

MINUTES

The Maggie L. Walker Governor's School for Government & International Studies
Regional School Board Regular Meeting
1000 N. Lombardy Street, Richmond, VA
VIRTUAL MEETING

Thursday, August 20, 2020

9:07 a.m.

I. Call to Order

Michelle Ogburn, Chair of the Maggie L. Walker Governor's School Regional Board, gavelled the meeting to order.

II. Moment of Silence

The Chair called for a moment of silence.

III. Pledge of Allegiance

The Regional School Board recited the pledge of allegiance.

IV. Introductions

Each member present is listed in alphabetical order by the locality:

Mr. John Axselle, **School Board**, Hanover County Public Schools
Mrs. Michelle 'Micky' Ogburn, **School Board**, Henrico County Public Schools
Ms. Linda Hyslop, **School Board**, Hopewell Public Schools
Mrs. Harwood Hall, **School Board**, King & Queen Public Schools
Mrs. Sarah G. Barber, **School Board**, New Kent Public Schools
Mr. Kenneth Pritchett, **School Board**, Petersburg Public Schools (late arrival)
Mrs. Valarie Ayers, **School Board**, Powhatan County Public Schools
Ms. Jill Andrews, **School Board**, Prince George Public Schools
Mr. J. Scott Barlow, **School Board**, Richmond Public Schools
Dr. Dalphine Joppy, **Superintendent**, Charles City Public Schools
Dr. Merv Daugherty, **Superintendent**, Chesterfield County Public Schools
Dr. Steven Geyer for Dr. Jeremy Raley, **Superintendent**, Goochland County Public Schools
Dr. Michael Gill, **Superintendent**, Hanover County Public Schools
Dr. Amy Cashwell, **Superintendent**, Henrico County Public Schools
Dr. Jay McLain for Dr. Melody Hackney, **Superintendent**, Hopewell Public Schools
Dr. Carol Carter, **Superintendent**, King & Queen Public Schools
Mr. Brian Nichols, **Superintendent**, New Kent Public Schools
Dr. Maria Pitre-Martin, **Superintendent**, Petersburg Public Schools
Dr. Eric Jones, **Superintendent**, Powhatan County Public Schools
Dr. Lisa Pennycuff, **Superintendent**, Prince George Public Schools
Ms. Lynn Plevich for Mr. Jason Kamras, **Superintendent**, Richmond Public Schools
Dr. Robert Lowerre **Director**, Maggie L. Walker Governor's School
Mrs. Barbara Marshall, **Clerk**, Maggie L. Walker Governor's School

The following new member was welcomed: Dr. Dalphine Joppy – Charles City Superintendent.

Not in Attendance:

Mr. Royce Paige, *School Board*, Charles City Public Schools
Ms. Debbie Bailey, *School Board*, Chesterfield County Public Schools
Mr. John Wright, *School Board*, Goochland County Public Schools
Mrs. Megan Perez, **Deputy Clerk**, Maggie L. Walker Governor’s School

Also present:

Dr. Wendy Ellis and Michael ‘Max’ Smith – MLWGS Administration
David Bortz and Wendy DeGroat – MLWGS Staff
Suzannah Stora – GS Foundation

Alumni: Sarah Acree, Rachel Caldwell, Rasheeda Creighton, Yu-Sung Huang, Jonathan Leibovic, Jennifer Straus, Alison Walter, and Yu-Song.

V. Approval of Agenda

On a motion by Valarie Ayers, seconded by Sarah Barber, the agenda for this meeting was unanimously approved.

VI. Approval of Minutes

On a motion by Sarah Barber, seconded by Jill Andrews, the minutes of the executive meeting of June 18, 2020, were unanimously approved.

VII. Recognitions

- None

VIII. Public Comments

The Public Information Period shall not exceed thirty (30) minutes. Each speaker will be allotted three (3) minutes to make his/her comments. Individuals representing groups will be allotted five (5) minutes.

Comments received by the published deadline were distributed by email to Regional School Board members on Wednesday, August 19 in advance of this meeting for their review. Due to the copious length of time it would require to read them into the record, the Chair requested a vote from members affirming their receipt of these comments and that each comment would be inserted into the record of this meeting.

The Regional School Board roll-call vote is recorded here of members affirming receipt of public comments:

Mr. Royce Paige, Charles City County Schools	Absent
Ms. Debbie Bailey, Chesterfield County Schools	Absent
Mr. John D. Wright (Vice-Chair), Goochland County Schools	Absent
Mr. John Axselle, III, Hanover County Schools	Yes
Mrs. Michelle Ogburn (Chair), Henrico County Schools	Yes
Ms. Linda Hyslop, Hopewell Public Schools	Not Available for Vote
Ms. Harwood Hall, King and Queen Schools	Yes
Ms. Sarah Grier Barber, New Kent County Schools	Yes
Mr. Kenneth Pritchett, City of Petersburg Schools	Not Available for Vote
Mrs. Valarie Ayers, Powhatan County Schools	Yes
Ms. Jill Andrews, Prince George County Schools	Yes
Mr. J. Scott Barlow, City of Richmond Schools	Yes

The following public comments were submitted electronically:

From: Caroline Richters- former alumni parent- Chesterfield

I was under the impression that any student of any race could apply to attend MW. If this is true, why is diversity an issue? I don't agree that MW should begin accepting students based on the color of their skin. Among other factors, acceptance should primarily be based on the student's ability to handle the rigor of the studies being offered, and their past performance. If it is to accept students for the sake of rising the diversity numbers, and the student is unable meet the academic qualifications among other factors; then this decision would do more harm to the student and all students at large. I think if you want to be a more diverse campus, all the tri-city and middle schools need to encourage minorities to apply and have them go through the testing process. As a former minority alumni parent, I can vouch that I never heard of MW until after my second child graduated from a local county H.S. and then my 3rd child applied to MW. So, visibility is poor. If you hadn't heard of MW by word of mouth, you wouldn't know about it. Next, if you accept a student purely due to race, and that student was not able to handle the rigor, would this mean MW would need to lower the standards, lower the curriculum, and lower the rigor to accommodate a student not up to academic par? If this is the case, why bother having a magnet school? As for our experience, my daughter claimed that MW prepared her well for higher education due to the challenges and rigor of studies offered. MW's acceptance policy and academic model is adequate and should not change.

From: Tanim Islam – student – Chesterfield

"I am a proud alumnus of Maggie Walker High School, class of 1997. Many of us had a great experience at Maggie Walker, but as alumni, we have always felt strong ownership because it nurtured us and opened doors that no other place could. We want Maggie Walker to succeed, thrive, and become even better.

That is why so many alumni were shocked and disappointed by hearing, often for the first time, about the racism we as an institution inflicted on our close and sometimes lifelong friends. Many are glad that at least we hear these voices (<https://www.instagram.com/pocatmlwgs/>) instead of hiding them.

Alumni like me are ready to do so much more so that, for students and teachers of color, Maggie Walker can be a place they own instead of endure."

From: Yu-Sung Huang - Student (class of 2008) – Henrico

As an alum who's life path has been permanently altered by MLWGS, I care deeply about this school. However, I have stopped giving back recently due to the diversity issue I witnessed as a student and hear about from the news today.

I want to see the strategic plan include clearer elements around increasing diversity, both from an economic and race perspective (even if just the former is progress). In particular, I'd like to see the plan address:

1) Recruitment policies changes - clear language around increased outreach to middle schools that historically have served more disadvantaged students (i.e. x% free or reduced price lunches). The current levers of increased outreach makes sense, but the language needs to be clearer around not just increased outreach everywhere but increased outreach to specifically more underserved schools.

2) Admission changes - while I understand eliminating composite score admission may produce significant work/backlash, I think it is important for us to shift admission policy so our focus is not just measuring giftedness and contribution to school community in a wider way. I'd like to see ~10% of the student seats be reserved for students with extraordinary talent or background who can contribute significantly to the richness of the MLWGS community but may not have the exact scores to meet the traditional admissions criteria.

3) Faculty/staff of color - I'm glad the strategic plan does address this issue. However, I'd like to see clearer goals laid out (i.e. increase faculty/staff who identify as a person of color - particularly black - by at least x% by 2023, and then y% by 2025).

