



**Governing Board Meeting
Tuesday, February 15, 2022**



NOTICE OF MEETING

The regular meeting of the Governing Board of the Davidson Academy will be held starting at 2 p.m. on Tuesday, February 15, 2022.

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://davidsongifted.zoom.us/j/88320024362>.

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://davidsongifted.zoom.us/j/88320024362>. Those wishing to provide live public comment via telephone may dial (408) 638-0968 and use participant code [883 2002 4362](#).

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 November 17, 2021 (for possible action) [| TAB 1 |](#)

F. REPORTS*

1. ACADEMY DIRECTOR*

a. General Program Updates [| TAB 2 | | TAB 3 |](#)

2. DIRECTOR OF ONLINE LEARNING*

a. General Program Updates [| TAB 4 |](#)

3. MEDIA AND OUTREACH* [| TAB 5 |](#)

Davidson Academy

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G. GENERAL BUSINESS (for possible action)

| TAB 6 |

1. The Governing Board will review, discuss, and possibly approve a list of candidates for graduation in May 2022, subject to each candidate's completion of requirements for graduation.

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)

Meeting Dates for 2022

- Monday, May 9, 2022 (Public Hearing)
- Monday, May 23, 2022
- Wednesday, September 28, 2022
- Monday, November 14, 2022

CERTIFICATE OF POSTING OF THIS AGENDA

I hereby certify that In accordance with NRS 241.020, on or before Thursday, February 10, 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 Section 2 of AB 253 (2021 Legislature).

/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. 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/) (<http://www.DavidsonAcademy.UNR.edu/>).

Minutes of the Meeting

The Davidson Academy Governing Board

November 17, 2021

CALL TO ORDER

The regular meeting of the Governing Board of the Davidson Academy was called to order at 2:03 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. In attendance were Roger Davidson, Bob Davidson, Richard Trachok, Lauralyn McCarthy-Sandoval, and Kristen McNeill. Also present were Academy Director, Colleen Harsin; Director of Online Learning, Dr. Stacy Hawthorne; Legal Counsel, Ann Alexander; and Clerk of the Board, Aimee Fredericks. Ben Brown provided technical support for the meeting. Annette Whittemore, Brian Sandoval, Jhone Ebert and Brian Krolicki were not present. Following completion of roll call, a quorum of voting members was confirmed.

B. WELCOME AND INTRODUCTION

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

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 approval of the meeting agenda. Motion was made and seconded for approval of the agenda as submitted. There was no discussion and the motion carried unanimously.

E. APPROVAL OF MINUTES

Mark Herron requested approval of the minutes for the meeting of September 29, 2021, 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 with a summary of admissions for the Reno Campus. She confirmed that 142 students were currently enrolled for the 2021-22 school year. Thirty-six new students joined the academy for the current school year with 25 moving from out of state to attend. She advised that admissions for the 2022-23 school year may be challenged by the current housing market in the Reno-

Tahoe area and that it could factor into decisions made by out-of-state families when they consider applying.

To date, one virtual tour and informational event for prospective students and families had been completed, with three more events planned through February. Eight applicants meeting eligibility criteria will participate in assessment in December, with approximately 200 applications in progress in varying stages of completion. Three Davidson Academy Online students are being assessed for transfer to in-person learning at the Reno campus. Other testing options, such as the SSAT, were added as accepted tests to accompany the written application, as obtaining standardized testing has been challenging for applicants over the last year due to COVID-19.

Ms. Harsin confirmed for the Board that \$15,000.00, an out of budget expense, had been spent on laptops for staff members. This was in response to COVID-19, with the interest of making remote instruction more accessible should the academy need to revert to online learning at any given time, as well as the need for teachers to change classrooms throughout each school day due to COVID-19 protocols, and thus not having access to a designated classroom and/or desktop computer.

Ms. Harsin referred Board members to Tab 2 of their board books for review of the updated school profile letter for the current school year. The letter includes information for both the Reno campus and Davidson Academy Online. Counselors from both campuses drafted information and updates, so that colleges have access to current details about the Davidson Academy.

Richard Trachok asked for an estimate of the capacity of the Reno campus. Ms. Harsin confirmed it had been discussed as about 200 people, but with that number of staff and students, the academy would likely need additional space due to the varied sizes of the classroom spaces. Bob Davidson suggested to the Board that it may be time to approach the University's president and provost concerning additional classroom space options.

2. Director of Online Learning

a. General Program Updates

Dr. Stacy Hawthorne began her report by confirming that Davidson Academy Online received a \$10,000.00, grant from Future of Schools as recognition for its development of supports to foster student resilience. This accomplishment was reported in Nevada Today and covered by local station Channel 4 News.

Dr. Hawthorne referred Board members to a list of new courses to be offered through Davidson Academy Online in the spring of 2022. The online campus is in its second year of fielding a Speech and Debate team. This year the team took first and second place in a competition.

Richard Trachok asked how many graduates matriculate into the University of California system. To date, no Davidson Academy Online students have enrolled in a UC school. Ten students are slated for graduation in spring 2022.

