



Governing Board Meeting
Monday, November 9, 2020



NOTICE OF MEETING

State of Emergency Special Public Notice

The regular meeting of the Governing Board of the Davidson Academy will be held starting at 2 p.m. on Monday, November 9, 2020.

Due to the current State of Emergency declared by the Governor because of the Covid-19 virus, and more specifically the Governor's Directive 006, Section 1, this public meeting will be held via videoconference and there will be no physical location for the meeting. Members of the public wishing to observe the meeting may do so using the following link: <https://davidsongifted.zoom.us/j/88433357099>

Public comment for this meeting will be received via email only. Those wishing to make public comment should email their public comments to boardcomments@davidsonacademy.unr.edu. All public comments received before and during the meeting will be forwarded to the Governing Board of the Davidson Academy for their consideration. All public comments will be included in the public record as minutes but will not be read aloud during the meeting

AGENDA

2 p.m.

A. ROLL CALL*

B. WELCOME AND INTRODUCTIONS*

C. PUBLIC COMMENTS*

The public may comment on any subject that is not on the agenda that is pertinent to the Davidson Academy. Each speaker will be limited to three minutes. Public comment relating to an agenda item will be taken during discussion of that item. Comment will be limited to three minutes, but speaking time may be reduced at the discretion of the chair of the meeting, if there are a large number of speakers on a given subject. No comments will be restricted based upon viewpoint.

D. APPROVAL OF AGENDA (for possible action)

The public is notified that the Governing Board may take items on the agenda out of order; combine two or more agenda items for consideration; remove an item from the agenda; or delay discussion relating to an item on the agenda

E. APPROVAL OF MINUTES: Meeting of September 21, 2020 (for possible action)

Tab 1

F. REPORTS*

1. ACADEMY DIRECTOR*
 - a. General Program Updates **Tab 2 | Tab 3 | Tab 4**
2. DIRECTOR OF ONLINE LEARNING*
 - a. General Program Updates **Tab 5**
3. MEDIA AND OUTREACH* **Tab 6**

G. GENERAL BUSINESS (*for possible action*)

1. VICE PRESIDENT AND CHIEF FINANCIAL OFFICER
 - a. Review, discuss and possibly adopt policy regarding employee time reporting (*for possible action*) **Tab 7**

H. PUBLIC COMMENTS*

The public may comment on any subject that is not on the agenda that is pertinent to the Davidson Academy. Each speaker will be limited to three minutes. Public comment relating to an agenda item will be taken during discussion of that item. Comment will be limited to three minutes, but speaking time may be reduced at the discretion of the chair of the meeting, if there are a large number of speakers on a given subject. No comments will be restricted based upon viewpoint.

I. ADJOURNMENT (*for possible action*)

Next Meeting Dates for 2021

- Tuesday, February 16, 2021
- Monday, May 10, 2021 (Public Hearing)
- Monday, May 24, 2021
- Monday, September 20, 2021
- Monday, November 8, 2021

CERTIFICATE OF POSTING OF THIS AGENDA

I hereby certify that In accordance with NRS 241.020, on or before Wednesday, May 20, 2020, at 9:00 a.m., a copy of this agenda was delivered to the post office used by the Davidson Academy addressed to each person who has requested to receive copies of Davidson Academy Governing Board meeting agendas; a copy of this agenda was emailed to each person who agreed to receive copies of Davidson Academy Governing Board meeting agendas by electronic mail; and a copy has been posted online at Notice.NV.gov and at the Academy's website (<http://www.DavidsonAcademy.UNR.edu/>). Physical posting has been suspended in accordance with Nevada Executive Department, Declaration of Emergency, Directive 006 (section 3).

/s/ Holly Lorge
Governing Board Clerk
Email: hlorge@davidsonacademy.unr.edu
Phone: 775-682-5800

Governing Board: Bob Davidson, Roger Davidson, Hon. Brian Krolicki, Mark Herron, Lauralyn Lovell McCarthy Sandoval, Richard Trachok, and Annette Whittemore; Ex-Officio: Dr. Kristen McNeill, Jhone Ebert, and Hon. Brian Sandoval.

Note: The Governing Board may take items on the agenda out of order; combine two or more agenda items for consideration; remove an item from the agenda; or delay discussion relating to an item on the agenda.

Those items followed by an asterisk (*) are items on the agenda upon which the Governing Board will take no action.

Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to call Colleen Harsin at 775-682-5800 at least 24 hours prior to the meeting.

Copies of the packets containing support material for this agenda are available at no charge on the Davidson Academy website at <http://DavidsonAcademy.UNR.edu>. Copies may also be obtained by sending a request via email to charsin@davidsonacademy.unr.edu or by contacting Aimee Fredericks by mail at Davidson Academy, 9665 Gateway Drive, Ste. B, Reno, NV 89521, or by telephone at 775-682-5800.

Meeting agendas and minutes are available on the Academy's website (<http://www.DavidsonAcademy.UNR.edu/>).

Minutes of the Meeting

The Davidson Academy Governing Board

September 21, 2020

These minutes are not yet approved and are subject to revision at the next meeting of the Governing Board.

Call to Order

The regular meeting of the Governing Board was called to order at 2:01 p.m. Due to the current State of Emergency declared by the Governor because of the COVID-19 virus, and more specifically the Governor's Directive 006, Section 1, this public meeting was held via videoconference with no physical meeting location.

A. Roll Call

Roll call was completed by the Chair of the Meeting, Bob Davidson. Bob Davidson, Roger Davidson, Mark Herron, Richard Trachok, Brian Krolicki, Lauralyn McCarthy Sandoval, Marc Johnson and Kristen McNeill were present. Jhone Ebert and Annette Whittemore were not present. Academy Director Colleen Harsin, Director of Online Learning Stacy Hawthorne, Legal Counsel Ann Alexander, Controller Karin Dixson and Governing Board Clerk Holly Lorge were present. Following completion of roll call, a quorum was confirmed.

B. Welcome and Introduction

Bob Davidson welcomed Board members and members of the public in attendance. Mark Herron introduced Morris Zlotowitz and Kimberly Hastings, auditors from the independent accounting firm Holthouse Carlin & Van Trigt LLP (HCVT).

C. Public Comment

Bob Davidson provided instructions concerning public comment as stated under item C. of the meeting agenda.

Mark Herron read the State of Emergency information and provided the link from agenda and confirmed that public comments if made would be received by email.

There were no comments from the public.

D. Approval of Agenda

Bob Davidson requested a motion for approval of the Agenda. Motion was made and seconded for approval of the meeting Agenda. There was discussion of moving Agenda item, G.1.a. Presentation of independent auditor's report for the fiscal year ended June 30, 2020, to the beginning of the meeting. Motion carried unanimously.

E. Approval of Minutes

Bob Davidson requested approval of the minutes for the meeting of July 30, 2020 under TAB 1 of the Board book. Motion was made and seconded for approval of the minutes as submitted. There was no discussion and the motion carried unanimously.

F. Reports

Davidson Academy Director, Colleen Harsin referred to TAB 2 of the Board book, the 2020-2021 Master Schedule. The Reno campus has 159 students this year, the most the Academy has had. Of the 50 new students, 21 moved to Reno this year. Ms. Harsin stated the Academy has worked with all families implementing approved plans by the Board over the summer, being careful on how students and staff return to the building. Academic quality and interaction with students is at the forefront, as well as student and staff health and safety.

Ms. Harsin discussed the classes offered for the 2020-2021 school year. This included the Monday thru Thursday Master Schedule, Monday thru Thursday electives, and Friday electives, highlighting the diversity of class offerings.

Ms. Harsin further explained that some electives are taught by part-time instructors from the University or the larger community, and the rest of the electives are taught by Academy core curriculum teachers, providing them the chance to teach in an area of their interest or skill. Students vote on elective class options each year. Ms. Harsin explained the Academy even offers a dynamic set of electives run by students themselves. Ms. Harsin gave the example of MED life, listed as independent study seminar, taught and proposed by students. Those students are required to turn in a syllabus to our curriculum team late spring for approval. These elective classes are monitored by a member of the full-time staff.