From: Bailey Thomson Blake – Alumna – Henrico

I am a member of the Class of 2006, previously of Henrico County, and I currently live and work in Johannesburg, South Africa. Anti-racism and institutional equity are of paramount importance to me, and as a white woman who grew up in the South, it is work I feel bound to do personally and to encourage the organizations that I love to do wholeheartedly. I do not believe that the strategic plan goes far enough in terms of racial equity and justice, and I do not believe that what is planned will transform the experiences of Black students, Black staff, and their families. There must be a comprehensive plan to dramatically change the application and enrolment processes to drive towards representation. There must be a comprehensive plan to offer courses that center on the experience of Black Americans from slavery to present day, and my suggestion is that an endowed faculty post should be created to ensure that a Black educator is selected and secure in offering such a course. There must be comprehensive orientation programs that create active white allies and do not rely on BIPOC students and staff to bring these issues to light. I am horrified at the experience of my Black peers and Black alumni across all classes, and while I have been exploring these issues and understanding my role and responsibilities in anti-racism for the past decade, it is not enough. I attended W&M and then entered education through Teach for America, and I am in a posture of renewed repentance recently, understanding the injustices that these institutions I have loved have continuously imposed on Black students, sometimes with my participation. Whether it was intended or not is completely irrelevant, and I feel the same way about MLWGS.

From: Rachel Johnson – Alumni – Richmond

The proposed 2020-2025 includes some laudable initiatives in Goal #1 related to diversity, such as those to examine barriers to hiring and retaining diverse faculty and examining the

barriers to student success (transportation, student fees, etc.). However, only one of the 4 objectives within Goal #1 names historically underserved populations (1.3) explicitly; the 5-year plan should have more objectives that specifically and explicitly are focused on supporting historically underserved student populations, as well as define who those student populations are so that goals and outcome measures are clear for all. The 5-year plan does not contain any objectives that include a focus on student education regarding systemic racism, white privilege, or racial equity, which to me would seem a logical way to combat the inhospitable atmosphere for BIPOC that exists at MLWGS; this would be my most significant suggestion for how to improve Goal #1, to ensure that students are learning about race and are then (hopefully) more capable of supporting their fellow students, especially students of color. The 5-year plan could also include specific language regarding evaluating the school's discrimination and anti-racism policies to ensure that they are not only supportive of BIPOC but that are forward-thinking and supportive of all students who face discrimination for any reason. Currently, the 5-year plan does not include the words racism, discrimination, or bias, and at least some of these words should be included in the plan to address some of the issues currently faced at MLWGS and more broadly in our current climate. Overall, Goal #1 attempts to address systemic racism and historical oppression of BIPOC but terms like "evaluate" and "examine" seem so non-specific that they may pose a hindrance rather than a help to students of color at MLWGS. Goal #1 is absolutely a step in the right direction, but I'm hopeful that with some changes the objectives within Goal #1 can produce meaningful change at MLWGS. Finally, I would like to note that my feedback above is that of a white woman and while I hope to participate in this conversation going forward in whatever way is helpful, ultimately I defer to my BIPOC peers (specifically, whatever outcomes are reached from the Black Alumni Survey) for their recommendations/feedback regarding the 5-year plan.

From: Alison Walter - Alumna (2008) – Chesterfield

Comments to the Strategic Planning Committee:

These comments are in response to Dr. Lowerre's stated goals in his Open Letter to the MLWGS community: "we commit to taking meaningful actions that would make Maggie L. Walker proud, ones that ensure every student, no matter race or ethnicity, especially those who have been marginalized in the past, can be recognized as a unique and gifted individual; feels warmly welcomed and safe in our environment to pursue their dreams; that they are celebrated along the way as they reach their potential; and that we align our practices and policies with our commitment to contribute to ending racism." The strategic plan as written does not fulfil this commitment. I am advocating for 3 (free!) changes to the strategic plan to help MLWGS realize this goal in the next 5 years:

1: For Goal #1, the outcome measure needs to state "The percent acceptance rate by racial group will match the overall acceptance rate by 2025." This does not mean changing or lowering the standards, nor does it mean eliminating the current race-blind application system. This will measure the effectiveness of your initiatives. If they truly work to "reflect the diversity of the school districts we serve," then you will end up with a more consistent acceptance rate by race. For example, from 2012-17, the overall acceptance rate is 16.3%. If the objectives and initiatives work, by 2025 the acceptance rate of Black applicants would also be 16.3% instead of 6.6%. The acceptance rate of white applicants would be 16.3% instead of 20.7%.

2: Initiative 1.3 states that MLWGS will work to increase the enrollment of historically

underserved populations. In addition to this, the objective should state that “MLWGS will revise its admissions protocol to reduce the emphasis on rigor of middle school programs.” While I also believe that it is important to have students who are prepared for the rigor of MLWGS, this piece of the admissions score reinforces a racist system by scoring circumstance over individual merit. To my knowledge, none of the districts feeding to MLWGS use universal giftedness screening. Given that current giftedness testing relies on teacher recommendations, non-White students are already less likely to be recommended for screening, meaning that the existing middle school programs are already inequitable.

3: Finally, for Goal #2, the outcome measure needs to use an annual student survey to gauge belongingness to ensure that students of color feel “welcomed and safe in our environment to pursue their dreams.” Administered annually, this survey would allow you to collect baseline data for the 20-21 school year and then to set a growth target based on that data. Given that MLWGS’s staff and administration is overwhelmingly White, it is critical that student voice and choice is a component of the curricular initiatives. This student survey needs to assess student responses, disaggregated by race and gender, to a variety of socio-emotional learning prompts. This could be achieved with a series of agree-disagree statements like “I feel that I will be accepted if I bring my whole self to school,” “My teachers value my culture,” and “I feel connected to the adults in this school.”

I understand that COVID has strained Maggie Walker’s funding, but none of these proposed changes need to cost extra money. The outcomes suggested are to hold our community accountable to truly conducting anti-racist work in a system that was never designed for Black and Brown kids. I urge you to adopt these changes to your strategic plan.

Thank you,
Alison Walter, Class of 2008

From Rachel Savoy Caldwell – alumni- Chesterfield

While Maggie Walker has always been ranked nationally for its academic prowess, it is now time for Maggie Walker to set a high bar for equity standards as well; in fact, it is well past time. I urge you to make diversifying the student and teaching body your utmost priority. The student body of Maggie Walker does not reflect the diversity of the region that the school serves. It is troubling to see that there has been no measurable change in the racial demographics of the school over the past 11 years, especially in regard to the percentage of black students admitted. Changes to the admissions process were recommended in 2009 by a panel of experts from UVA’s National Research Center on the Gifted and Talented, and it does not appear that these recommendations have been implemented, at least not visibly. In education, once “we know better, we do better.” The steps for making changes were clearly laid out by this study in 2009. We should be taking immediate action regarding inequitable admissions practices. Maggie Walker has the duty to recognize and foster exceptional students who represent groups who have been historically and systematically disenfranchised by the American school system. You have the opportunity to either willingly continue this disenfranchisement or be brave enough to do the right thing, even when it is not popular with all stakeholders.

Making sure that the student body of Maggie Walker reflects the diversity of the region is just the first step (albeit an important and necessary one). Once students of color, and more specifically black students, are admitted to Maggie Walker at an equitable rate, the work is not

done. What is the point of increasing the racial and ethnic diversity of Maggie Walker's student body if students of color do not feel welcome by the learning environment? My biggest concern regarding the strategic plan is that it does not adequately address how to create a welcoming and supportive learning environment for students of color (which falls under the purview of goals 1, 2, and 3). As a public school educator who has worked in three different schools, I am familiar with how the school environment can be intentionally and explicitly fostered to support students and teachers of color (or not). I would like to suggest on-going professional development for current teachers in culturally responsive teaching practices, more transparent accountability measures for when students and teachers say/do racist things, and an intentional, aggressive recruitment and retainment plan for hiring more teachers of color. If there are only two components of the strategic plan that get accomplished, I must stress the importance of diversifying the student body and teacher faculty through intentional actions and creating a welcoming environment for students and teachers of color. Thank you for taking the time to consider my concerns. All of these thoughts are offered with the hopes that Maggie Walker will provide exceptional educational experiences for all of its students, much like it did for me. I encourage you to be brave and show the nation that Maggie Walker is committed deeply to academics AND equity. When people look back at your school board minutes fifty years in the future, will they see a board committed to building a more equitable future? Or will they see a board that was complicit in perpetuating educational inequity, even when they had the power to change course?