Lauralyn McCarthy-Sandoval commented about students moving to in-person learning and that she would start the conversation with the University of Nevada, Reno, about more instructional space for the Reno campus.

3. Media and Outreach

Dr. Hawthorne provided a summary of media placement and outreach events for the Davidson Academy. An academy student was a semi-finalist for the Coca Cola scholarship. AP news featured quotes from Dr. Hawthorne in a national article about the state of gifted education. Davidson Academy Online received a \$10,000.00 grant from Future of Schools for development programs relating to student resilience. Davidson Academy was named a top school in the state of Nevada by 24/7 Wallstreet. Colleen Harsin was featured in Work-Live-Play on local Channel 8 KOLO News.

The Davidson Academy's newsletter webpage, which has been averaging 55 visitors a month, saw an increase to 205 visitors in October. The new Academy website is helping increase the digital presence of Davidson, as we are continuing to gain rankings for key word and search terms relevant to gifted education. Open houses and outreach including in-person recruiting will be starting again soon.

G. PUBLIC COMMENT

There were no comments from the public at this time.

H. 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 2:37 p.m.

Aimee Fredericks

Respectfully submitted by Aimee Fredericks,
Clerk of the Board

UNAPPROVED

Academy Director

The Davidson Academy Governing Board Updates

February 15, 2022

Application & Assessment

As of 2/8/22, we have received 61 complete applications submitted for review. Twenty applicants have completed our curriculum-based assessment to date. Of those applicants, fifteen new students have been accepted for the coming school year. Of these 15, three are transferring from the online campus and two students are returning to the Academy after withdrawing and moving out of state. One of the accepted students already lives in Reno and the remaining 14 will be relocating from IL, TX, WA, CA, OR and FL.

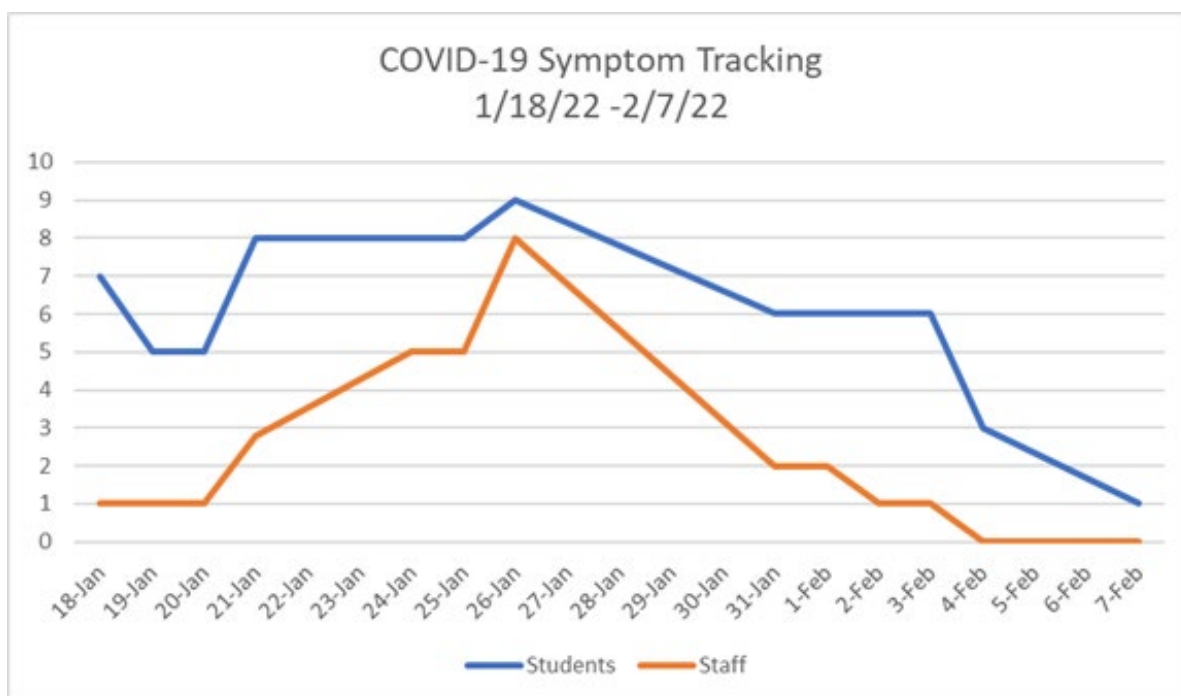
The February and March curriculum-based assessment dates are full with 12 applicants each, and we are in the process of filling our April and May dates. Completed applications continue to be received with a final deadline of March 30th. We anticipate our reviewed/submitted applications to be at or close to 100 by the end of May, which is consistent with previous years admissions review numbers.

COVID-19 and In-Person Learning

The return to in-person learning for the 2021-2022 school year has generally been successful thus far, with the vast majority of students attending in-person on a regular basis. With the increase in community transmission and COVID-19 positivity rates near the beginning of the 2022 calendar year, we experienced an increase in learning from home via real-time Zoom access to classroom learning and/or teaching as the spring semester started, 1/18/2022.

