



**Governing Board Meeting
Thursday, November 9, 2023**



NOTICE OF MEETING

The regular meeting of the Governing Board of the Davidson Academy will be held starting at 2 p.m. on Thursday, November 9, 2023.

This public meeting will be held via videoconference and there will be no physical location for the meeting. Members of the public wishing to hear and observe the meeting may do so using the following link: <https://davidsonacademy-unr-edu.zoom.us/j/91479651583>.

Public comment for this meeting will be received via email, videoconference participation, and telephone. Those wishing to provide public comment via email may email their public comments to boardcomments@davidsonacademy.unr.edu. All public comments received via email before and during the meeting will be forwarded to the Governing Board of the Davidson Academy for their consideration and will be included in the public record as minutes but will not be read aloud during the meeting. Those wishing to provide live public comment via videoconference may do so using the following link <https://davidsonacademy-unr-edu.zoom.us/j/91479651583>. Those wishing to provide live public comment via telephone may dial +1 669 900 6833, Webinar ID: 914 7965 1583.

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.

Davidson Academy

E. APPROVAL OF MINUTES: Meeting of September 28, 2023 *(for possible action)*

F. REPORTS*

1. ACADEMY DIRECTOR*
 - a. General Program Updates
2. MEDIA AND OUTREACH*

G. GENERAL BUSINESS *(for possible action)*

1. The Governing Board will review, discuss, and possibly approve a list of candidates for graduation in May 2024, subject to each candidate's completion of requirements for graduation.
2. The Governing Board will review, discuss, and possibly approve Davidson Academy Procedures for Suspension, Expulsion or Permanent Expulsion.
3. The Governing Board will review, discuss, and possibly approve Plan for Provide for the Progressive and On-Site Review of Disciplinary Practices Based on Restorative Justice.

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 2023:

Thursday, February 15, 2024, at 2:00 pm

Thursday, May 23, 2024, at 2:00 pm

Thursday, September 19, 2024, at 2:00 pm

Thursday, November 7, 2024, at 2:00 pm

CERTIFICATE OF POSTING OF THIS AGENDA

I hereby certify that In accordance with NRS 241.020, on or before Friday, November 3, 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/>). A physical copy was posted at the Davidson Academy, Reno NV, per NRS 241.020.

/s/ Aimee Fredericks
Governing Board Clerk
Email: afredericks@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. Susan Enfield, 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/) (<http://www.DavidsonAcademy.UNR.edu/>).

Minutes of the Meeting
The Davidson Academy Governing Board
September 28, 2023

Call to Order

The regular meeting of the Governing Board of the Davidson Academy was called to order at 2:05 p.m. This public meeting was held by videoconference allowing members of the public to hear and observe the meeting. Members of the public were invited to provide comments by telephone, through videoconference, or by email.

A. Roll Call

Roll call was completed by Meeting Chair, Mark Herron. Board Members in attendance were Roger Davidson, Annette Whittemore, Lauralyn McCarthy-Sandoval, Dr. Susan Enfield, Brian Krolicki, Brian Sandoval and Jhone Ebert.

Also in attendance were Controller, Karin Dixson; Director of Accounting, Kevin Connelly, Academy Director, Colleen Harsin; Legal Counsel, Ann Alexander; Governing Board Clerk, Aimee Fredericks, and Ken Bouchard for IT Support.

Richard Trachock was not present. Following completion of roll call, a quorum of voting members was confirmed.

Annette Whittemore and Dr. Susan Enfield left the meeting at 3:00 p.m.

B. Welcome and Introduction

Mark Herron welcomed Board Members and members of the public in attendance.

Mr. Herron introduced guests, Morris Zlotowitz, Kimberley Hastings, and Kevin Wilde from the independent auditing firm, Holthouse, Carlin & Van Trigt, who would be reporting on the submitted audit report.

C. Public Comment

Mark Herron provided instructions concerning public comment as stated under item C. of the meeting agenda.

Mark Herron stated that this meeting would be held without a physical location, but in compliance with Nevada legislation, was available for visual participation, and audio call-in for public comments. He referenced the public comment details provided in the agenda and confirmed that public comments, if made, would be received by email or by telephone. No comments were received.

D. Approval of Agenda

Mark Herron requested a motion to move General Business agenda item G.1.a. for presentation and consideration by the Board, prior to item F. Reports. Motion was made and seconded for approval of the amended meeting agenda. Motion carried unanimously.

E. Approval of Minutes

Mark Herron requested approval of the minutes for the meeting of May 25, 2023, included in the board book for this meeting. Motion was made and seconded for approval of the minutes as submitted. There was no discussion and the motion carried unanimously.

F. Reports

1. Academy Director

a. General Program Updates

Colleen Harsin began her report by thanking Board Member and University of Nevada, Reno, President, Brian Sandoval, for his efforts on behalf of the Academy to ensure campus repairs were completed such that the school year started on time. She noted that unexpected damage, specifically flooding, had occurred to the Academy in conjunction with adjacent construction happening on the university campus during the summer.

Ms. Harsin confirmed that admissions were open for the 2024-25 school year. At the conclusion of admissions for the 2023-2024 school year, the Davidson Academy accepted 44 new students ranging in age from 9-16 years old, of which 36 enrolled moving from California, Washington, New York, and southern Nevada. Several students were also accepted from the Reno-Tahoe area. Total enrollment for the current school year is 171 students.

Ms. Harsin referred Board Members to Tab 2 of their board books for a copy of the current approved school calendar for the 2023-2024 school year which follows the University schedule and exceeds instructional minutes for the Nevada Department of Education. She referred to Tab 3 for a copy of the final audit report of the Davidson Academy's Nevada Department of Education – Pupil Enrollment and Attendance Audit for the 2022-23 school year. She confirmed that the Academy had received a clean audit.

Under Tab 4 of the board books, Ms. Harsin discussed 2022-23 school year information including school ratings following COVID19. Also included were details related to discipline and climate survey. The way this information is reported to the state is challenging. Staff has been working with the state as to how this information is reported as currently this information indicates inaccurately 23 incidents of bullying occurred in the previous school year. This number is actually indicative of total individuals involved

in six separate instances. The Academy continues to follow-up with the state to better clarify how this information is reported.

Under Tab 5 Ms. Harsin provided information concerning Nevada School Ratings for the 2022-23 school year. The Davidson Academy received an overall rating of 100 and referred Board Members to the index summary that comprised this score.

Ms. Harsin referenced Tab 6 of the board books which included letters of recognition from Massachusetts Institute of Technology (MIT) for Davidson Academy Instructors, Martin Braik, and Rebecca Celler. Incoming freshmen attending MIT have the opportunity to nominate an instructor they believe supported them and made a difference in their high school education.

Under Tab 7 includes college planning information. The Davidson Academy has 19 National Merit Semifinalists. Overall qualifying score information has gone down somewhat nationally following COVID19.

2. Media and Outreach

Ms. Harsin provided a summary of media updates and website mentions. Specifically, as of the August 29, 2023, edition of the U.S. News and World Report as well as the Reno Gazette Journal, the Davidson Academy was ranked Number 4 of America's best high schools. She reported notable student accomplishments of Ellan Ortiz, Max Grinstein and Samantha Glover. Website metrics, and rankings remain good.