From: Emily Figley – alum – Richmond

Dear Regional School Board,

I'm writing today, because I care deeply about the future of Maggie Walker and the students it serves. Maggie Walker was the place I found my voice. It was the place I learned how to think critically about society. It was the place I built friendships that have lasted to this day. I attribute so much of who I am today to the ways Maggie Walker encouraged and fostered my own curiosity and wonder about the world. I am incredibly grateful for my time there.

I'm also writing because I'm concerned about the ways that Maggie Walker is addressing equity and inclusion as an institution. I'm a white female, and in the last ten years, I've been a teacher in a variety of different school settings around the country. My educational career has taken me through charter and public schools in California and Saint Louis to a private school in the Saint Louis suburbs, that has always reminded me of Maggie Walker. It's a place that feels like home. And it's a place I'm equally committed to making better.

Similar to MW, the school I teach at right now has a mostly white student body, and a mostly white faculty/staff. Under the leadership of two amazing Directors of Equity and Inclusion, our school started to take some challenging, but important steps in acknowledging the ways that we have been complicit within a racist system. These steps were difficult and uncomfortable both personally and professionally for many faculty/staff members. However, I'm clear that this difficult, long-term process demonstrates a commitment to the deeply transformative work of Anti-Bias, Anti-Racist Education. CASEL (the Collaborative for Academic and Social Emotional Learning) has done a lot of research on this (See article: SEL as a lever for Equity).

After reading through the strategic plan being proposed by MW, I'm worried that the changes recommended by the strategic plan could be band-aid solutions. I fear that they are not addressing the systemic, historical context that has been at the foundation of Maggie Walker,

the complex admissions process, teacher education programs, and the real inequities that exist in and around Richmond, VA. I have several questions for the board to consider.

How is Maggie Walker prioritizing Equity and Inclusion work and making it part of a long-term plan? Are there efforts to prioritize hiring a Director of Equity and Inclusion? While I feel clear that the work of Equity and Inclusion should not ever fall to any one person at an organization, I'm also certain that prioritizing this position communicates to all stakeholders that this work matters. If equity is really a priority for the institution, why aren't we considering hiring someone who is qualified to look closely, ask hard questions, engage all stakeholders, and take steps that will impact the five, ten, and twenty years plans (and hopefully beyond!) of the Governor's School.

How are you ensuring the immediate, short, and long-term impact of the measures currently stated in the strategic plan? It feels clear from the study done on Maggie Walker's admissions process in 2009 by UVA's National Research Center on the Gifted and Talented, that recommendations similar to the ones listed in the strategic plan either weren't taken at that time or did not have an impact on the enrollment and retention of Black and Brown students. If these proposed steps are taken, how will you measure and communicate to the MW community what the outcomes are? What are plans to intervene if the actions are not making an impact? Will we really have to wait another eleven years to see if anything's been done?

How are you building Anti-Bias, Anti-Racist professional development into the work with faculty and staff - especially with your white faculty staff? The school I work at has a faculty/staff that is majority white. Because of that, it's been important for us to have conversations about how whiteness impacts our teaching, relationship-building, and school culture. I worry that simply recruiting students of color and faculty of color will only work if we can address the deep, internalized biases of white faculty, staff, students, and families. Research from educators like Dr. Beverly Daniel Tatum and Louis Derman Sparks makes it clear that racial identity development of Pre-K - 12th graders is hugely impacted by their teachers and by their school environment. All teachers - whether they are teachers of color or not - should have a thorough understanding of Racial Identity Development and how their own actions and support as teachers can have lasting impacts on all students. Though I have complete faith that the teachers currently at MW care, are invested in the futures of their students, and want what's best for their students, I think it's important to acknowledge that all of us have blindspots and that being aware of those blindspots is part of a life-long commitment to anti-bias education.

I'm hopeful that Governor's School can recognize that with an intensely engaged, passionate alumni community, you have people backing you who want you to succeed. Maggie Walker is a place where many of us blossomed. Maggie Walker got a lot right, but it also (along with many other educational institutions) has gotten a lot wrong. Acknowledging that, taking steps to change that, and moving forward does not just have to be an assault on the past. It can and should be a hope for the future. Thank you for your time and consideration.

Best regards, Emily Tombes Figley

From: Rasheeda Creighton – Alumna – Richmond

Good morning!

I am Rasheeda Creighton, a member of the Class of 1995, the first class to graduate from this school. As I reviewed the strategic plan, I paid particular attention to Goal #1: Culture of MLWGS, and that is where I will focus my comments today.

Objective 1.2 States “MLWGS will create an environment that provides a sense of belonging and fosters student and family engagement,” and goes on to focus first on structural barriers, with a heavy focus on everything except the root cause issue. Our survey of 75 Black current students and alumni this summer revealed that the biggest issue with Maggie Walker is the culture. A brief scroll through the pocatmlwgs Instagram account gives detailed accounts of racism experienced by students at the hands of other students, faculty and staff.

These stories are not new; you just happen to be hearing about them now. There are countless testimonies of Black students being called the “n-word” by classmates, in front of faculty, with no recourse. There are testimonies of guidance counselors discouraging Black students from applying to certain schools because “they wouldn’t get in,” only to be told after their acceptances rolled in that “it was because of their race.” Students are being put on the spot in class when any issue related to the Black or LatinX communities come up. Yet, nowhere in your strategic plan do you address the real issue: MLWGS has allowed a culture to grow and flourish that is centered in being White and Affluent.

I said this in 2005 when I addressed this board, and I will say it again today, 15 years later: This school has a culture problem, that turns into a retention problem and subsequently a recruiting problem. And nowhere in this strategic plan do you address that. Student Input and feedback isn’t enough: we’ve been saying this literally for 29 years, and no one has listened. Implicit Bias Training isn’t enough; Maggie Walker needs to do the real work. That work is multiple years of deep dive work into understanding the culture as it is today, begin dismantling it, and creating a different environment for faculty, staff and students; one that is intolerant of the racism, classism, and the many other -isms that are prevalent in this school.

Let me be clear: I am outspoken because, during my tenure from 1991-1995, I and the other Black students at this school deserved better. Every student that has walked the halls of this school, whether it be at TJ or here in the Maggie Walker High School Building deserves better. I will do all I can to push for better for the students, and I implore this Board and the school to do the same. It starts now, it starts with each one of us, and it starts with doing real work, not performative work that checks a box to say “we thought about diversity.”

Thank you.

From: Maeve Healy – Alumna – Henrico

Thank you very much to the members of the Regional School Board for hosting this meeting, and for offering a forum for input and feedback from the community. While I appreciate the effort thus far that has been organized in order to deliver the current Proposed Strategic Plan, I believe it could be improved upon to seek better outcomes for the Maggie Walker community as a whole. I would first like to recommend that the School Board re-examine its categorization of the plan to move away from the current three goals set in place: culture, curriculum & instruction and safety & resources. These goals present vast and wide-sweeping areas of concern that are far too large and amorphous to allow for the implementation of solutions. It would be my recommendation to the Board that these “goals” are broken down into more succinct areas, such as breaking the “Culture” section into the following aspects:

Athletics, Community Engagement/Community Service, Clubs & Extra-Curricular Activity, Student Leadership, Student-Faculty Relations, & Faculty-Staff Relations. By breaking down the categories as such, the Board will create more opportunities for accountability and increase the likelihood of positive and systemic change being brought forth. In tandem with a restructuring of the proposed "goals," I would like to request of the Board adding metrics for progress as well as community input throughout the plan. As it stands, there currently exists no clear outline of how progress will be monitored and recorded, nor does the current plan state who the arbiters of that progress will be. This plan would be made infinitely stronger if each goal were accompanied by a specific objective to measure the effect of that change and incorporate the voices of those the plan will be directly affecting. Thank you very much to the Regional Board for their time and consideration today, this task is not a small one and I would trust the membership to ensure solutions are put forth that permeate the surface level in order to provide the best possible academic setting for all.

From: Jonathan Leibovic - alum (class of 2008) – Henrico

Good morning. My name is Jonathan Leibovic and I graduated in the class of 2008. My interest in commenting on this plan is a result of my experience at the Governor's School, my subsequent involvement in anti-racist organizations, and my five years of experience as a public school teacher in Title I schools in Philadelphia.