Student and family circumstances evaluated on a case-by-case basis have resulted in at least one - and no more than four - students accessing classes via Zoom on a daily basis for COVID-related concerns that are not directly tied to the experience of COVID-19 symptoms.

Daily monitoring of COVID-19 reports of symptoms for Reno campus students and staff members is being conducted. Based on the more conservative previous guidelines, as well as more recent ones, regarding return to school following symptoms of illness, we continue to err on the side of caution. We appreciate the tools linked in this paragraph that the Washoe County School District developed based on CDC guidelines.



As of 2/7/22, since the beginning of the spring semester, there has been a daily average of 6 students absent and/or learning via Zoom (4.2 %; range 1 -9), and 2 staff members (4.5%; range 0 - 8) absent or working via Zoom due to COVID-19 symptoms and/or positive test results. Please see COVID-19 Symptom Tracking chart for details.

Based on the peak of absences and/or use of Zoom due to COVID-19 symptoms and/or positive test results, and in the context of additional information affecting in-person attendance for students and staff, the decision was made to move to 100% virtual learning for 2 days, January 27th and 28th.

2022 U.S. Presidential Scholars

The U.S. Presidential Scholars Program was established in 1964, by executive order of the President, to recognize and honor some of our nation's most distinguished graduating high school seniors. In 1979, the program was extended to recognize students who demonstrate exceptional talent in the visual, creative and performing arts. In 2015, the program was again extended to recognize students who demonstrate ability and accomplishment in career and technical education fields. Each year, up to 161 students are named as Presidential Scholars, one of the nation's highest honors for high school students (quoted from website).

Candidates for the U.S. Presidential Scholars Program from Davidson Academy

Tessa Baker
 Claire Burkhardt
 Annabelle Choi
 Vishwath Ganesan
 Fangshuo Li
 William Liu
 Sandeep Maligireddy
 Julianna Schneider
 Karen Yuan

All 9 candidates are from the Reno campus. Davidson Academy candidates are listed in the Nevada section of the U.S. Presidential Scholars (pp. 64-66) Awards PDF.

Class of 2022 College Application Process (as of 2/7/22)

Students: 24
Number of Applications: 225 (Early and Regular Deadlines)
Number of Colleges: 94
Acceptances: 53 (to 37 different colleges, see list below)
Deferrals: 10
Denials: 5

Arizona State University (Main Campus)	SUNY at Binghamton
Cal Poly Humboldt	Temple University
California Institute of Technology	The Ohio State University (Main Campus)
California State University (Channel Islands)	The University of Alabama
Clemson University	The University of Texas at Dallas
Colorado State University (Fort Collins)	University of Colorado Boulder
Drexel University	University of Kentucky
Georgia Institute of Technology (Main Campus)	University of Maryland (College Park)
Lewis & Clark College	University of Massachusetts (Amherst)
Massachusetts Institute of Technology	University of Minnesota (Twin Cities)
Miami University (Oxford)	University of Nevada (Reno)
Michigan State University	University of Oregon
Montana State University	University of Rhode Island
Northern Arizona University	University of Rochester
Oregon Institute of Technology	University of Virginia (Main Campus)
Oregon State University	Utrecht University
Purdue University (Main Campus)	Western Washington University
Soka University of America	Worcester Polytechnic Institute
Stanford University	Yale University

Davidson Academy

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MEMORANDUM

TO: JHONE EBERT
FROM: COLLEEN M. HARSIN
SUBJECT: REPORT REQUIRED FOR ALTERNATIVE SCHEDULE, 2020-2021
DATE: 12/29/2021

This memorandum addresses the requirement for a written report to be submitted to the State Superintendent of Public Instruction on or before December 31, 2021, regarding the alternative schedule approved for the 2020-2021 school year at the Davidson Academy.

The alternative schedule allows the Davidson Academy academic year to correspond with the University of Nevada, Reno, academic year. Given that the Davidson Academy is located on the campus of the university, and that approximately thirty percent of Academy students were taking one or more University courses during the 2020-2021 academic year, it remains imperative that these schedules match.

The alternative schedule resulted in a school day beginning at 8:00 a.m. and ending at 3:15 p.m. each day. A six period school day with 60 minute periods, a 45 minute lunch period, and 5 minute passing periods was proposed by the Davidson Academy and approved by the State of Nevada Department of Education beginning with the 2008-2009 school year. While the Davidson Academy is not strictly bound to instructional minutes, and the focus is on content mastery that reflects academic standards at and/or above those identified by the State of Nevada, the approved alternative schedule resulted in each school day being comprised of 390 instructional minutes, for a total of 60,060 – more than required of middle school or high school schedules.