G. General Business

1. VICE PRESIDENT AND CHIEF FINANCIAL OFFICER

a. Presentation of independent auditor's report for the fiscal year ended June 30, 2023 (*for possible action*)

Mark Herron, Vice President, and Chief Financial Officer introduced the audit team which included: Morris Zlotowitz, Partner, Kimberly Hastings, Partner, and Kevin Wilde, Manager, for presentation of the independent auditor's report for the fiscal year ended June 30, 2023.

Mr. Herron advised that board materials for this meeting pertinent to the audit report package included a new SAS 134 letter, pages 65-67 of the board book, which he would defer explanation of to the audit team. Mr. Herron, however, directed the Board to paragraph two of the Independent Auditor's Report, pages 68-69 of the board book, which noted a clean audit with an unmodified opinion, which is the desired outcome of this audit. Mr. Herron then referred to Kimberley Hastings for further presentation of the audit report.

Ms. Hastings began her presentation referring Board Members to Tab 9 of their board books with discussion of the audit letter SAS 134 relating to areas of identified risk and

audit focus. These audit focus items included: the potential risk of the improper allocation of expenses- special consideration to separation of the online campus; potential for management override of controls; and potential for improper implementation of new standards specifically GASB 96 relating to subscription-based information technology arrangements. These items of focus were chosen based on the prior year's audit and an audit planning meeting with Mark Herron and Karin Dixson.

Concerning the allocation of expenses, historically this was focused on allocation and payment of expenses between Davidson Academy and Davidson Institute. This year there was special consideration given to the separation of Davidson Academy Online from Davidson Academy. Ms. Hastings confirmed that the process of separating the two campuses went very smoothly, and there were no issues noted. The potential for management override of controls is a focus every year for all audits, and the audit team implements new or somewhat "surprise" procedures and brings in other team members for further review of this audit item for quality control and oversight. There were no issues noted. Lastly, GASB 96, relating to subscription-based information technology arrangements, contracts and other information, was evaluated and determined to be not material to the new standards.

Ms. Hastings then referred to the AU 260 letter, known as the audit results letter, pages 95-96 of the board book, which details the scope of the audit and significant audit findings along with discussion of estimates and any new accounting policies during the year. She commented that this audit result is consistent with prior years with no significant changes. She reiterated, as Mark Herron mentioned earlier, that a clean audit opinion was issued. She thanked Karin Dixson and Kevin Connelly for their help and support of the audit. She confirmed that the end of the AU 260 letter would also typically include any audit adjustments required during the engagement. There were no audit adjustments. Ms. Hastings then asked if the Board had any questions before moving to the financial portion of the audit report.

Board Member Brian Krolicki acknowledged that a clean audit opinion was issued. He referenced the SAS 134 letter and expressed concern as to the items of focus for this audit. He requested further explanation as these items seemed serious in nature. Ms. Hastings explained that a change in the auditing firm's professional standards pursuant to GAAS guidelines resulted in a change in the requirements for communicating with individuals charged with governance. In previous audit reports, these items were noted differently. A risk-based audit assessment is conducted each year on internal controls both at the entity level and the control activities level and is based on items identified as significant audit areas and areas of risk. She confirmed that testing allocation of expenses and management override of controls are consistent areas for audit and not unique to the Davidson Academy. These items have been audited in the past; however, the change in professional standards now require the audit team identify areas of potential significant risk as such, versus procedural changes.

Concerning implementation of new standards pursuant to GASB 96, in discussion with Mark Herron and Karin Dixson prior to the start of the audit, it was determined that the audit team would review operations of the Davidson Academy to identify areas where this may be applicable such that there would be a material change to the financial statements. Had any areas been identified, adoption of the new GASB 96 standard would have been reflected in the financial statements and necessary adjustments and disclosures would have been added. As this was not applicable, Ms. Hastings stated this as an “overcome risk”.

Mr. Krolicki raised further concern that he wasn't able to view remediation of the items raised. Mark Herron commented that the audit items are identified as potential risks and areas of focus, but because there were no findings at conclusion of the audit, there was nothing further reflected in the communication. Ms. Hastings confirmed that the purpose of the communication by the standard setting Board is to share the risk assessment process so that those charged with governance and members of the management team can compare and contrast with their own risk assessment process and have a constructive conversation.

Ms. Hastings stated that moving forward proper allocation of expenses and the potential for management override of internal controls would likely continue to be items of focus in the audit process. She confirmed these aren't items of deficiency for the Davidson Academy but are a focal point for the audit team in maintaining professional skepticism in conducting the audit process. She reiterated the importance of keeping fresh oversight with multiple layers of review of staff work that include Kevin Connelly, Karin Dixson and Mark Herron. Mr. Krolicki asked if there was anything from a Board Member perspective, and for governance responsibility, to do based on the information provided. Ms. Hastings indicated that taking any of these items back into his role as a Board Member and asking questions in regular meetings to Karin Dixson and Mark Herron about upcoming changes to reporting ahead of year end and the budget process was appropriate. Mr. Krolicki confirmed he would take this information under advisement and would following up further.

Ms. Hastings moved to reporting and comment of the financial statements, indicating that with exception of the separation of Davidson Academy Online, this was a straightforward year for the Academy. She further reported that the separation of the schools has been seamless with new systems and separate agreements in place to ensure no comingling of activities or funds. She then requested question or comments. Lauralyn McCarthy Sandoval questioned evaluation of IT controls. Ms. Hastings indicated that this is a timely question, and they would be continuing to review software and evaluate back-ups and how the organization is managing access controls. Mark Herron confirmed that a five member IT team continues to review security systems and

have implemented a multi-factor authentication system organization wide. They continue to review this as it's ever changing.

Brian Krolicki commented that there was a large budgetary savings from last year and asked about the lease agreement with the University of Nevada, Reno. Ms. Hastings commented that there is no formal agreement or plan to change the lease agreement. However, this will be a continued discussion over the next couple of years. Mark Herron confirmed that the lease renewal is coming up in 2027, and he will engage in those conversations moving forward. Mr. Herron confirmed with Board Member and UNR President Brian Sandoval that he would reach out for further discussion on the lease agreement for the physical space of the Davidson Academy.

Karin Dixson responded to Mr. Krolicki concerning his question about the budget savings in expenses. Ms. Dixson inquired if Board Member Krolicki was referring to the year-over-year decrease in expenses which was due to the separation with Davidson Academy Online rather than to the budget comparison. Referencing the budget page of the financials, Ms. Dixson confirmed the Davidson Academy expenses were close to budget, within approximately 1.5% overall. Mr. Krolicki asked when Colleen Harsin's time would not be further utilized by Davidson Academy Online. Mr. Herron confirmed she would have a continuing role based on the current structure and in conjunction with Davidson Institute.

There being no further questions coming before the Board concerning the audit report, Mark Herron requested motion to accept the auditor's report for fiscal year ending June 30, 2023. Motion was made and seconded for acceptance of the auditor's report as submitted. There was no further discussion, and the motion carried unanimously.

