coordinator at least 30 days prior to the test date. **In the Carson City School District, Site**



## **Vice-Principals are Site Test Coordinators.**

### **Reporting Student Test Results**

Not more than 15 working days after student test results have been received by the school, the principal of each school and the governing body of Carson Montessori Charter School shall ensure that the results for each student have been provided to the parent or legal guardian of the student.

### **District Test Security Plans**

The Carson City board of trustees shall adopt and enforce a plan setting forth procedures to ensure the security of all state- and district-mandated tests (NRS 390.275). This plan applies to all District schools, including Carson Montessori Charter School. By September 1 of each year, CCSD must submit the plan to the State Board of Education and the Legislative Committee on Education.

This district plan is consistent with the procedures outlined by the *Nevada Department of Education (NDE) Test Security Procedures 2025-26* and includes the following criteria:

- Procedures by which students and other individuals may, and are encouraged to, report irregularities in test administration and test security
  - If any assessment stakeholder suspects an irregularity, they are encouraged to report the irregularity using the following chain of command. Students/Parents -> Teachers -> Site Test Coordinator (Vice Principal) -> Principal -> District Test Director.
  - For example, if a student were to suspect an irregularity occurred, he/she would notify the teacher administering the assessment and the teacher would then notify the Site Test Coordinator. This notification chain should be followed until the irregularity is brought to the attention of the District Test Director.
  - The District Test Director should be notified either in writing/email or by telephone on the day of the irregularity by the Site Test Coordinator or the Principal.
  - If an irregularity occurs, the Site Test Coordinator will have 10 days to perform an investigation and submit a report of the irregularity to the Nevada Department of Education's Caveon Website.
  - Depending on the nature/severity of the irregularity and or staff involved, the District Test Director may support and/or lead the investigation at the site.
  - To the extent possible, the Site Test Director will collect written evidence from all witnesses involved with the irregularity.
- The manner in which the school officials will contact the District Test Director regarding reports of testing irregularities and how the Test Director, on behalf of the board, will, in turn, notify the NDE.
  - The District Test Director will be notified via email and/or telephone on the day of the suspected irregularity. The District Test Director will verify that a report is submitted through the Caveon Website and will forward the report to the Nevada Department of Education.

- Procedures necessary to ensure security of test materials and consistency of test administration
  - All secure assessment materials will be stored in locked closets and/or cabinets. Secure materials will be checked in/out each day and a material sign out sheet will be maintained that tracks who checks in/out which materials.
  - Site Test Coordinators will open and inventory testing materials on the day that they are received. Any missing materials will be reported to the District Test Coordinator.
- Procedures that each school will use to verify the identity and eligibility of pupils taking an examination
  - When possible and appropriate, students will be tested with a teacher who knows/recognizes the student. Any unknown student will have their identity validated against the information/picture in Infinite Campus and/or using the students ID.
  - Some high school assessments may have additional identity verification requirements which will be implemented by the Site Test Coordinator.
- Procedures for online test administration
  - All assessments will be conducted using District Computers on the District Network. For some home bound, home hospital, or juvenile detention situations, students may be assessed using District Computers with District Wifi Devices. Home bound students may test at home with a District assigned proctor present if they are unable to be assessed otherwise.
- Procedures that set forth actions that must be taken in response to a reported irregularity in test administration or test security, including actions that must be taken during an investigation of the irregularity and identifying the individuals responsible for the actions in each category
  - All reports of irregularities will be submitted through the Caveon Website.
  - Site Test Coordinators will notify parents of students whose results are invalidated as the result of an irregularity or who participate in an irregularity. When appropriate, the site's progressive discipline plan will be followed.
  - Site Test Coordinators and/or the Site Principal will notify a teacher/staff member of the outcome of any irregularity caused by the teacher/staff member.

On or before September 30 of each year, the Carson City board of trustees and the governing body of each charter school shall provide a written notice regarding the examinations to the following individuals (NRS 390.275):

- All teachers and education personnel employed by the school district or governing body
- All employed personnel who are involved in test administration
- Pupils who are required to take the examinations
- The parents or legal guardians of these pupils

The written notice will be prepared in a format that is easily understood, will be translated and includes a description of the following procedures:

- The district test security plan

- Action that may be taken against personnel and pupils for violations of the plan or for other testing irregularities

The above written notice will be shared with students/parents via Parent Square and with District staff via District Email.

### **School Test Security Plans**

Each CCSD school, including Carson Montessori Charter School, participating in state assessments will produce a school test security plan that will be kept on file at the school site and the district office for three consecutive school years. These plans will be stored on the District Test Coordinator's SharePoint site. The school plan must be consistent with the procedures outlined in the district plan and must include, but is not limited to, the following provisions:

- The manner in which test materials will be stored, distributed, collected, and returned
- The names and titles of the individuals responsible for carrying out the procedures
- Procedures to ensure compliance with testing accommodation plans
- Procedures for online test administration
- Procedures regarding students who require additional time for testing, students who become ill during testing, responding to technology malfunctions, and evacuation protocol.

**Note – District and/or NDE assessment personnel may conduct unannounced on-site observations or audits to verify implementation of school test security plans.**

### **Testing Locations and Prescribed Dates**

Using the State Assessment Calendar provided by the Nevada Department of Education, Site Test Coordinators will agree upon dates for administering assessments. These date (ranges) will be shared in the notification discussed above.

### **Assurances from Principals**

The school principal must be familiar with the prescribed procedures for the physical security of all test materials and proper test administration. Although the principal may assign test scheduling and training responsibilities to a school test coordinator, the principal is ultimately responsible for all testing activities, and must agree in writing to comply with test security and administration procedures; investigations conducted by the state and/or district; and the requirement to provide annual test security training and refresher training.

The **District Test Coordinator** will obtain the principals' written assurances and submit them collectively to the NDE as follows:

- Download a form entitled Authorization to Administer Tests (template available to district test directors at Bighorn > Assessment Resources) and distribute the form to principals.
- Collect the completed forms.
- Submit **electronic** copies to the NDE Assessment Administrative Assistant on or before September 15 (NAC 390.240). If a new principal joins the school after the original

submission, the school **must submit a replacement form** with an updated signature.

## **Training Requirements**

The NDE provides a required annual program of education and training (NRS 390.300) to district test directors and school test coordinators. **District test directors must certify that all school test coordinators and appropriate district personnel have participated in the NDE's program of training. The NDE may request proof of training as part of an investigative process.**

The board of trustees of a school district or the governing body of a charter school may establish an expanded program of education and training if the expanded program complies with the program established by the NDE. CCSD will continue to participate in an expanded program of education and training in compliance with the program established by the NDE.

The principal of each school is responsible for providing complete training **annually** in test security and test administration for **all** school personnel who will be involved with the testing process.

Primary responsibility for test administration must only be given to **licensed Nevada educators**. (EXCEPTION: Provided it is not a violation of the **district** test security plan, qualified paraprofessionals who have certified on the WIDA website for the appropriate assessments may administer the Speaking (all grades) and Kindergarten portions of WIDA. Administration must occur under the direct supervision of assigned, licensed personnel who are trained in 2025-2026 test security and administration procedures.)

Only individuals who have received test security and administration training for the current school year are permitted to administer or proctor an examination. Training must address the following practices:

- Instructions in proper handling of test materials, including test tickets
- Instructions in proper test administration
- Security procedures as outlined in this document
- Additional security procedures as outlined in the district test security plan
- Information regarding protection of school district personnel regarding the disclosure of testing irregularities (See Protection of School District Personnel in the Appendix.)
- The potential consequences for failure to comply with the state and district test security plans

Each individual participating in the administration of state examinations will acknowledge in writing or electronically that they have participated in the annual and/or refresher training (see BEFORE TESTING) and that they have been informed of and understand procedures, and the potential consequences for nonadherence. A list of definitions and responsibilities for school personnel involved in test administration is included in the Appendix.

**Training records/acknowledgements containing dates and signatures of all participants must be retained for three consecutive school years. Hard copies will be maintained at site and electronic**

**copies on the District Test Coordinators' SharePoint Site.**

## **SECURITY OF TEST MATERIALS**

- Any materials containing student-identifying information, responses, or test content must be stored securely and must not be accessible to anyone other than the principal or school test coordinator (or other designated individuals who require access). Under no circumstances may student-identifying information printed on the tickets be distributed via email or any other non-secure method. All tickets must be collected from students each day and are considered secure materials.
- The secure storage may not be used for other materials to which unauthorized individuals have access. A sign-in/sign-out sheet including dates and times must be kept to track the movement and custody of materials. This sign-in/sign-out sheet will be maintained by the Site Test Coordinator. Secure testing materials, including test tickets, must remain in secure storage until the prescribed date for test administration, and must be handled securely during and after testing (i.e., under the supervision of or in the custody of a licensed Nevada educator).
- Security cameras or other classroom monitoring devices must be directed away from student testing devices and materials.
- For paper/pencil test materials:
  - School test coordinators must follow the directions in the Test Coordinator's Manual regarding the receipt and return of materials and the reporting of discrepancies.
  - Note – School test coordinators must follow the directions in the Test Coordinator's Manual verbatim (beyond just the return and receipt of materials).

## **BEFORE TESTING**

- The school principal must ensure that all personnel who will be participating in assessment-related activities receive a refresher training prior to the beginning of the school's testing window. This refresher should occur prior to each new test.
- School test coordinators are responsible for scheduling test sessions, assigning test administrators and proctors, and creating student seating charts. At least one test administrator and a sufficient number of proctors must be provided for each testing room to supervise testing adequately. A ratio of one test administrator to not more than 30 students is strongly recommended.
- Embedded testing accommodations and designated supports must be selected for the appropriate students in the online testing system prior to test administration. Non-embedded accommodation and designated support information must also be provided to test administrators.

- Instructional materials or any other materials that provide specific factual information or that might assist students in responding to test questions must be removed or covered with blank, opaque material.
- “TESTING—DO NOT DISTURB” signs should be placed on testing room doors and in halls and entrances, rerouting hallway traffic in order to promote optimum testing conditions.

## DURING TESTING

### Testing Environment

- The testing environment must be quiet and free of distractions.
- The test administrator’s computer must be secured and monitored throughout the testing session.
- All individuals present in the testing room—including students, licensed and unlicensed personnel, and any unauthorized individuals who may have entered the room—must be documented. Sign-in/sign-out sheets should be maintained by teacher proctoring and collected by Site Test Coordinator.
- Students who are not participating in a specific test must not be allowed in the testing room while tests are being administered.
- Parents or guardians of students who are testing must not be allowed in the testing room (EXCEPTION: see Testing Homebound Students regarding medical caregivers).
- Student desk/table tops must be cleared of any material not specified in the Test Administrator’s Manual. Students may not access additional materials unless documented as testing accommodations or designated supports. Unauthorized possession of non-permissible materials may result in invalid scores.
- Material that is affixed to desk tops must be covered with blank, opaque material.
- **Cell phones and smart watches** are collected and stored prior to distributing test materials (EXCEPTION: students with a continuous glucose monitor app). Test administrators and proctors should avoid cell phone and smart watch use unless it is the only means of contacting administration regarding testing issues.
- Photographing, recording, or transmitting any part of a test or testing session is **PROHIBITED** unless the activity is required for test administration as indicated in the Test Administrator’s Manual, or when the school test coordinator, principal, or district test director is collecting evidence related to a **test security** investigation.
- Food and beverages are **only** permitted during a supervised break. Procedures for breaks are included in the Test Administrator’s Manual and must be followed explicitly.

## Test Materials

- All testing materials, including test tickets, must be distributed or accessed prior to the beginning of the testing session, and must remain secure at all times. See the Test Administrator's Manual for permissible materials.
- Test tickets must be distributed to the appropriate students—the identity and eligibility of all students who are testing must be verified accordingly. See the Test Administrator's Manual for instructions regarding the distribution and collection of test tickets.
- Scratch paper may only be plain unlined or lined paper, grid-only graph paper, or patty paper. No other pre-printed material is permitted on the front or back except for student-identifying information. See the Test Administrator's Manual for specific instructions regarding scratch paper.
- Test administrators must read and follow the script (**VERBATIM**) provided in the Test Administrator's Manual.

## Monitoring Students

- Students must be supervised by **licensed personnel** while having access to test materials (including tickets).
- Test administrators and proctors must monitor students to ensure they are working independently and adhering to procedures. It is **not** appropriate to engage in other activity (e.g., grading assignments, checking emails) during test administration. Particular attention must be paid to the following security threats to online test administration:
  - Cheating threats:
    - Colluding with others
    - Using cheating aids
    - Using a proxy test taker
    - Copying responses from other students
  - Stealing threats
    - Capturing content by digital photography devices
    - Transcribing questions verbally (on paper or recording device)

- Students may not communicate with, interact with, or provide assistance of any kind to other students.
- Test administrators, proctors, or other adults may not provide assistance of any kind (including gestures, signals, rewards, or any other form of communication) beyond what is described in the Test Administrator’s Manual.
- Electronic devices are strictly **PROHIBITED** unless a student has an accommodation plan or designated support that allows a specific **permissible** device, or the device is required for test administration as indicated in the Test Administrator’s Manual. Unauthorized possession of electronic devices may result in invalid scores.
- The District Test Coordinator, with input from the Site Coordinator, is responsible for **invalidating** tests for students who were cheating, communicating with other students, receiving inappropriate assistance, or accessing unauthorized materials or devices. All incidents involving student cheating or misconduct must be responded to in accordance with district and/or school disciplinary procedures.

## English Learners

- Assessments are administered in English. See the 2025-2026 Usability, Accessibility, and Accommodations Guide (UAAG—available to district test directors at Bighorn > Assessment Resources) for information regarding designated supports for English Learners.
- The test administrator or proctor of the WIDA Speaking Test (all grades) and Kindergarten Test must have native English fluency.