The Davidson Academy benefits greatly from accessing an alternative schedule that maps on to the University schedule and maximizes our rigorous, yet supportive, learning environment. Students, parents, and legal guardians benefit from having winter and summer breaks that facilitate opportunities for students to maximize extracurricular - as well as academic-focused - camps, classes, internships, and community-based services. Please do not hesitate to contact me with any questions or concerns regarding this report or other aspects of the Davidson Academy; [charsin@davidsonacademy.unr.edu](mailto:charsin@ davidsonacademy.unr.edu).

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Davidson Academy Online Director The Davidson Academy Governing Board Updates February 15, 2022

Continuous Improvement

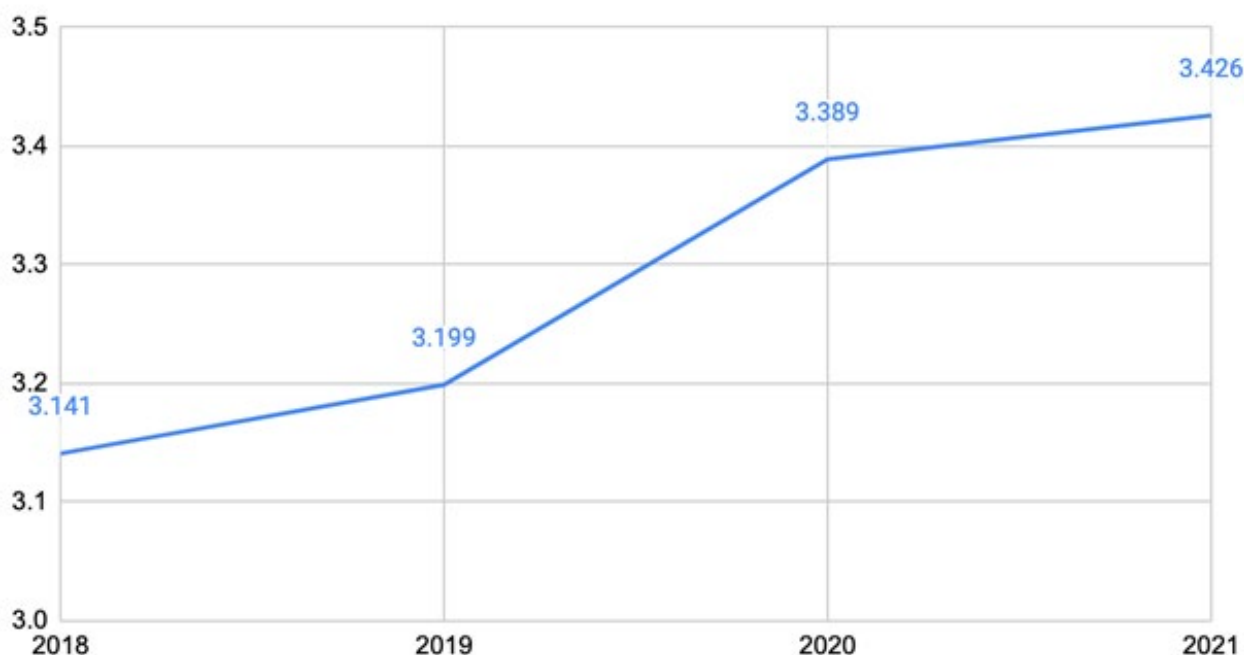
Each semester we ask students to complete feedback surveys on each course. The surveys measure student perception on three different domains – course materials in Blackboard, live sessions, and the teacher. Students rate each item on a scale of 0-4 where 0 means strongly disagree and 4 indicates strongly agree to each question. We have been conducting these same surveys since 2018 and each year our average score is higher.

As evidenced from the data below, our composite score in all three categories has steadily risen from fall 2018 to fall 2021. This is especially impressive data since the entire fall 2020 semester took place during the COVID-19 pandemic, where many schools around the world are struggling to implement online learning in a way that engages students. This data supports the proposition that our professional development program is improving student perceptions, which are linked to student achievement (Crawford et al., 1998; Horak & Galluzzo, 2017; Ramsden & Entwistle, 1981).

Questions included in the course materials category are:

The course materials are appropriately challenging.	Course materials are well designed.	Course materials allow for sufficient peer interaction.	Course materials in Blackboard are easy to navigate.
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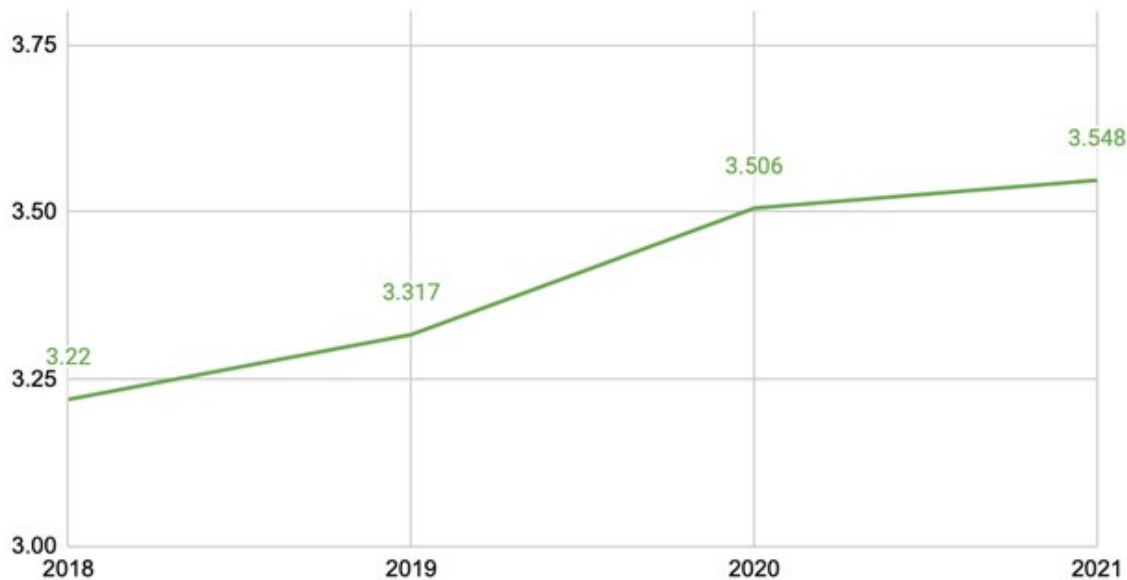
Course Materials Composite Score



Questions included in the live session (LS) category are:

LS help me to think more deeply about the course content.	LS give me an opportunity to contribute to the class.	LS are important to me.	LS are well organized.	LS encourage meaningful interaction with my peers.
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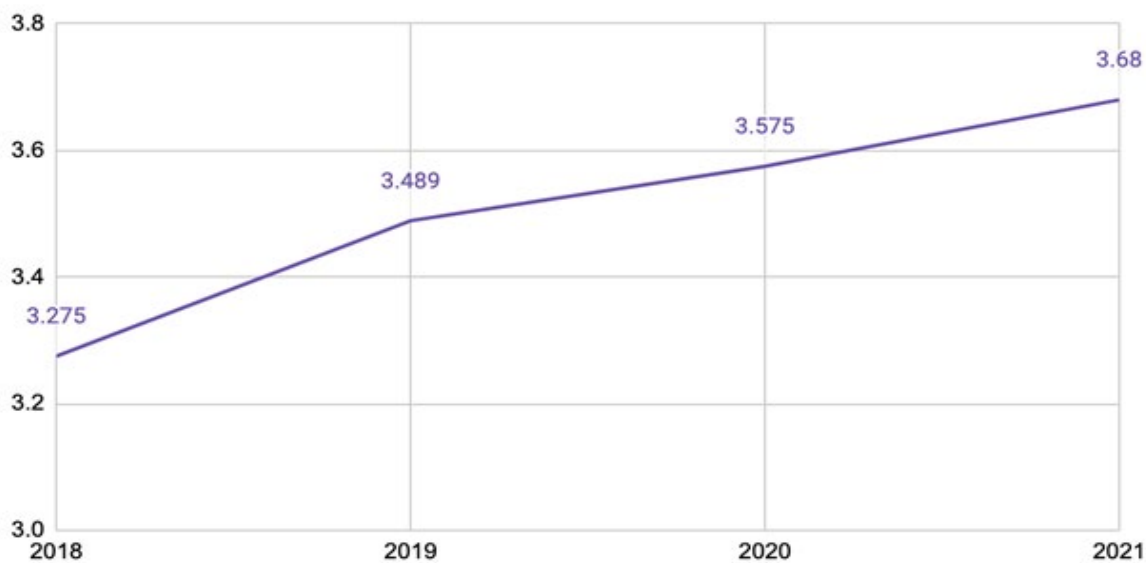
Live Sessions Composite Scores



Questions included in the teacher category are:

Teacher is responsive when I have questions.	Teacher provides appropriate feedback in order for me to improve.	Teacher knows and understands the content.	Teacher knows and understand my learning needs.
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Teacher Composite Score



Davidson Academy Online Student Success

On Saturday, February 5th, Nir Pechuk and Nathan Klapach competed in The U Invitational Public Forum tournament. The resolution for February is, "On balance, Turkey's membership is beneficial to the North Atlantic Treaty Organization." Nir and Nathan wound up winning the tournament, beating out 17 other teams.

Joseph Levine and Vlad Shevkunov played in the National Online Scholastic Quick Championships (a chess tournament) January 29-30. Out of a field of 177 players in the K-12 section (almost all 9th - 12th graders), Joseph and Vlad placed 2nd and 9th respectively.

On Saturday, January 29th, Elle Glassford and Gary Leschinsky competed in a Round Robin Public Forum debate tournament hosted by the DC Urban Debate League. The resolution for January was, "The United States federal government should legalize all illicit drugs." Elle and Gary placed third in the tournament and received great scores on their speaker points.

