

MINUTES

The Maggie L. Walker Governor's School for Government & International Studies
Virtual **Executive** School Board Meeting
1000 N. Lombardy Street, Richmond, VA

Thursday, May 20, 2021

9:01 a.m.

I. Call to Order

John Wright, Chair of the Maggie L. Walker Governor's School Regional Board, called the meeting to order.

II. Moment of Silence

There was no moment of silence due to the virtual format.

III. Pledge of Allegiance

The pledge was not recited due to the virtual format.

IV. Introductions

Each member is listed in alphabetical order by locality.

Present:

Mr. John Wright, **School Board**, Goochland County Public Schools
Ms. Michelle 'Micky' Ogburn, **School Board**, Henrico County Public Schools
Ms. Harwood Hall, **School Board**, King & Queen Public Schools
Ms. Sarah Grier Barber, **School Board**, New Kent Public Schools
Mr. Kenneth Pritchett, **School Board**, Petersburg Public Schools
Ms. Mariah White, **School Board**, Richmond Public Schools
Dr. Jeremy Raley, **Superintendent**, Goochland County Public Schools
Dr. Lisa Pennycuff, **Superintendent**, Prince George Public Schools
Ms. Lynn Pleveich for Mr. Jason Kamras, **Superintendent**, Richmond Public Schools
Dr. Robert Lowerre **Director**, Maggie L. Walker Governor's School
Ms. Barbara Marshall, **Clerk**, Maggie L. Walker Governor's School
Ms. Megan Perez, **Deputy Clerk**, Maggie L. Walker Governor's

Not Required to Attend:

Mr. Royce Paige, **School Board**, Charles City Public Schools
Ms. Debbie Bailey, **School Board**, Chesterfield County Public Schools
Mr. John Axelle, **School Board**, Hanover County Public Schools
Ms. Linda Hyslop, **School Board**, Hopewell Public Schools
Ms. Valarie Ayers, **School Board**, Powhatan County Public Schools
Ms. Jill Andrews, **School Board**, Prince George Public Schools
Dr. Dalphine Joppy, **Superintendent**, Charles City Public Schools
Dr. Merv Daugherty, **Superintendent**, Chesterfield County Public Schools

Dr. Melody Hackney, *Superintendent*, Hopewell Public Schools
Dr. Carol Carter, *Superintendent*, King & Queen Public Schools
Dr. Maria Pitre-Martin, *Superintendent*, Petersburg Public Schools
Dr. Michael Gill, *Superintendent*, Hanover County Public Schools
Dr. Amy Cashwell, *Superintendent*, Henrico County Public Schools
Dr. Brian Nichols, *Superintendent*, New Kent Public Schools
Dr. Eric Jones, *Superintendent*, Powhatan County Public Schools

Also present:

Michael ‘Max’ Smith and Dr. Wendy Ellis– MLWGS Administration
Wendy DeGroat, David Bortz, Sam Ulmschneider, Michael White, Les Cook, and Rachel Loving
– MLWGS Staff
Keith Baker - Parent
Anna Pulaski, Amanda Perez, Quinn Smith, Gabriella Watson, Justin Goldman, Bella Stevens,
Sonya Stacia, Grace Bouton, Ethan Ringer, Senthil Meyyappan, Eliza Blue, Vena Flournoy, Kapil
Iyer, and Emmy Li – MLWGS Students

V. Approval of Agenda

On a motion by Micky Ogburn, seconded by Sarah Barber, the agenda for this meeting was unanimously approved on a voice vote.

VI. Approval of Minutes

On a motion by Kenneth Pritchett, seconded by Sarah Barber, the minutes of the regular meeting of April 15, 2021, were approved on a unanimous voice vote.

VII. Recognitions

- **Anna Pulaski ('22-New Kent)**, was recognized for her acceptance into the **summertime NSLI-Y program**. The National Security Language Initiative for Youth (NSLI-Y) program, sponsored by the U.S. Department of State, provides merit-based scholarships for eligible high school students and recent high school graduates to learn less commonly taught languages in summer and academic-year overseas immersion programs. The languages include Arabic, Chinese (Mandarin), Hindi, Korean, Persian (Tajiki), **Russian (Anna’s language selection)**, and Turkish.