## Unlocking Tests

Online Science Assessments and Summative Performance Tasks (PTs) lock each night, or after 20 minutes of inactivity, or when a student submits a test for scoring. Unlocking a test allows a student to access a test that has locked or has already been submitted. Tests lock for security reasons, and should not be unlocked except in rare cases of unforeseen and unavoidable errors during testing.

If a test in progress (i.e., not submitted) is unlocked, the test will reopen at the location at which the student stopped testing. The student will be able to review items within the current segment of the test, but cannot return to previous segments.

All unlocked tests must be reported as testing irregularities unless otherwise noted below. The Site Test Coordinator must maintain a list of all unlocked tests and the reason for unlocking the test.

- If a *submitted* test is unlocked, the test will reopen at the last page of the test.



- For **interruptions** in testing occurring for more than 20 minutes, the NDE grants permission to district test directors or their designees to unlock tests for the following:
  - A student has completed 5 or fewer responses, and is unable to complete a test due to a technological difficulty that results in the locking of the test.
  - A student has completed 5 or fewer responses, and is unable to complete a test before it locks due to a sudden illness or unanticipated school closure/evacuation.
- For instances of **human error, when discovered on the day of testing**, the NDE grants permission to district test directors or their designees to unlock tests if:
  - A student begins a part of the test unintentionally. The student should stop the test as soon as the error is noticed and should be directed to log in to the appropriate test part. The district test director or their designee may unlock the test part that was begun erroneously prior to administration of that part if the student had completed 5 or fewer responses.
  - A student has completed 5 or fewer responses, and unintentionally submits a test—if the incident is reported **immediately** and the test is **unlocked and completed the same day** (this is **not** an irregularity).
- In certain circumstances, unlocking a test will not correct a situation, or is not an available option (Computer Adaptive Tests, or CATs, do not lock). Because students are only permitted to complete a test once during the testing window, district test directors or their designees must obtain permission from the NDE to have the testing vendor **regenerate** the test ticket for the following:
  - A student begins a part of a PT or CAT using another student’s test ticket or log in information, and has completed 5 or fewer responses.
  - A student begins a part of a PT or CAT without having an accommodation or designated support activated, and has completed 5 or fewer responses.
- Tests that are left in “in progress” status will be automatically submitted at the end of the testing window and **do not** need to be unlocked to submit.

## Testing Homebound Students

All Homebound Testing must be approved by the District Test Director in consultation with the Director of Student Support Services. School test coordinators must obtain written permission from their **District Test Director** for homebound test administration, and must adhere to the following procedures:

- Tests must be administered in accordance with NDE test security procedures.
- A licensed Nevada educator who has received training in test security and administration for the current school year must administer the tests.

- Materials must be transported securely to and from the student's home.
- The test administrator is responsible for all assessment-related activities in the testing environment.
- If the student's IEP or 504 testing accommodations require the test administrator or ASL interpreter to read or sign test content, or transcribe responses, that individual must sign a Confidentiality Agreement prior to testing (template available to district test directors at Bighorn > Assessment Resources).
- All individuals present in the testing environment must be documented.
- Individuals who are not participating in test administration or providing medical care are **NOT** permitted in the testing environment.
- Medical caregivers required to be present must sign a Confidentiality Agreement prior to testing, and are **NOT** permitted to assist with test administration.

### **Disclosure of Test Content**

**Knowledge or review of actual test content is not necessary for valid test administration and is strictly prohibited.**

- The material contained in state-mandated examinations is the property of the Nevada Department of Education, and is confidential. Disclosure is unlawful except under the following circumstances:
  - To the extent necessary for administering and evaluating the examinations
  - When it is necessary for the performance of the duties of a
    - State officer who is a member of the executive or legislative branch
    - Superintendent of a school district
    - Director of curriculum of a school district
    - Director of testing of a school district
  - Specific content may be disclosed if the Superintendent of Public Instruction determines that the content is not being used in a current examination and making the content available to the public poses no threat to the security of the current examination process.
  - NDE staff and/or the Office of the Nevada Attorney General are charged with determining whether gaining access to state-mandated examinations is necessary and permitted by law.
- Test administrators, proctors, school administrators, teachers, substitute teachers, aides,

any other school personnel, or other individuals required to be present during test administration (e.g., medical caregivers) are not permitted to review test content.

- EXCEPTION: When a test administrator, proctor, or ASL interpreter is authorized to view test content in order to provide specific accommodations or designated supports (i.e., read aloud, signing, scribing); or as needed for administration of the Nevada Alternate Assessment or WIDA. A Confidentiality Agreement (template available to district test directors at Bighorn > Assessment Resources) must be signed prior to test administration and retained with the school's test security documentation for three consecutive school years.
- Test material, whether online or paper/pencil, must not be copied or reproduced by any means without the prior written authorization of the test publisher and the NDE, nor is any individual permitted to review, analyze, discuss, or notate test content.
- All materials containing student identifying information and/or responses are the confidential property of the Nevada Department of Education (NDE), and not public record. Disclosure is strictly prohibited without written permission from the NDE.

## **Reporting and Investigating Testing Irregularities**

- If the NDE has reason to believe a violation in test security or administration has occurred, the NDE has an obligation to investigate the incident as it deems appropriate. Districts and schools are required to comply with the NDE's requests for documentation and information relevant to the investigation.
- If the district test director has reason to believe a violation of the state or district test security plan has occurred, they must do the following:
  - Immediately notify the NDE test security coordinator via email or phone on the day of the irregularity.
  - Ensure that a Report of Testing Irregularity is submitted to the district within 10 calendar days after the incident occurred.
  - Ensure that a Report of Testing Irregularity is submitted to the state within 14 calendar days after it is submitted to the district.
  - Begin an investigation of the incident.
    - If a potential breach in test security has occurred, and the school has video surveillance equipment capable of downloading and saving a digital clip of the alleged occurrence, that clip must be retained as evidence for three consecutive school years.
    - All other evidence related to test security investigations must be retained for three consecutive school years.

**The district test director or designee must submit all investigative findings to the NDE test security coordinator during the course of the investigation. The Site Test Coordinator and District Test Director will ensure that this information is included in the report submitted on the Caveon Website.**

- A school official who has reason to believe that a violation of the state or district test security plan has occurred must immediately notify the school test coordinator, principal, district test director, or their designee.
- All evidence and documentation related to test security investigations is confidential.
- The NDE may choose to conduct an investigation separately or in conjunction with the school district.
- The majority of the communication regarding the incident will occur between the district test director and the NDE test security coordinator.
- Upon receipt of a Report of Testing Irregularity, the NDE test security coordinator will review the report and determine how to proceed, including whether further evidence or investigation is required.
- Depending on the severity of the incident and the potential impact to the state assessment program, the NDE's determination may include, but is not limited to:
  - No further action
  - Invalidation of student scores
  - A requirement, including the NDE's recommendations, for the district or school to complete a corrective action plan (NRS 390.295) if investigative findings indicate the irregularity resulted from inadequate test security or administration procedures
  - A requirement for the district or school to conduct an additional administration of the examination (NRS 390.290)
  - Licensure sanctions administered by the State Board of Education (NRS 391.330)

## **AFTER TESTING**

- Students who finish before the end of the scheduled testing period may be excused according to school test security procedures. If students are not to be excused, they may read quietly (paper versions only—no electronic devices). Materials must not be on student desk or table tops while they are testing, but may be stored under desks or in a designated area in the room. Drawing and writing are **not** permitted.
- All testing materials, including test tickets, scratch paper, and test booklets must be returned to the test administrator and accounted for before a student is allowed to leave the testing area for any reason. (See the Test Coordinator's Manual for instructions

regarding the return of materials to the testing vendor.)

- Printed test items/passages, including embossed Braille printouts, and scratch paper must be collected and inventoried, then immediately destroyed upon a student's completion of the test.
- Test items, stimuli, reading passages, or writing prompts must not be used for instruction.

## **APPENDIX**

### **Protection of School District Personnel Regarding the Disclosure of Testing Irregularities 2025-20264 School Year**

Nevada Revised Statutes (NRS) 390.350 through 390.430 provide for specific rights and responsibilities of school district personnel with regard to the disclosure of irregularities in testing administration and testing security relative to all state and district-mandated examinations. NRS 390.425 also requires the Nevada Department of Education to annually submit a written summary of these rights and responsibilities to the board of trustees of each school district and to the governing body of each charter school.

#### **Definitions**

- “Examination” means achievement and proficiency examinations that are administered to pupils pursuant to 390.105, 390.600, and 390.610, and includes the following:
  - English Language Arts (ELA) and mathematics in grades 3 – 8
  - Science assessments in grades 5, 8, and High School
  - End-of-Course Examinations
  - College and Career Readiness Assessment
  - NWEA Reading Assessment in grades K – 3
  - Any other examinations that measure achievement and proficiency of pupils and which are administered to pupils on a district-wide basis
- “Irregularity in testing administration” means the failure to administer an examination in the manner intended by the person or entity that created the examination.
- “Irregularity in testing security” means an act or omission that tends to corrupt or impair the security of an examination, including, without limitation:
  - The failure to comply with the department or district security procedures.
  - The disclosure of questions or answers to questions on an examination in a manner not otherwise approved by law.
  - Other breaches in the security or confidentiality of the questions or answers to questions on an examination.
- “Reprisal or retaliatory action” is action that is taken because the school official disclosed information concerning testing irregularities and includes, without limitation:
  - Frequent or undesirable changes in the location of an office;
  - Frequent or undesirable transfers or reassignments;
  - The issuance of letters of reprimand, letters of admonition or evaluations of poor performance;
  - A demotion;
  - A reduction in pay;
  - The denial of a promotion;
  - A suspension;

- A dismissal;
- A transfer; or
- Frequent changes in working hours or workdays.

**“School official” means:**

- A member of a board of trustees of a school district;
- A member of a governing body of a charter school; or
- A licensed or unlicensed person employed by the board of trustees of a school district or the governing body of a charter school.

## **Rights and Responsibilities**

- School officials are encouraged to disclose testing irregularities, and it is the intent of the legislature to protect the rights of a school official who makes such a disclosure.
- A school official shall not directly or indirectly use or attempt to use his official authority or influence to intimidate, threaten, coerce, command, or influence another school official in an effort to interfere with or prevent the disclosure of information concerning testing irregularities. “Official authority or influence” includes taking, directing others to take, recommending, processing, or approving any personnel action such as an appointment, promotion, transfer, assignment, reassignment, reinstatement, restoration, reemployment, evaluation, or other disciplinary action.
- If reprisal or retaliatory action is taken against a school official who discloses information concerning testing irregularities within 2 years after the information is disclosed, the school official may file a written appeal with the state board for a hearing on the matter and determination of whether the action taken was a reprisal or retaliatory action. The written appeal must be accompanied by a statement that specifies:
  - The facts and circumstances leading to the disclosure of information concerning testing irregularities; and
  - The reprisal or retaliatory action that is alleged to have been taken against the school official.
- The state board may issue a subpoena to compel the attendance or testimony of any witness or the production of any materials needed as part of the appeal investigation.
- If the state board determines that the action taken was a reprisal or retaliatory action, it may issue an order directing the proper person to desist and refrain from engaging in such action.
- The state board may not rule against the school official based on the identity of the person or persons to whom the information concerning testing irregularities was disclosed.
- No school official may use the provisions outlined in this summary to harass another school official.
- A person who willfully discloses untruthful information concerning testing irregularities:
  - Is guilty of a misdemeanor; and
  - Is subject to appropriate disciplinary action.
- These provisions do not apply to offenses committed before July 1, 2001.
- Upon receipt of this summary, the board of trustees or governing body shall provide a copy of the written summary to all school officials within the school district or charter school.



## Terms and Definitions

The following terms and definitions will be used when referring to the Nevada Department of Education assessment program:

- “Examination” means achievement and proficiency examinations that are administered to pupils pursuant to 390.105, 390.600, and 390.610, and includes the following:
  - English Language Arts (ELA) and mathematics in grades 3 – 8
  - Science assessments in grades 5, 8, and High School
  - End-of-Course Examinations
  - College and Career Readiness Assessment
  - NWEA Reading Assessment in grades K – 3
  - Any other examinations that measure achievement and proficiency of pupils and which are administered to pupils on a district-wide basis
- “**Irregularity in testing administration**” means the failure to administer an examination in the manner intended by the person or entity that created the examination.
- “**Irregularity in testing security**” means an act or omission that tends to corrupt or impair the security of an examination, including, but not limited to, the following:
  - Failure to comply with state or district security procedures
  - Disclosure of questions or answers to questions on an examination in a manner not otherwise approved by law
  - Other breaches in the security or confidentiality of the questions or answers to questions on an examination
- “**School official**” means the following:
  - A member of a board of trustees of a school district
  - A member of a governing body of a charter school
  - A licensed or unlicensed person employed by the board of trustees of a school district or the governing body of a charter school
- “**District Test Director**” is appointed by the school district superintendent and refers to the individual who represents an individual school district on all matters of testing, including, but not limited to, the following:
  - Serving as a liaison between the local school district and the Nevada Department of Education
  - Assisting the local board of trustees in the development of a district test security plan
  - Organizing the district testing calendar
  - Ensuring that school principals and school test coordinators are adequately trained and informed of all relevant test administration guidelines and procedures
  - Disseminating and collecting testing materials
  - “**School Test Coordinator**” or “**Test Coordinator**” is the school principal or a licensed individual appointed by the school principal and refers to the person who represents the school on all matters of testing that may include, but are not limited to, the following:
    - Assisting the school principal by serving as a liaison between the school and the district

test director

- Assisting the school principal in the development of school test administration procedures
- Assisting the school principal in providing annual training for school officials involved in test administration
- Assisting the school principal in organizing the test schedule
- Assisting the school principal in the dissemination and collection of test materials
- Assisting the school principal in assigning school officials to administer or proctor the assessments