Aadi Patwa's robotics team was invited to a mock league competition in Wisconsin on December 4th, where we won 1st place. On December 11th, the team performed in the second official league qualifier, where they placed 2nd out of 15 teams.

Scholastic Art & Writing Awards 2022

A. Graham Boan-Lenzo

"Fans" --Photography--Silver Key (shown right 1)
 Slam Poems--Poetry--Silver Key
 Social Isolation Not Meeting Your Needs?
 Beer Aggressive!--Humor--Silver Key

B. Keegan Boan-Lenzo

Keegan's Poem Collection--Poetry--Gold Key

C. Sequoia Ding

Antics--Photography--Honorable Mention
 Quotidian Beauty--Photography--Silver Key (shown below 2)
 Strike!--Photography--Honorable Mention (shown below 3)
 Mountain View--Personal Essay & Memoir
 --Honorable Mention
 Sestina for a Hummingbird--Poetry--Silver Key

D. Eden Karp-Foster

Gothic Enigmas: The Use of Setting to Create Ambiguity
 in Poe and Hawthorne--Critical Essay--Silver Key

E. Lucia Moscola

Rules of Chess and Life--Critical Essay--Gold Key
 Why We Need to Invest in Direct Potable Reuse--
 Critical Essay--Silver Key

F. Caroline Stanton

Sylgenesis--Dramatic Script--Honorable Mention

G. Peter Tarson

Archetypes of Individualism in "Young Goodman
 Brown" and "The Fall of the House of Usher"--
 Critical Essay--Gold Key



Noah Mok received the John Weinzweig Centenary Scholarship – Senior Award from the National Award by The Alliance for Canadian New Music Projects. You can learn more about the award here: [Media Release](#) and [Facebook Announcement](#).

Kenji and Keizou Wang wrapped up their winter break by winning 1st place in 2 categories at CruzHacks 2022, one of the largest collegiate hackathons in the Bay Area. Their project, Remedy, is an AI trained application that identifies various skin diseases from eczema to melanoma cancer. It's a convenient on-demand checkup that can detect early signs, track progressions, and alert users from serious, preventable skin cancers. It also attempts to take out a lot of guessing work and to reduce the workload of our already over-worked medical professionals. The project's machine learning, back-end and front-end development were done by Kenji Wang and Keizou Wang. The project's UI/UX design and wireframes were done by Kierra Wang. Remedy wins first place in Genomics category sponsored by UC Santa Cruz Genomics Institute and first place in Best High School Project category sponsored by Santa Cruz Works.

Devpost link/ Project summary: devpost.com/software/remedy-r25p8j
 Github link/ Open source code repositories: github.com/Remedy-Health

AMC 10/12 Results

In November, students from the Davidson Academy Online participated in the AMC 10/12 competitions. Many of our students earned various awards based on their performance. Please congratulate the following students on their achievements:

- A. AIME Qualifiers: Linus Tang, Christopher Bao, Samuel Goodman, Alan Kappler, Sarah Henderson, Matthew Fakler, Jasmine Pandit, Juhi Pandit, Samuel Wang, Sequoia Ding, Aadi Patwa
- B. Certificate of Achievement (grade 8 or below scoring over 90 on AMC 10, or grade 10 below scoring over 90 on AMC 12): Linus Tang, Pengyu Chen,
- C. Certificate of Distinction: Samuel Goodman, Sarah Henderson, Alan Kappler, Linus Tang, Christopher Bao, Matthew Fakler, Samuel Wang
- D. Honor Roll Certificate of Distinction: Samuel Goodman, Alan Kappler, Linus Tang, Christopher Bao, Samuel Wang
- E. Samuel Henderson earned a Certificate of Achievement for the AMC 10A and AMC 10B. He tested with his math circle instead of with DAO.

References:

Crawford, K., Gordon, S., Nichols, J., & Prosser, M. (1998). Qualitatively different experiences of learning mathematics at university. *Learning and Instruction*, 8(5), 393-346.

Horak, A. K., & Galluzzo, G. R. (2017). Gifted middle school students' achievement and perceptions of science classroom quality during problem-based learning. *Journal of Advanced Academics*, 28(1), 28-50. <https://doi-org.libproxy.boisestate.edu/10.1177/1932202X16683424>

Ramsden, P., & Entwistle, N. J. (1981). Effects of academic departments on students' approaches to studying. *British Journal of Educational Psychology*, 51, 368-383.

ACCEPT Report

I had the pleasure to coordinate the elective class ACCEPT (Academic Cultural Conversations & Exchange Program to Thrive) class in the Fall semester of 2021, in partnership with University of Nevada, Reno and NNIC (Northern Nevada International Center).

In this class, students met once a week with refugee youth from Reno, NV. During their weekly meetings, students learned from each other's culture, played educational games, and some DAO students tutored refugee youth with their homework.

At the beginning of the program, DAO students were a little hesitant about the meetings and having to start talking to someone who they didn't know via Zoom. They expressed this during our live sessions and shared ideas on how to interact with them without feeling "awkward" as they described.