Ms. Harsin referred to TAB 3, a letter from Cognia regarding accreditation. This letter shows the Academy is on track in the accreditation process, will experience no lapse in accreditation, and the accreditation term has been extended to June 30, 2024. The new certificate is posted in our Reno campus lobby, and early 2021 is when the Academy expects to see new standards and protocols. The Academy is continuing with plans and progress, thereby putting the Academy in a position to maintain current accreditation until provided new standards, guidelines and training opportunities from Cognia, which has subsumed Advanced Ed, the previous accrediting organization.

Richard Trachok asked Ms. Harsin what was the reason for the new criteria, and if it was generated by the Academy, or something that came from our accreditor to all of the schools being examined. Ms. Harsin replied the new standards and protocol are coming from the accrediting organization. She explained that Advanced Ed and Measured Progress merged together and are driving the new standards and protocols.

Mr. Trachok asked if these new standards are for all schools or just Davidson Academy. Ms. Harsin responded this is for all schools that have been accredited by Advanced Ed., which was formally the Northwest Accreditation Commission (NWAC). All public high schools are subject to the same accreditation and many of those involved in the accreditation process are expected to participate in kind. For example, Ms. Harsin shared she has been on an accreditation team for Connections Academy and Incline Village High School. Dr. Kristen McNeill added that all high schools are not on the same calendar as far as accreditation. Ms. Harsin thanked Dr. McNeill for her input on this subject.

Ms. Harsin referred to TAB 4, the State Pupil Enrollment and Attendance Audit of school year 2019-2020, updating the Board that since the previous Board meeting of July 30, there were no issues or concerns. The Academy accurately reported the number of students, starting with 145 students, ending with 140, with no exceptions regarding enrollment.

Ms. Harsin referred to TAB 5, Nevada Path Forward. As of July 31, the Academy was to submit to the State our Certification form, have it signed as of July 31, and also to have presented our Board meeting Agenda and presentation from that meeting to the State. Ms. Harsin confirmed to the Board this has been submitted, and no additional information was required at that time. The Academy is proceeding with the approved Path Forward plan for the 2020-2021 school year, and utilizing distance education as the primary model until further notice.

The Academy has issued laptops and supporting equipment needed as requested by students. Seven students have been issued laptops, and more will be issued, as needed, moving forward. After the initial three week diagnostic period that was conducted via remote learning, students have been given the opportunity to be in the building for inperson instruction on a limited basis that is in compliance with COVID-19 guidelines and restrictions. Fifteen students indicated interest for in-person instruction, and the Academy expects that to increase. The students are doing well with the Academy's robust remote learning option, and progress is being monitored on at least a weekly basis.

Ms. Harsin referred to TAB 6. She shared acknowledgements regarding a letter from admissions at MIT indicating that Class of 2020 alumnus, Jason Liu, named Mr. Brett Guisti as the teacher who was most influential in his education. Mr. Guisti has been nominated more than once in recent years. Adding to that, Jason Liu was also identified in the Top 40 students nationwide by Regeneron Science Talent Search. Besides being at MIT, Jason is also a Davidson Fellows Scholarship recipient this year.

Davidson Academy student, Aayan Patel, is teaching a research class with us as Independent Study on Fridays and was recognized by the Center for Excellence in Education for participating in the COVID-19 version of the Research Science Institute (RSI) in collaboration with MIT.

National Merit Scholarship Corporation has announced the Semi-Finalists for 2021. TAB 7 included the press release that details the Semi-Finalists, 16,000 out of approximately 1.5 million who took the PSAT/NMSQT in 2019. Ms. Harsin acknowledged that it is an honor for a student to be named a Semi-Finalist, and these students are now completing applications to be Finalists. Ms. Harsin directed attention to the Semi-Finalists by state, in which Davidson Academy Reno campus has 23 students, plus one Online campus student in Pennsylvania, the first time an Online campus student has been included. Ms. Harsin added there are three other Semi-Finalists in the Reno area at different high schools that have also spent time at our Academy. Ms. Harsin shared it is nice to see them be successful and wished congratulations to all those students.

National Merit also recognizes 34,000 high performers on the PSAT/NMSQT as Commended Students. Five Academy students will receive Certificates of Commendation and can include this in their college applications.

Dr. Hawthorne referred to TAB 8 showing the 2020-2021 enrollment map by states. She pointed out Davidson Academy Online (“DAO”) now has students residing in 24 states. States shown in blue on the map represent new states added this year. This year DAO added Oklahoma, South Dakota, Florida, Mississippi, and Indiana. DAO has 3 new students from Indiana, 16 total students from California and 10 from Texas. Dr. Hawthorne mentioned the Nevada numbers are equal to Texas, with 10 students from Nevada. Davidson Academy Online enrolled 49 new students, for a total enrollment of 79 students this year, up 276% since DAO began 4 years ago. Last year DAO had 66% male and 34% female students, while this year it is closer to a 50/50 ratio which reflects a good year for female qualifying candidates.

Dr. Hawthorne continued with TAB 8 with a chart on the next page, showing students enrolled at Davidson Academy Online as 8th and 9th graders by age. The chart showed twenty-five 8th graders-by-age, and twenty 9th graders-by-age, explaining these class sizes are more typical of Reno academy class sizes, which is good for the long-term growth of Davidson Academy Online.

Dr. Hawthorne stated she oversees the Davidson Explore courses, which are online courses through Davidson Institute, and precursor courses to the Academy. Fourteen students either at the Reno campus or Online campus came through the Explore program last year, showing this is a good feeder program. With the 64 students in Explore, Davidson programs are serving 143 students total online.

Dr. Hawthorne shared updates regarding the extended application period. In six days, 238 applications were started and 16 of those were invited for assessment. The remaining 61 that qualified were deferred and are starting assessment this week. This is the first time DAO conducted assessments in September; the Academy typically begins assessment in November or December. There are already 5 assessments scheduled between now and the end of the year. The applications for both campuses opened up on September 15, and the programs have had a good recruiting season this year with a high number of students enrolling.

Mr. Trachok asked to revisit a question he had from the last Board meeting regarding how we name the school. He stated we call it online school, but he felt we wouldn’t be considered online, and we should instead call ourselves remote learning. For example, we have an instructor teaching to students live, so it’s all happening concurrently. He asked Dr. Hawthorne to confirm if this was a correct assessment. Dr. Hawthorne replied that based on the blended to online continuum commonly used in K-12 education, what we do is considered fully online learning and that by the definition, student and teacher are never physically in the same space. She further explained that remote learning is common in the context of pandemic learning. Dr. Hawthorne continued that in a K-12 space using the word “remote” would significantly impact our search engine optimization (SEO) and our recognition as a fully online campus. The Reno campus uses the word “remote” for what they’re doing when not in class together, but Davidson Academy Online uses “online” which is commonly used in the K-12 space. Mr. Trachok asked if our online is synchronous. Dr. Hawthorne replied it is synchronous and asynchronous. Mr. Trachok thanked Dr. Hawthorne for the clarification in the differences between online and remote.

Dr. Hawthorne noted that Davidson Academy Online staff members hosted a free 8-week webinar series over the summer. This was a great way to market ourselves and good outreach for the Academy. A total

of 950 unique impressions were received as a result. The Academy's communications person has turned this into a series of short YouTube videos now available on the website. There are more parents than educators watching the series. Dr. Hawthorne expects to do this again next summer with new topics.

Also included in TAB 8 is a list of courses approved again this year for A through G credit through University of California system. Growth in English course chart showed growth in two different ways. Growth has gone up significantly since the implementation of the "zero hour" this year due to number of students on the East coast. As a result, classes are offered at 6 a.m. Pacific in several subjects. Since Year 1 the total number of sections has grown 220%.

Mr. Krolicki commented that we get accustomed to excellence, but specifically impressive are our National Merit Semi-Finalists, the volume of students from Davidson Academy competing, and having a student from Pennsylvania qualifying through Davidson Academy Online, is spectacular. The Board would like to acknowledge this achievement during these extraordinary times. Mr. Krolicki wanted to congratulate all. Mr. Trachok agreed and acknowledged this as well.