**Although school principals may delegate testing responsibilities to a school test coordinator, the school principal assumes final responsibility for the proper training and administration of all state-mandated testing.**

- **“Classroom Test Administrator” or “Test Administrator”** is assigned by the school principal or school test coordinator and refers to a school official whose responsibilities may include, but are not limited to, the following:
  - Administering the assessment to an assigned group of students in accordance with all test security and test administration procedures
  - Assuming primary responsibility for the verification of the identity and eligibility of each student participating in the assessment (in accordance with procedures outlined in the district test security plan)
  - Assuming primary responsibility for the dissemination and collection of each student’s test materials
  - Assuming primary responsibility for the supervision of students during their participation in the assessment
  - Ensuring that students are taking the assessment in accordance with test security and test administration procedures
  - Following up on unusual behavior or activity on the part of the students
  - Assuming primary responsibility for ensuring that applicable time limits are being adhered to
- **“Classroom Proctor” or “Proctor”** is assigned by the school principal or school test coordinator and refers to a school official whose responsibilities may include, but are not limited to, the following:
  - Assisting the classroom test administrator in supervising students during their participation in the assessment
  - Ensuring that students are taking the assessment in the manner in which they were instructed by the classroom test administrator
  - Immediately notifying the classroom test administrator of any unusual behavior or activity on the part of students
  - Assisting the classroom test administrator in the dissemination and/or collection of test materials
  - Assisting the classroom test administrator in ensuring that applicable time limits are being adhered to

## District Test Security Plan Checklist



### District Test Security Plan Checklist

District:		Submitted By:
Yes	No	
		Detailed steps of how the districts will administer tests in a secure environment:
		- Distribution of Test Materials (technology, test tickets, etc.)
		- Test Administration
		- Physical security of Test Materials
		- Data Privacy
		-
		-
		Roles of staff who are responsible for test security and the responsibilities of each role:
		- District Test Director
		- Test Coordinator
		- Test Administrator
		-
		-
		How the district will respond in the case of a test security breach:
		- Assessment Materials and/or Content
		- FERPA-Protected Student Data
		-
		-
		Tools used to prevent, deter, detect, and react to testing irregularities indicative of cheating:
		- Security Awareness and Training
		- Conducting Security/Irregularity Investigations
		-
		-

Notes: \_\_\_\_\_

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## Assessment Observation & Security Checklist



### Assessment Observation & Security Checklist

District:		Location:
Contact:		Position:
Yes	No	Expectation: Preparation, Materials Management, & Recordkeeping
		1. School Test Security Plans on file
		2. Training Logs on file
		3. Acknowledgement of Training Forms on file
		4. Confidentiality agreements on file for all staff who will engage with test content
		5. Identification of School Site Test Coordinator(s)
		6. Locked storage for test materials
		7. Secure procedures for management of test tickets
		8. Sign-in/Sign-out and/or Chain-of-Custody Documentation
		9. Student test accommodations and supports documented
		10. Materials distributed to staff ONLY for assessment date
		11.
		Expectation: Testing Environment & Administration
		12. Coordinator has schedule of assessments with locations, times, and staff assignments
		13. Doors are marked and/or signage posted to prevent interruption
		14. Certified test administrator plus appropriate number of proctors present (student:staff < or ≈ 30:1)
		15. Documentation of all individuals present (staff, students, observers, administrators, etc.)
		16. Classroom instructional materials covered or removed
		17. Seating arranged & quiet environment maintained for students to produce independent work
		18. Appropriate technology available and utilized
		19. Student test accommodations implemented by test administrators
		20. Materials appropriately distributed and collected (incl. vendor-provided and locally-provided)
		21.
		Expectation: Awareness & Reporting of Irregularities
		22. Unapproved digital devices are inaccessible to students
		23. Breaks are only provided according to instructions in Test Administrator's Manual
		24. Staff engaged in student observation during assessment
		25. Communication available from testing environment to administrators
		26. Communication regularly checked by administrators or designated relief staff
		27. Extra time procedures and placements meet same expectations as initial administration
		28. Coordinator/contact can describe procedures for errant administration (wrong student, ticket, or test)
		29. Coordinator/contact can describe procedures for interruptions, cheating, and other security breaches
		30.

Notes: \_\_\_\_\_

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\_\_\_\_\_

Observed by: \_\_\_\_\_

NDE Signature 1: \_\_\_\_\_ Date: \_\_\_\_\_

NDE Signature 2: \_\_\_\_\_ Date: \_\_\_\_\_

School Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Specific District Test Security Plan Items that are Part of NDE's Rubric**

### **Detailed steps of how the districts will administer steps in a secure environment:**

- **Physical Security of Test Materials**
  - All physical assessment materials are delivered from test vendors to a secure Centralized Warehouse for distribution to sites.
  - All materials are then delivered directly to sites and placed in a secure cabinet/closet by office staff.
  - After testing, Site Test Coordinators contact the secure Centralized Warehouse for materials to be picked up for shipping.
  - The materials stay locked in a secure cabinet/closet until they are picked up by Centralized Warehouse staff.
- **Distribution of Test Materials (Technology, Test Tickets, etc.)**
  - All students in the Carson City School District have one-to-one devices that are used for testing.
  - Secure browsers for testing and vendor updates are pushed out centrally by Information Technology Staff.
  - Test tickets are maintained in a secure cabinet/closet by the Site Test Coordinator and are checked in/out to Classroom Test Administrators daily.
  - Classroom Test Administrators distribute tickets to students at the beginning of testing and collect them at the end of testing each day.
  - Any students needing a supervised break (bathroom, for example) are escorted by site staff and turn ticket into the Classroom Administrator before leaving the classroom.
- **Test Administration**
  - Site Testing Windows for each assessment are scheduled prior to the start of the school year. All sites at a give school level (elementary, middle, and high) follow the same testing calendar.
  - Whenever possible, all other District Activities (professional development, meetings, etc.) are scheduled around the site assessment calendar to minimize disruptions.
  - All Site Test Security Plans address the following site specific topics:
    - The manner in which test materials will be stored, distributed, collected, and returned.
    - The names and titles of the individuals responsible for carrying out the procedures.
    - Procedures to ensure compliance with testing accommodation plans.
    - Procedures for online test administration.
    - Procedures regarding students who require additional time for testing, students who become ill during testing, responding to technology malfunctions, and evacuation protocol.
- **Data Privacy**
  - Test tickets and all other materials are printed and are not shared electronically.
  - Only Site Test Administrators have access to Assessment Materials Administration Portals (DRC/WIDA portal, ACT portal, etc.) and are only provide security rights to obtain access to materials directly related to their administrative function.
  - FERPA is maintained and not test ticket information is ever shared via email.
  - No pictures of tests or test screens are ever taken unless at the specific direction of the test vendors help desk.
- **District Test Director**
  - Dr. Ricky Medina

- Director of Accountability and Assessment
  - (775)283-2095
  - [rmedina@carson.k12.nv.us](mailto:rmedina@carson.k12.nv.us)
  - Responsible for all aspects of State Testing in the Carson City School District and Reports to the Chief Academic Officer
- **School Test Coordinator**
  - Vice Principals, as the designees of Site Principals, serve as Test Coordinators in the Carson City School District.
  - The School Test Coordinator is in charge of all aspects related to State Testing at the School Level.
  - They are responsible for developing and implementing the Site Test Security Plan.
- **Classroom Test Administrator**
  - All Site Test Coordinators are licensed by the Nevada Department of Education. These are primarily active teachers in the Carson City School District.
  - Site Test Coordinators participate in District and Site Test Administration Training.
  - They are responsible for reading and understanding Test Administration Manuals provided by specific test vendors.
  - They are overseen by the School Test Coordinator.
- **Assessment Materials and/or Content**
  - **See first two bullets of this section.**
  - In the event of a test irregularity (other than a serious emergency such as fire), the Classroom Administrator and Site Test Coordinator ensure that all materials are collected and accounted for before students are dismissed.
  - In the event of a significant emergency, the safety of students is eminent. Once safety is addressed, the Classroom Administrator and School Test Coordinator will work to ensure that all materials are accounted for.
  - All test irregularities are expected to be reported up the chain of command. Each person in the chain of command will ensure that steps were taken to ensure that materials were not lost and that breaches in security did not occur.
- **FERPA-Protected Student Data**
  - In the Carson City School District, the Information Technology Department is responsible for ensuring that FERPA is followed and that all student data is protected.
  - The District Information Technology Department investigates FERPA violations and data breaches and has specific policies that are in place that are consistent with Local, State, and Federal statutes.
- **Security Awareness and Training**
  - Site Test Coordinators participate in monthly Test Director Meetings led by the Director of Assessment of the Carson City School District. The focus of these meetings is Test Administration and Security.
  - At the beginning of each school year, Site Test Coordinators train Classroom Administrators on general Test Administration and Security (including the online presentation from the Nevada Department of Education). Prior to each specific assessment, they ensure that Classroom Administrators participate in vendor training (when available) to ensure that Classroom Administrators understand how to administer the assessment and maintain security.
  - Prior to each specific assessment, Site Test Coordinators ensure that all Classroom Administrators are familiar with the specific Test Manuals for the assessment.
- **Conducting Security/Irregularity Investigations**
  - In the event of a potential irregularity, the Site Test Coordinator interviews all involved and

- ensures that test materials are accounted for.
- They are responsible for leading a site level investigation of the irregularity.
  - All irregularities are reported to the District Test Administrator and a report is submitted by the Test Coordinator to NDE's Caveon platform.
  - Depending on the nature of the irregularity (did it result in test invalidation, did it involve a large number of students, was it preventable, was there a breach in test administration protocol), an additional investigation may be performed by the District Test Director. This may result in all parties being reinterviewed.
  - When appropriate, site progressive discipline plans for either students or teachers would be followed.

**BOARD OF TRUSTEES  
CARSON CITY SCHOOL DISTRICT**

**POLICY No. 546  
STUDENTS**

**ELECTRONIC DEVICE USAGE**

NRS 392.4637 requires the **Carson City School District** Board of Trustees (**“Board”**) to adopt a policy concerning the use and possession by students of pagers, cellular telephones, and other similar electronic devices (collectively, “electronic **communication** devices”) used for communication while on the premises of a public school or at any activity sponsored by a public school.<sup>1</sup>

Students may possess electronic devices, provided that such devices do not disrupt the educational program or school activity. Any disruptive, inappropriate or illegal usage of any electronic devices will result in disciplinary consequences as set out below.

At the high school level, electronic devices shall be turned off or muted and out of sight during class time unless the student is specifically instructed otherwise by the teacher or site administrator.

At the middle and elementary school levels, electronic devices shall be turned off and out of sight during regular school hours. The site administrator will identify the appropriate time for the use of electronic devices before the start of school and after school, or in conjunction with extra-curricular activities.

The use of electronic devices capable of capturing audio or video recordings is strictly prohibited in restrooms ~~or~~ locker rooms, **student clinics or health offices** of any school building or in the restrooms ~~or~~ locker rooms, **student clinics or health offices** of any school sponsored event or sports activity.

During state or other high-stakes testing, personal electronic devices must not be in a student’s possession. Should any electronic device cause disruption during an assessment, the student’s test will be invalidated and he or she may be suspended immediately.

**All secondary schools have tools to help students reduce the use of cell phones and other technology such as ear buds while on school campus. Specific requirements for use of these tools at each site will be communicated in the school’s student handbook.**

**The use of electronic communication devices to record audio or visual content of another individual on campus without their consent is strictly prohibited. The use of electronic communication devices to share personally identifiable information of other individuals without their consent is strictly prohibited.**

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<sup>1</sup> Policy 218, entitled “Internet Safety and Network Acceptable Use,” addresses use of the District’s network, digital resources, and communication devices. This policy addresses electronic privately owned devices possessed by students. To the extent students use the District’s digital resources, the provisions of Policy 218 and its accompanying regulations also apply.



## **POLICY No. 546 - CONTINUED**

In the event a student violates the provisions of this policy **consequences will be issued based on the number and seriousness of the violations in alignment with Board Policy 525, Student Conduct and Discipline and implementing Regulation. The following will serve as a guideline; however, as deemed appropriate, more severe consequences may be issued based on the seriousness of the infraction. ~~the following actions will be taken when deemed appropriate:~~**

<u>First Occurrence:</u>	Warning and confiscation of the device for the day.
<u>Second Occurrence:</u>	The device is confiscated and a parent must meet with a school official to claim the electronic device.
<u>Additional Occurrence:</u>	Repeated violations will result in further disciplinary action(s), to include suspension, as set forth in Board Policy 525 and implementing Regulations.

The **Carson City School** District (**"District"**) will not be held liable and responsible for any damage, lost, or stolen privately owned electronic device.

### **Exceptions to Usage Limitations**

**Use of an electronic communication device is permitted under the following conditions:**

- 1. Emergencies: During a serious, unexpected and dangerous situation requiring immediate action to manage personal health or safety.**
- 2. Instructional Use: When explicitly authorized by a teacher for instructional purposes.**
- 3. IEP/504 Plans: If specified in an Individualized Education Plan or Section 504 accommodation plan.**

### **Definitions:**

**Electronic Communication Device: Any privately owned electronic device capable of transmitting any audio, written or pictorial information or messages to another device.**

**This definition excludes devices issued to students by the District.**

The substance of this policy shall be included in the Student Handbook and Code of Conduct.

Reference: NRS 392.4637; NRS 392.461

Adopted: August 26, 2003

Revised: October 9, 2012 - Title Change

April 9, 2019

**??**

CHAPTER.....

AN ACT relating to education; requiring a policy adopted by the board of trustees of a school district concerning the use and possession by pupils of certain electronic devices to include certain provisions governing the discipline of pupils and exceptions to limitations prescribed as part of such a policy; and providing other matters properly relating thereto.