H. Public Comment

There were no comments from the public at this time.

I. Adjournment

There being no further business coming before the board in public meeting, Mr. Herron asked for a motion to adjourn. Motion was made, seconded, and carried unanimously. The meeting adjourned at 3:04 p.m.

Respectfully submitted by Aimee Fredericks, Governing Board Clerk

The Davidson Academy
Profit & Loss Budget vs. Actual
 July through September 2023

	Jul - Sep 23	Budget	\$ Over Budget	% of Budget
Income				
1700 · District Activities	2,021.00	75,000.00	-72,979.00	2.7%
1900 · Other Revenue from Local Source	801,510.00	3,519,000.00	-2,717,490.00	22.8%
3000 · Revenue from State Sources	363,926.57	1,237,950.00	-874,023.43	29.4%
5200 · Fund Transfers - IN	9,246.83			
Total Income	<u>1,176,704.40</u>	<u>4,831,950.00</u>	<u>-3,655,245.60</u>	<u>24.4%</u>
Gross Profit	1,176,704.40	4,831,950.00	-3,655,245.60	24.4%
Expense				
9100 · Personnel Services - Salaries	519,042.22	2,875,290.00	-2,356,247.78	18.1%
9200 · Employee Benefits	217,715.23	930,720.00	-713,004.77	23.4%
9300R · Purchased Supplies(9300 - 9500)	263,017.76	787,765.00	-524,747.24	33.4%
9510 · Student Transportation	17,016.50	89,180.00	-72,163.50	19.1%
9600 · Supplies	147,680.80	313,035.00	-165,354.20	47.2%
9700 · Property	5,389.12	60,590.00	-55,200.88	8.9%
9800 · Miscellaneous & Debt Service	3,403.86	8,450.00	-5,046.14	40.3%
Total Expense	<u>1,173,265.49</u>	<u>5,065,030.00</u>	<u>-3,891,764.51</u>	<u>23.2%</u>
Net Income	<u><u>3,438.91</u></u>	<u><u>-233,080.00</u></u>	<u><u>236,518.91</u></u>	<u><u>-1.5%</u></u>

NOTE:

The "Budget" column reflects the full year budget as approved by the Governing Board. The budget is not prepared or broken out on a month-by-month basis, so the full annual amount is shown here. Some expense items, such as wages and benefits, are generally incurred evenly throughout the year. Others can be incurred unevenly over the year. For example, supplies (e.g. textbooks) are generally purchased early in the year while professional services (e.g. accounting and legal) are less predictable.



Proposed Resolution
Class of 2024
Davidson Academy Governing Board Meeting
November 9, 2023

Having made satisfactory progress toward the requirements specified in NRS 388C and all other published and recorded requirements for graduation from the Davidson Academy of Nevada, and pursuant to NRS 388C.120.4, the Governing Board of the Davidson Academy recommends the issuance of a high school diploma to each of the following students as members of the Class of 2024:

Nehal Bokka
Emmy Bonser
Julia Burnham
Akshansh Chauhan
Kamy Chen
Koufax Cranmer
Cayley Cronin
Liam Dorn
Alexander Doubinkine
Max Grinstein
Xander Humphreys
Vishal Karuppasamy
Claire Kuhlmann
Weina Lu
Jonathan McDow
Andrea Peng
Eegan Ram
Kennedy Rouse
Sky Sanner
Ruby Song
Bijan Taheri
Annabelle Wang
Korey Wu
Winston Yan
Lily Yuan

This recommendation is subject to satisfactory completion of the remaining scheduled coursework, required credits, and standardized testing as noted in each student's Prospective Learning Plan and/or academic transcript.

Davidson Academy Procedures for Suspension, Expulsion or Permanent Expulsion

General Provisions

With the exception of the authority given to the Davidson Academy if a student engages in any of the seven categories of misconduct described below, students must be at least 11 years old to be subjected to a suspension, expulsion or permanent expulsion for violations of the Davidson Academy code of conduct.

In extraordinary circumstances, the Director may request an exception from the Governing Board to expel or permanently expel a student under 11 years of age.

Definitions

Suspension

“Suspend” or “suspension” means the disciplinary removal of a student from the school in which the student is currently enrolled for not more than one school semester.

Expulsion

“Expel” or “expulsion” means the disciplinary removal of a student from the school in which the student is currently enrolled for more than one school semester with the possibility of returning to the Davidson Academy.

Permanent Expulsion

“Permanently expelled” means the disciplinary removal of a student from the school in which the student is currently enrolled without the possibility of returning to the Davidson Academy.

Students with Disabilities

Students with disabilities must be disciplined in accordance with applicable provisions of Part B of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, state law, and these regulations.

Students with disabilities receiving IEP services who are at least 11 years of age, or younger in the event that the student engages in misconduct in one of the seven categories where state law provides for the suspension, expulsion, and/or permanent expulsion of students at any age, may be suspended from school for not more than ten days for each occurrence of misconduct, expelled, or permanently expelled from school only after a designee of the Governing Board has reviewed the circumstances and determined that the action is in compliance with the IDEA. The Director of Special Services is the designee responsible for making this determination. The Director of Special Services will determine whether the procedural requirements, if any apply, under the IDEA have been satisfied. This determination must be made before implementation of any short-term suspension, or before a hearing is conducted regarding a proposed expulsion or permanent expulsion.

In addition, pursuant to state and federal law, a student with a disability who has been suspended or expelled must be provided with a free appropriate public education in compliance with the IDEA for each school day the student is suspended or expelled after the student has been removed for 10 cumulative days.

**Authority for Suspension, Expulsion or Permanent Expulsion
for Students Under Age 11**

A. Student who Sells or Distributes Controlled Substances

State law authorizes the Davidson Academy to impose the following discipline for a student who sells or distributes any controlled substance while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older **may** be suspended, expelled, or permanently expelled.
- Students ages 6 through 10 **may** be suspended, but not expelled or permanently expelled.

The student must meet with the school and the student's parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.

The Director may reduce the period of suspension or convert an expulsion to a suspension for a student who distributes a controlled substance while on the premises of a public school, at an activity sponsored by a public school or on a school bus if:

1. The student is less than 11 years of age;
2. The student has not engaged in such proscribed conduct before; and
3. After a thorough review of the facts and circumstances, the Director determines that the student did not know that the substance being distributed was a controlled substance.

B. Student who Commits a Battery Against a School Employee

State law authorizes the Davidson Academy to impose the following discipline for a student who commits a battery against an employee of the school while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 8 or older **may** be suspended, expelled, or permanently expelled.

The student must meet with the school and the student's parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.

“Battery” means any willful and unlawful use of force or violence upon the person of another. (NRS 200.481.1(a))

C. Student who Commits a Battery Against a School Employee with Intent to Result in Bodily Injury

State law authorizes the Davidson Academy to impose the following discipline for a student who commits a battery which is intended to result in the bodily injury of an employee of the school while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 8 or older **must** be suspended, expelled, or permanently expelled.