Mr. Davidson added in addition to teaching these students in a marvelous way for great results, Dr. Hawthorne has also managed a phenomenal amount of growth percentagewise which will continue. There is an impressive inventory of students for next year, and it will not be long before the Online campus enrollment is exceeding that of the Reno campus. Mr. Davidson pointed out that this is unique, and the Academy is among institutions leading in this kind of technology. Mr. Davidson also added the Academy has excellent content and is putting together interesting platforms. It will keep abreast of all the technology that is available, and will continue on the leading edge. Mr. Davidson acknowledged that Dr. Hawthorne got the Academy there and will keep it there.

Dr. Hawthorne added the Academy has someone who does curriculum reviews and observation each year, which is a very important area for the Academy to be innovating and cutting edge. The people teaching online are open to growth themselves in trying new things and have made a huge difference in how students and teachers interact each day.

Dr. Hawthorne referred us to TAB 9. This shows the media report, with a list of places the Academy was in the news recently, including recent Davidson Academy graduate, Jason Liu, being selected as a 2020 Davidson Fellow. Another highlight is that this the 3rd year Davidson Academy Online campus has won a Blackboard Catalyst award which recognizes innovation in teaching and learning online. This award rarely goes to K-12 schools, as it is usually awarded to university level programs.

Dr. Hawthorne shared that the Academy is now working with a digital marketing firm, KPS3, located in Reno. The goal is to improve our search engine optimization (SEO) and digital presence for both Academy campuses. KPS3 built a dashboard on the website which shows website traffic is up 74% due to organic search which is another good sign for growth in near future. Traffic from search engine (i.e. Google) is also up 83%. The Online campus page is responsible for 35% of organic traffic. The day extended applications opened, there were 2,000 hits on the website which was a record, and there were 9,500 for the week. The admissions page is up 49%; traffic session is up 116%. In the area of key word ranking we are the #1 return on Google for the search "gifted online school," "online school for gifted students," and "online high school for gifted students." Davidson Academy will be working with KPS3 for a couple more months, helping with ads, application opening, and website redesign for both Academy and the Davidson

Institute. Part of the work with KPS3 is to train the Academy's communications person in search engine optimization. As the world is changing, this is something we are all adapting to.

Dr. Hawthorne directed the Board to the last page of TAB 9, highlighting ongoing outreach done since last Board meeting: Six-thousand two hundred (6,200) people receive the Davidson Academy eNewsletter. The eNews update is distributed every other month, and now goes out to more than 15,200 recipients.

G. General Business

Mark Herron, Vice President and Chief Financial Officer, referred Board members to the report for Fiscal Year ending June 30, 2020 under TABS 10 and 11 of the Board books. These tabs include the Audit Report, AU260 Letter and the Management Representation Letter. Mr. Herron turned the presentation and discussion of these items over to the auditors Mr. Morris Zlotowitz and Ms. Kimberly Hastings of the independent auditing firm, HCVT. Mr. Zlotowitz thanked Mr. Herron and began his presentation starting with the audit results AU260 letter, indicating he would provide an outline of the audit process and then Kimberly Hastings would talk further about the audit and recommendations.

Mr. Morris confirmed that following completion of the audit, an unmodified/clean opinion was issued. There were no deviations and the auditors did not find any issues in that regard. Accounting policies used by the school are included in Note 1 of the AU260 Letter. No new accounting policies were adopted. Financial Statements contain estimates; the main estimate referred to has been in there before, regarding prepaid rent for school facilities. Disclosures and financials were found to be neutral, consistent and clear. No difficulties with management or performing procedures were encountered. Any adjustments made were reclassification in nature. There were no disagreements with management in the course of the audit and to the auditor's knowledge management did not consult with other accountants. Mr. Morris turned further discussion and presentation over to Kimberly Hastings.

Ms. Hastings referred to the financial statements. She confirmed that they are consistent with the prior year. Key financial statement footnotes include supplements including the budget vs. actual report required by the state of Nevada. Any fluctuations noted are within expectation as revenues or contributions fluctuate based on need. Referring back into audit result letter, concerning internal controls, the auditors noted a change in policy the Academy undertook during fiscal year, beginning in February, 2020, wherein the school moved from their historic timekeeping practice of using physical time cards and moved to electronic timekeeping. One of the ramifications of this change was that employees now need to explicitly report exceptions to their customary and budgeted time allocations. Due to limitations in the payroll provider system this process is not as clear as it should be in the auditor's view and they noted this as an internal controls deficiency. There was no misstatement and management was able to adjust procedures. It is recommended that management formalize that exception reporting policy and make sure documentation supporting that the employees understand the new policy.

Mark Herron confirmed he had nothing further to add as he and Karin Dixon discussed the provided recommendation previously. He offered that the change to timekeeping was fortunate due to unforeseen COVID-19. Mr. Herron agreed that management can be more explicit in the way exception reporting is being collected. He confirmed that the Academy has about 16% of employees having variability in their timekeeping and will work with HCVT as well as the state Department of Education, and return to the Board in November with a formalized policy to address this comment.

Ms. Hastings thanked Karin Dixon, Controller, and Mark Herron, Vice President and Chief Financial Officer, for a continued diligence in their preparation of the audit package and tremendous partnership, especially in a year like 2020. Mr. Herron opened the presentation for questions from the Board on the audit letter, financial statements or representation letter.

Brian Krolicki offered his thanks and confirmed that this is the annual audit that is the most uninteresting to read due to very neutral footnoting. He complimented Mark Herron and Karin Dixon for their work and assistance with the audit and that it is a good thing to have a non-exciting audit, especially during COVID-19 pandemic situation that has put demands on everyone. He asked, for audit purposes, is there anything from audit standpoint that the Board should know to be included in this report. Mr. Zlotowitz confirmed there was not.

Bob Davidson requested a motion to accept the audit report. Mark Herron moved that the Board accept this audit report as presented. The motion was seconded and carried unanimously.

H. Public Comment

Mr. Davidson reminded everyone that the rules for public comment have not changed.

There were no comments from the public.

I. Adjournment

Prior to adjournment, President of UNR, Dr. Marc Johnson noted that this will be his last Board meeting and Mr. Johnson has appreciated the opportunity to be a liaison between Davidson Academy and UNR. He congratulated all on growth, progress and specifically growth to the DAO school.

Dr. Johnson assured the Board members that the UNR is a safe campus, following the Governor's guidelines, and all on campus are doing a very good job complying with rules, social distancing, wearing masks and sanitization. This requires a sparse distribution of seats, meaning most of the UNR classes have some in-person and some online components.

Dr. Johnson added that Brian Sandoval will become 17th president of UNR on October

5th. Ms. Harsin and Dr. Johnson will continue to serve on the National Merit Scholarship Governing Board. Ms. Harsin then thanked Dr. Johnson for all he has done for the Academy. Mr. Davidson also thanked Dr. Johnson for attending the Board meetings that he could.

Mr. Krolicki commented that Dr. Johnson took on an impossible job under extraordinary circumstances with the pandemic, and it was a job well done.

Mr. Krolicki then acknowledged Ms. Harsin stating that regarding online successes and growth, we have talked about today, all of that leads back the home base, the rock of the Davidson Academy sitting on the UNR campus. He stated that the foundation Ms. Harsin has built with the team, the Board, and the students has all been leveraged to go online, and thanked her for all she has done for this new venture to be so successful.

There being no further business to come before the Board in public meeting, Mr. Herron made a motion to adjourn. Motion was seconded for adjournment; motion carried unanimously. The meeting adjourned at 3:10 p.m.

Holly Lorge

Respectfully submitted by Holly Lorge', Clerk of the Board

UNAPPROVED

October 12, 2020

RE: Guidance Memo 20-05; Student Connectivity

Consistent with the Path Forward Program of Distance Education approved for the Davidson Academy, Reno campus students have access to a full-time remote learning model or optional in-person attendance in the context of a hybrid learning model at this time. Online campus students continue to be enrolled in our full-time online program.

All Davidson Academy students have access to the necessary technology and/or internet service needed to effectively participate in their classes and related educational activities from their place of residence and/or other chosen location(s).

	Students in Hybrid/Distance Model
A) # of students without a device	0
B) Unserved students: # students without home or residential broadband or high-speed internet service OR without a hotspot	0
C) Underserved households: # households where more than 3 students are sharing broadband or high-speed residential or hotspot service	0
Underserved students: # of students living in households reported in (C)	0
# of students who meet the description in both (A) & (B)	0
Total # of students enrolled <i>(The sum of the cells in this row should equal your enrollment for SY20-21)</i>	234 <i>(159 Reno campus; 75 Online campus)</i>

To date, the Davidson Academy has issued an IBM ThinkPad laptop to 24 Reno campus students for at-home use for the current school year. One student has also been issued a webcam for home use. No students have required assistance with internet access in order to be able to proceed with the remote or hybrid learning models.