**Legislative Counsel's Digest:**

Existing law: (1) requires the board of trustees of each school district to adopt a policy concerning the use and possession by pupils of certain electronic devices while on school property or at a school activity; and (2) sets forth certain requirements concerning the policy. (NRS 392.4637) This bill requires the policy to address the use and possession by pupils of an electronic communication device. This bill additionally requires the policy to include: (1) measures for disciplining a pupil using a progressive scale based on the number and seriousness of violations; (2) limitations on the use of an electronic communication device during instruction; and (3) certain exceptions for any limitations imposed as part of such a policy.

EXPLANATION – Matter in *bolded italics* is new; matter between brackets ~~omitted material~~ is material to be omitted.

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THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN  
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

**Section 1.** NRS 392.4637 is hereby amended to read as follows:

392.4637 1. The board of trustees of each school district shall adopt a policy concerning the use and possession by pupils of ~~{a pager, cellular telephone or any other similar}~~ *an electronic communication* device ~~{used for communication}~~ while on the premises of a public school or while at an activity sponsored by a public school.

2. The policy adopted pursuant to subsection 1 must:

(a) Prescribe appropriate measures for disciplining a pupil who violates the policy ~~{}~~ *that include, without limitation, a system to rate violations of a policy adopted pursuant to subsection 1 on a progressive scale based on the number and seriousness of the violations.*

(b) *Prescribe limitations on the use of an electronic communication device during instruction.*

(c) *Include exceptions to any limitations on the use of an electronic communication device prescribed as part of a policy adopted pursuant to subsection 1, including, without limitation, exceptions:*



*(1) On the use of an electronic communication device during an emergency or crisis or to manage the health of a pupil;*

*(2) If a teacher allows for the use of an electronic communication device for instructional purposes; and*

*(3) If the use of an electronic communication device is included as part of an individualized education program or a plan developed in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794.*

*(d)* Be included within each copy of the rules of behavior for pupils that the school district provides to pupils pursuant to NRS 392.463.

**3. As used in this section:**

*(a) "Electronic communication device" means any electronic device that is capable of transmitting any audio, written or pictorial information or messages to another electronic device. The term does not include an electronic device issued to a pupil by the school district or the school in which the pupil is enrolled.*

*(b) "Individualized education program" has the meaning ascribed to it in 20 U.S.C. § 1414(d)(1)(A).*

**Sec. 2.** This act becomes effective:

1. Upon passage and approval for the purpose of performing any administrative tasks necessary to adopt the policy required by NRS 392.4637, as amended by section 1 of this act, not later than June 30, 2026; and

2. On July 1, 2026, for all other purposes.



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# MEMORANDUM

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Carson City School District  
Superintendent's Office  
(775) 283-2100 Phone  
(775) 283-2090 Fax

**Date:** August 26, 2025  
**To:** Board Members  
**From:** Andrew Feuling  
**Subject:** 2025-2026 Great American Essay Contest

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The following is a review of the Board of Trustees sponsored Great American Essay Contest:

- The annual essay contest began in 2002 to honor the memory and events of 9/11
- A fund has been established by the Board of Trustees
- There will be cash awards for each level; elementary, middle and high school age student
- Any public, private, charter or home-schooled student in Carson City may participate in this contest
- Participation is entirely voluntary
- Essays will be judged within each grade level as follows:
  1. Adherence to topic
  2. Originality of thought
  3. Use of the traits of writing; ideas, organization, voice, word choice, sentence fluency, and conventions
- Previous essay topics were:
  - 2002 – *“The Pledge of Allegiance after September 11: What it means to me and My Country.”*
  - 2003 – *“Liberty and Justice for All.” Define these precepts and write how and why you think they affected the way Americans responded to the attack on September 11<sup>th</sup>.*
  - 2004 – *What Does the Statue of Liberty Mean to Americans and What does it Say to the Rest of the World?*
  - 2005 – *Amendment I of the United State Constitution states, “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”*  
*(Students were directed to address a specific clause or the amendment in its entirety in their essay.)*

- 2006 – *“If you could talk with anyone from American history, who would it be, why would you choose this person, and what would you ask them?”*
- 2007 – *“My Favorite American Patriot and Why?”*
- 2008 – *“Freedom Isn’t Free – The Sacrifices Our Military Makes For Us”*
- 2009 – *“Ask Not What Your Country Can Do For You – Ask What You Can Do For Your Country.”*
- 2010 – *“What I would do to make Carson City a better place to live.”*
- 2011 – *“Who is Uncle Sam?”*
- 2012 – *What do the following words from the National Anthem mean to you?  
“...that our flag was still there.”*
- 2013 - *If I had to explain to someone who lived in another country why I am thankful to live in America, I would say...*
- 2014 – *“The Land of Liberty: What it Means to Me”*
- 2015 – *“In your opinion, what is the most important freedom in the Bill of Rights?”*
- 2016 - *“In your opinion, how do you feel about the controversy of those refusing to stand during the National Anthem?”*
- 2017- *“We the People: What It Means to Me?”*
- 2018 – *“Freedom of Speech is a cornerstone of our democracy, but sometimes it takes bravery to advocate what you believe. Describe a time that you or someone you know or a historical figure was brave and advocated their beliefs.”*
- 2019 – *“An early motto of the United States was E pluribus unum, which means “out of many, one.” How do we embrace diversity and inclusiveness to come together as one country?”*
- 2020 - *“As we celebrate the 100<sup>th</sup> anniversary of the passage of the 19<sup>th</sup> Amendment to the United States’ Constitution, discuss the importance of a citizen’s right to vote to Americans and aspiring Americans.”*
- 2021 – *“Twenty Years ago on September 11, 2001, many people became heroes in the face of tragedy. As we honor the 20<sup>th</sup> anniversary of the tragic events of 9/11, pick someone in your life who you feel is a hero and describe why.”*
- 2022 – *“Patriot Day, the holiday in remembrance of September 11, 2001, is a national day of service. Why is service important for citizenship? How do you or how could you serve in your community?”*

**2023 - “Imagine you’re making your community a better place. As a good citizen, what would you do and why?”**

**2024 – “The Pledge of Allegiance mentions that our nation is indivisible. Considering divisions within our society today, what steps can you take to create unity?”**

- **Possible topics include:**

1. *The Pride of Our Country: What it means to me.*
2. *The American Flag: What it means to me*
3. *Discuss the Vietnam Veterans War Memorial (aka The Wall).*
4. *America the Beautiful, What it means to me.*
5. *This Land is your Land, What it means to me.*
6. *The USA – Home of the Brave, What it means to me.*
7. *Think of someone in your life who is a hero and Why?*
8. *Discuss the significance of patriotism in your life, and how certain events have changed the way you perceive the United States of America.*
9. *What do you think our founding fathers like George Washington would think about the United State of America today? What would they like and dislike about it?*

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# **M E M O R A N D U M**

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**Carson City School District  
Superintendent's Office  
(775) 283-2100 FAX (775) 283-2090**

**Date: August 26, 2025**

**Re: CCSD School Board Sponsored Great American Essay Contest**

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## **Time Line**

- August 29** Flyers are mailed to private and charter schools in the area and sent to District schools
- September 19** Judges are selected – (6 judges, 2 for each of the 3 levels; elementary, middle and high school)
- October 15** Essays are due to the District Office for judging
- October 17** Essays are distributed to judges
- October 21** Judges return student essays and completed judging sheets to the District Office
- October 27** Final scores are tabulated and winning essays determined. In the event of a tie, District Administration will read the essays to determine a winner.
- November 6** Parents of students with winning essays are contacted and invited to attend the Board Meeting
- November 17** Winners are publicly introduced at the Board Meeting. The winners for each level; elementary, middle and high school will receive a certificate of appreciation, along with the following cash prizes: 1<sup>st</sup> place - \$100.00, 2<sup>nd</sup> place - \$50.00, 3<sup>rd</sup> place - \$30.00.

# **CONSENT AGENDA**

## **ITEMS**

**August 26, 2025**



**CARSON CITY SCHOOL DISTRICT**  
**CONSENT AGENDA ITEM SUMMARY**  
**August 26, 2025**

EMPLOYEE LEAVE REQUESTS			
Name	Position/Subject	Location	Type of Leave

REQUEST WITHDRAWAL TO TAKE HSE			
Name	Grade	School	

REQUEST VACCINATION EXEMPTION PER NRS 392.437 OR NRS 392.439			
Grade	School	Medical	Religious
12	CHS - Silver		X
12	CHS - Silver		X
9	CHS		X
9	CHS		X
10	CHS		X
9	CHS		X
9	CHS		X
9	CHS		X
9	CHS		X
10	CHS		X
9	CHS		X
9	CHS		X
12	CHS		X
12	CHS		X
12	CHS		X
9	CHS		X
9	CHS		X
K	Seeliger		X
4	Seeliger		X
4	Seeliger		X
1	Seeliger		X
2	Seeliger		X
4	Seeliger		X

1	Seeliger		X
3	Seeliger		X
3	Seeliger		X
5	Seeliger		X
4	Seeliger		X
Pre-K	Seeliger		X
5	Empire		X
1	Empire		X
4	Empire		X
5	Empire		X
K	Empire		X
7	EVMS		X
7	EVMS		X
8	EVMS		X
8	EVMS		X
8	EVMS		X
8	EVMS		X
6	EVMS		X
7	EVMS		X
7	EVMS		X
7	EVMS		X
6	EVMS		X
7	CMS		X
8	CMS		X
7	CMS		X
7	CMS		X
7	CMS		X
7	CMS		X
7	CMS		X
6	CMS		X
8	CMS		X
6	CMS		X
7	CMS		X
K	Fremont		X
2	Fremont		X
K	Fremont		X
2	Fremont		X
1	Fremont		X
2	Fritsch		X
1	Fritsch		X
3	Fritsch		X
7	CMS		X
8	CMS		X
7	CMS		X
8	CMS		X
7	CMS		X
6	CMS		X
7	CMS		X
2	Fritsch		X

## CARSON CITY SCHOOL DISTRICT - STAFF INFORMATION

**August 26, 2025**

## ADMINISTRATIVE STAFF

NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace

RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire

## CERTIFIED STAFF

[illegible]

# CARSON CITY SCHOOL DISTRICT VOUCHER

Voucher No: 1019

Voucher Date: 08/13/2025

Prepared By:

*Stephanie J. Jolly*  
Printed: 08/13/2025 03:41:23 PM

*FY26 AIP Spec*

CARSON CITY SCHOOL DISTRICT is hereby authorized to draw warrants against CARSON CITY SCHOOL DISTRICT funds for the sum of \$24,458.17 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Spencer B. Winward Chief Financial & Operations Officer

Lupe Ramirez President

Michael Walker Vice President

Molly Walt Clerk

Richard Varner Member

Rebecca Roberts Member

Michelle Pedersen Member

Matt Clapham Member

CARSON CITY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$23,296.27
230	Adult Education	\$307.26
270	Local Grants	\$4.60
290	Food Service Funds	\$95.89
400	Debt Service Funds	\$700.00
702	Health Insurance	\$54.15
		<b>\$24,458.17</b>

## Carson City School District

### Check Listing

Fiscal Year: 2025-2026

**Criteria:**

**Bank Account:** Wells Fargo Operating Account 9244264322

**From Date:** 8/13/2025

**From Check:** 200908

**From Voucher:** 1019

**To Date:** 8/13/2025

**To Check:** 200915

**To Voucher:** 1019

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200908	08/13/2025	CANNON FINANCIAL	\$670.32	1019	Printed	Expense	<input type="checkbox"/>		
200909	08/13/2025	LOWE'S CREDIT SERVICES	\$4.60	1019	Printed	Expense	<input type="checkbox"/>		
200910	08/13/2025	PUBLIC EMPLOYEES RETIREMENT SYSTEM - 242	\$54.15	1019	Printed	Expense	<input type="checkbox"/>		
200911	08/13/2025	SOUTHWEST GAS CO.	\$4,113.64	1019	Printed	Expense	<input type="checkbox"/>		
200912	08/13/2025	THE STAGE DEPOT	\$16,333.66	1019	Printed	Expense	<input type="checkbox"/>		
200913	08/13/2025	TYLER TECHNOLOGIES	\$425.00	1019	Printed	Expense	<input type="checkbox"/>		
200914	08/13/2025	ZAYO GROUP HOLDINGS, INC	\$2,156.80	1019	Printed	Expense	<input type="checkbox"/>		
200915	08/13/2025	ZIONS FIRST NATIONAL BANK	\$700.00	1019	Printed	Expense	<input type="checkbox"/>		

Total Amount: \$24,458.17

End of Report

# CARSON CITY SCHOOL DISTRICT VOUCHER

Voucher No: 1221

Voucher Date: 07/29/2025

Prepared By:

*Stephan J. H. H.*

Printed: 08/13/2025 01:47:00 PM

*FY25 P/R 7.31.25*

CARSON CITY SCHOOL DISTRICT is hereby authorized to draw warrants against CARSON CITY SCHOOL DISTRICT funds for the sum of \$4.92 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Spencer B. Winward Chief Financial & Operations Officer

Lupe Ramirez President

Michael Walker Vice President

Molly Walt Clerk

Richard Varner Member

Rebecca Roberts Member

Michelle Pedersen Member

Matt Clapham Member

CARSON CITY SCHOOL DISTRICT

Fund	Amount
206 PCFP English Learner Fund	\$4.92
	<b>\$4.92</b>

## Carson City School District

### Check Listing

Fiscal Year: 2024-2025

**Criteria:**

**Bank Account:** Wells Fargo Operating Account 9244264322

**From Date:** 7/29/2025

**To Date:** 7/29/2025

**From Check:** 200822

**To Check:** 200823

**From Voucher:** 1221

**To Voucher:** 1221

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200822	07/29/2025	CARSON CITY SCHOOL DISTRICT	\$4.80	1221	Printed	Payroll Ded	<input type="checkbox"/>		
200823	07/29/2025	CARSON CITY SCHOOL DISTRICT 3	\$0.12	1221	Printed	Payroll Ded	<input type="checkbox"/>		
Total Amount:			\$4.92						
End of Report									