This proposed strategic plan is woefully inadequate to meet the needs of our student body and this historic moment in American history. How can Maggie Walker claim that it is a supposedly top-tier school for government and international studies while completely failing to address systemic racism? Of course, one school cannot solve all of society's problems, but we can do a lot more than is described in this document. I urge the board NOT to follow the director's recommendation to approve this plan, based on the detailed feedback received from concerned alumni and other community members. Instead, you should commence a deliberative feedback process that truly involves the community, especially those of us who have a connection to the school and a deep vested interest in the issue of educational equity -- rather than a 30-minute public comment period followed by a rubber-stamp vote.

I have three main concerns about this plan. The first is that it contains no outcome measures. Putting aside the issue of whether the goals themselves are sufficient (they are not), as any teacher knows, the assessment measures come first. If you have no agreed-upon metric for measuring success, you will never know whether or not your objectives have been achieved. The current plan has a column of "outcome measures" that is completely blank. This is unacceptable, and this alone should disqualify the plan from consideration, let alone a vote. Outcome measures are needed for all goals, but especially for the goal of "collecting application and admission data to be used to support a plan to increase the percentage of historically underserved populations at MLWGS." When will the plan be written? How much will the percentage be increased, and over what timeframe? And relatedly, how is it possible that you don't already have this data on hand? The fact that this data even needs to be collected demonstrates enormous negligence; it should already be freely available.

My second concern is that the plan makes no mention in the Curriculum and Instruction section about a required Black history course. This would be an extremely valuable course for both students and faculty. In Philadelphia, all high school students must take a full year of Black history in order to graduate. After I left Maggie Walker, in college and as a working professional, I was astonished at how much Black history had been hidden from me. I'm not

talking about George Washington Carver and Harriet Tubman. I'm talking about an honest discussion about past and present issues like white flight, massive resistance, redlining, police brutality, dog-whistle politics, and FBI surveillance of Black activists; the Tulsa race massacre, Black Wall Street, the MOVE bombing -- as well as in-depth learning about Black engineers, philosophers, entrepreneurs, artists, authors, freedom fighters, and more.

My third concern relates to something that is only tangentially mentioned in the plan: the budget. I don't know how the MLWGS budget works. Is it all raised from donors and districts? Or do we have investments in stocks, mutual funds, etc? If we do have an investment portfolio, that portfolio must immediately divest from any financial instrument whose profit relies on systemic racism: private prison corporations, extractive industries, arms manufacturers, etc.

Thank you for taking the time to read through my comments and the comments of all the concerned alumni who have offered our advice and criticism. If you take the mission of the Governor's School seriously, then I assume you will also take the input of your alumni seriously. In closing, I call on the Board once more not to approve this plan, and instead to commence a longer, more meaningful public feedback process through which these concerns and others can be addressed.

From: Sarah Acree – Alumna – Chesterfield

Dear Regional School Board,

My name is Sarah Acree, and I am a 2011 graduate of the Governor's School. I write to you all today hoping that work can be done to truly change the culture and environment at the Governor's School. As a white woman, I unfortunately walked the halls of Maggie Walker completely oblivious to the ways in which BIPOC students around me were mistreated and unwelcomed at the school. In fact, looking back, I perpetuated those issues.

Although I am glad to see that the Strategic Plan aims to “fosters a sense of belonging for all,” this document is severely lacking in accountability to that goal. The school needs to have a reckoning with its administration, teachers and students about what it looks like to be an anti-racist institution. This is extremely hard work, but it must be done. The Strategic Plan needs to discuss racism explicitly and have actionable goals towards creating a healthy and supportive environment for all BIPOC students, faculty and staff.

To that end, I would hope that the school's curriculum can change to educate its students on antiracism and Black history (especially the life of its namesake, Maggie Walker). There are many organizations facilitating this work at other schools across the county and generally training faculty on how to avoid white-washing history or solely centering the experiences of white people.

I want Maggie Walker to equip its students with the tools needed to make this country more equal and just for all people, and to educate them on how to identify structural racism and the implicit biases we all hold. This is the work that must be done if the school wants to “cultivate a community of independent thinkers who embrace civic responsibility, ethical leadership and diverse world views.”

The Chair and Dr. Lowerre thanked our stakeholders for their thoughtful insights and comments. Many of their comments will be discussed during this meeting.

IX. Director's Report

A. Verbal Updates

- **Activities**

- Enrollment: 756
- Freshmen Orientation 8-25
- New Teacher Orientation 8-26
- All Teachers Return 8-27
- Professional Development 8-28 and 8-31
- Instruction begins 9-8 (Virtual)
- Back to School Night 9-24 (Virtual)

- **MLWGS ranked #8 Best Public High Schools in the US by Niche 2020.** Ranked #6 of Best Magnet High School in the US. Also ranked #1 High School for Teachers in Virginia. <https://www.niche.com/k12/maggie-walker-governors-school-richmond-va/rankings/>

- **GS Foundation Enhancement**

Despite suspended fundraising at the end of the year, the Foundation was still able to substantially impact the student experience at MLWGS. Just to name a few of our accomplishments:

- We provided more than 100 grants totaling over \$160,000 in direct support of educational enhancements, improved technology, financial assistance, and faculty professional development
- We were on track for a record-breaking Annual Fund before COVID-19 shut down fundraising, but even so, the 2020 current parent campaign saw an increase from the 2019 campaign, yielding over \$116,000.
- The Night of the Dragon auction event raised more than \$100,000 to support the Foundation, Boosters Groups, and PTSA.
- **Suzannah Stora, Executive Director of the GS Foundation** since April 2016, is stepping down from her position on August 31, 2020.
- **The Walker Way**

We would like to introduce you to our new school branding, "**The Walker Way.**" You may be wondering, what exactly does this mean, and how it is different? Well, it's not really different—it's just a heightened sense of awareness about how we, individually and collectively, are able to bring the vibrant and multi-faceted culture of MLWGS to life.

The four pillars of **The Walker Way** are: **courage, compassion, community, and collaboration**—all alliterative "C" words. We are using these four pillars to welcome incoming freshmen and to introduce them to the uniqueness of the school's mission. The framework of The Walker Way is based on the life and legacy of our school's namesake. Maggie L. Walker, trailblazer and the first African-American woman bank president, used her resources and influence to promote equality. She demonstrated **courage** and **compassion** to inspire **collaboration** that led to a stronger community. We are using the four pillars of The Walker Way to provide both information and encouragement to freshmen as they begin navigating their path and exploring myriad academic and social opportunities.

Here is a brief descriptor of each pillar:

Courage “The Walker Way” means demonstrating fortitude, persistence, and integrity when confronting challenges.

Compassion “The Walker Way” means possessing a sense of empathy for the plight of others and a willingness to serve in order to improve the circumstances of others.

Community “The Walker Way” means understanding and accepting differences, but also acknowledging and celebrating the connectedness of the human experience.

Collaboration “The Walker Way” means harmoniously working together and using critical thinking skills to achieve a common goal.

- **MLWGS COVID Health Plan** – a copy of the plan can be found in the board packet.

B. Coming Events

August 20, 2020, through September 17, 2020, Coming Events

Thursday, August 20 th	Regional School Board Meeting, 9:00 am, Location TBD
	Last Day of Summer Operating Schedule
Monday, August 24 th – Wednesday, August 26 th	MLWGS VIRTUAL College Boot Camp for Rising Seniors, 9:00 am – 4:00 pm,
Wednesday, August 26 th	New Teacher Academy, 9:00 am, Room 153
Thursday, August 27 th	First Day for Teachers
	Freshmen Orientation at MLWGS
	Crisis Team Meeting, 1:30 pm, Room Location TBD
Friday, August 28 th	Professional Development for Faculty
Wednesday, September 2 nd	Professional Development for Faculty
Friday, September 4 th	CLOSED
Monday, September 7 nd	CLOSED - HOLIDAY
Tuesday, September 8 th	VIRTUAL First Day of School Classes
Thursday, September 17 th	Executive School Board Meeting, 9:00 am, Location TBD

C. School Opening in a Virtual Environment

Maggie Walker Governor’s School is opening virtually for the first nine weeks of the academic year using the Zoom platform. As we get closer to mid-October administration and leadership will begin to evaluate if we could start to bring students back on campus for the second nine-weeks. The schedule adopted is asynchronous, meaning normal schedule for

students Monday-Thursday with Friday a virtual day to conduct assessments and work on assignments. Schoology will be used as a repository for educational materials. There is a FAQ on the school website regarding the opening for parents and students.