“Bodily injury” means any actual damage or injury to a person that interferes with or is detrimental to the health of the person and is more than merely accidental, transient or trifling in nature.

The student must meet with the school and the student’s parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.

The Director may, at his or her discretion, reduce or eliminate the period of suspension, convert an expulsion to a suspension or otherwise reduce, eliminate or alter a disciplinary action imposed upon a student who commits a battery which results in the bodily injury of an employee of the school.

D. Student who Poses a Continuing Danger to Persons or Property or an Ongoing Threat of Disrupting the Academic Process

State law authorizes the Davidson Academy to impose the following discipline for a student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older **may** be suspended, expelled, or permanently expelled.
- Students ages 6 through 10 **may** be suspended, but not expelled or permanently expelled.

The student may be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

E. Student in Possession of a Dangerous Weapon Other than a Firearm

State law authorizes the Davidson Academy to impose the following discipline for a student found in possession of a dangerous weapon other than a firearm while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older **may** be suspended, expelled, or permanently expelled.
- Students ages 6 through 10 **may** be suspended, but not expelled or permanently expelled.

The student may be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

“Dangerous weapon” includes, without limitation, a blackjack, slungshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nanchaku or trefoil, as defined in NRS 202.350, a butterfly knife or any other knife described in NRS 202.350, a switchblade knife as defined in NRS 202.265, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person.

F. Student in Possession of a Firearm

State law authorizes the Davidson Academy to impose the following discipline for a student found in possession of a firearm while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older **must** be suspended, expelled, or permanently expelled.
- Students ages 8 through 10 **must** be suspended or expelled, but not permanently expelled.

The student **must** be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

“Firearm” is defined in NRS 392.466 as including, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a “firearm” in 18 U.S.C. § 921, as that section existed on July 1, 1995.

G. Student Deemed a Habitual Discipline Problem

A Director shall deem a student enrolled in the school a habitual disciplinary problem if the school has written evidence which documents that in one year the student has:

1. Threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times; or the student has a record of five significant suspensions from the school of three days or more for any reason; and
2. The school has made reasonable efforts to develop a plan of behavior and the student has not made efforts to enter into or participate in such a plan of behavior.

If a student is suspended, a school official shall develop, in consultation with the student and the parent or legal guardian of the student, a plan of behavior for the student. The parent or legal guardian may choose for the student not to participate in the plan of behavior. If the parent or legal guardian chooses for the student not to participate, the school official shall inform the parent or legal guardian of the consequences of not participating in the plan of behavior.

State law authorizes the Davidson Academy to impose the following discipline for a student deemed a habitual discipline problem:

- Students at any age **may** be suspended.
- Students at any age **may** be expelled under extraordinary circumstances as determined by the Director.
- Students **may not** be permanently expelled.

The school must make a reasonable effort to complete a progressive discipline plan based on restorative justice, based on the seriousness of the acts which were the basis for the discipline.

Procedures for Short-Term Suspensions

The following procedures will be used to suspend a student for up to 10 consecutive school days from school. Except for the seven categories of misconduct described above, students must be at least 11 years old to be subjected to a short-term suspension.

- A. The Director tells the student the specific laws, rules, policies, and/or regulations that are alleged to have been violated and that if the evidence supports the allegations, there will be consequences up to and including short-term or long-term suspension from school, and expulsion. The Director asks the student if the student understands the allegations.
- B. The Director explains to the student the evidence the Director has regarding the alleged violation(s).
- C. The Director asks the student to explain his or her conduct and gives the student an opportunity to present the student's side of the story.
- D. After hearing the student's explanation and evidence, the Director determines whether he/she needs more information and, if so, obtains it before making a decision. If no additional information is needed, the Director determines what, if any, violations exist and assigns appropriate consequences.
- E. Before the Director suspends a student with a disability receiving IEP services for any portion of a day (up to a maximum of ten days per occurrence of misconduct), the Director must contact the Director of Special Services who will determine whether procedural requirements, if any, under the IDEA have been satisfied. This determination must be made before implementation of the suspension.
- F. If suspension is appropriate (for ten consecutive school days or less), the Director notifies the student that the student will be suspended for (number of days) commencing (starting date). A special education student may be suspended for up to ten days maximum per occurrence of misconduct.
- G. On the same day that the suspension is issued, the Director notifies the student **and**, if the student is under 18 years of age, the student's parent or legal guardian that the

student has been suspended for (number of days) commencing (starting date). The terms of the suspension and the current process to exercise the right to appeal the suspension shall be confirmed in writing in correspondence from the Director to the student and, if the student is under 18 years of age, the student's parent or legal guardian.

- H. The student or, if the student is under 18 years of age, the parent or legal guardian of a student suspended for up to 10 school days may appeal the decision of the Director by contacting the Director in writing within five (5) days of the issuance of the suspension.

The Director will schedule a hearing on an appeal of a suspension within five (5) days of receipt of the written request for an appeal. The appeal of a suspension for up to 10 school days will be conducted in an in person or virtual hearing chaired by a member of the Governing Board. During the hearing, the student or, if the student is under 18 years of age, the parent or legal guardian shall present any relevant information concerning the incident and alleged misconduct which formed the basis of the disciplinary action, as well as present any concerns regarding the student's meeting with the Director. The member of the Governing Board shall then determine whether the disciplinary action taken will be upheld or overturned. The Director shall notify the student or, if the student is under 18 years of age, the parent or legal guardian of the appeal decision within two school days of the appeal hearing. The appeal decision is final.

Procedures for Long-Term Suspensions and Expulsions

The following procedures will be implemented for long-term suspensions (more than 10 consecutive school days, up to one semester), expulsions (more than one semester), and permanent expulsions. These sanctions are collectively referred to in this section as "long-term suspension(s)" and/or "expulsion(s)." Except for the seven categories of misconduct described in Section VII, students must be at least 11 years old to be subjected to a long-term suspension or expulsion.

The timelines are general guidelines, subject to modification under individual circumstances.

- A. If the Director determines that a suspension for more than 10 school days or expulsion is an appropriate consequence for a violation of laws, rules, policies, and/or regulations, the Director will designate a committee of three impartial school employees, one of whom will be the Director who will chair the committee, to conduct a hearing on the proposed long-term suspension or expulsion.
- B. Students with disabilities receiving IEP services may not be suspended for more than ten days per occurrence of misconduct. Students with disabilities receiving IEP services may be expelled or permanently expelled. Before any hearing is scheduled to propose the expulsion or permanent expulsion of a student with a disability, the Director will contact the Director of Special Services who will determine whether procedural requirements, if any, under the IDEA have been satisfied. This determination must be made before scheduling any hearing.