# CARSON CITY SCHOOL DISTRICT VOUCHER

Voucher No: 5

Voucher Date: 08/15/2025

Prepared By:

*Stephane J. Jhly*  
Printed: 08/13/2025 01:55:34 PM

*FY26 P/R 8-15-25*

CARSON CITY SCHOOL DISTRICT is hereby authorized to draw warrants against CARSON CITY SCHOOL DISTRICT funds for the sum of \$123,659.96 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Spencer B. Winward Chief Financial & Operations Officer

Lupe Ramirez President

Michael Walker Vice President

Molly Walt Clerk

Richard Varner Member

Rebecca Roberts Member

Michelle Pedersen Member

Matt Clapham Member

CARSON CITY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$88,805.63
206	PCFP English Learner Fund	\$3,386.08
207	PCFP Gifted and Talented Fund	\$0.00
208	At-Risk Fund	\$0.00
230	Adult Education	\$0.00
235	Adult Education-Correction	\$0.00
240	State Grants-2020	\$4,698.63
250	Special Education	\$20,081.51



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**Voucher No: 5****Voucher Date: 08/15/2025**

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<b>Fund</b>		<b>Amount</b>
280	Federal Grant Funds-2020	\$4,423.63
282	Federal Grant Funds 2019	\$1,569.12
285	Medicaid Funds	\$0.00
290	Food Service Funds	\$695.36
300	Capital Projects Funds	\$0.00
360	Bond Issues	\$0.00
703	Workers Compensation	\$0.00
704	Unemployment Compensation	\$0.00
		<hr/> <hr/> <b>\$123,659.96</b>

# Carson City School District

## Check Listing

Fiscal Year: 2025-2026

### Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 8/15/2025  
From Check: 200824  
From Voucher: 5

To Date: 8/15/2025  
To Check: 200882  
To Voucher: 5

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200824	08/15/2025	BARTON, GRANT D	\$2,701.83	5	Printed	Payroll	<input type="checkbox"/>		
200825	08/15/2025	BOROWSKI, CHELSEA J	\$3,454.41	5	Printed	Payroll	<input type="checkbox"/>		
200826	08/15/2025	FARFAN, ALEXIS B	\$1,344.57	5	Printed	Payroll	<input type="checkbox"/>		
200827	08/15/2025	GLENN, ELLEN S	\$1,228.14	5	Printed	Payroll	<input type="checkbox"/>		
200828	08/15/2025	MCAVOY, AMY E	\$2,577.77	5	Printed	Payroll	<input type="checkbox"/>		
200829	08/15/2025	OYANGUREN, DYLAN J	\$1,369.78	5	Printed	Payroll	<input type="checkbox"/>		
200830	08/15/2025	RILLING, ASHLEY J	\$1,050.11	5	Printed	Payroll	<input type="checkbox"/>		
200831	08/15/2025	BARON, RUSSELL W	\$1,189.76	5	Printed	Payroll	<input type="checkbox"/>		
200832	08/15/2025	ENTZ, BRENNAN C	\$2,436.92	5	Printed	Payroll	<input type="checkbox"/>		
200833	08/15/2025	COLEMAN, DESYRAE I	\$1,219.71	5	Printed	Payroll	<input type="checkbox"/>		
200834	08/15/2025	O'DEA, MACKENZIE M	\$2,274.49	5	Printed	Payroll	<input type="checkbox"/>		
200835	08/15/2025	SMITH, JAMES J	\$1,648.75	5	Printed	Payroll	<input type="checkbox"/>		
200836	08/15/2025	WELCH, TAMMIE L	\$3,109.63	5	Printed	Payroll	<input type="checkbox"/>		
200837	08/15/2025	WHITMORE, KATHRYN L	\$2,593.51	5	Printed	Payroll	<input type="checkbox"/>		
200838	08/15/2025	WILSON, MYA P	\$834.82	5	Printed	Payroll	<input type="checkbox"/>		
200839	08/15/2025	BALLEK, KIMBERLEY	\$3,073.30	5	Printed	Payroll	<input type="checkbox"/>		
200840	08/15/2025	GOMEZ OCHOA, OLIVIA	\$925.84	5	Printed	Payroll	<input type="checkbox"/>		
200841	08/15/2025	WEBB, MONICA L	\$2,133.39	5	Printed	Payroll	<input type="checkbox"/>		
200842	08/15/2025	AGUILAR PINTO, EMILIO E	\$1,646.31	5	Printed	Payroll	<input type="checkbox"/>		
200843	08/15/2025	CLUTTS, AUBRIANNA C	\$2,129.94	5	Printed	Payroll	<input type="checkbox"/>		
200844	08/15/2025	DECAMPOS, ALLISON D	\$855.65	5	Printed	Payroll	<input type="checkbox"/>		
200845	08/15/2025	DODGE, KIMBERLY S	\$2,768.76	5	Printed	Payroll	<input type="checkbox"/>		
200846	08/15/2025	EDDINGTON, JORDAN L	\$2,010.34	5	Printed	Payroll	<input type="checkbox"/>		
200847	08/15/2025	GARDNER, LAURA J	\$2,758.81	5	Printed	Payroll	<input type="checkbox"/>		

# Carson City School District

## Check Listing

Fiscal Year: 2025-2026

### Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 8/15/2025  
From Check: 200824  
From Voucher: 5

To Date: 8/15/2025  
To Check: 200882  
To Voucher: 5

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200848	08/15/2025	RISNER, BROOK L	\$2,010.34	5	Printed	Payroll	<input type="checkbox"/>		
200849	08/15/2025	CASACCA, SARA A	\$3,467.21	5	Printed	Payroll	<input type="checkbox"/>		
200850	08/15/2025	DETLOR, BAILEY M	\$2,010.34	5	Printed	Payroll	<input type="checkbox"/>		
200851	08/15/2025	GRIFFIN, SHAMARA N	\$2,207.90	5	Printed	Payroll	<input type="checkbox"/>		
200852	08/15/2025	NELMS, STEVEN W	\$2,941.36	5	Printed	Payroll	<input type="checkbox"/>		
200853	08/15/2025	SCHOENFELDT, VICTOR P	\$2,973.30	5	Printed	Payroll	<input type="checkbox"/>		
200854	08/15/2025	URIBE, FATIMA	\$900.56	5	Printed	Payroll	<input type="checkbox"/>		
200855	08/15/2025	WILLIARD, THANQUA M	\$2,010.34	5	Printed	Payroll	<input type="checkbox"/>		
200856	08/15/2025	FERRETTI, SHANDISE R	\$2,274.49	5	Printed	Payroll	<input type="checkbox"/>		
200857	08/15/2025	KOOP, AVIANNA J.E	\$2,393.20	5	Printed	Payroll	<input type="checkbox"/>		
200858	08/15/2025	LISH, RHIANNON C	\$2,542.18	5	Printed	Payroll	<input type="checkbox"/>		
200859	08/15/2025	QUINTANA, FELIPE N	\$721.64	5	Printed	Payroll	<input type="checkbox"/>		
200860	08/15/2025	ENTZ, MICHELLE R	\$2,095.27	5	Printed	Payroll	<input type="checkbox"/>		
200861	08/15/2025	HOWARD, DAVID A	\$2,215.78	5	Printed	Payroll	<input type="checkbox"/>		
200862	08/15/2025	INTERIANO, ENOS A	\$2,631.62	5	Printed	Payroll	<input type="checkbox"/>		
200863	08/15/2025	MACEDO, MARK A	\$2,767.07	5	Printed	Payroll	<input type="checkbox"/>		
200864	08/15/2025	MCGEE, PETER L	\$2,519.82	5	Printed	Payroll	<input type="checkbox"/>		
200865	08/15/2025	MORELLI, KELLI A	\$1,254.91	5	Printed	Payroll	<input type="checkbox"/>		
200866	08/15/2025	RANK, ALLISON G	\$2,010.34	5	Printed	Payroll	<input type="checkbox"/>		
200867	08/15/2025	STODIECK-REID, HEATHER M	\$2,577.20	5	Printed	Payroll	<input type="checkbox"/>		
200868	08/15/2025	TIPPIE, MICHAEL A	\$2,507.16	5	Printed	Payroll	<input type="checkbox"/>		
200869	08/15/2025	ATCHIAN, CATHERINE M	\$1,758.10	5	Printed	Payroll	<input type="checkbox"/>		
200870	08/15/2025	CASTANEDA-SANCHEZ, ENEIDA	\$2,357.82	5	Printed	Payroll	<input type="checkbox"/>		
200871	08/15/2025	FLINCHUM, LOGAN C	\$2,235.17	5	Printed	Payroll	<input type="checkbox"/>		

## Carson City School District

### Check Listing

Fiscal Year: 2025-2026

**Criteria:**

**Bank Account:** Wells Fargo Operating Account 9244264322

**From Date:** 8/15/2025

**From Check:** 200824

**From Voucher:** 5

**To Date:** 8/15/2025

**To Check:** 200882

**To Voucher:** 5

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200872	08/15/2025	GRAY, GEORGINA S	\$2,658.00	5	Printed	Payroll	<input type="checkbox"/>		
200873	08/15/2025	LUNA, OSCAR D	\$1,317.97	5	Printed	Payroll	<input type="checkbox"/>		
200874	08/15/2025	MACEDO, TAYLOR R	\$2,509.29	5	Printed	Payroll	<input type="checkbox"/>		
200875	08/15/2025	MCLAUGHLIN, TROY A	\$1,650.53	5	Printed	Payroll	<input type="checkbox"/>		
200876	08/15/2025	MONTES, CELIDA	\$1,722.57	5	Printed	Payroll	<input type="checkbox"/>		
200877	08/15/2025	MUNYAN, RUSSELL J	\$3,172.09	5	Printed	Payroll	<input type="checkbox"/>		
200878	08/15/2025	SAMSOE, SAMANTHA R	\$1,050.11	5	Printed	Payroll	<input type="checkbox"/>		
200879	08/15/2025	SMITH, JAIMIE M	\$1,274.76	5	Printed	Payroll	<input type="checkbox"/>		
200880	08/15/2025	SMITH, LANDER F	\$2,085.84	5	Printed	Payroll	<input type="checkbox"/>		
200881	08/15/2025	WELSH, ADINA L	\$3,127.09	5	Printed	Payroll	<input type="checkbox"/>		
200882	08/15/2025	WILSON, JOHN R	\$2,372.05	5	Printed	Payroll	<input type="checkbox"/>		

Total Amount: \$123,659.96

End of Report

# CARSON CITY SCHOOL DISTRICT VOUCHER

Voucher No: 1018

Voucher Date: 08/13/2025

Prepared By: \_\_\_\_\_

Printed: 08/13/2025 02:14:59 PM

CARSON CITY SCHOOL DISTRICT is hereby authorized to draw warrants against CARSON CITY SCHOOL DISTRICT funds for the sum of \$545,277.01 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

\_\_\_\_\_  
Spencer B. Winward      Chief Financial & Operations  
Officer

\_\_\_\_\_  
Lupe Ramirez      President

\_\_\_\_\_  
Michael Walker      Vice President

\_\_\_\_\_  
Molly Walt      Clerk

\_\_\_\_\_  
Richard Varner      Member

\_\_\_\_\_  
Rebecca Roberts      Member

\_\_\_\_\_  
Michelle Pedersen      Member

\_\_\_\_\_  
Matt Clapham      Member

CARSON CITY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$356,881.51
206	PCFP English Learner Fund	\$28,118.64
207	PCFP Gifted and Talented Fund	\$2,230.46
208	At-Risk Fund	\$8,202.28
230	Adult Education	\$1,060.74
235	Adult Education-Correction	\$6,029.48
240	State Grants-2020	\$9,686.46
250	Special Education	\$78,216.39

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**Voucher No: 1018****Voucher Date: 08/13/2025**

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<b>Fund</b>		<b>Amount</b>
280	Federal Grant Funds-2020	\$30,131.53
282	Federal Grant Funds 2019	\$1,572.82
285	Medicaid Funds	\$473.46
290	Food Service Funds	\$21,065.76
300	Capital Projects Funds	\$326.53
360	Bond Issues	\$954.74
703	Workers Compensation	\$198.29
704	Unemployment Compensation	\$127.92
		<hr/> <hr/> <b>\$545,277.01</b>

## Carson City School District

### Check Listing

Fiscal Year: 2025-2026

**Criteria:**

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 8/13/2025  
From Check: 200883  
From Voucher: 1018

To Date: 8/13/2025  
To Check: 200907  
To Voucher: 1018

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200883	08/13/2025	AMERICAN FIDELITY ASSURANCE COMPANY	\$1,692.42	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200884	08/13/2025	CALIFORNIA STATE DISBURSEMENT UNIT	\$712.21	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200885	08/13/2025	CARSON CITY SCHOOL DISTRICT	\$9,344.25	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200886	08/13/2025	CARSON CITY SCHOOL DISTRICT 10	\$1,408.38	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200887	08/13/2025	CARSON CITY SCHOOL DISTRICT 2	\$2,486.18	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200888	08/13/2025	CARSON CITY SCHOOL DISTRICT 3	\$235.41	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200889	08/13/2025	CARSON CITY SCHOOL DISTRICT 4	\$66,789.58	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200890	08/13/2025	CARSON CITY SCHOOL DISTRICT 5	\$13.50	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200891	08/13/2025	CARSON CITY SCHOOL DISTRICT 6	\$13,470.00	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200892	08/13/2025	CARSON CITY SCHOOL DISTRICT 7	\$40,014.12	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200893	08/13/2025	CARSON CITY SCHOOL DISTRICT 9	\$397.15	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200894	08/13/2025	CARSON CITY SCHOOLS FOUNDATION	\$378.50	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200895	08/13/2025	CARSON CITY SHERIFF	\$489.06	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200896	08/13/2025	EAGLE FITNESS	\$226.50	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200897	08/13/2025	ENDO FITNESS NV1, LLC	\$279.72	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200898	08/13/2025	EYEMED VISION CARE	\$4,017.89	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200899	08/13/2025	FITNESS FOR 10	\$862.50	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200900	08/13/2025	Nevada Assn of School Administrators	\$80.00	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200901	08/13/2025	NEVADA STATE EDUCATION ASSOCIATION	\$28,126.50	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200902	08/13/2025	NEVADA STATE EDUCATION ASSOCIATION-CESA	\$3,075.50	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200903	08/13/2025	NEVADA STATE TREASURER'S OFFICE	\$6.00	1018	Printed	Payroll Ded	<input type="checkbox"/>		