There is no additional cost to the Academy for providing these learning tools to students, as they would be issued to Reno campus students in the Academy building on a daily basis under typical full-time in-person learning, at a device to student ratio of 1:1. Students attending our Online campus may request technology and/or internet assistance as needed. The Academy will continue to work with students and their families who may be in need of technology and/or internet service, as we understand that family circumstances may change over the course of the school year.

Please feel free to contact me directly with any questions or requests for additional information at charsin@davidsonacademy.unr.edu or 775-682-5803.

Warmest regards,



Colleen M. Harsin
Director

P.O. Box 9119 • Reno, Nevada 89507
(775) 682-5800 • www.DavidsonAcademy.unr.edu

Civil Rights Data Collection

LEA Characteristics and Membership

Number of Schools in this District:	1	Number of Schools with:	
Grades Offered	Ungraded	Title I Classification	0
Student Enrollment	172	Special Education School Classification	0
American Indian/Alaska Native	0.00%	Magnet Program	1
Asian	31.40%	Charter School Classification	0
Black	0.60%	Alternative School Classification	0
Hispanic	4.10%	Offering AP	0
Native Hawaiian/Other Pacific Islander	0.60%	Gifted/Talented Programs	1
Two or more races	2.90%	Single-sex Classes	0
White	60.50%		
Female	46.50%		
Male	53.50%		
Students with Disabilities (IDEA)	0.60%		
Students with Disabilities (Section 504 Only)	14.00%		
Students with Limited English Proficiency (LEP)	0.00%		
Free and Reduced-price Lunch (FRPL)	-0.58%		

SOURCE: U.S. Department of Education, National Center for Education Statistics, ED Facts.

	Student Enrollment	* Chronically Absent
All Students	100%	2.30%
American Indian or Alaska Native	0.00%	0.00%
Asian	31.40%	0.60%
Black or African American	0.60%	0.00%
Hispanic or Latino of any race	4.10%	0.60%
Native Hawaiian or Other Pacific Islander	0.60%	0.00%
Two or more races	2.90%	0.00%
White	60.50%	1.20%
Limited English Proficiency (LEP)	0.00%	0.00%
Disability (IDEA + Section 504)	14.60%	0.00%

Staffing and Finance

Staffing Characteristics	District
Total Teachers (FTE)	22.2
Total Counselors (FTE)	2.8
Teachers Meeting all State Licensing and Certification Requirements (%)	81.2
Teachers in 1st Year of Teaching (%)	0
Teachers in 2nd Year of Teaching (%)	0
Teachers Absent > 10 Days of the School Year (FTE)	0
Students to Teachers (FTE) Ratio	7.76 : 1

All Schools Expenditures	All Schools Amount	All Schools Per Pupil
Personnel Salary Expenditures - Teachers	\$1,099,401.00	\$6,391.87
Personnel Salary Expenditures - Instructional Aides	\$0.00	\$0.00
Non-Personnel Expenditures	\$712,419.00	\$4,141.97

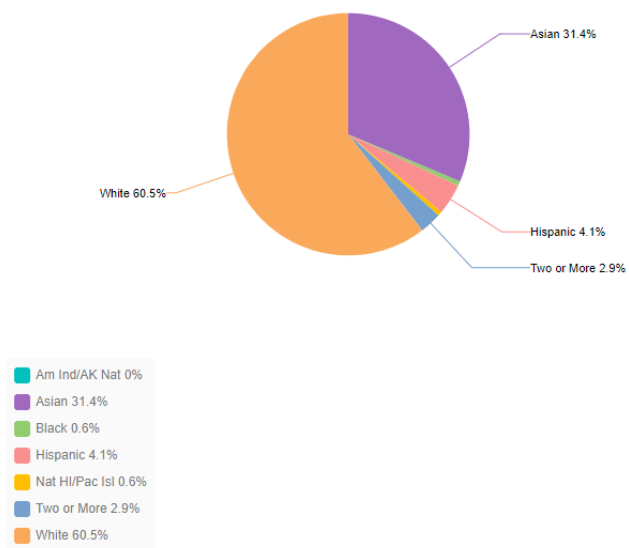
Pathways to College and Career Readiness

The District's preschool services/programs are offered to the following:

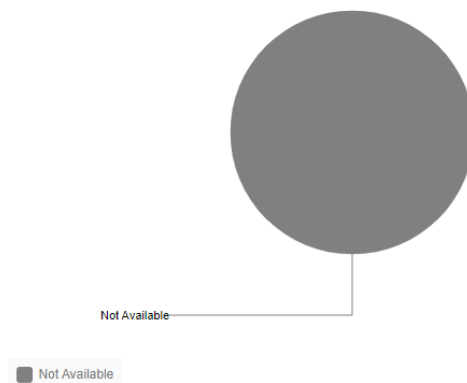
Category	Offered?
All Children :	No
Children with disabilities (IDEA):	No
Children in Title I Schools:	No
Children from low income families:	No

Compared to overall enrollment, what is the race/ethnicity of children enrolled in Preschool programs?

District Enrollment



Preschool Enrollment



Category

Percent of enrollment that is LEP

Percent of preschool population that is LEP

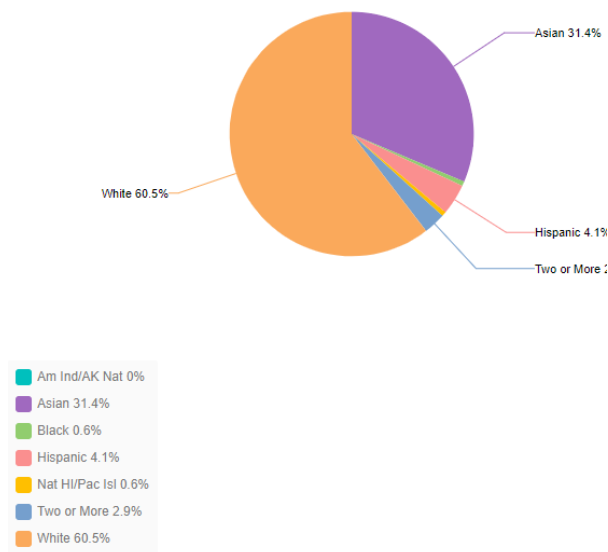
LEP Students:

0%

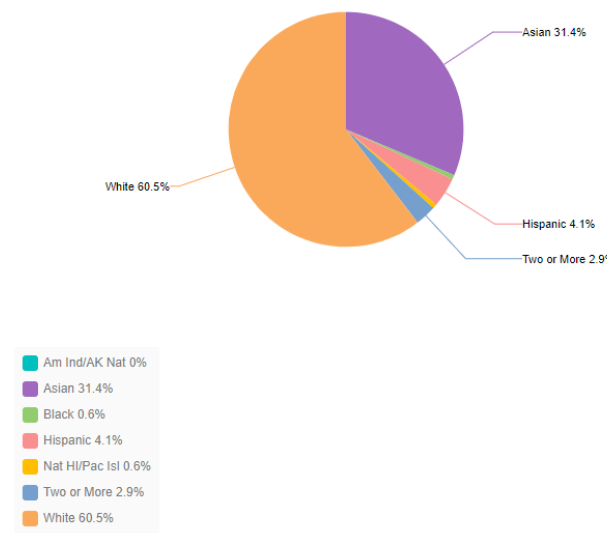
0%

Compared to overall enrollment, what is the race/ethnicity of students enrolled in Gifted and Talented or 8th Grade Algebra I?