- C. The hearing will generally be scheduled no later than the conclusion of the short-term suspension, unless individual circumstances require an extended timeline.
- D. Five calendar days in advance of the scheduled hearing, the Director will send or hand-deliver to the student and, if the student is under 18 years of age, the student's parent or legal guardian a written notice that includes the following:
 - 1. A statement of the laws, rules, policies, and/or regulations allegedly violated by the student and the disciplinary action proposed by the Director;
 - 2. Notification that the Davidson Academy will convene a hearing before imposing any additional suspension (beyond any short-term suspension already imposed) or expulsion;
 - 3. Notification of the date, time, and location for the scheduled hearing;
 - 4. Notification of the student's right to be represented at the hearing by an advocate of his or her choosing, including legal counsel;
 - 5. Notification of the student's right to present evidence and witnesses in his or her own behalf and to cross-examine witnesses against the student who are available and present at the hearing;
 - 6. Notification of witnesses the school intends to present;
 - 7. Notification of written evidence the school intends to present and copies of any such evidence;
 - 8. Notification of the current process to exercise the right to appeal the long-term suspension or expulsion; and
 - 9. A copy of these procedures.
- E. The committee will not be required to observe the strict rules of evidence observed by the courts, and shall be allowed to take such evidence, including oral and written evidence and impeaching evidence as the committee deems appropriate.
- F. Neither the Director nor the student or his or her parent shall discuss the merits of the case with any member of the committee prior to or subsequent to the hearing.
- G. The Davidson Academy will electronically record the hearing, and the Academy's electronic recording is the official recording of the proceeding. The parent may obtain a copy upon request.
- H. All hearings shall be closed to the public.
- I. At the conclusion of the hearing, the committee shall issue a written decision stating findings with respect to the alleged violation(s) of laws, rules, policies, and/or regulations and the disciplinary consequences, if any, to be imposed. Generally, when

feasible, the written decision will be provided to the student and, if the student is under 18 years of age, the parent or legal guardian prior to the conclusion of any short-term suspension that has been imposed.

- J. The decision of the hearing committee may be appealed by the student or, if the student is under 18 years of age, the parent or legal guardian of a student suspended for more than 10 school days or expelled. See paragraph K below.
- K. The student or, if the student is under 18 years of age, the parent or legal guardian of a student suspended for more than 10 school days or expelled may appeal the decision of the hearing committee by contacting the Director in writing within five (5) days of the issuance of the decision of the hearing committee. The Director will schedule a hearing on the appeal of a suspension for more than 10 school days or expulsion within five (5) days of receipt of the written request for an appeal.

The Director will contact the designated member of the Governing Board. The appeal of a suspension for more than 10 school days or an expulsion will be conducted by the member of the Governing Board in an in-person or virtual hearing within five (5) days of receipt of the request for an appeal. During the hearing, the student or, if the student is under 18 years of age, the parent or legal guardian shall present any relevant information concerning the incident and alleged misconduct which formed the basis of the disciplinary action, as well as present any concerns regarding the impartial hearing proceedings. Following the hearing, the member of the Governing Board will review the electronic recording of the hearing and the final decision of the hearing committee. The member of the Governing Board will review adherence to the requirements for procedural safeguards listed in subsections B through I above. The member of the Governing Board will review the evidentiary basis for the decision of the hearing committee. After reviewing the evidentiary basis for the decision and the extent to which the hearing procedures were adhered to, the member of the Governing Board shall then determine whether the disciplinary decision of the hearing committee will be upheld or overturned. The Director will notify the student or, if the student is under 18 years of age, the parent or legal guardian of the decision of the member of the Governing Board within two school days of the appeal hearing. The decision of the member of the Governing Board is final.

Davidson Academy

P.O. Box 9119
Reno, Nevada 89507

Plan to Provide for the Progressive Discipline of Pupils and On-Site Review of Disciplinary Decisions

and

Plan to Use Disciplinary Practices Based on Restorative Justice

September 2023

Purpose of Plan

The purpose of this document is to describe the Davidson Academy (“DA”) Plan to Provide for the Progressive Discipline of Pupils and On-Site Review of Disciplinary Decisions, and the Plan to Use Disciplinary Practices Based on Restorative Justice (collectively, “the Davidson Academy Plan”). The document begins with a description of the statutory requirements for the Plan, followed by the components as they are implemented in the Davidson Academy. All references to “parent” or “parents” include legal guardian(s).

Requirements for Plan to Provide for the Progressive Discipline of Pupils and On-Site Review of Disciplinary Decisions

State law (NRS 392.4644) requires that the Governing Board of the Davidson Academy establish a plan to provide for the progressive discipline of students and on-site review of disciplinary decisions. The plan must:

- Be developed with the input and participation of teachers, school administrators, school counselors, school social workers, school psychologists, behavior analysts and other educational personnel and support personnel who are employed at the public school, pupils who are enrolled in the public school, and the parents and guardians of students who are enrolled in the public school;
- Be consistent with the written rules of behavior prescribed by the public school to ensure that the school is a safe place for learning;
- Include provisions designed to address the specific disciplinary needs and concerns of the public school;
- Prescribe methods of alternative conflict resolution and interventions based on social and emotional learning that are developed to avoid the need for the removal of a student;
- Include provisions that authorize the temporary removal of a student from a classroom or other premises of a public school if, in the judgment of the teacher or other staff member responsible for the classroom or other premises, the student has engaged in behavior that

seriously interferes with the ability of the teacher to teach the other students in the classroom and with the ability of the other students to learn or with the ability of the staff member to discharge his or her duties;

- Provide for the placement of a student in more restrictive educational environment at the school if a school is unable to retain a student in a less restrictive educational environment for the safety of any person or because doing so would not be in the best interest of the student;
- Include the names of any members of a committee to review the temporary alternative placement of students;
- Be provided to the public school and posted on the Internet website maintained by the public school.
- Be in accordance with a plan to use disciplinary practices based on restorative justice, as set forth below.

Requirements for Plan to Use Disciplinary Practices Based on Restorative Justice

State law (NRS 392.4644) also requires that the Governing Board of the Davidson Academy establish a plan to use disciplinary practices based on restorative justice. The plan must:

- Authorize the use of disciplinary practices based on restorative justice which include, without limitation:
 - Holding a student accountable for his or her behavior;
 - Restoration or remedies related to the behavior of the student;
 - Relief for any victim of the student; and
 - Changing the behavior of the student.
- Be in accordance with the statewide framework for restorative justice developed pursuant to NRS 388.1333, including, without limitation, by addressing the occurrences of the suspension, expulsion or removal of pupils from schools that disproportionately affect pupils, disaggregated according to the following categories:
 - Pupils who are economically disadvantaged
 - Pupils from major racial and ethnic groups
 - Pupils with disabilities
 - Pupils who are English learners
 - Pupils who are migratory children
 - Gender of the pupils
 - Pupils who are homeless
 - Pupils in foster care
 - Pupils whose parent or guardian is a member of the Armed Forces of the United States, a reserve component thereof or the National Guard

Davidson Academy Plan

Introduction

The Davidson Academy mission is to provide profoundly gifted young people an advanced educational opportunity matched to their abilities, strengths, and interests. At the Davidson Academy, we recognize the importance of a well-balanced education. Students are expected not only to learn about academic subjects, but also learn about themselves and how to interact effectively with those around them. We view strong character and solid core values as integral components to general well-being and success.

Development and Content of the Davidson Academy Plan

The Davidson Academy Plan has been developed with the input and participation of teachers, school administrators, school counselors and other educational personnel and support personnel who are employed by the Davidson Academy, students who are enrolled in the Davidson Academy, and the parents and guardians of students who are enrolled in the Davidson Academy.