Mr. Barlow stated he had heard from a teacher that had concerns they would be required to teach from the MW classroom and asked if that was accurate. Dr. Lowerre responded instructional delivery development had been a moving target on a moving platform. During mid-summer communications changed every day, and while at one time that concept seemed feasible, it is no longer the case. However, the school will be open and any teachers that want to teach from within the building can, but Dr. Lowerre suspects most will teach from home.

School Board member Kenneth Pritchett arrived at this meeting.

D. 2020-2025 Strategic Plan Proposal Public Hearing

The Strategic Plan proposal was reviewed by Dr. Lowerre who included feedback and remarks relating to public comments received on this proposal. A very lengthy discussion was had by the board on this matter that was too long to capture in this format.

Public comments received:

From Joseph Boyle - Alumnus, C/O 2015

I feel that the initiative in objective 1.3 in the proposed Strategic Plan is insufficient in order to "increase enrollment of historically underserved populations". As is, the initiative is neither proactive nor specific enough to achieve the objective's stated goal, thus making it less likely to actually accomplish anything.

There are several more specific actions that Maggie Walker can take that will actually work towards the objective. One is creating a demographic requirement for supporting school districts in their admissions decisions. Another is limiting the number of spots from RPS that can be taken up by students who have gone to a private school their entire life. Other students, who don't have Saint Catherine's as a fallback plan, for example, can benefit so much more by a Maggie Walker education. A third is eliminating the Algebra I requirement for students wishing to apply - and I'm saying this as someone who is in graduate school for statistics! Students with a wide range of specialties can flourish at Maggie Walker; a four-year math sequence doesn't need to end with calculus for a future historian or artist to be successful. Finally, the school can consider how composite applications are scored, and if it truly the fairest and most reasonable way to shape an incoming class.

I am willing to volunteer my time and knowledge in any quantitatively-focused aspect of changing the application process (email is boylejr@vcu.edu). I hope that Maggie Walker is truly invested in diversifying the school population. One way to do that is to have specific and proactive plans in place to achieve this goal, and not one vague sentence on page eight.

From Monique Johnson - parent of current MLWGS student

Set SMART goals. Goal #1 outlines broad objectives to increase diversity among students and staff to create a more welcoming environment for diverse students. If MLWGS does not establish specific targets, it will be difficult to measure progress and to hold teams

accountable. For example, if the intent is to hire diverse faculty, transparently communicating the existing demographic profile along with the desired goals would be a first step. Secondly, goal #2 clearly articulates the priorities of establishing more engaging and exciting courses (i.e. reimagine FIRC). Solid goal. However, there is no evidence that there will be any curriculum development that highlights the legacy and philosophy (economic and community development) of Maggie Walker in an intentional way. The mural is amazing and marketing the Walker Way is commendable but both are insufficient. These will not contribute to structural changes. It is disappointing that in this environment these fundamental priorities are still not appreciated, understood or elevated. What is more disheartening is that even after surveys have been administered and feedback requested (specifically from Black students/parents), there is little evidence that the insight is informing 2020-2025 strategic priorities. I kindly request confirmation of receipt. Thank you.

From Margaret Nemitz - Alumni, class of 2011

In order to even approximate achieving the proposed vision that “Maggie L. Walker Governor’s School for Government and International Studies envisions a school that cultivates a community of independent thinkers who embrace civic responsibility, ethical leadership and diverse world views,” MLWGS desperately needs to address its culture of white supremacy and anti-Blackness. The proposed strategic plan does not adequately ensure that the school is committed to address its historical and ongoing white supremacy culture; in fact, I argue this plan works to uphold white supremacy culture. For a review of characteristics of white supremacy culture, I recommend the following article:
<https://www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html>

Many of the initiatives outlined in the strategic plan rely on school marketing and recruitment in order to transform school culture, but recruiting more fish to a pond of toxic water doesn’t fix anything unless you are also proactively fixing the toxic water. This plan does not go far enough to fix the toxic water at MLWGS.

As a start, this document does not at all name any form of racism, anti-Blackness, white supremacy, sexism, homophobia, transphobia, classism, ableism, or inequity/equity in its strategic plan, yet addressing all of these is critical if the school ever wants a “welcoming environment” where everyone can feel safe, and such topics should be embedded into the curriculum. We can’t fix the water if we don’t name what’s making it toxic! The “structural barriers” of initiative 1.2.1 are a direct result of such -isms. When I was a student, these -isms were painted on the wall by the cafeteria as a result of a student seminar course, as students learned about erasing -isms. Sadly, the school hasn’t done this work themselves. Why are we shying away from naming these in the strategic plan? Saying “historically underserved populations (1.3) is not adequate. This language absolves oppressors from responsibility, including MLWGS active and structural discrimination through its recruitment, selection, and retention of students.

Under the first objective (1.1.2), this plan misnames Carver Elementary School. Even if this is simply a typo, the misnaming of the local elementary school, a school that was originally built in 1887 for African-American students, named after a brilliant Black scientist, and that shares the name of the neighborhood, is a telling error.

Faculty training (Initiative 1.2.3) needs to go beyond making implicit bias and trauma informed care training available. Will these trainings be required? What about anti-racism

training? Teachers need required anti-racism training, and the school ought to provide time and funding available for teachers to complete such training. The Racial Equity Institute (REI) is a great resource for such trainings, and will even help organizations create system-level change: <https://www.raciaequityinstitute.com/> REI works with many schools and school districts. Such anti-racism training resources should be made available to students as well as faculty, staff, and administration.

For goal 2, in order for students to engage with innovative curricula and responsive instruction, we first must ensure that the “history” being taught not only includes but centers Black and Indigenous history. What will MLWGS do to decolonize its curriculum? This feels particularly relevant to the proposed goal, yet it is entirely absent from the listed objectives and initiatives.

Further, initiative 3.3.3 would further strengthen the school’s relationship with police during a time when major school districts across the country are acknowledging the need to end relationships with police given historical and ongoing police brutality. We know police do not make schools safer, especially for Black and brown students. This initiative is directly antithetical to the goals of ensuring a safe school and creating a welcoming and responsive environment. Rather, this objective ought to incorporate restorative justice practices.

Missing from this strategic plan entirely is hiring Black experts and thought leaders in restorative justice and diversity, equity, and inclusion efforts. Missing from this plan is acknowledgement that gifted education itself is rooted in racism, and until we are willing to name, address, and unpack our own history, we will not be a welcoming place.

Also missing are SMART objectives with adequate detail and timelines. As written, how will MLWGS hold itself accountable to this plan? How will the community be updated on the progress? Where is the transparency? You mention the plan development will include “community involvement,” but the plan lacks description on what you consider “community involvement” including, how you will evaluate your success in achieving this involvement, and how you will ensure that this involvement is truly power-shifting rather than tokenizing. Relatedly, how do I know that the team is representative? As just a baby step, consider adding headshots with the list of names so that readers can see who is behind such plans.

I am prepared to do anti-racist work myself, and I am prepared to hold MLWGS accountable to practice and teach anti-racism. I did not get the anti-racism teaching I needed in high school, and I am committing to ensure that future graduating classes don’t leave MLWGS as ill-informed and ill-prepared to practice anti-racism as I did.

Comment submitted to the School Board Clerk Via Email

My name is Faith Alejandro, Class of 2001, and I had the distinct pleasure of serving on the Strategic Planning Committee. I served as a member of the Foundation Board until my 6th term ended in the spring of 2019. It’s been an honor to represent alumni as we’ve worked to support the Governor’s School and its mission.

On the committee I primarily helped focus on the first goal—that of inclusion and belonging. I wanted to underscore one word that I regret was not fully captured but which I believe underpinned our entire conversation on the committee: equity. In our work to set goals that would make MLWGS accessible to all students and a place where each student could reach

their potential, we were driven by a sense of equity. We were motivated by the idea that each student and teacher ought to be fully equipped with the tools they need to develop into the independent thinkers and leaders we need in the future. We talked a lot about disparities in underrepresented student populations, including challenges tending to face students of color and students in need of mental health support. We saw opportunities in how current students could help break down hidden barriers with their community outreach and shine a light on all that MLWGS can offer to students from all walks of life. We felt the imperative to create a mandate that would drive the school to the intentional work of inclusion, which has to begin with equity.