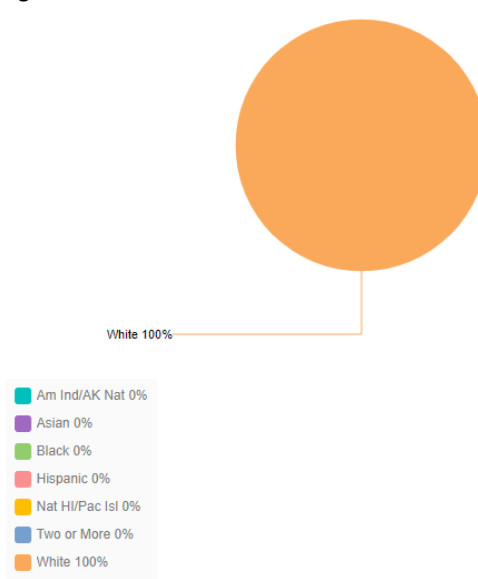
District Enrollment



Gifted & Talented Enrollment

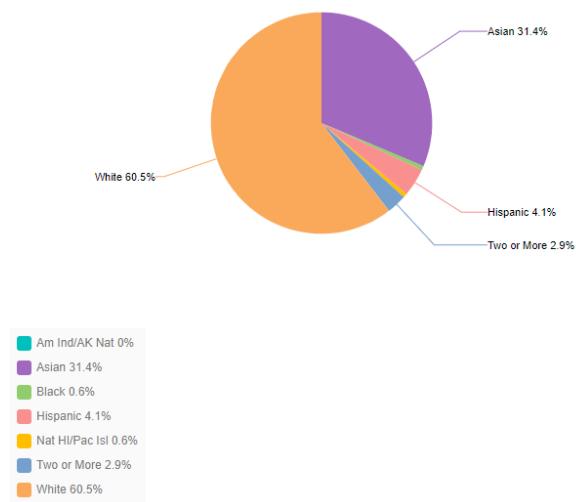


Algebra I Enrollment in 8th

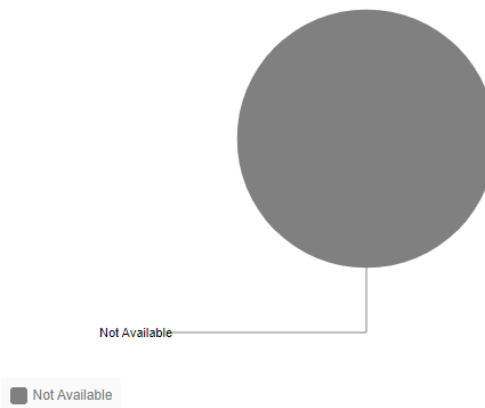


Compared to overall enrollment, what is the race/ethnicity of students who were retained?

District Enrollment



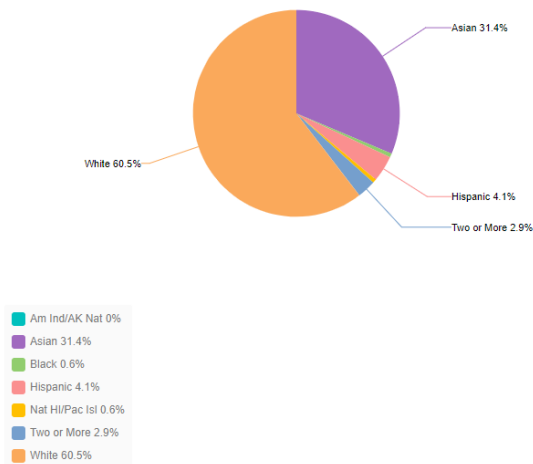
Student Retention



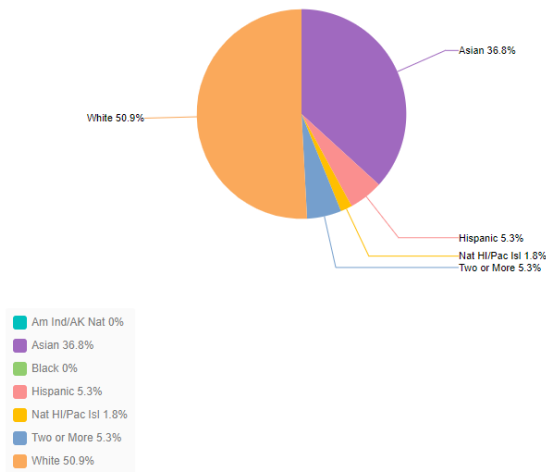
College and Career Readiness

Compared to overall enrollment, what is the race/ethnicity of students enrolled in Calculus, Chemistry, or Physics?

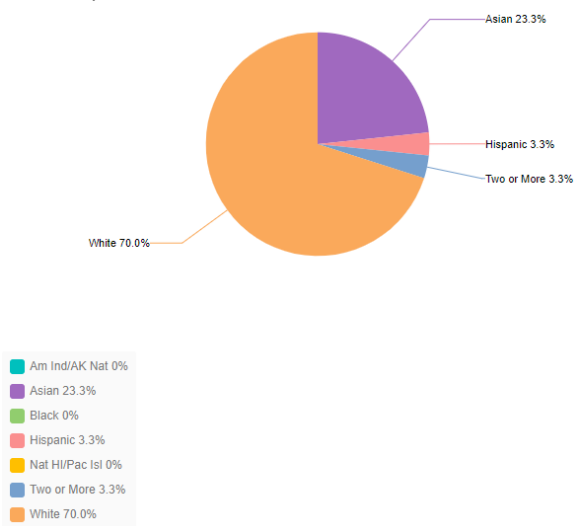
District Enrollment



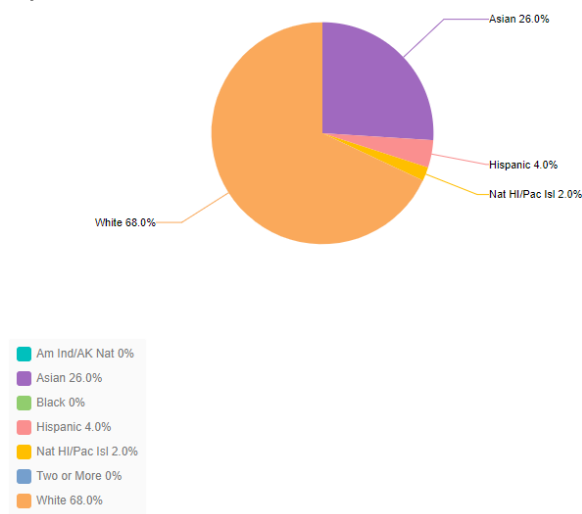
Calculus Enrollment



Chemistry Enrollment

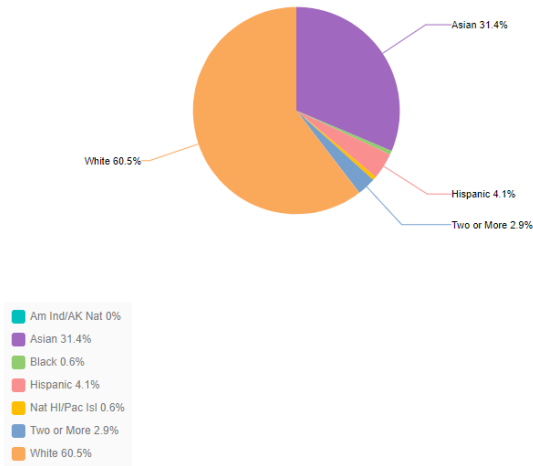


Physics Enrollment

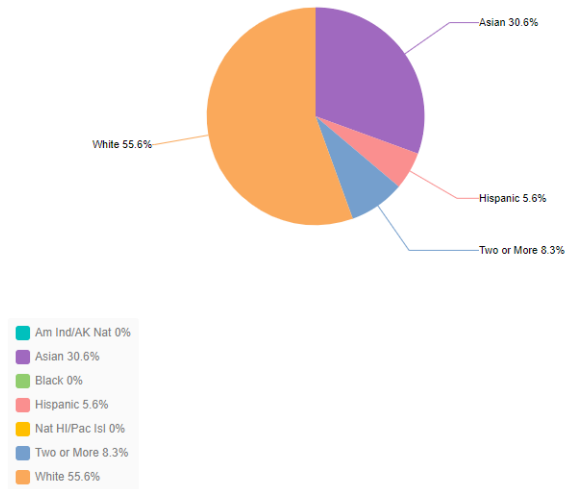


Compared to overall enrollment, what is the race/ethnicity of students who took the SAT/ACT?

District Enrollment



SAT/ACT Enrollment



Total number of students participating in SAT/ACT = 36

Compared to overall enrollment, what is the race/ethnicity of students who took the SAT/ACT?