## Carson City School District

### Check Listing

Fiscal Year: 2025-2026

**Criteria:**

**Bank Account:** Wells Fargo Operating Account 9244264322

**From Date:** 8/13/2025

**To Date:** 8/13/2025

**From Check:** 200883

**To Check:** 200907

**From Voucher:** 1018

**To Voucher:** 1018

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200904	08/13/2025	PERS OF NEVADA	\$1,441.24	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200905	08/13/2025	PROMINENCE HEALTH PLANS	\$368,825.07	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200906	08/13/2025	State Collection and Disbursement Unit	\$658.50	1018	Printed	Payroll Ded	<input type="checkbox"/>		
200907	08/13/2025	WESTERN INSURANCE SPECIALTIES, INC.	\$246.83	1018	Printed	Payroll Ded	<input type="checkbox"/>		

Total Amount: \$545,277.01

End of Report



# CARSON CITY SCHOOL DISTRICT VOUCHER

Voucher No: 1015

Voucher Date: 07/31/2025

Prepared By:

Printed: 08/15/2025 12:31:51 PM

FY26 PR PAYABLES JULY PERS

CARSON CITY SCHOOL DISTRICT is hereby authorized to draw warrants against CARSON CITY SCHOOL DISTRICT funds for the sum of \$258,172.08 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Spencer B. Winward Chief Financial & Operations Officer

Lupe Ramirez President

Michael Walker Vice President

Molly Walt Clerk

Richard Varner Member

Rebecca Roberts Member

Michelle Pedersen Member

Matt Clapham Member

CARSON CITY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$216,589.04
206	PCFP English Learner Fund	\$4,253.92
207	PCFP Gifted and Talented Fund	\$975.80
230	Adult Education	\$2,275.94
235	Adult Education-Correction	\$4,194.50
240	State Grants-2020	\$6,431.64
250	Special Education	\$10,945.26
280	Federal Grant Funds-2020	\$2,179.70

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**Voucher No: 1015****Voucher Date: 07/31/2025**

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<b>Fund</b>		<b>Amount</b>
282	Federal Grant Funds 2019	\$1,944.09
285	Medicaid Funds	\$1,615.90
290	Food Service Funds	\$2,812.65
300	Capital Projects Funds	\$885.16
360	Bond Issues	\$1,723.68
703	Workers Compensation	\$934.78
704	Unemployment Compensation	\$410.02
		<hr/> <b>\$258,172.08</b>

## Carson City School District

### Check Listing

Fiscal Year: 2025-2026

**Criteria:**

**Bank Account:** Wells Fargo Operating Account 9244264322

**From Date:** 7/31/2025

**To Date:** 7/31/2025

**From Check:** 200917

**To Check:** 200917

**From Voucher:** 1015

**To Voucher:** 1015

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200917	07/31/2025	PUBLIC EMPLOYEES RETIREMENT SYSTEM OF NV	\$258,172.08	1015	Printed	Payroll Ded	<input type="checkbox"/>		

Total Amount: \$258,172.08

End of Report

# CARSON CITY SCHOOL DISTRICT VOUCHER

Voucher No: 1225

Voucher Date: 07/31/2025

Prepared By:

*Stephanie Gehle*

*FY25 PR PAYABLES JULY PERS*

Printed: 08/15/2025 12:44:18 PM

CARSON CITY SCHOOL DISTRICT is hereby authorized to draw warrants against CARSON CITY SCHOOL DISTRICT funds for the sum of \$1,458,447.30 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Spencer B. Winward Chief Financial & Operations Officer

Lupe Ramirez President

Michael Walker Vice President

Molly Walt Clerk

Richard Varner Member

Rebecca Roberts Member

Michelle Pedersen Member

Matt Clapham Member

CARSON CITY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$943,751.27
206	PCFP English Learner Fund	\$50,690.85
207	PCFP Gifted and Talented Fund	\$7,585.72
208	At-Risk Fund	\$26,428.50
230	Adult Education	\$1,255.65
235	Adult Education-Correction	\$15,881.81
240	State Grants-2020	\$69,141.97
242	State Grants 2019	\$29,450.02

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**Voucher No: 1225****Voucher Date: 07/31/2025**

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<b>Fund</b>		<b>Amount</b>
250	Special Education	\$195,720.25
282	Federal Grant Funds 2019	\$85,202.18
290	Food Service Funds	\$33,339.08
		<hr/>
		<b>\$1,458,447.30</b>

## Carson City School District

### Check Listing

Fiscal Year: 2024-2025

**Criteria:**

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 7/31/2025

To Date: 7/31/2025

From Check: 200918

To Check: 200918

From Voucher: 1225

To Voucher: 1225

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200918	07/31/2025	PUBLIC EMPLOYEES RETIREMENT SYSTEM OF NV	\$1,458,447.30	1225	Not Printed	Payroll Ded	<input type="checkbox"/>		

Total Amount: \$1,458,447.30

End of Report



# CARSON CITY SCHOOL DISTRICT VOUCHER

Voucher No: 1021

Voucher Date: 08/21/2025

Prepared By:

Printed: 08/21/2025 12:58:54 PM

FY26 AIP Spec

CARSON CITY SCHOOL DISTRICT is hereby authorized to draw warrants against CARSON CITY SCHOOL DISTRICT funds for the sum of \$467.51 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Spencer B. Winward Chief Financial & Operations Officer

Lupe Ramirez President

Michael Walker Vice President

Molly Walt Clerk

Richard Varner Member

Rebecca Roberts Member

Michelle Pedersen Member

Matt Clapham Member

CARSON CITY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$342.53
240	State Grants-2020	\$124.98
		<b>\$467.51</b>

## Carson City School District

### Check Listing

Fiscal Year: 2025-2026

**Criteria:**

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 8/21/2025  
From Check: 200920  
From Voucher: 1021

To Date: 8/21/2025  
To Check: 200921  
To Voucher: 1021

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200920	08/21/2025	CARSON CITY TREASURER-LANDFILL BILLING	\$232.54	1021	Printed	Expense	<input type="checkbox"/>		
200921	08/21/2025	CHARTER COMMUNICATIONS	\$234.97	1021	Printed	Expense	<input type="checkbox"/>		
Total Amount:			\$467.51						
End of Report									



# CARSON CITY SCHOOL DISTRICT VOUCHER

Voucher No: 1022

Voucher Date: 08/26/2025

Prepared By:

*Stephen Jahl*  
Printed: 08/21/2025 01:31:58 PM

*FY26 AIP*

CARSON CITY SCHOOL DISTRICT is hereby authorized to draw warrants against CARSON CITY SCHOOL DISTRICT funds for the sum of \$1,813,985.85 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Spencer B. Winward Chief Financial & Operations Officer

Lupe Ramirez President

Michael Walker Vice President

Molly Walt Clerk

Richard Varner Member

Rebecca Roberts Member

Michelle Pedersen Member

Matt Clapham Member

CARSON CITY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$353,423.55
207	PCFP Gifted and Talented Fund	\$1,100.00
230	Adult Education	\$25,000.00
235	Adult Education-Correction	\$1,520.00
240	State Grants-2020	\$14,828.40
250	Special Education	\$57,392.50
260	Gifts and Donations	\$180.00
270	Local Grants	\$15,000.00

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**Voucher No: 1022****Voucher Date: 08/26/2025**

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<b>Fund</b>		<b>Amount</b>
280	Federal Grant Funds-2020	\$94,016.34
281	Federal Grant Funds 2018	\$19,500.00
282	Federal Grant Funds 2019	\$43,953.45
290	Food Service Funds	\$526.00
300	Capital Projects Funds	\$571,567.50
360	Bond Issues	\$615,303.11
703	Workers Compensation	\$675.00
		<hr/> <hr/>
		<b>\$1,813,985.85</b>

# Carson City School District

## Check Listing

Fiscal Year: 2025-2026

### Criteria:

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 8/26/2025  
From Check: 200922  
From Voucher: 1022

To Date: 8/26/2025  
To Check: 201038  
To Voucher: 1022

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200922	08/26/2025	A & K EARTH MOVERS, INC.	\$417,857.50	1022	Printed	Expense	<input type="checkbox"/>		
200923	08/26/2025	A SIGN SHOP	\$1,313.95	1022	Printed	Expense	<input type="checkbox"/>		
200924	08/26/2025	ABARE DENITA PT	\$950.00	1022	Printed	Expense	<input type="checkbox"/>		
200925	08/26/2025	ABSOLUTE DRAIN SERVICE	\$53,500.00	1022	Printed	Expense	<input type="checkbox"/>		
200926	08/26/2025	ACCELERATE LEARNING, INC	\$15,000.00	1022	Printed	Expense	<input type="checkbox"/>		
200927	08/26/2025	ADVANCED CHILD BEHAVIOR SOLUTIONS, LLC	\$25,587.50	1022	Printed	Expense	<input type="checkbox"/>		
200928	08/26/2025	ALEXANDER ANN	\$1,912.50	1022	Printed	Expense	<input type="checkbox"/>		
200929	08/26/2025	ALLISON MACKENZIE et al	\$2,000.00	1022	Printed	Expense	<input type="checkbox"/>		
200930	08/26/2025	AMERICAN PROGRAM BUREAU, INC.	\$9,500.00	1022	Printed	Expense	<input type="checkbox"/>		
200931	08/26/2025	ARC DOCUMENT SOLUTIONS, LLC	\$5,994.00	1022	Printed	Expense	<input type="checkbox"/>		
200932	08/26/2025	B AND L BACKFLOW TESTING	\$5,674.51	1022	Printed	Expense	<input type="checkbox"/>		
200933	08/26/2025	BARTON, VANESSA	\$1,000.00	1022	Printed	Expense	<input type="checkbox"/>		
200934	08/26/2025	BATTERIES PLUS	\$89.80	1022	Printed	Expense	<input type="checkbox"/>		
200935	08/26/2025	BLAISDELL & SONGEY, INC	\$27,381.34	1022	Printed	Expense	<input type="checkbox"/>		
200936	08/26/2025	BLUE NOTE BS HORN SHOP LLC	\$2,050.00	1022	Printed	Expense	<input type="checkbox"/>		
200937	08/26/2025	BLUESTONE ENGINEERING AND CONSULTING LLC	\$4,250.00	1022	Printed	Expense	<input type="checkbox"/>		
200938	08/26/2025	BOYS & GIRLS CLUB	\$2,725.00	1022	Printed	Expense	<input type="checkbox"/>		
200939	08/26/2025	BROWN, HALEY	\$599.04	1022	Printed	Expense	<input type="checkbox"/>		
200940	08/26/2025	BRYANT-GREEN, JEAN ANNE	\$550.00	1022	Printed	Expense	<input type="checkbox"/>		
200941	08/26/2025	BSN SPORTS	\$3,836.43	1022	Printed	Expense	<input type="checkbox"/>		
200942	08/26/2025	CACIOPPO, SABRINA	\$669.04	1022	Printed	Expense	<input type="checkbox"/>		
200943	08/26/2025	CANNON FINANCIAL	\$5,814.60	1022	Printed	Expense	<input type="checkbox"/>		

## Carson City School District

### Check Listing

Fiscal Year: 2025-2026

**Criteria:**

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 8/26/2025  
From Check: 200922  
From Voucher: 1022

To Date: 8/26/2025  
To Check: 201038  
To Voucher: 1022

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200944	08/26/2025	CAPITAL CITY AUTO PARTS, INC.	\$47.51	1022	Printed	Expense	<input type="checkbox"/>		
200945	08/26/2025	CARSON CITY PARKS AND RECREATION	\$733.00	1022	Printed	Expense	<input type="checkbox"/>		
200946	08/26/2025	CARSON CITY SHERIFF'S OFFICE	\$60,032.95	1022	Printed	Expense	<input type="checkbox"/>		
200947	08/26/2025	CARSON CITY UTILITIES	\$27,408.63	1022	Printed	Expense	<input type="checkbox"/>		
200948	08/26/2025	CARSON VALLEY OIL CO.	\$6,547.88	1022	Printed	Expense	<input type="checkbox"/>		
200949	08/26/2025	CAVENER, SHANELL	\$94.80	1022	Printed	Expense	<input type="checkbox"/>		
200950	08/26/2025	CCSD NUTRITION SERVICES	\$2,117.04	1022	Printed	Expense	<input type="checkbox"/>		
200951	08/26/2025	CIMINO, LAUREN	\$98.40	1022	Printed	Expense	<input type="checkbox"/>		
200952	08/26/2025	CLARK & ASSOCIATES OF NEVADA, INC.	\$3,000.00	1022	Printed	Expense	<input type="checkbox"/>		
200953	08/26/2025	COMMITTEE FOR CHILDREN	\$5,556.00	1022	Printed	Expense	<input type="checkbox"/>		
200954	08/26/2025	COMSTOCK CONSTRUCTION SERVICES INC	\$14,280.00	1022	Printed	Expense	<input type="checkbox"/>		
200955	08/26/2025	DAVIS, ALLIE	\$649.02	1022	Printed	Expense	<input type="checkbox"/>		
200956	08/26/2025	DAVIS, JANIE	\$83.78	1022	Printed	Expense	<input type="checkbox"/>		
200957	08/26/2025	DUNBAR, JESSICA	\$629.00	1022	Printed	Expense	<input type="checkbox"/>		
200958	08/26/2025	DUNN RITE INC.	\$23,740.00	1022	Printed	Expense	<input type="checkbox"/>		
200959	08/26/2025	EDGEWOOD PRESS, INC.	\$759.00	1022	Printed	Expense	<input type="checkbox"/>		
200960	08/26/2025	ENVIRONMENTAL PROTECTION SERVICES	\$2,650.00	1022	Printed	Expense	<input type="checkbox"/>		
200961	08/26/2025	EVANS, LYND SAY	\$777.04	1022	Printed	Expense	<input type="checkbox"/>		
200962	08/26/2025	FARDELMANN, KAREN	\$3,700.00	1022	Printed	Expense	<input type="checkbox"/>		
200963	08/26/2025	FIRST CHOICE COFFEE & WATER SERVICES	\$116.45	1022	Printed	Expense	<input type="checkbox"/>		
200964	08/26/2025	FLETCHER, CHERI E	\$111.50	1022	Printed	Expense	<input type="checkbox"/>		