In light of the social upheaval over the importance of Black lives, and the work of Alumni to spotlight the otherwise untold experience of Black students over the years, I felt even more urgency to underscore our motivations behind Goal Number 1. We want more students to know about MLWGS from an earlier age and that it can be a place for them. We want to support intentional efforts to diversify the student and faculty population to better reflect the regions we serve. And we want those admitted to thrive and to reap every resource we can give them so they can reach their potential in every way they wish. To me, that requires a set of measurable objectives that I understand will be formulated once the plan is adopted, which I hope will include regular trainings on overcoming bias in the classroom and collaborative ways to include the voices of students, such as through a standing committee that focuses on issues of equity.

In furtherance of these ideas, I would respectfully suggest a couple tweaks for your consideration:

Objective 1.2: Add “equitable” before “student and family engagement” to ensure that resources are ever-mindful of the community at large.

Objective 1.3: Add “and retention” before “of historically underserved populations” to set the expectation that school divisions not just send more diverse students but actively support those students when they arrive so they can succeed.

Thank you for your support of my alma mater, which I treasure. And for the opportunity to strengthen our community and the students we serve!

Faith A. Alejandro

As the board discussed the Strategic Plan one of the concerns presented involved the absence of outcome measures for objective 1.3. Views expressed included adding language that the student population would reflect low, medium, and high socioeconomic, gender, and racial/ethnic composition of the region, but few thought socioeconomic data would be obtainable. Adding goal percentages was also suggested with Dr. Lowerre adding that using the composition of division students and trying to rematch it here doesn't work plus there is a large pool of qualified minority students who are choosing not to apply. He also suggested the Secretary of Education's Task Force on Governor's Schools may impose mandates to effect results more quickly. All agreed it would be better to implement our initiatives before the State did.

Ms. Ogburn spoke to the issue of collecting socioeconomic data from applicants and how it would be problematic in her division, which currently has a blind application process. Ms. Ogburn began canvassing the board on the suggestion Mr. Barlow proposed of a more definitive goal that reflects the regional population, or does the board start here with this document as is and get monthly reports that may include possible amending of the plan at a

later date. Dr. Lowerre added one of the issues we are dealing with is there are twelve districts and some are homogenized. The Planning Committee is very aware of the issue and is addressing it independently of the Strategic Plan.

Dr. Lowerre emphasized a lot of work was done after this document [*Strategic Plan*] was written, namely by Rasheeda Creighton (Class of 1995) who organized a survey of black alumni over the summer. Their feedback demonstrated overt and covert racism was perpetrated on them and are issues that can be addressed through additional initiatives in the Strategic Plan to put processes in place that are measurable. Their feedback gave insight into future implicit bias training, trauma-informed care, and fostering an open-door policy.

Dr. Lowerre affirmed the Strategic Plan as a living document and as such reporting on its progress could be provided regularly to the board. Ms. Barber proposed a standing agenda item for Strategic Plan updates and status reports.

Additional actions discussed included marketing Maggie Walker to younger students; i.e., elementary and middle school so students realize this resource is available to them. This action would involve more work at the division level.

There was discussion about adding or modifying FIRC [Foundations of Independent Research Class] to include sections of African-American studies. Dr. Lowerre responded that the State Board of Education sets requirements on required courses, so to deviate from their mandate would require approval at the State level. He added that Mr. Max Smith, Assistant Director, had already started organizing a revamp of FIRC before the pandemic.

The board ended their discussion on the Strategic Plan [*at 1:46*] due to several members having to depart for other business matters which would leave them without a quorum for the remainder of their business.

Several superintendents left the meeting after the hearing section.

Mr. Kenneth Pritchett also left the meeting.

X. Unfinished Business

There was no unfinished business.

XI. Consent Items

On a motion by Scott Barlow, seconded by Sarah Barber, the following consent items were unanimously approved on a voice vote as a slate: August 2020 personnel actions (none), fiscal status reports of May 31, 2020, and June 30, 2020, and the donations report of May 31, 2020, and June 30, 2020.

XII. Action Items

At the direction of the chair, the order of agenda items in this section was reordered with voting for the Strategic Plan proposal last.

a. Policy and Regulation Approval – Second Read

The Policy Steering Committee offers the following policies for Regional School Board approval. These policies were submitted for the first read on June 18, 2020.

Foundations

0011 Nondiscrimination *Amended*

School Board Governance

1000 School Board Powers & Duties *Amended*
1001 Conflict of Interest *Amended*
1012 Board Committees *Amended*
1016.1 Administration in Policy Absence *Amended*
1020 Electronic Participation in Meetings from Remote Locations *Amended*
1021 Quorum *Amended*
1026 School Board Clerk *Amended*
1040 School Attorney *Amended*

Administration

2012 Administration in Policy Absence *Amended*
2014 Buildings and Grounds Management and Maintenance *Amended*
2020 School Crisis, Emergency Management and Medical Emergency Response Plan *Amended*

Instruction

3008 Acceptance of Electronic Signatures and Records *Amended*

Student Services

4010 Substance Abuse-Student Assistance Program *Amended*
4050 Release of Student Data/Records *Amended*

Human Resources

5005 Professional Staff Probationary Terms and Continuing Contracts *Amended*
5006 Evaluation of Professional Staff *Amended*
5025 Access to Employee Social Media Accounts *Amended*
5030 Professional Staff Development *Amended*
5040 Third-Party Complaints Against Employees *Amended*
5050.1 Voluntary Retirement Savings Program *Amended*
5074 Effects of Criminal Conviction for Founded Complaint of Child Abuse or Neglect *Amended*

Community Relations

6003 Goals for School-Community Relations *Amended*

Finance and Operations

7003 Annual Budget *Amended*
7003.2 Financial Accounting and Reporting *Amended*
7005 Food Service Management *Amended*
7005.1 Food Sanitation Program *Amended*
7007 School Annual Report *Amended*
7015 Small Purchasing *Amended*

Student Conduct

8009 Student Conduct on School Buses *Amended*

On a motion from John Axselle, seconded by Sarah Barber, the policies and regulations listed were unanimously approved on a voice vote.

b. Certification of the 2020-2021 Crisis Manual – Second Read

On a motion by Valarie Ayers, seconded by Scott Barlow, the Regional School Board unanimously approved on a voice vote updates to the adopted MLWGS Crisis Plan for certification to the Department of Criminal Justice Services (DCJS) by August 31, 2020.

c. Annual Authorization of DOE Signatures 2020-2021 – Second Read

The Director recommended authorization for Dr. Wendy Ellis to be the designee signature utilized in the absence of the Director for the Virginia Department of Education through August 31, 2021.

On a motion by John Axselle, seconded by Harwood Hall, VDOE signature authorization for Dr. Wendy Ellis in the absence of the Director was unanimously approved on a voice vote.

d. 2020-2021 Student Handbook – First Read and Approval

The Director requested approval for updates to the following sections of the Student Handbook as listed below.

Page 4 Mission and vision have been updated

Page 6 Board, superintendents and administration contact information update

Page 7 Planning committee contact information update

Page 8-9 Transportation contacts update and calendar event information

Page 46-58 Prohibition against harassment and retaliation update

Pages 70-72 MLWGS Virtual Learning Guidelines (Addendum A)

Pages 73-74 Student Code of Conduct for Zoom Sessions (Addendum B)

On a motion from Valarie Ayers, seconded by Linda Hyslop, the 2020-2021 Student Handbook was unanimously approved on a voice vote.

e. Health and Dental Contracts 2020-2021 – First Read and Approval

Technical assistance was provided by Scott Eastman, Faison Group, a benefits consulting firm.

Maggie Walker currently offers the following fully-insured healthcare options from Anthem Insurance: one PPO (Keycare 30 1000/20%/4500) and two HMO's (HK POS OA 25/20%/4500, and HK POS OA 25 500/20%/4000) for employees and retirees*. Anthem **Vision** and **Dental** are offered for employees and retirees. * The Health care renewal proposed by Anthem would incur a **2%** increase. This is within budget projections. The three products proposed remain the same for health care. Anthem Vision and Dental rates have **remained flat**. Staff is pleased with the health, vision, & dental plan so we plan to renew with Anthem Health, Vision & Dental.

Open enrollment for employees is scheduled for September. Detailed information, as well as group meetings describing the benefit plans, will be available to our employees to assist them in making an informed decision.

The new plan year begins on October 1, 2020.

*No school paid subsidy is provided for retirees who contribute 100% premium.