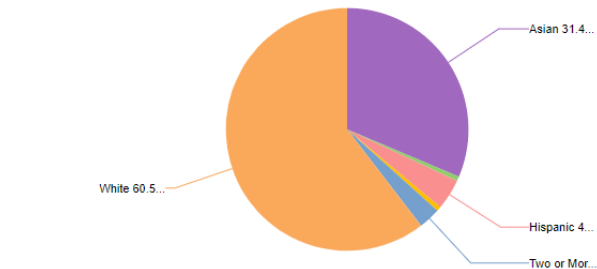
Category	% of Enrollment	% of Participants in SAT/ACT
LEP Students	0%	0%
Students With Disabilities	0.6%	0%
Female/Male	46.5% / 53.5%	33.3% / 66.7%

Dual Enrollment & Credit Recovery	Yes/No
Students enrolled in a dual enrollment/dual credit program	1
Students participate in credit recovery program	0

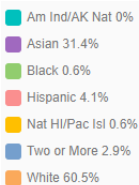
Disciplines, Restraints/Seclusion, Harassment/Bullying

Compared to overall enrollment, what is the race/ethnicity of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions?

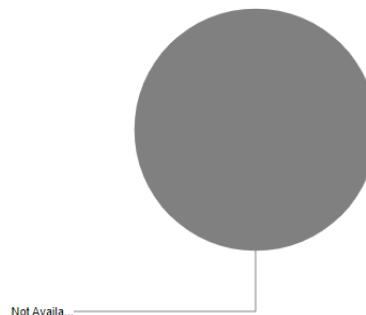
District Enrollment



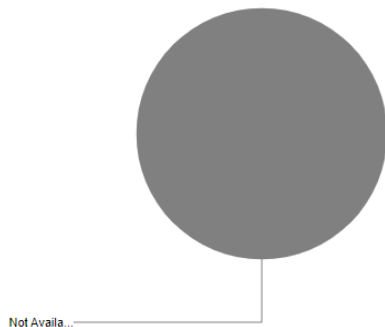
Legend



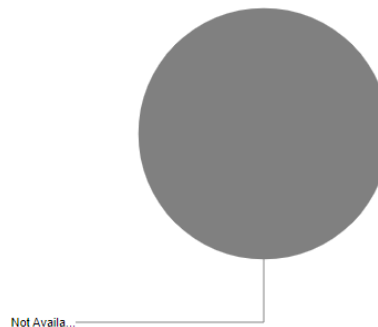
In-School Suspensions



Out-Of-School Suspensions



Expulsions



* Section 504 Only discipline data is not available by race/ethnicity. Number of Section 504 Only students disciplined: In-School Suspensions=0, Out of School Suspensions=0, Expulsions=0

Category	Total
Total Number of Students Referred to Law Enforcement	0
Total Number of Students with School-Related Arrests	0
Total Number of Students Expelled Under Zero-Tolerance Policies	0
Total Number of Students Who Received Corporal Punishment	0
Total Number of Schools with Sworn Law Enforcement Officers	0

School Profile



INTRODUCTION

Established in 2006, the Davidson Academy offers profoundly gifted students, who are prepared to progress through a middle and/or high school curriculum in a rigorous academic setting these two educational options:

- ▶ **Online Campus**
an online school for students living anywhere in the US and Canada
- ▶ **Reno Campus**
a public day school on the University of Nevada, Reno (UNR) campus for local residents

The Academy is designated by Nevada legislation as a “**university school for profoundly gifted pupils**” (NRS Chapter 392A). Driven by our *mission* to provide profoundly gifted young people an advanced educational opportunity matched to their abilities, strengths, and interests, students are grouped by ability, not by age or grade. All students, at both campuses, must meet the following eligibility criteria:

- ▶ A score of 99.9% or above on nationally normed intelligence tests and/or nationally normed tests.
- ▶ Demonstration of superior academic achievement and intellectual potential.
- ▶ Motivation, social and emotional maturity, and overall readiness for an accelerated educational environment.

BY THE NUMBERS

<i>Davidson Academy</i>	238 Students Enrolled	52% Students of Color	7:1 Student/Teacher Ratio	40 Seniors Class of 2021
<i>Online Campus</i>	79 Students Enrolled	10% Eligible for Financial Aid	27 Student Led Clubs	24 National Merit Semifinalists
<i>Reno Campus</i>	159 Students Enrolled	24 States	7 Dual Enrolled	
		20 Zip Codes	48 Dual Enrolled	

CURRICULUM

Each Academy student develops a **Personalized Learning Plan (PLP)** to serve as a roadmap for academic and personal goals. These plans guide students through a rigorous core curriculum and help them make elective decisions based on their interests and abilities. PLPs are consistent with the Academy’s philosophy to treat students as individuals invested in their own learning. High school students engage in a blend of advanced high school, undergraduate, and graduate level courses. We emphasize breadth and depth rather than teaching to any particular standardized test or curriculum. Our coursework stresses high-level thinking skills, critical and creative engagement, collaborative discussion with fellow classmates, as well as opportunities for experiential learning. Our classes are small and designed so students must be active in their learning.

Academy students must take at least five graded courses each semester. During senior year, students are required to take four graded courses each semester. Core subject classes take place Monday-Thursday, and most electives take place on Fridays.

EXTRACURRICULAR AND CLUB OPPORTUNITIES

Due to the rigor of the curriculum, we encourage our students to take part in a modest, but meaningful amount of extracurricular activities within and outside the school community. While some of these activities have been able to resume in person, others remain paused or virtual due to the COVID-19 pandemic.

sampling of extra-curricular activities	DECA Science Olympiad Club and high school athletics Graduate level research	Math Competitions MEDLIFE Science Bowl FIRST Robotics Competition	Music Ensembles Theater and Dance Speech and Debate Martial Arts
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SCHOOL PROFILE | 2020 – 2021

Director
Colleen Harsin

Director of Online Learning
Stacy Hawthorne

Counseling Team
Alexandra Ellison, Erin McKenna,
Jesse Kachurak, Laurie Parish, Erica Shumaker

collegeadvising@davidsonacademy.unr.edu
www.DavidsonAcademy.unr.edu

Davidson Academy
P.O. Box 9119
Reno, NV 89507
775-682-5800

CEE Code: 290207

Accreditation
Special Purpose School by the Northwest Accreditation Commission (NWAC), a division of Cognia.

School Recognitions

- ▶ Named one of the “15 Best Online High Schools” in the nation by College Transitions
- ▶ Davidson Academy was named to the “Public Elites List” by the Washington Post’s Jay Mathews
- ▶ Ranked as one of Newsweek’s Top STEM High Schools for 2020
- ▶ Online Campus - 3x winner of the Blackboard Catalyst Award
- ▶ Reno Campus - ranked No.1 as the “Best Public High School” in Nevada by Niche.com’s 2020 Best Schools in America Rankings and Grades

COVID-19 Response
Spring 2020

Starting March 23, 2020, following a one-week spring break, the Reno campus began delivering all courses remotely live via video conferencing, which continued for the rest of the school year. While student attendance, performance, and expectations remained the same through remote learning, both the Online and Reno Campus recognized individual students experienced various effects of the pandemic. As a result, students and their families were offered options to consider in the context of their unique situation. Students were given the choice to continue with regular letter grades, or utilize one of these options.

- ▶ Switch from letter to a pass/fail grades for all high school classes. A pass is 70% or higher.
- ▶ Switch from taking a course for credit to audit status with an “AU” recorded on their transcript.
- ▶ Withdraw from one or more courses without a “W” on their transcript.

Students were expected to remain in at least five graded courses, regardless of the option they chose.

Fall 2020

The Reno Campus classes are available via our remote learning model for the entire 2020-2021 school year. Students may choose to access this option for the full year, or sign-up to access in-person classes via our hybrid learning model, when attending in-person classes is an option. The earliest access to in-person classes is scheduled to begin 9/14/2020. This is subject to change, based on any revisions to state and local mandates.