## Carson City School District

### Check Listing

**Fiscal Year:** 2025-2026

**Criteria:**

**Bank Account:** Wells Fargo Operating Account 9244264322

**From Date:** 8/26/2025  
**From Check:** 200922  
**From Voucher:** 1022

**To Date:** 8/26/2025  
**To Check:** 201038  
**To Voucher:** 1022

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200965	08/26/2025	FLINN SCIENTIFIC	\$894.90	1022	Printed	Expense	<input type="checkbox"/>		
200966	08/26/2025	FOGLIANI-KENNEDY, TRACI	\$150.00	1022	Printed	Expense	<input type="checkbox"/>		
200967	08/26/2025	FREED, JANITA K	\$1,000.00	1022	Printed	Expense	<input type="checkbox"/>		
200968	08/26/2025	GALE LEARNING	\$18,753.07	1022	Printed	Expense	<input type="checkbox"/>		
200969	08/26/2025	GARY ROMERO INC	\$1,475.00	1022	Printed	Expense	<input type="checkbox"/>		
200970	08/26/2025	GBVOA, LLC	\$5,450.00	1022	Printed	Expense	<input type="checkbox"/>		
200971	08/26/2025	GLENN, ELENA S	\$395.00	1022	Printed	Expense	<input type="checkbox"/>		
200972	08/26/2025	GRANITE TELECOMMUNICATIONS, INC	\$1,544.69	1022	Printed	Expense	<input type="checkbox"/>		
200973	08/26/2025	HARKER, DONNA B	\$550.00	1022	Printed	Expense	<input type="checkbox"/>		
200974	08/26/2025	HELMERS, AMY	\$630.00	1022	Printed	Expense	<input type="checkbox"/>		
200975	08/26/2025	HENRY SCHEIN INC.	\$280.83	1022	Printed	Expense	<input type="checkbox"/>		
200976	08/26/2025	HETTRICK ELECTRIC, INC.	\$733.16	1022	Printed	Expense	<input type="checkbox"/>		
200977	08/26/2025	HOLOS THERAPY	\$775.00	1022	Printed	Expense	<input type="checkbox"/>		
200978	08/26/2025	HULSEY-POPE, SHELLEY	\$599.04	1022	Printed	Expense	<input type="checkbox"/>		
200979	08/26/2025	INSTITUTE FOR MULTI-SENSORY EDUCATION	\$9,500.00	1022	Printed	Expense	<input type="checkbox"/>		
200980	08/26/2025	J.W. PEPPER OF LOS ANGELES	\$2,178.40	1022	Printed	Expense	<input type="checkbox"/>		
200981	08/26/2025	JILL DICKINSON PHYSICAL THERAPY	\$2,325.00	1022	Printed	Expense	<input type="checkbox"/>		
200982	08/26/2025	JIMMY JOHNS	\$65.47	1022	Printed	Expense	<input type="checkbox"/>		
200983	08/26/2025	KD SOUND COMPANY, LLC	\$20,457.00	1022	Printed	Expense	<input type="checkbox"/>		
200984	08/26/2025	KDJ COMPANY LTD	\$3,300.00	1022	Printed	Expense	<input type="checkbox"/>		
200985	08/26/2025	KICKUP, INC	\$25,400.00	1022	Printed	Expense	<input type="checkbox"/>		
200986	08/26/2025	KIDDO COMMUNICATION, LLC	\$1,850.00	1022	Printed	Expense	<input type="checkbox"/>		

## Carson City School District

### Check Listing

Fiscal Year: 2025-2026

**Criteria:**

Bank Account: Wells Fargo Operating Account 9244264322

From Date: 8/26/2025  
From Check: 200922  
From Voucher: 1022

To Date: 8/26/2025  
To Check: 201038  
To Voucher: 1022

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200987	08/26/2025	KP CONSTRUCTION INC	\$153,710.00	1022	Printed	Expense	<input type="checkbox"/>		
200988	08/26/2025	LES SCHWAB TIRE CENTER - SOUTH	\$669.96	1022	Printed	Expense	<input type="checkbox"/>		
200989	08/26/2025	LOTUS RADIO CORP	\$25,000.00	1022	Printed	Expense	<input type="checkbox"/>		
200990	08/26/2025	LUNDBERG, JAYNE	\$300.00	1022	Printed	Expense	<input type="checkbox"/>		
200991	08/26/2025	MAD LEARN LLC	\$6,160.00	1022	Printed	Expense	<input type="checkbox"/>		
200992	08/26/2025	MASON, JODI	\$383.32	1022	Printed	Expense	<input type="checkbox"/>		
200993	08/26/2025	MAYORAL-ORTIZ, DIANA	\$200.00	1022	Printed	Expense	<input type="checkbox"/>		
200994	08/26/2025	MUSCO SPORTS LIGHTING LLC	\$133,008.00	1022	Printed	Expense	<input type="checkbox"/>		
200995	08/26/2025	NAVIGATE360 LLC	\$12,562.50	1022	Printed	Expense	<input type="checkbox"/>		
200996	08/26/2025	NCS PEARSON INC.	\$21,485.25	1022	Printed	Expense	<input type="checkbox"/>		
200997	08/26/2025	NEVADA ASSOCIATION OF SCHOOL BOARDS	\$300.00	1022	Printed	Expense	<input type="checkbox"/>		
200998	08/26/2025	NEVADA BLUE, LTD	\$109.70	1022	Printed	Expense	<input type="checkbox"/>		
200999	08/26/2025	NEVADA DEPT OF PRISONS	\$1,520.00	1022	Printed	Expense	<input type="checkbox"/>		
201000	08/26/2025	NEVADA DIVISION OF INSURANCE	\$675.00	1022	Printed	Expense	<input type="checkbox"/>		
201001	08/26/2025	NNBOA	\$6,000.00	1022	Printed	Expense	<input type="checkbox"/>		
201002	08/26/2025	NOTE-ABLE MUSIC THERAPY	\$175.00	1022	Printed	Expense	<input type="checkbox"/>		
201003	08/26/2025	OVERHEAD FIRE PROTECTION INC	\$4,367.00	1022	Printed	Expense	<input type="checkbox"/>		
201004	08/26/2025	POWERCOMM SOLUTIONS INC	\$185,090.53	1022	Printed	Expense	<input type="checkbox"/>		
201005	08/26/2025	QCS, LLC	\$3,057.86	1022	Printed	Expense	<input type="checkbox"/>		
201006	08/26/2025	R & J PAINTING LLC	\$53,200.00	1022	Printed	Expense	<input type="checkbox"/>		
201007	08/26/2025	RATIONAL MIND BENDING LLC	\$7,500.00	1022	Printed	Expense	<input type="checkbox"/>		
201008	08/26/2025	RICHETTA, CHERYL	\$1,486.00	1022	Printed	Expense	<input type="checkbox"/>		
201009	08/26/2025	RON'S REFRIGERATION, INC.	\$526.00	1022	Printed	Expense	<input type="checkbox"/>		

## Carson City School District

### Check Listing

Fiscal Year: 2025-2026

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From Date: 8/26/2025  
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To Date: 8/26/2025  
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To Voucher: 1022

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
201010	08/26/2025	ROSETTA STONE	\$10,000.00	1022	Printed	Expense	<input type="checkbox"/>		
201011	08/26/2025	ROSSANO WOODWORKING MFG	\$3,000.00	1022	Printed	Expense	<input type="checkbox"/>		
201012	08/26/2025	SA, CANDICE	\$750.00	1022	Printed	Expense	<input type="checkbox"/>		
201013	08/26/2025	SAPIEN, CHRISTINA ALVARADO	\$395.04	1022	Printed	Expense	<input type="checkbox"/>		
201014	08/26/2025	SCHOOL NURSE SUPPLY	\$1,997.22	1022	Printed	Expense	<input type="checkbox"/>		
201015	08/26/2025	SCHOOLINKS, INC	\$47,611.09	1022	Printed	Expense	<input type="checkbox"/>		
201016	08/26/2025	SHI INTERNATIONAL CORP.	\$36,185.27	1022	Printed	Expense	<input type="checkbox"/>		
201017	08/26/2025	SIERRA NEVADA OCCUPATIONAL THERAPY ASSOC	\$1,950.00	1022	Printed	Expense	<input type="checkbox"/>		
201018	08/26/2025	SILVER STATE INTERNATIONAL, INC.	\$2,340.85	1022	Printed	Expense	<input type="checkbox"/>		
201019	08/26/2025	SKIRVIN, JERRY D JR	\$875.00	1022	Printed	Expense	<input type="checkbox"/>		
201020	08/26/2025	SMITH'S CUSTOMER CHARGES	\$57.82	1022	Printed	Expense	<input type="checkbox"/>		
201021	08/26/2025	SOFTERRA	\$12,085.84	1022	Printed	Expense	<input type="checkbox"/>		
201022	08/26/2025	SOLUTION TREE, INC.	\$57,080.00	1022	Printed	Expense	<input type="checkbox"/>		
201023	08/26/2025	STATE OF NEVADA DEPT. OF PUBLIC SAFETY	\$234.00	1022	Printed	Expense	<input type="checkbox"/>		
201024	08/26/2025	TAHOE SUPPLY	\$4,430.52	1022	Printed	Expense	<input type="checkbox"/>		
201025	08/26/2025	TEACHING STRATEGIES, LLC	\$12,090.00	1022	Printed	Expense	<input type="checkbox"/>		
201026	08/26/2025	THOMPSON, CONNIE	\$649.02	1022	Printed	Expense	<input type="checkbox"/>		
201027	08/26/2025	TRANSPERFECT REMOTE INTERPRETING INC	\$50.00	1022	Printed	Expense	<input type="checkbox"/>		
201028	08/26/2025	TUFF SHED	\$5,777.71	1022	Printed	Expense	<input type="checkbox"/>		
201029	08/26/2025	TYLER TECHNOLOGIES	\$828.25	1022	Printed	Expense	<input type="checkbox"/>		
201030	08/26/2025	UBEO BUSINESS SERVICES	\$67.08	1022	Printed	Expense	<input type="checkbox"/>		
201031	08/26/2025	VAN-WOERT-BIGOTTI ARCHITECTS	\$22,100.00	1022	Printed	Expense	<input type="checkbox"/>		

## Carson City School District

### Check Listing

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To Voucher: 1022

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
201032	08/26/2025	VESTIS SERVICES, LLC	\$608.55	1022	Printed	Expense	<input type="checkbox"/>		
201033	08/26/2025	VILLA BASQUE DELI & CAFE	\$180.00	1022	Printed	Expense	<input type="checkbox"/>		
201034	08/26/2025	VITAL SIGNS	\$4,435.42	1022	Printed	Expense	<input type="checkbox"/>		
201035	08/26/2025	WARD, MONICA	\$184.21	1022	Printed	Expense	<input type="checkbox"/>		
201036	08/26/2025	WENGER CORPORATION	\$120,283.07	1022	Printed	Expense	<input type="checkbox"/>		
201037	08/26/2025	WISE CONSULTING AND TRAINING	\$5,110.00	1022	Printed	Expense	<input type="checkbox"/>		
201038	08/26/2025	YOUSCIENCE, LLC	\$5,450.00	1022	Printed	Expense	<input type="checkbox"/>		

Total Amount: \$1,813,985.85

End of Report



**MINUTES OF THE MEETING OF THE  
CARSON CITY SCHOOL DISTRICT  
BOARD OF TRUSTEES**

**Tuesday, August 12, 2025**

**6:30 p.m.**

**CALL TO ORDER**

The regular meeting of the Carson City School District Board of Trustees was called to order at 6:30 p.m. by President Ramirez in the Robert Crowell Board Room, Community Center, 851 E. William Street, Carson City, Nevada.

**ROLL CALL:**    Members and Staff Present

Lupe Ramirez, President  
Michelle Pedersen, Member  
Matt Clapham, Member  
Richard Varner, Member  
Rebecca Roberts, Member  
Andrew Feuling, Superintendent  
Brandon Bringham, Chief Academic Officer  
Dan Sadler, Chief Human Resources Officer  
Spencer Winward, Chief Financial & Operations Officer  
Rena Cortez, Executive Administrative Assistant  
Ryan Russell, Legal Counsel

Members and Staff Present Remotely

None

Members and Staff Absent

Mike Walker, Vice President  
Molly Walt, Clerk

**ACTION TO ADOPT THE AGENDA**

It was moved by Trustee Varner, seconded by Trustee Pedersen, **that the Carson City School District Board of Trustees adopt the agenda as submitted, with the removal of Item 10.** Trustee Ramirez called for public comment; there was no public comment. Trustee Ramirez called for the vote. Motion passed 5-0. (Trustees Walt and Walker were not present for the vote.)