Based on the favorability of the renewal rates offered, the Director requested the RSB authorize the Director to renew with Anthem for health and dental contracts for 2020-2021.

On a motion from Sarah Barber, seconded by Valarie Ayers, the 2020-2021 health and dental contracts were unanimously approved on a voice vote.

f. 2020-2021 School Operating Calendar Amended (COVID-19)

The originally operating calendar for AY21 was adopted by the RSB at their April 16, 2020 meeting, but given the government mandates for the social distancing of students, among others, required for the opening of schools, the attached amended proposal reflects the following:

- The first nine weeks of instruction will be conducted virtually:
 - At least 4 days of synchronous instruction will be provided each week
 - In weeks with a 5th business day, an asynchronous day of instruction is built in to allow for office hours, individual conferences, and group work
- August's professional development dates have changed to accommodate additional training on best practices of teaching in a virtual environment.
- The date of the Freshmen Orientation has changed. It will now be conducted in a hybrid of in-person and virtual sessions. Fee payment will be accepted on the day of, but online payment is strongly encouraged. Textbooks will be distributed during the event.
- Sophomores, Juniors, and Seniors will be on campus for textbook distribution on September 1 and 2. 20 students will be in the building every 20 minutes. Fee payment will be accepted on the day of, but online payment is strongly encouraged

On a motion from Valarie Ayers, seconded by Sarah Barber, the 2020-2021 School Operating Calendar Amended (COVID-19) was unanimously approved on a voice vote.

g. Request for Admission AY22 by Colonial Heights Public Schools - First Read and Approval

The director received a request by Dr. William Sroufe, Colonial Heights Public Schools Superintendent, requesting to rejoin the MLWGS partnership with students in the 2021-2022 academic year as required by the Constitution (see Article III for the applicable section below).

ARTICLE III

Section 1 – Membership of Organization

The membership of this Organization shall be composed of the participating School Boards of Charles City County, Chesterfield County, Goochland County, Hanover County,

Henrico County, Hopewell, King and Queen, New Kent County, City of Petersburg, Powhatan County, Prince George County and the City of Richmond.

Section 2 – Addition/Deletion of Participating School Boards

School Boards wishing to participate in the Maggie L. Walker Governor’s School shall make application in writing to the Regional School Board requesting admission. Application must be made prior to the second semester of the academic year in order for student slots to be allocated for the subsequent academic year. An affirmative vote by a majority of the Regional School Board will constitute acceptance of the application.

References:

Policy No. 1010 – Constitution and ByLaws of MLWGS

Policy No. 1029 – Allocation and Commitment of Slots

Policy No. 1030 – Admission of Students

On a motion from John Axselle, seconded by Sarah Barber, the request for admittance to MLWGS by Colonial Heights Public Schools AY22 was unanimously approved on a voice vote.

h. Resolution: The Regional School Board Will Comply with Temporary Laws and Regulations Without Enacting Policies - First Read and Approval

Maggie L. Walker Governor’s School Regional Board will comply with temporary laws and regulations without enacting policies to implement those laws and regulations until normal operations can be resumed.

An early version of this *Resolution* was adopted by the Regional School Board at their April 2020 meeting.

On a motion from Scott Barlow, seconded by Sarah Barber, a Resolution to comply with temporary laws and regulations without enacting policies was unanimously approved on a voice vote.

i. Strategic Plan for July 1, 2020 – June 30, 2025 - Second Read

According to Policy No.: 0013, the MLWGS Regional School Board adopted the original comprehensive strategic plan on May 21, 2015. The current proposal replaces the expiring plan.

On a motion from John Axselle, seconded by Harwood Hall, the 2020-2025 Strategic Plan as presented was approved on a roll-call vote.

The Regional School Board roll-call vote is recorded here:

Mr. Royce Paige, Charles City County Schools	Absent
Ms. Debbie Bailey, Chesterfield County Schools	Absent
Mr. John D. Wright (Vice-Chair), Goochland County Schools	Absent
Mr. John Axselle, III, Hanover County Schools	Yes
Mrs. Michelle Ogburn (Chair), Henrico County Schools	Yes

Ms. Linda Hyslop, Hopewell Public Schools	Yes
Ms. Harwood Hall, King and Queen Schools	Yes
Ms. Sarah Grier Barber, New Kent County Schools	Yes
Mr. Kenneth Pritchett, City of Petersburg Schools	Not Available for Vote
Mrs. Valarie Ayers, Powhatan County Schools	Yes
Ms. Jill Andrews, Prince George County Schools	Yes
Mr. J. Scott Barlow, City of Richmond Schools	Abstained

XIII. Materials for Board Review and/or Discussion

a. Policy and Regulation Proposals (First Read)

The following is submitted to the Regional School Board for first read and review:

Foundations

0002	Facilities Planning <i>Amended</i>
0012	Educational Philosophy <i>Amended</i>
0013	Strategic Plan <i>Amended</i>
0014	Student Involvement in Decision Making <i>Amended</i>

School Board Governance

1002	Unexpired Term Fulfillment <i>Amended</i>
1003	Board Member Oath of Office <i>Amended</i>
1009	Rules of Order <i>Amended</i>
1010	Constitution of the Maggie L. Walker Governor's School <i>Amended</i>
1011	Regional School Board Legal Status <i>Amended</i>
1012.a	Advisory Committees to the School Board <i>Amended</i>
1013	Notification of Regional School Board Meetings <i>Amended</i>
1016	Policy Adoption <i>Amended</i>
1017-R	Regulation: Two Way Communication System <i>Amended</i>
1018	Agenda Preparation and Dissemination <i>Amended</i>
1023	Special Regional School Board Meetings <i>Amended</i>
1024	Public Participation at School Board Meetings <i>Amended</i>
1029	Allocation of Slots <i>Amended</i>
1030	School Admission <i>Amended</i>
1030-R1	School Admission <i>Amended</i>
1030-R2	Admissions Assessments <i>Amended</i>
1031	Admission of International Students <i>Amended</i>
1032	Admission of Foreign Exchange Students <i>Amended</i>
1033	Homeless Children <i>Amended</i>
1050	School Advisory Council Bylaws <i>Amended</i>

Administration

2007	Qualifications and Duties for the Director <i>Amended</i>
2008	Director's Contract, Compensation, and Benefits <i>Amended</i>
2009	Evaluation of Director <i>Amended</i>
2010	Administration Goals <i>Amended</i>
2011	Policy Implementation <i>Amended</i>
2013	Building Administration <i>Amended</i>
2015	Reporting Hazards <i>Amended</i>

- 2016 Lactation Support *Amended*
- 2017 Possible Exposure to Viral Infections *Amended*
- 2018 Communicable Diseases *Amended*
- 2019 Personnel Training - Viral Infections *Amended*
- 2021 Safety Drills *Amended*
- 2022 Emergency First Aid, CPR and AED Certified Personnel *Amended*
- 2024 Weapons in School *Amended*
- 2024-R Regulation: Weapons in School *Amended*
- 2026 Authorized Use of School-Owned Facilities and Materials *Amended*
- 2026-R Regulation Regarding Authorized Use of School Facilities **NEW**
- 2030 Reporting Acts of Violence and Substance Abuse *Amended*
- 2045 Service Animals in School *Amended*

Instruction

- 3000 Moment of Silence *Amended*
- 3000.1 National Motto **NEW**
- 3001 Instructional Goals and Objectives *Amended*
- 3002 Curriculum Development and Adoption *Amended*
- 3002.1 Class Size *Amended*
- 3002.2 Grading Scale *Amended*
- 3002.3F Request for Reconsideration of Learning Resources Form **NEW**
- 3003.9 Human Research *Amended*
- 3003.10 Remediation Recovery Program **NEW**
- 3004 School Year/School Day *Amended*
- 3010 School Library/Media Center *Amended*
- 3013 Driver Education *Amended*
- 3014 Family Life Education (FLE) *Amended*
- 3016 Advanced Placement and Dual Enrollment Classes *Amended*
- 3021 Homework *Amended*
- 3030 Home Instruction *Amended*
- 3031 Online Courses and Virtual School Programs *Amended*
- 3035 Parent and Family Engagement *Amended*
- 3036 Community Resource Persons/School Volunteers *Amended*