GRADUATION REQUIREMENTS AND COURSE OFFERINGS

The Davidson Academy Diploma is considered an advanced high school diploma in the state of Nevada. Diplomas are awarded based on the following requirements:

- ▶ Cumulative unweighted GPA of 3.0
- ▶ 28 total credits required – 23 required, 5 electives

English 4 Credits	Composition & Analysis Rhetoric & Literary Analysis Studies in American Literature	British Literature Advanced Rhetoric	Science Writing & Communications Critical Theory
Math 4 Credits	Geometry Algebra II Algebra II/Pre-Calculus Statistics	Pre-Calculus Calculus I Calculus I/II	Calculus II Calculus III Year Calculus III Semester
Science 4 Credits	Physical Science Biology Advanced Biology	Chemistry Advanced Chemistry	Physics Advanced Physics Advanced Geosystems
History 3 Credits: 1 World, 1 US, 1 Gov	Patterns in Modern History History of the United States Principles of American Government	Asian Studies Understanding the Post 9/11 World	
World Language 3 Credits	Chinese I Chinese II Chinese III/IV Chinese V/VI	Spanish Fundamentals I/II Intermediate Spanish I/II Advanced Spanish I/II	Hispanophone Literature and History Japanese 1A

Electives

The Davidson Academy offers over 40 different elective courses which change yearly based on student interest. Students may design and teach their own elective courses as approved by the administration.

sampling of current school year elective offerings	Financial Literacy Philosophy of Space and Time Photography Crime and Culture	Method Acting Music Theory Programming with Java Martial Arts	Mythology Creative Writing Intro to Graphic Art Reading the Media
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DUAL ENROLLMENT

Students at the Davidson Academy may earn credit toward high school graduation by successfully completing coursework at the University of Nevada, Reno, or another approved college or university.

sampling of current dual enrollment courses for academy students	MATH486 Game Theory ECON102 Principles of Microeconomics CS302 Data Structures HIST464 Europe: 1914 to Present PHIL245 Contemporary Moral Issues FREN211 Second Year French	EE220 Circuits I CPE201 Digital Design CHEM421 Physical Chemistry BIO351 Cell Biology PSY101 General Psychology MATH330 Linear Algebra
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COLLEGE MATRICULATION: CLASSES 2015-2020

138 Graduates, 64 Institutions

*more than 1 student | **more than 5 students

Agnes Scott; ASU*; Babson; Boston U.*; Brown; BYU; Caltech*; Carnegie Mellon*; Champlain; Chapman; College of Wooster; Colorado School of Mines; Columbia U.*; Cornell; Dartmouth; Emory; Oxford; Georgia Tech; Goucher; Grinnell; Harvard*; Harvey Mudd*; Lewis and Clark; Macalester; MIT*; Neumont College of Computer Science; Northern Arizona University; Northwestern; Oberlin; Olin College of Engineering*;

Pitzer*; Princeton*; Rice*; Ringling College of Art and Design; Rose-Hulman Institute of Technology; Santa Clara University; Soka University of America; SMU; Stanford**; Swarthmore; University of Arizona; University of British Columbia; UC Berkeley*; UC Davis; UC Santa Barbara*; UC Los Angeles; UChicago*; University of Colorado; Boulder; University of Edinburgh; University of Idaho*;

University of Illinois at Urbana-Champaign; University of Maryland, College Park; University of Nevada, Las Vegas; University of Nevada, Reno** BSMD*; University of Oklahoma, Norman*; University of Rochester; USC; University of Tennessee, Knoxville; UT Dallas*; University of Washington*; Vanderbilt; Washington and Lee University; Washington State University; WashU; Yale

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Grading Scale
GPAs are calculated on a traditional 4.0 scale for all courses. As of August 2020, GPAs for the class of 2021 range from 2.7-4.0. Davidson Academy does not rank students.

Grade	Percent
A	93 – 100
A–	90 – 92
B+	87 – 89
B	83 – 86
B–	80 – 82
C+	77 – 79
C	73 – 76
C–	70 – 72
D+	67 – 69
D	63 – 66
D–	60 – 62
F	00 – 59

Test Scores

ACT
As of August 2020, the Class of 2021 has taken 47 ACT Tests.

Section	Mid 50%
Composite	33-36
Math	34-36
Science	32-35
English	35-36
Reading	35-36

SAI

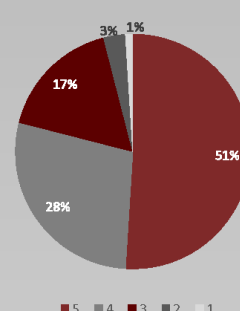
As August 2020, the Class of 2021 has taken 14 SAT Tests.

Section	Mid 50%
EBRW	740-780
Math	750-800

Advanced Placement

Davidson Academy does not offer Advanced Placement (AP) courses, but many students choose to take the tests. In 2020, 64 students took 152 tests.

Score Distribution



Notable Achievements in 2020

Each year our students earn national and international distinction, including: 1 Top 40 Regeneron Science Talent Search Finalist; 1 Research Science Institute (RSI) participant; 1 U.S. Presidential Scholar; 14 National Merit Finalist; 1 Coca Cola Scholar; 1 Davidson Fellow; 2 Telluride Scholarship recipients; 1 Carson Scholar; 1 USSYP Participant; 1 National Youth Science Camp Delegate; 1 MathCounts National Competition qualifier; Nevada State Science Bowl Champions – Top 16 in the Nation; GirlsGoCyberStart Nevada Champions – Top 15% of Teams Nationwide; 2 Caroline D. Bradley scholars; 1 MathPrize for Girls Participant; 17 AIME/AMC participants; 2 USIMO Participants

Director of Online Learning Governing Board Updates November 2020

Application Update

We have more than 65 applications for the Online campus in our application system. This puts us well ahead of last year where we had received 15 applications by the end of October. The application for 2021-22 admissions closes on January 31, 2020.

Assessment Update

We have already assessed 32 students for 2021-22 admissions. These students applied during our extended application process for 2020-21 admissions but were deferred for assessment. We are scheduling at least two assessments a month (barring holidays) to keep up with the demand.

Open Houses

The Online campus offers monthly open houses. These feature a panel of students, parents, and staff members sharing their perspectives on why Davidson Academy's Online campus is the right fit for them. The Online campus team has created a series of videos on assessment, student services, assessment, technology, and frequently asked questions that are available on the Academy website on demand. This allows us to keep the open houses fresh each month. The first open house for this year was on October 1 and was well received by attendees. Open houses are scheduled for November 16th at 5:00pm, December 8th at 6:00pm, and January 20, 2021 at 4:00pm.

New Courses

We will be offering five new electives this spring – Women's Studies, Psychology, Organic and Bio-Chemistry, Chinese Martial Arts Film, and Peer Mediation. All of these courses are developed by current Davidson Academy Online staff.

Student Stories

A third-year student wrote this letter about one of our instructors:

I would like to write a letter to tell you just how amazing of a teacher Yunxin Zhang is (we call her 张老师 in class). You know that my Chinese learning progression started on rocky terms, requiring me to drop it on my first year at DAO. I credit Ms. Zhang with making me return to it the following school year, with an insatiable desire to conquer what had defeated me the year prior. I am so glad that I made that decision, as Chinese is now my #1 favorite class and it will continue to be so. It is a joy to attend every single session. I would like to attribute my feeling towards learning Chinese to some of 张老师's characteristics.

- 1. She is supportive and optimistic in class.*
- 2. She has a brilliant sense of humor and attending each session never fails to leave me in a great mood.*
- 3. She is available on teams to answer questions, even at a very late hour (I can recount a time where she responded to my question almost immediately after I asked it, around midnight MT).*
- 4. Her kindness and empathy are simply unparalleled.*
- 5. She drives me to be as good of a student as I can. It has become a running joke in each session that I always have my hand raised to ask a question, read a Chinese sentence, or do a live session drill. My passion for Chinese stems from 张老师's delightful personality.*

If there is a "best DAO teacher" award, I would like to nominate 张老师.

The mom of a second-year student wrote me to say:

Tonight I was trying to lift our spirits. Our little family is at its best when we are traveling /adventuring/exploring. So I asked where everyone would want to go if we could just get on a plane next week and fly anywhere. If money didn't matter and planning didn't matter and Covid wasn't a thing... If you could go ANYWHERE, where would you want to go.

Dad wants to go to Hawaii.

I want to go to Greece.