The Davidson Academy Plan is consistent with the Davidson Academy Student Handbook, as well as specific requirements for imposing out-of-school removals, including the timelines and processes for appealing suspension and expulsions. The Plan is also consistent with Nevada Revised Statutes 392.461 *et seq.* (Behavior and Discipline).

Disciplinary Practices Based on Restorative Justice

“Restorative justice” means nonpunitive intervention and support provided by the school to a student to improve the behavior of the student and remedy any harm caused by the student.

The Davidson Academy Plan authorizes and encourages the use of disciplinary practices based on restorative justice, including:

- Holding a student accountable for his or her behavior
- Restoration or remedies related to the behavior of the student
- Relief for any victim of the student, and
- Changing the behavior of the student

The Davidson Academy will provide a student a “progressive discipline plan based on restorative justice,” (1) after the student has received at least five cumulative days of suspension during a school year, and (2) within two days after removing a student from a classroom or other premises of the public school or suspending or expelling a student from school for a period of at least three days. The plan supports holding the student accountable for his or her behavior and helps to change the behavior of the student. The plan will include:

- Positive behavioral interventions and support
- A plan for behavioral intervention
- A referral to a team of student support

- A referral to determine (1) whether an IEP is needed, and (2) whether adjustments should be made to an IEP that has been developed
- A referral to appropriate community-based services
- A conference with the Director and any other appropriate personnel
- Guidelines for the provision of notice to a student to initiate his or her reinstatement
- A plan for the reinstatement of a student who was expelled

Restorative Discipline Practices

The Davidson Academy Plan also includes restorative discipline practices designed to: (1) hold a student accountable for his or her behavior; (2) provide opportunities for restoration or remedies related to the behavior of the student; (3) provide relief for any victim of the student; and (4) change the behavior of the student. The practices for implementing restorative discipline include, but are not limited to, these activities:

Holding Students Accountable

- Behavior intervention plans
- Lunch and after school detentions
- In-school and out-of-school suspensions

When a student's misconduct requires disciplinary consequences, the Davidson Academy will take into consideration the following factors:

- Level of progression on the discipline continuum;
- Implementation of a progressive discipline plan based on restorative justice for the student;
- Nature and severity of the conduct violation;
- Extent of previous attempts to support and intervene to redirect and educate the student to engage in appropriate student conduct; and
- Compliance with Davidson Academy policy and Nevada Revised Statutes regarding behavior and discipline.

Opportunities for Restoration or Remedies

- Opportunities to make restitution for physical/emotional harm (e.g., participate in mediation and/or offer apologies) or property damage
- Teacher, student and parent communications to collaboratively discuss problem behavior and identify solutions
- Complete an educational project (poster, research, essay, etc.)
- Targeted parent/guardian engagement activities with access to support services
- Reentry plans to support student integration back into school after a suspension

Relief for Victims

- Mediation and/or restorative conferences
- Apology letter and/or in-person verbal apology
- Restitution for property damage
- School-based counseling; referrals to community-based services
- Opportunities to turn in work or take tests that were delayed/missed as a consequence of another student's misconduct
- Teacher, student and parent communications to collaboratively discuss impact on student victim and identify strategies to remediate any harm
- Targeted parent/guardian engagement activities with access to support services

Changing the Behavior of the Student

- Behavior intervention plans
- School-based counseling; referrals to community-based services
- Targeted use of interventions described above
- Targeted skill development (e.g. anti-social conduct, conflict with authority, drug/alcohol use, impulse control, problems with peers, withdrawal)
- Increased support and feedback (e.g., check in/check out, mentoring, intentional staff/student interactions)
- Increased progress monitoring
- Social skills groups
- Structure provided in after school programs, organizations, and clubs
- Positive Behavior Support Plans as determined in Individualized Educational Plans
- School leadership and school mentoring programs
- Teacher, student and parent communications to collaboratively discuss problem behavior and identify solutions
- Classroom observations and support to promote a positive culture
- Targeted parent/guardian engagement activities with access to support services
- Reentry plans to support student integration back into school after a suspension

Methods for Alternative Conflict Resolution and Interventions

When appropriate, teachers will use restorative justice principles when working with students to respond to misconduct and resolve conflict. The following conflict resolution framework emphasizes holding a student responsible for his or her behavior, restoration or remedies related to the behavior of the misbehaving student, and relief for the victim. Following are six steps teachers can use to help students resolve a dispute¹:

1. Cool off

First, before problem-solving can begin, the students need time to calm down. For younger students, have them take some deep breaths.

¹ Driscoll, Laura. "Teaching Conflict Resolution Skills in 6 Easy Steps." Social Emotional Workshop. October, 2017. <https://www.socialemotionalworkshop.com/2017/10/teaching-conflict-resolution-skills/>

2. Share, listen, check

Students need to listen to each other share their issues, and then check that they understand them. This can take practice and coaching from a teacher. When sharing, students should use respectful but assertive “I statements,” like ““I feel sad when you don’t let me play because I am alone.” Students can work on reflective listening and paraphrasing when they check for understanding. For example, they can start sentences with “I think I heard you say you feel ...” or “So you want me to try to ...”.

3. Take responsibility

Once students have shared their perspectives, they need to take responsibility for their own actions. You can prompt students by asking them an open-ended question like, “What could you have done differently to change what happened?”

4. Brainstorm solutions

Now the students can work together to find a solution that’s acceptable to both. This is a good time for students to learn to compromise. It can be helpful for a teacher to start the discussion with some suggestions, but it’s best that the ideas come from the students.

5. Choose a solution

Students now go over their brainstormed list of solutions to eliminate the ones that aren’t good for both of them and ones that won’t address future problems.

6. Affirm, forgive, or thank

Students can close out the session by acknowledging what happened and forgiving the other student (if an apology or forgiveness is warranted). They can then thank each other for working on the solution together.

Authorization for Temporary Removal of a Student Under NRS 392.4645 (“TAP”)

If, in the judgment of a teacher or other staff member responsible for the classroom or other premises, a student has engaged in behavior that seriously interferes with the ability of the teacher to teach and the other students to learn, the student may be temporarily removed from the classroom or any other premises of a public school and assigned to a temporary alternative placement. While in alternative placement, the student shall be separated from other students who are not assigned to a temporary alternative placement, under the supervision of appropriate school personnel, and prohibited from engaging in extracurricular activities.

Upon the removal, the Director shall provide a written explanation of the reason for the removal to the student and offer the student an opportunity to respond to the explanation, and shall, within 24 hours, notify the student’s parent of the removal.

Not later than three school days after the student was removed from the classroom or any other premises of a public school, a conference shall be held with the student, the student’s parent, the Director and the teacher or other staff member who removed the student to discuss the removal of the student. The Director shall give an oral and written notice of the conference to each person who is required to participate. The conference can be rescheduled or waived by the parent. If the

conference is rescheduled, the Director will send written notice to the parent confirming that the conference has been postponed at the request of the parent. If the parent refuses to attend a conference, the Director will send a written notice to the parent confirming that the parent has waived the right to a conference and authorized the Director to recommend a placement of the student.