The main source of information for the teaching plan was from The UN Refugee Agency. The first weeks of class students spent time learning about the different types of refugees, what it meant to be a refugee, their rights, read articles about ways to help refugees, and engaged in deep conversations during live session. After students learned about these concepts, many of them new to them, they reached out to the refugee youth and scheduled their weekly meetings. This became challenging at times since some of the refugee youth had difficulties accessing email or due to personal or cultural issues, they couldn't reply right away to DAO students. These were unexpected challenges taught students as well as me about some of the obstacles that refugees deal with. We were able to accommodate the meetings and students learned to be compassionate and be patient during the process.

Besides their online meetings, DAO students prepared and presented cultural presentations in class about the Republic of Congo and Syria, the two countries where refugee youth were from. Their presentations were respectful, informative and students took the assignment very seriously in order to share with the class about different cultural aspects. At the end of class, they also researched about different refugee programs in their cities in order to be familiar with them and informed about what was happening in their communities.

It was eye opening to see how DAO students formed bonds with the refugee youth, how they reflected on the improvement of their meetings and looked forward to them. DAO Students were incredibly supportive with each other and matured throughout the class. I was happy and surprised to see how much they grew from the beginning of the class.

I would like to share some of the most remarkable reflections I have read as a teacher and that have inspired me to hopefully continue this program in future years:

“It must be really, really hard to go from one place that you’ve lived your whole life to a new place where your house is different, you have to almost immediately learn a new language, and you leave all your friends, and often family behind. That’s which the USCRI is so important, and why I’m glad it exists. I might consider volunteering there in some way, or maybe at NNIC, since we also talked about that, and I think it could be a really good form of community service” - DAO Student.

“I started noticing that I’m a diplomat in my day-to-day life. I believe that we can make all make difference, and ACCEPT really helped me do this” - DAO Student.

“The experience has been really great, and has indeed been very insightful, eye-opening, and fulfilling. Although I am graduating and won’t have a chance to take this class again, I hope that this class definitely continues next year (perhaps even in an improved form) so that future students can also reap the benefits of this great class” - DAO Student.

“I was saying goodbye and mentioned how this was the last meeting, and XXX then said how sad that was and asked if we could continue, to which everyone had the same answer of yes. I was quite happy of this, as I myself was interested in continuing even after the program was over but was not sure whether that feeling was shared or not, and I am quite glad it is ... I think that in the end, the program was very successful, as not only did I learn a lot during it, but it seems that I was also able to form friendships that in the future I will hopefully develop even more. Once again, thank you so much for offering this class, it has been an amazing experience”. - DAO Student.

“I am incredibly sad that I am going to be saying goodbye to the Accept class...Its description in the electives list caught my eye. I had originally believed that it was nothing more than a tutoring program with overseas students, a misconception that I made the application with. One of the best misconceptions in my life. I had no idea that I was about to go on a journey through the depths of social inequalities, war-torn countries, and refugee safety. A journey that would fundamentally change how I view my own situation, making me much more grateful and aware of all the blessings I’ve been lucky to have.” - DAO Student.

These were just a few of the reflection’s students had to write every week, there are many more where they shared the importance of this program. They brought tears to my eyes every time I read them. This was not only a learning experience for them but also for me. Students were able to capture the essence

of ACCEPT and the response of the students exceeded all my expectations, this was definitely one of the most impactful moments in my life as a teacher and individual.

At the end of the semester, two graduating students volunteered to be part of one episode of the NNIC Podcast “Diplochatz” where they shared their insights about ACCEPT and were able to represent the program remarkably, as well as the school, with their eloquent speech and thoughtfulness.

During Spring 2022 ACCEPT won’t be running since this will be a time to review the program with NNIC, reflect and find ways to improve it, while they continue with their hard and admirable work of placing more refugees in the Northern NV area.

I hope that this report serves to inform you about the ACCEPT program that will be changing students’ life as well as the soul of our school and our community.

Respectfully,



Andrea Linardi de Minten
Spanish / ACCEPT Teacher

Daniel Aluko and Vlad Shevkunov were interviewed about the Academic Cultural Conversations and Exchange Program to Thrive (A.C.C.E.P.T.) last semester. This program was a collaboration between the Northern Nevada International Center and The Davison Academy of Nevada part of the University of Nevada, Reno. Our students talked about the impact that this exchange program had in all of them and the growth that took place during their participation.