In versions of this game in the past, Son wanted to go to Turkey, Iran, Small Islands with interesting languages whose names I don't remember... he dreams big and aspires to travel far.

His answer today: Reno — "The heart center"

Thank you for building a place my son would refer to as a heart center. Thank you for his growing confidence, comfort and sense of belonging. He could go Anywhere, and he chose Reno, NV. You are doing something very, very right.

New families have also taken time to share how Davidson Academy Online is making a difference for them:

My daughter continues to thrive and come alive each day. She is loving the challenges she faces and is eager for more.

Thank you for all you provide and do to make each day amazing for our daughter.

With much gratitude

And this family shared their thoughts on game night:

My kiddo came out grinning and said they had a very good time. This sort of socialization is something they've needed for a long while, and really helps them feel integrated into a community. Thanks so much for hosting it; I hope there are more to come!

Building Community

In our never-ending quest to improve, we have increased the number of social events we are offering this year. In addition to providing online opportunities for students to work out together and earn physical education hours we are bringing in more speakers and hosting more online social events.

Our Student Council hosted a game night where students could choose between playing different games online with their classmates and instructors. Additionally, they hosted our first ever online talent show. Students sang, played the piano, juggled soccer balls, did improv, and presented their art.

We have already had three speakers present this year.

1. Andrea Linardi di Minten brought a bilingual NASA engineer, Manuel Retana, to come speak to her Spanish classes.
2. Dr. Robert Leonard, an American linguist, best known for his work in forensic linguistics, which relates to investigating problems of the law by using the study of language. He's assisted in solving many cases and has been featured on TV shows such as *Forensic Files*, *Uncovering the Truth*, and *Too Pretty to Live*.
3. Zoe Griffiths from Think Maths, presented Adventures in the Fourth Dimension. After graduating from Durham University, Zoe trained as a secondary math teacher with the University of Oxford. It was in these initial experiences of teaching that she first developed her love for math communication. The Adventures in the Fourth Dimension explores visualization of the mind-bending shapes that exist in the fourth dimension.

UC Status

For the third consecutive year, all Davidson Academy Online campus courses are approved for A-G credit from the University of California system. This is an important piece for our California residents and adds another layer of credibility and reputability to our online courses.

Media and Outreach Updates Governing Board Updates November 2020

Media Updates/ Notable Website Mentions

- *Davidson Academy student teaches art to local kids*
October 20, 2020 - KOLO-TV (features the local advocacy efforts of student Annabelle Choi)
<https://www.kolotv.com/app/2020/10/20/davidson-academy-student-teaches-art-to-local-kids/>
- *In the classroom: These public high schools show the best SAT scores, graduation rates in their states*
October 9, 2020 - USA Today (Davidson Academy ranked first for Nevada; referenced as only school on list with an online campus)
<https://www.usatoday.com/story/money/2020/10/09/top-classrooms-best-public-high-school-in-every-state/42727627/>
- *If I Had a Gifted Child*
October 6, 2020 - Psychology Today (References the Davidson Academy)
<https://www.psychologytoday.com/us/blog/how-do-life/202010/if-i-had-gifted-child>
- *Dr. Stacy Hawthorne shared her insights in a special Instagram video clip by Choice Media on Sept. 28.*
<https://www.instagram.com/p/CFsb5MmAbuC/>
- *24 Davidson Academy and 13 WCSSD students are semifinalists in National Merit Scholarship Program*
September 16, 2020 – Reno Gazette-Journal (References 24 Davidson Academy students)
<https://www.rgj.com/story/news/2020/09/16/northern-nevada-had-44-seniors-named-national-merit-scholars/3472707001/>
- *Harvard Prize Book Awards – A Recognition of Our Outstanding Local Students*
Harvard Club of Northern Nevada (Recognizes Davidson Academy students Asher Hansen and Aayan Patel for excellence in scholarship, high character, and accomplishment in other areas)
<http://hcnorthernnevada.clubs.harvard.edu/article.html?aid=292>

Website Metrics

(Sept. 15 – Oct. 26, 2020)

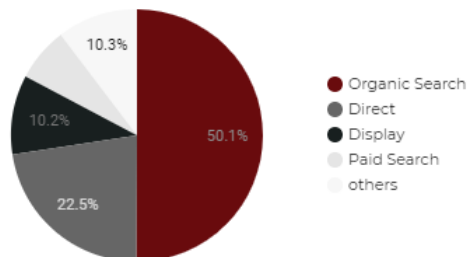
Key Takeaways

- Total website visits are up 82.67% year-over-year primarily due to organic search (such as Google) and direct visits to website.
- Traffic coming from search engines (i.e. Google) is up 110%.
- The increase is driven partly by a large traffic spike from search engines on Sept. 27. The majority of visitors landed on the homepage.
- Organic traffic to the Admission pages is up 81%.

Key Performance Indicators (Y/Y)

All Traffic Sessions	Organic Sessions	Start App Pageviews
15,339	7,679	104
↑ 107.3%	↑ 110.5%	
Institute Links	Newsletter Links	
741	16	

Website Visits by Source



Organic Website Visits by City

City	Sessions	% Δ
Reno	903	23.7% ↑
Las Vegas	227	32.7% ↑
(not set)	215	150.0% ↑
New York	173	322.0% ↑
Los Angeles	138	160.4% ↑

New Keywords in Top 3 Rankings

Keyword	Pos.	Prev. Pos.
online classes for gifted children	3	4
academy for gifted students	3	5

Organic search: search engines such as Google

Direct: directly visiting our website

Referral: Arriving on our website via a link from another website, such as NAGC or a news article

Social: Social Media such as Facebook and Twitter

Keyword Rankings

Keyword	Position	Position Change	Previous Position
gifted school	22	78	N/A
high school gifted programs	46	54	N/A
programs for gifted middle school students	55	45	N/A
school for the highly gifted	33	31	64
school for the gifted	44	22	66
school for highly gifted students	21	20	41
gifted academy	48	11	59
online classes for gifted children	3	4	7

Ongoing Outreach

Virtual Open House - Davidson Academy Online

- October 1, 2020

Davidson Academy eNewsletter

- Distributed every other month to more than 6,200 recipients

eNews - Update

- Often prominently features the Davidson Academy; distributed every other month to more than 15,200 recipients

Social Media

- Instagram - <https://www.instagram.com/thedavidsonacademy/>
- Facebook - <https://www.facebook.com/TheDavidsonAcademy/>
- Twitter - <https://twitter.com/TheDavidsonAcad>
- YouTube - <https://www.youtube.com/user/DavidsonAcademyNV>

RESOLUTION OF THE GOVERNING BOARD OF THE DAVIDSON ACADEMY

POLICY STATEMENT REGARDING EMPLOYEE TIMEKEEPING AND ALLOCATIONS

WHEREAS, staff of the Davidson Academy report, for the purposes of biweekly payroll the hours worked, hours used for vacation and sick leave, as well as other categories of paid and unpaid time; and

WHEREAS, although most employees have work assignments and time allocations that do not change during a budget cycle, for efficiency of operations some staff members do split their time between various cost categories (e.g. instruction vs. support) or functions (e.g. the Reno campus or the online program); and

WHEREAS, in early 2020 the Academy transitioned from collecting time reports in paper form to an electronic submission and approval system offered by the Academy's third-party payroll processing vendor; and

WHEREAS, the Academy's third-party payroll processing vendor, after diligent investigation, has determined that it cannot accommodate the need to report complex time allocations for salaried staff via the electronic system and no reasonable alternative exists short of returning to paper form timekeeping submissions; and

WHEREAS, the Academy's auditors identified the practice of collecting time allocations on an exception basis within the electronic submission process as an internal controls deficiency absent a specific board-approved policy; and

WHEREAS, the Nevada Department of Education, Director of District Support Services has informed the Academy the exception time reporting is supported by the Division of Human Resources Management, Nevada Employee Action and Timekeeping System (NEATS).

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Davidson Academy authorizes, in lieu of returning to a fully paper-based time reporting system, the collection in each pay period of exception time reports from employees whose time allocation varies from the standard, budget allocation.

RESOLVED FURTHER that the Academy staff be instructed to report all exceptions to their standard time allocation and that they be provided with mechanisms by which to do so.

For Approval by the Governing Board of the Davidson Academy November 7, 2020