The student must not return to the classroom or other premises of the public school from which the student was removed before the conference is held. If the conference is not held within 3 school days after the removal of the student, the student must be allowed to return to the classroom or other premises unless:

- The parent refuses to attend the conference;
- The failure to hold the conference is attributed to the action or inaction of the student or the parent of the student;
- The parent has requested that the date of the conference be postponed; or
- If, in the judgment of the Director, there is a reasonable expectation that the student poses a threat to employees of the school or other students enrolled at the school; and the Director has extended the period for which the student is removed from the classroom or other premises.

During the conference, the teacher or other staff member who removed the student, or the Director shall provide the student and the student's parent with an explanation of the reasons for the removal of the student. The student and the student's parent must be granted an opportunity to respond to the explanation and to indicate whether the removal was appropriate in their opinion based on the behavior of the student. If the student is a homeless student, the conference must include consideration of and interventions to mitigate the impact of homelessness on the behavior of the student.

Following this conference, or not more than three days after the removal, or extended removal authorized by the Director, the Director shall recommend whether the student shall continue in temporary alternative placement, or return to his or her class or other premises. If the teacher or other staff member who removed the student disagrees with the Director's recommendation, the Director shall immediately convene a disciplinary review committee composed of the Director, two teachers selected by a majority of their peers, and one staff member selected by a majority of his or her peers. One additional teacher and one additional staff member will be selected in the same manner as alternates. A teacher or staff member who has served on the committee for two consecutive years or more is not eligible to be selected for membership. The specific names of the members and alternates of the disciplinary review committee will be identified no later than September 15 at the beginning of each school year. The Director shall inform the parent of the student that the committee will be conducting a meeting.

The committee will review the circumstances of the student's removal and the student's behavior that caused the removal. Based on its removal, the committee shall assess the best placement available for the student and shall:

1. Return the student to his or her classroom or other premises from which he or she was removed

2. Assign the student to another appropriate classroom or appropriate premises
3. Recommend the student be suspended or expelled
4. Take any other necessary appropriate disciplinary action against the student

The Director shall report to a designated member of the Governing Board each time a committee is convened and upon the conclusion of the committee's review of a placement, shall supplement the report with the result of the assessment of the committee.

If a student is removed from a classroom or any other premises of the public school for more than 2 school days pursuant to the "temporary alternative placement" provisions of state law, a TAP plan must be offered to the student to include:

- Education services to prevent the student from losing academic credit or becoming disengaged from school during the period the student is removed; and
- Appropriate positive behavioral interventions and support, trauma-informed support and a referral to a school social worker or school counselor
- An option to provide such education and support services to a student in an in-person setting
- The location where such services will be provided to the student; and
- A plan for the student to complete any assignments or course work missed during his or her removal

Provisions to Address Disproportionality in Suspension, Expulsion or Removal from School

The Davidson Academy Plan requires that the Academy determine whether, and to what extent, occurrences of suspension, expulsion or removal of students disproportionately affect students when the data are disaggregated by these categories:

- Students who are economically disadvantaged
- Students from major racial and ethnic groups
- Students with disabilities
- Students who are English learners
- Students who are migratory children
- Gender of the students
- Students who are homeless
- Students in foster care
- Students whose parent or guardian is a member of the Armed Forces of the United States, a reserve component thereof or the National Guard

The Davidson Academy will analyze these data and make any recommendations deemed appropriate for revision to the Davidson Academy Plan.

Authorization for Placement of a Student in a More Restrictive Educational Environment at the Davidson Academy

If the Davidson Academy is unable to retain a student in the school pursuant to sections 1 through 6 of NRS 392.466, for the safety of any person or because doing so would not be in the best interest

of the student, the student may be placed in a more restrictive educational environment at the Academy, suspended, or expelled.

Davidson Academy Plan Distribution

The Davidson Academy Plan is posted on the Academy website and is part of the student handbook. In addition, the Davidson Academy Plan is distributed by written or electronic copy to each teacher, school administrator and all educational support personnel who are employed at or assigned to the school.

Provisions to Address Specific Disciplinary Needs and Concerns of the Davidson Academy

Rules of Student Behavior – Prohibited Behaviors

The following are not allowed during the school day or at school-sponsored activities: smoking; chewing tobacco; vaping; possessing, distributing, using or being under the influence of alcohol, narcotics, illegal drugs or chemical substances, or possession of paraphernalia; possession of guns, knives or any other objects which are classified as dangerous weapons. Other violations include: insubordination; disrespect of staff or fellow students; theft; unauthorized use of or possession of school property; vandalism; gambling; cursing or use of vulgar language; fighting or use of physical force to settle disagreements; continued public displays of affection (PDA) between students; disruptive or improper student behavior. Please note that student discipline information is requested in school reporting forms in the context of the college application process.

The Director has the overall responsibility for order, discipline, and the welfare of each student. The overall goal of the disciplinary process is for students to understand how to move forward from an issue in a manner that supports everyone involved feeling that they are contributing to a safe and respectful learning environment that is focused on the Academy Core Values.

Classroom Discipline

Teachers will inform students of classroom rules. Teachers may refer students to the Director as necessary. The Director will conference with a student when he or she is referred to the office, and will take appropriate disciplinary action, including informing the student's parents as needed. When students' needs merit special attention, a behavioral intervention plan may be developed and implemented.

Rules of Student Behavior –Disciplinary Actions

Progressive disciplinary action, with an emphasis on restorative practices, will proceed as follows:*

Step 1: Removal from Situation/Loss of Privileges:

The Academy Handbook serves as written warning about inappropriate behaviors and rule violations. Students who are not appropriately contributing to the learning and social environment of the Academy will be removed from the situation in which the violation occurred. (*Example:*

Classroom or live session disruption = student sent out of class). If a similar behavior/rule violation is repeated, proceed to Step 2.

Step 2: Academy Improvement Assignments:

The Director will assign the student duties that benefit the Academy community. The assigned duties will take no more than 60 minutes for the student to complete. If a similar behavior/rule violation occurs after the Academy improvement assignment, proceed to Step 3.

Step 3: Required Parent Conference:

The student's parent(s) will be required to meet with the Director, and/or other Academy staff member(s). The goal of this conference is to ensure that the student understands the expectations of the Academy and is willing to participate in correcting the issues that resulted in reaching Step 3 of the progressive discipline plan. If a similar behavior/rule violation, proceed to Step 4.

Step 4: Extended Detention:

The Director will assign the student duties that benefit the Academy community for at least one full week. The assigned duties will take no more than 60 minutes per day for the student to complete. Parent conference required in order for assigned duties to be considered completed. If a similar behavior/rule violation, proceed to Step 5.

Step 5: Expulsion/Dismissal:

The student may no longer be permitted to attend the Academy.

*The Davidson Academy reserves the right to skip or repeat steps of the progressive discipline plan as needed considering specific violations and as determined by the Director on an individual basis. (Example: violence/threats = temporary removal and/or expulsion).