Podcast Link: <https://unr.us3.list-manage.com/track/click?u=b4d8634a94120d9346c5a7d4b&id=178030805c&e=c412ff9874>

Media and Outreach

The Davidson Academy Governing Board Updates February 15, 2022

Media Updates/ Notable Website Mentions

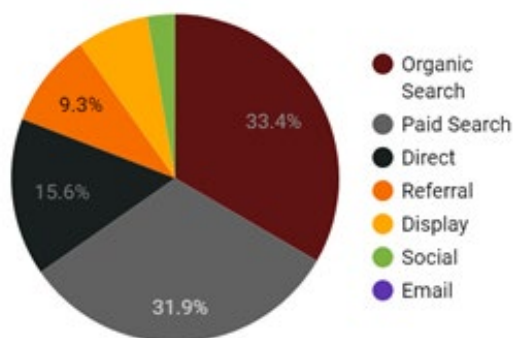
- F. Davidson Academy Online's Dr. Stacy Hawthorne Featured on EduTechGuys Podcast
January 28, 2022 – EduTechGuys Podcast (In this interview, which took place at the Future of Education Technology 2022 Conference, Dr. Hawthorne discusses the unique aspects of Davidson Academy Online, including academics, student support services, and more.)
<https://anchor.fm/edutechguys-conference/episodes/FETC-2022---Stacy-Hawthorne-e1djvai>
- G. Candidates for the U.S. Presidential Scholars Program
January 2022 – U.S. Department of Education (lists 9 current Davidson Academy students)
<https://www2.ed.gov/programs/psp/2022/candidates.pdf>
- H. Davidson Academy student selected to serve as World Science Scholar
December 28, 2021 – This is Reno (features DA Reno student Megan Davi)
<https://thisisreno.com/2021/12/davidson-academy-student-selected-to-serve-as-world-science-scholar/>
- I. Davidson Academy Online Instructor and Students Featured on Podcast for Exchange Program
December 20, 2021 – DiploChatz Podcast (DAO instructor Andrea Linardi de Minten and Students Daniel and Vlad were featured on the topic of ACCEPT (Academic Cultural Conversation Exchange Program to Thrive), a partnership program with the University of Nevada, Reno and the Northern Nevada International Center.)
<https://podcast.app/impact-of-exchange-programs-algerian-youth-leadership-program-stacy-kinion-accept-program-a-collaboration-between-unrs-davison-academy-nnic-e304129118/>
- J. School project would add pump track to local park
December 8, 2021 – KOLO/ABC (Davidson Academy student Adrian was featured in this KOLO-ABC article! Adrian is trying to raise money to install a “pump track” at Sierra Vista Park. Pump tracks are trails with little mounds and banked curves, giving bicycle riders the ability to perform tricks.)
<https://www.kolotv.com/2021/12/08/school-project-would-add-pump-track-local-park/>

Davidson Academy Reno Website Metrics (Jan. 1-31, 2022)

Major improvements year-over-year:



Top Acquisition Channels



Organic Sessions by City

	City	Session...	% Δ
1.	Reno	719	11.8% ↑
2.	Las Vegas	295	95.4% ↑
3.	(not set)	275	22.8% ↑
4.	New York	223	223.2% ↑
5.	Los Angeles	210	238.7% ↑
6.	San Francisco	112	64.7% ↑
7.	Dallas	104	642.9% ↑
8.	Chicago	89	111.9% ↑
9.	San Diego	88	780.0% ↑
10.	San Jose	88	60.0% ↑

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 Gains

Keyword	Position	Position change ▾
gifted schools	6	33
gifted classes	70	30
schools for geniuses	18	4
school for highly gifted students	2	2
school for gifted children	5	1

Ongoing Outreach

A. 2022 Nevada School Choice Fair

On January 29, 2022, the Reno Campus held a booth at the 2022 Nevada School Choice event in Reno. Thirty-four schools from the northern Nevada area attended with 200 prospective families and students registered for the event. Senators Heidi Gansert and Carrie Buck were keynote speakers and presented concerning, “Why Choice Matters” and “Importance of Charter Schools”.

B. Reno Campus Virtual Open Houses

1. Wednesday, November 3rd at 4:30PM (PT)
2. Wednesday, December 8th at 5:30PM (PT)
3. Wednesday, January 12th at 5:00PM (PT)

C. Online Campus Virtual Open Houses

1. Wednesday, November 17, 5pm PT (open to Young Scholar families only)
2. Wednesday, December 15, 4PM PT
3. Wednesday, January 5, 5pm PT
4. Tuesday, January 25, 4pm PT

Davidson Academy

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

[December 2021](#)

E. eNews-Update – Often prominently features the Davidson Academy; distributed every other month to more than 15,000 recipients

[January 2022](#)

F. Social Media

1. Davidson Academy Reno:

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

2. Davidson Academy Online social media channels to be launched February 2022.



Proposed Resolution
Davidson Academy Governing Board Meeting
February 15, 2022

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 2022:

Daniel Aluko	Fangshuo Li
Tessa Baker	William Liu
Rahul Bokka	Tara Lynberg
Claire Burkhardt	Sandeep Maligireddy
Annabelle Choi	Daria Nugman
Emmarie Dillard (Class of 2021)	Faisal Quraishi
Vishwath Ganesan	Courtney Rouse
Samuel Goodman	Julianna Schneider
Alexa Gress	Vladislav Shevkunov
Sydney Gutwein	Grace Smith
Nai'a Keith-Handschuh	Anna Thornton
Rebekah Kramer	Karen Yuan
Griffin Kutler Dodd	

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.

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