Student Services

- 4001 Student Transportation Services *Amended*
- 4002 School Bus Safety Program *Amended*
- 4005 VHSL Sport and Activity Policy *Amended*
- 4006 Field Trips *Amended*
- 4019 Student Health Services *Amended*
- 4020 Student Immunizations *Amended*
- 4045 Student Records *Amended*
- 4046 Student Transcripts *Amended*
- 4070 Directory Information *Amended*
- 4071 School Service Providers' Use of Student Personal Information *Amended*
- 4076 Lactation Support *Amended*
- 4094 Anaphylaxis Policy *Amended*
- 4095 Administering Medicines to Students *Amended*
- 4095-P Procedures for Administration of Medication to Students *Amended*

Human Resources

- 5000.1 Staff Hiring Procedures *Amended*
- 5000.1P Hiring Procedures
- 5000.3 Staff Health *Amended*
- 5000.4 Communicable Tuberculosis
- 5001 Personnel Records *Amended*
- 5002 School Employee Conflict of Interest *Amended*
- 5003 Acceptance of Electronic Signatures and Records *Amended*
- 5004 Professional Staff *Amended*
- 5006.1 Evaluation of Support Staff *Amended*
- 5007 Support Staff *Amended*
- 5007.4 School Bus Drivers *Amended*
- 5007.4P Educational Materials for School Bus Driver **NEW**
- 5009 Expense Reimbursement *Amended*
- 5009.R Regulation Regarding Expense Reimbursement **NEW**
- 5009.1R Regulation Regarding Travel Reimbursement **NEW**
- 5010 Supplemental Compensation for Administrators *Amended*
- 5011 Prohibition Against Harassment and Retaliation *Amended*
- 5011.2 Prohibition of Abusive Work Environment *Amended*
- 5012 Equal Employment Opportunity/Nondiscrimination *Amended*
- 5013 Drug and Alcohol-Free Workplace *Amended*
- 5014.1 Two-Way Communication *Amended*
- 5015 Professional Staff Contracts *Amended*
- 5016 Supplemental Pay *Amended*
- 5017 Staff Salary Scales *Amended*
- 5017.1-R Masters/Masters+30 Salary Schedule *Amended*
- 5020 Professional Staff Discipline *Amended*
- 5020-R Regulation for Professional Staff Development *Amended*
- 5021 Professional Staff Grievances *Amended*
- 5021.1 Support Staff Grievances *Amended*
- 5022 Suspension of Staff Members *Amended*
- 5050 Virginia Retirement System *Amended*
- 5060 Reduction in Professional Staff Workforce *Amended*
- 5060-R Regulation for Reduction in Professional Staff Workforce *Amended*
- 5062 Staff Fringe Benefits *Amended*
- 5065 Staff Leave of Absence *Amended*
- 5065-R Information Pertaining to the Fair Labor Standards Act *Amended*
- 5065-R3 Paid Leave-Vacation *Amended*
- 5065-R4 Religious Leave *Amended*
- 5065-R5 Professional Leave *Amended*
- 5065-R7 Paid Bereavement Leave *Amended*
- 5065-R8 Civil Leave *Amended*
- 5065-R9 Military Leave and Benefits *Amended*
- 5065-R10 Leave of Absence Without Pay *Amended*
- 5065-R11 Educational Leave Without Pay *Amended*
- 5065-R12 Absence Without Approved Leave *Amended*
- 5065-R13 Workers Compensation Leave *Amended*
- 5089 Staff Weapons in School *Amended*
- 5090 Unlawful Manufacture, Distribution, Dispensing, Possession or Use of a Controlled Substance *Amended*

- 5100 Part-Time and Non-Exempt Substitute Professional Staff Employment *Amended*
- 5110 Resignation of Staff Members *Amended*

Community Relations

- 6000 Requests for Public Records *Amended*
- 6000.1 Rights and Responsibilities *Amended*
- 6001 Community Resource Persons/School Volunteers *Amended*
- 6002 Parental Involvement *Amended*
- 6005 Relations with Law Enforcement *Amended*
- 6006 Sex Offender Registry *Amended*
- 6007 Violent Sex Offenders on School Property *Amended*
- 6009 Tobacco Use on School Premises *Amended*
- 6010 Application for Use of School Facilities FORM Amending *Form Number from 6010 to 6010-F*
- 6010.2 Regulation Regarding Authorized use of School Facilities Form
- 6011 School Visitors *Amended*
- 6013 Public Complaints About Learning Resources *Amended*
- 6013.1F MLWGS Request for Reconsideration of Learning Resources *Amended*
- 6014 Public Complaints *Amended*
- 6025 Public Dedication of New Facilities *Amended*

Finance and Operations

- 7001 Support Services *Amended*
- 7003.1R Budget Calendar, Guidelines, Amendments, Transfers, Reappropriation of Balance, and Reserve Funds *Amended*
- 7004 Funds for Instructional Materials and Office Supplies *Amended*
- 7006 Food Services *Amended*
- 7006-R MLWGS School Meal Credit Program *Amended*
- 7006.1R Regulation Regarding the Distribution of Excess Food Items **NEW**
- 7008 Administrative Allowances for Travel and Cell Phones *Amended*
- 7009 Management of Funds *Amended*
- 7012 Grant Programs *Amended*
- 7013 Commercial, Promotional and Corporate Sponsorships and Partnerships *Amended*
- 7014 Purchasing Authority *Amended*
- 7014.1 Purchasing Procedures *Amended*
- 7018 Vendor Relations *Amended*
- 7018.1 Private Carriers for Student Transportation **NEW**
- 7019-R Petty Cash Funds Regulations *Amended*
- 7020 Payment Procedures *Amended*
- 7021 Custody and Disbursement of School Funds *Amended*
- 7032 Expense Reimbursement **NEW**
- 7032-R Regulation Regarding Expense Reimbursement **NEW**
- 7032.1-R Regulation Regarding Travel Reimbursement **NEW**
- 7033 Supplemental Compensation for Administrators **NEW**
- 7034 Supplemental Pay **NEW**
- 7060 Disposal of Surplus Items **NEW**

Student Conduct

8000	Prohibition Against Harassment and Retaliation <i>Amended</i>
8001	Equal Educational Opportunities/Nondiscrimination <i>Amended</i>
8002	Student Conduct <i>Amended</i>
8002.1	Standard of Student Conduct RETIRE
8002.2	Standards of Student Conduct Violations and Consequences NEW
8004	Religion in School <i>Amended</i>
8005	Sportsmanship, Ethics and Integrity <i>Amended</i>
8010	Student Absences/Excuses/Dismissals <i>Amended</i>
8013	Disciplining Students with Disabilities <i>Amended</i>
8015	Teacher Removal of Student from Class <i>Amended</i>
8015-F	Student Removal Form NEW
8020	Reports of Missing Children NEW
8033	Weapons in School <i>Amended</i>
8090	Student Suspension/Expulsion <i>Amended</i>
8090-P	Procedure for Student Suspension or Expulsions NEW

With RSB review, approval will be requested at the October 2020, meeting of the Regional School Board.

XIV. Information Items

- MW Sophomore from Chesterfield named 2021 Students of the Year Candidate from The Leukemia & Lymphoma Society, VA Chapter

XV. Superintendent's Steering Committee Report

Dr. Cashwell stated at their meeting Dr. Lowerre shared an overview of the school's opening plan that was also provided to the board today. He also gave a brief update on his participation in the Secretary of Education's workgroup related to equity in the State's Governor's Schools and his input as an advisory member.

XVI. New Business

The clerk, Mrs. Marshall, stated one of the policies in the first-read group included the school's Constitution and Bylaws, and with discussion today regarding adding an agenda item for Strategic Plan updates to future meetings, the final document the board votes on next month will look slightly different than what is proposed today.

XVII. Closed Meeting

None.

XVIII. Certification of Closed Meeting and Any Action Taken if Necessary as a Result of Closed Meeting

None.

XIX. Announcements/Additional Discussion

Ms. Ogburn made an offer to guests in the chat room who were dissatisfied with the adopted Strategic Plan to conduct an additional Zoom meeting or a phone call with anyone interested in additional discussion. She reiterated the Plan is a living document.

XX. Adjournment of Regular Meeting

The meeting was adjourned at approximately 11:00 am.

Next Meeting – Executive School Board

September 17, 2020, at 9:00 am. MLWGS, 1000 N. Lombardy St., Room 153, Richmond, VA 23220. 804-354-6800 x2190.

Michelle Ogburn, Chair

Robert Lowerre, Ph.D., Director

Minutes Recorded by:
Barbara Marshall, Regional Board Clerk