In the event that a student is non-compliant with the progressive discipline plan and/or is particularly disruptive to the learning environment, the Director may contact parent(s) and require that the student be removed from class and Academy activities for the remainder of the day or for an appropriate timeframe during which the issue is expected to be resolved.

Mandatory Suspension or Expulsion

Depending on the age of the student, Nevada state law requires suspension or expulsion for students found in possession of a firearm or students who commit a battery against an employee with intent to result in bodily injury. In the event a student commits one of these infractions, the penalty called for by law will be imposed.



Media and Outreach Updates November 2023

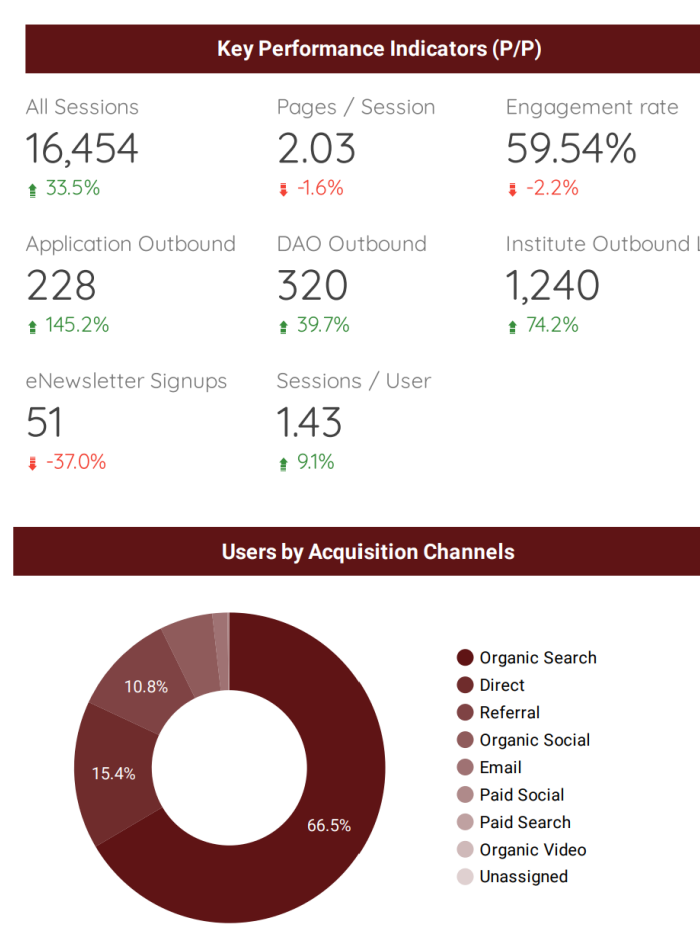
Media Updates/ Notable Website Mentions

- *Eye on Education: America's best public high school*
October 31, 2023 – *Daily Republic* (Op-ed about what makes the Davidson Academy America's "best" public high school?)
https://www.dailyrepublic.com/lifestyle/eye-on-education-america-s-best-public-high-school/article_595cb99c-7827-11ee-9da1-cfc25e050196.html
- *Davidson Academy Ranked #1 Best Public High School by Niche*
September 2023 – *Niche.com* (Niche's annual rankings. The Academy also received the following accolades:
 - Ranked #1 Best Public Middle School in America
 - Ranked #1 Best Public Middle School Teachers in America
 - Ranked #1 Best Public High School Teachers in America
 - Ranked #1 Best Magnet High Schools in America)<https://www.niche.com/k12/the-davidson-academy-reno-nv/rankings/>
- *Nevada Has the #1 Best Public High School in America*
September 28, 2023 - *KKLZ* (Article about the Niche.com ranking honors)
<https://963kklz.com/2023/09/28/nevada-has-the-1-best-public-high-school-in-america/>
- *The 10 Best High Schools In The United States*
September 23, 2023 – *MSN* (Ranks the Davidson Academy)
<https://www.msn.com/en-us/money/careersandeducation/the-10-best-high-schools-in-the-united-states/ar-AA1haofn>
- Davidson Academy Students Named National Merit Scholarship Program Semifinalists
September 13, 2023 – *Davidson Academy*
<https://www.davidsonacademy.unr.edu/news/davidson-academy-students-named-national-merit-scholarship-program-semifinalists/>
- *Did your school make the cut? National report ranks several Nevada public schools in top 1,000*
August 31, 2023 – *KTVN* (article about *U.S. News & World Report's* 2023-2024 rankings of America's best high schools which included the Davidson Academy)
<https://www.ktnv.com/news/education/did-your-school-make-the-cut-national-report-ranks-several-nevada-public-schools-in-top-1-000>

Davidson Academy Website Metrics

(September 2023)

Total sessions were up 34% month-over-month and up 32% year-over-year:



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

Top Viewed Pages		
Page title	Pageviews ▾	% Δ
Davidson Academy: A School for Highly Gifted Students	5,512	16.1% ↑
Eligibility - Davidson Academy	3,088	46.1% ↑
Accepted Tests Davidson Academy	2,777	53.3% ↑
How to Apply - Davidson Academy	2,515	164.2% ↑
Profoundly Gifted Student Characteristics Davidson Academy	1,241	7.9% ↑
Types of Behavioral Problems Gifted Children Face Davidson	1,207	33.1% ↑
What Does Profoundly Gifted Mean? Davidson Academy	979	8.9% ↑
Underachievement in Gifted Students - Davidson Academy	964	58.3% ↑
Davidson Academy Admissions	852	30.7% ↑
Tuition - Davidson Academy	851	16.3% ↑
Payments - Davidson Academy	470	111.7% ↑
How Does a Child Get into a Gifted Program? Davidson Academy	467	-13.5% ↓

Key Takeaways:

- In September, organic sessions were up 22% month-over-month, and up 12% year-over-year.
- Google rankings improvement: “schools for geniuses” went from position #5 to #4. For three days in September, this was ranked #1.

Ongoing Outreach

Virtual Open Houses

- Wednesday, October 11 at 5:00PM (PT) – 46 attendees

Davidson Institute Eligibility Assessment Partnership

Partnership with Northwestern University’s Center for Talent Development (CTD) to offer the opportunity to take an official practice SAT for 6th-10th grade students, and an Iowa Test of Basic Skills (ITBS) for 3rd-5th grade students; scores can be used to apply for the Davidson Academy.

- SAT test administration dates (held virtually):
 - September 24
 - October 14
 - November 5
 - December 2 - (upcoming)

- January 7 - (upcoming)
- January 20 - (upcoming)

- ITBS test administration dates (held virtually):
 - 5th Grade Test Date: October 7
 - 4th Grade Test Date: October 8
 - 3rd Grade Test Date: October 14
 - November 11 (upcoming)
 - November 12 (upcoming)

Davidson Academy eNewsletter – distributed every other month to 6,000 recipients

- [September 2023](#)

eNews-Update – Often prominently features the Davidson Academy; distributed every other month to more than 18,000 recipients

- [September 2023](#)

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>
- LinkedIn - <https://www.linkedin.com/school/davidsonacademy/>