Trustee Roberts led the Pledge of Allegiance.

Trustee Ramirez excused Trustee Walt from the meeting and Trustee Walker arrived at approximately 6:33 p.m.

**SUPERINTENDENT'S REPORT**

Mr. Feuling welcomed everyone to the meeting, and provided the following report:

- First week of August 2025 included the district and administrator meeting, several staff trainings, etc.
- New Hire breakfast was held at the Governor's Mansion on August 12, 2025, along with the Big Blue Welcome at Carson High School for 9<sup>th</sup> grade students.
- First day of school for grades 1-12 is Monday, August 18, 2025 and Pre-K and kindergarten students start on Wednesday, August 20, 2025.

**BOARD REPORTS**

On behalf of the Nevada Association of School Boards (NASB), Trustee Varner provided the following report:

- August newsletter was provided via email.

- A virtual workshop was hosted on August 11, 2025, regarding strategic planning and goals, which included a guest speaker. A second virtual workshop will be held on August 28, 2025, with the topic of navigating public records.
- Training on conflict resolution and de-escalation will be provided on September 6, 2025 in Las Vegas, Nevada and a joint meeting will be held on September 5, 2025.
- Annual conference will be held on December 4-6, 2025 at the Grand Sierra in Reno, Nevada

Trustee Pedersen reported on activities at the following school:

- Carson High School
  - Jump Start program started several weeks ago.
  - Several sports teams are practicing and have their first games during the week of August 18, 2025.

Trustee Roberts reported on activities at the following school:

- Fremont Elementary School
  - Back to School Night for 1<sup>st</sup> – 5<sup>th</sup> grade students will be August 15, 2025 from 4:30 – 6:00 p.m.
  - Back to School Night for kindergarten and Pre-K students will be August 19, 2025 from 4:30 – 6:00 p.m.

Trustee Varner reported on activities at the following schools:

- Fritsch Elementary School
  - Mr. Dan Brown, Principal extended an invitation for families to attend the Ice Cream Social on Thursday, August 14, 2025 from 4:00 – 6:00 p.m.
- Bordewich Bray Elementary School
  - Parent meetings will be held August 11-13, 2025 in the multi-purpose room at 6:00 p.m.

Trustee Clapham reported on activities at the following school:

- Eagle Valley Middle School
  - Ms. Gina Hoppe, Principal expressed her excitement and gratitude as she awaits the start of the 2025-2026 school year.
  - Back to School Bootcamp will be held on August 14, 2025 from 3:30 p.m. – 5:45 p.m.
  - Thank you extended to the custodial and grounds staff for their hard work in preparing the school for the 2025-2025 school year.
  - Thank you extended to Ms. Amy Riddle, Science Teacher for her work this summer on the hoop house.

Trustee Walker reported on activities at the following school:

- Seeliger Elementary School
  - Administration and staff are excited about the number kindergarten students registered for the new school year.
  - Back to School Night will be held August 21, 2025 from 4:30 – 6:00 p.m.

Trustee Ramirez provided a report on various items:

- Thank you extended to those who wrote and contributed to the NASB nomination letters.
- Thank you extended to Ms. Merri Pray, Professional Learning Coordinator and Greater Nevada Credit Union for sponsoring the new teacher breakfast, and to Mayor Bagwell for providing totes to the new teachers.
- “Save the Date” for a board workshop that is scheduled on Saturday, November 15, 2025 from 9:00 a.m. – 12:00 p.m.

### **ASSOCIATION REPORTS**

There were no association reports.

### **PUBLIC COMMENT**

Trustee Ramirez called for public comment that was provided in person, and electronically via email, which will be included in the permanent record. Trustee Ramirez explained that everyone will be given three minutes to provide their comment.

An email comment was received from Ms. Erin Been, PE and Health Teacher, Carson High School regarding agenda Item 9, which was included in the permanent record. Copies were provided to the trustees.

### **DISCUSSION, INCLUDING WITHOUT LIMITATION AN INFORMATIONAL UPDATE ON THE CARSON CITY SCHOOLS FOUNDATION, AND POSSIBLE ACTION TO APPROVE PROPOSED AMENDMENTS TO THE BYLAWS OF THE CARSON CITY SCHOOLS FOUNDATION**

Mr. Jon Hagar, President, Carson City Schools Foundation (CCSF) and Ms. Casey Gilles, Treasurer, CCSF provided an update on the foundation, that included information on donations collected during the 2024 school year, which was \$34,000, along with \$25,000 for the Advanced Placement (AP) Program at Carson High School. In addition, \$67,000 has been allocated for various programs; AP Program, JumpStart Program, along with mini and department grants. Mrs. Gilles explained that a clothes closet will be established at Carson High School for students needing clothing when looking for a job.

Mr. Hagar outlined changes to the bylaws, which clarifies that the president of the Carson City School District Board of Trustees, along with the Superintendent are not voting members of the foundation.

Mrs. Gilles referred to the annual report that is provided to the Internal Revenue Service (IRS) and explained that board members of the foundation now have assigned schools.

Mr. Hagar reported that mini grant and department grant applications will be open in the fall of 2025.

Trustee Ramirez asked for additional information regarding the JumpStart and AP programs at Carson High School. Mr. Hagar explained that the foundation covers a portion of the AP program expenses, and Mrs. Gilles noted that the amounts have been reduced based on student needs, etc.

It was moved by Trustee Walker, seconded by Trustee Varner, **that the Carson City School District Board of Trustees approve the proposed amendments to the bylaws of the Carson City Schools Foundation, as presented.** Trustee Ramirez called for public comment; there was no public comment. Trustee Ramirez called for the vote. Motion passed 6-0. (Trustee Walt was not present for the vote.)

### **DISCUSSION AND POSSIBLE ACTION TO APPROVE PROPOSED CHANGES TO CCSD POLICY 817, IDENTIFICATION BADGE: SECOND READING**

Mrs. Ann Cyr, Risk Manager presented the first reading of CCSD Policy 817, Identification Badge during the July 22, 2025 board meeting. There were no suggested changes at that time. Mr. Feuling presented the second reading and asked the Board for their consideration to approve.

It was moved by Trustee Clapham, seconded by Trustee Roberts, **that the Carson City School District Board of Trustees approve August 12, 2025 as the revised date for Policy 817, Identification Badge.** Trustee Ramirez called for public comment; there was no public comment. Trustee Ramirez called for the vote. Motion passed 6-0. (Trustee Walt was not present for the vote.)

### **DISCUSSION AND POSSIBLE ACTION TO APPROVE PROPOSED CHANGES TO CCSD POLICY 539, INDEPENDENT STUDY IN PHYSICAL EDUCATION: SECOND READING**

Mr. Brandon Bringham, Chief Academic Officer presented the first reading to CCSD Policy 539, Independent Study in Physical Education during the July 22, 2025 board meeting. Mr. Bringham referred to several handouts included in board packets; Nevada Administrative Code (NAC),

Frequently Asked Questions (FAQ), list of approved activities, and the Guidance Memorandum from the Nevada Department of Education (NDE).

Mr. Bringhurst summarized changes based on the discussion from the first reading:

- Item 3 includes changes to wording, which aligns with language in NAC
- Item 5 provides clarification which aligns with NAC
- Item 6 includes activities that may take place outside of the regular school day; 120 hours for participants to receive one PE exemption

Mr. Bringhurst explained that ROTC, along with band or other school activities may happen during the school day.

Following clarification and discussion amongst staff and board members regarding the number of credits earned, verification of required credits, competitive club activities, along with verification of required hours, Trustee Ramirez called for a motion. Prior to taking a motion, concerns were expressed that students are not getting enough physical activity during the day, along with how verification of hours will be completed by administration. Mr. Bringhurst confirmed that the Nevada Administrative Code is what the District needs to comply with.

Trustee Walker commented on items that should be considered and included in a regulation.

It was moved by Trustee Roberts, seconded by Trustee Walker **that the Carson City School District Board of Trustees approve August 12, 2025 as the revised date for Policy 539, Independent Study in Physical Education.** Trustee Ramirez called for public comment.

Public Comment:

Mr. Steve Dilly, Department Chairperson, Physical Education and Health, Carson High School expressed concerns with the way Policy 539 is written, as there is the possibility that students may not have to take PE in high school. Mr. Dilly expressed his support of waiving one year of PE, however, stressed the importance of also having students take one year of PE. Mr. Dilly referred to goal 4.1.3 of the Strategic Plan, Empower Carson City 2027, regarding the importance of physical education.

Mrs. Linda Hurzel, retired PE teacher, expressed concerns with students not having to take PE. Mrs. Hurzel referred to physical education standards for K-12, and believes students should have one credit of PE. Mrs. Hurzel commented on childhood obesity and the importance of having well-rounded students. In addition, Mrs. Hurzel asked that staff look at the standards for all subjects.

Trustee Ramirez called for the vote. Motion passed 4-2. (Trustee Walt was not present for the vote.)

**DISCUSSION ON PROPOSED CHANGES TO CCSD POLICY AND ATTENDANT REGULATION 528, STUDENT CASES INVOLVING LAW ENFORCEMENT AND OTHER PUBLIC AGENCIES: FIRST READING (POLICY)**

This item was pulled from the agenda and will be presented at a future meeting.

**APPROVAL OF CONSENT AGENDA**

It was moved by Trustee Walker, seconded by Trustee Varner **that the Carson City School District Board of Trustees approve the consent agenda as submitted.** Trustee Ramirez called for public comment; there was no public comment. Trustee Ramirez called for the vote. Motion passed 6-0. (Trustee Walt was not present for the vote.)

**INFORMATIONAL ITEMS**

There were no additional informational items.

**REQUEST FOR FUTURE AGENDA TOPICS**

Present agenda items to Mr. Andrew Feuling or President Ramirez.

Trustee Ramirez called for a brief recess at 7:15 p.m. and reconvened the meeting at 7:20 p.m.

**INFORMATIONAL UPDATE ON STAFFING FOR THE CARSON CITY SCHOOL DISTRICT**

Mr. Dan Sadler, Chief Human Resources Officer provided a staffing update which included a power point presentation. (A copy is included in the permanent record.) Mr. Sadler acknowledged the Human Resources staff for their hard work in hiring staff.

The presentation included comparative data from August 2022, August 2023, August 2024 and August 2025 that included vacancies by year. As of August 8, 2025 there were 4 certified, 2 certified special education, 7 classified, and 6 classified special education; 100 positions, in various classifications were filled by August 8, 2025. There are 520 certified positions with 6 vacancies for a 1.1% vacancy rate and 98.9% fill rate for the 2025-2026 school year, and 378 classified positions with 14 vacancies for a 3.7% vacancy rate and 96.3% fill rate for the 2025-2026 school year.

Mr. Sadler presented the number of certified and classified vacancies by site or department as of August 8, 2025 and highlighted what has been working:

- Support School Board and Superintendent
- Retention/Competitive Salaries
- Early retirement notification incentive
- Local career fairs; average 30 new applications per event
- Red Rover/Application re-vamp making the process easier and faster for applicants
- Social media, branding and marketing
- Lead generations by word of mouth
- Alternative Routes to Licensure (ARL) partnerships

On behalf of the Board, Trustees Varner and Pedersen thanked Mr. Sadler for his hard work.

**ANNOUNCEMENT OF MEETINGS**

The next regular meeting of the Carson City School District Board of Trustees will be on Tuesday, August 26, 2025.

**ADJOURNMENT**

There will be no further business to come before the members of the Board in public meeting; President Ramirez declared the meeting adjourned at 7:32 p.m.

\_\_\_\_\_  
Molly Walt, Clerk

\_\_\_\_\_  
Date

# **SCHOOL BOARD MEETING**

**August 26, 2025**

**Informational Items – A**  
**Notification of Changes in the Classified and Nursing**  
**Staff, including New Hires and Terminations**

# CARSON CITY SCHOOL DISTRICT - STAFF INFORMATION

August 26, 2025

## CLASSIFIED STAFF

NEW HIRES					
Name	Position/Subject	Location		Hire Date	New/Replace
Meghan Hitchcock	Sped Para III	CHS		8/15/2025	Replace
Stevi Simmons	Sped Para II	Fritsch		8/20/2025	Replace
Rebecca Ballard	Para Intervention	BB		8/15/2025	Replace
Jessica Melgarejo-	Admin Assistant II	CHS		8/27/2025	Replace
Brandilyn Baxter	Sped Para II	CMS		8/20/2025	Replace
Sherry Wilson	Pre-K Para	Fritsch		8/18/2025	Replace
RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire
Richard Maxwell	Head Custodian	Fremont	6/5/2018	7/31/2025	Retire
Victoria P Soriano	ASP Para II	Fremont	10/4/2021	8/20/2025	Resign
Keith Cottle	Bus Driver	Transportaton	8/11/2023	9/30/2025	Resign
Emily Snyder	Sped Para II	CHS	1/6/2024	7/31/2025	Resign
Adam Domitrovich	Campus Monitor	CHS	10/23/2023	8/13/2025	Resign
Carolyn Aikins	Sped Para III	SSS	7/25/2005	9/11/2025	Retirement
Paul Bigler	Grounds Supervisor	Grounds	8/21/1995	9/12/2025	Retire
Mickey Earls	Bus Driver/Trainee	Transportaton	8/18/2025	8/19/2025	Resign

## NURSING STAFF

NEW HIRES					
Name	Position/Subject	Location		Hire Date	New/Replace
Amy Huff	School Nurse	CMS		9/15/2025	Replace
RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire
None					

## EXECUTIVE STAFF

NEW HIRES				
Name	Position/Subject	Location	Hire Date	New/Replace
None				

RESIGNATIONS/RETIREMENTS					
Name	Position/Subject	Location	Hire Date	Term Date	Resign/Retire
None					