Anna’s teacher, Mr. Michael White, was also in attendance for her recognition and added; “this program is a very big deal and it’s impressive Anna earned acceptance.”

- **We the People: The Citizen and Constitution National Finals:** Maggie L. Walker Governor’s School for Government and International Studies from Virginia placed first in the We the People National Finals, which took place on April 24-26. Grant High School, from Portland, Oregon, placed second and Reno High School from Nevada placed third. You can find the entire list of award winners here. The We the People National Finals are generously sponsored by T-Mobile. <https://www.civiced.org/>

Well done Dragon Constitutional Scholars! This is the school’s 23rd appearance at Nationals and 4th First Place Finish.

Team Sponsor and Teacher: Mr. Sam Ulmschneider

2021 TEAM MEMBERS

Nathaniel Bampton	Chesterfield
Elizabeth Blue	Richmond
Grace Bouton	Richmond
Elizabeth Celentano	Henrico
Connor Diaz	Chesterfield
Samantha Fidler	Henrico
Vencetia Flournoy	Goochland
Justin Goldman	Chesterfield
Kapil Iyer	Henrico
Varun Mandgi	Henrico
Senthil Meyyappan	Henrico
Tejas Muthusamy	Henrico
Amanda Perez	Henrico
Ethan Ringer	Hanover
Ananya Shah	Henrico
Katherine Smith	Richmond
Margaret Smith	Richmond
Sonya Stacia	Henrico
John Staley	Hanover
Isabella Stevens	Powhatan

The board chair congratulated the team and Mr. Ulmschneider for their achievement.

VIII. Public Comments

The following comments were submitted by **Ann Baker, Hanover Parent**. Comments were distributed to the board by email on May 19th.

I am the parent of a current MLWGS student. I am also the parent of an 8th grader who was unfairly impacted by the sudden changes in the admissions criteria/process this year for MLWGS.

For years, our son has admired his sister's growth and the educational opportunities she has received at Maggie Walker. He was inspired to be like the MLWGS students that we have come to know so well. He has achieved tremendous success as a middle school student in Hanover: a perfect GPA including 3 high school courses, all available points from his teacher recommendations for MLWGS, schoolwide recognition as a Super Charger for generosity, lead programmer for his school's robotics teams, and participation on 2 different sports teams for his school. He is also independently a gifted guitarist whose teacher is a Maggie Walker alumnus.

However, the admissions process was changed by the School Board midyear so that these achievements had little weight on his applications (academics were <1/6 of the application score, and this year outside recommendations, such as that from his music teacher, were not allowed). Most egregious, the main portion of the application this year was simply a subjectively graded essay contest. Undeterred, we appealed Aaron's denial, thinking that surely the appeals process

would identify students like Aaron: excellent candidates academically, physically, and socially who were left behind in this flawed new application process. Instead, we received a superficial and generic denial letter and are doubtful anyone sincerely reviewed his application (we would be glad to supply the denial letter if anyone on the board would like to see what the appeals committee sends to families). We feel the School Board has an obligation to correct the unintended consequences of this well-intended, yet flawed process. Specifically, we are requesting:

1. A sincere review of our son's appeal. I have attached a copy of his appeal application and letter of recommendation from his music teacher which was not allowed with his original application. We would be glad to supply any other documents requested by the Board.
2. An open review of the admissions process including input from teachers, current students, and alumni so that in the future academic and personal merit can be restored as an integral components in applications to MLWGS.
3. Reassessment and rebalancing of the number of students chosen from particular school districts to offer more positions to students like our son who are from underserved, rural counties that have no magnet high schools or private schools available in their area.

I have attached supporting documentation (our appeal letter and his letter of recommendation) which I would also like to discuss at this meeting.

Ann Baker (parent of Kaitlyn Baker, class of 2022)

The director stated he believed that there had been some miscommunication from people in the division that were new to the process and he will reach out to the parent to clear it up.

The following comments were submitted by **Katy Wischow. Alum, Class of 98:**

My name is Katy Wischow, class of 1998. I'm also a member of the Antiracist Alumni of Maggie Walker Governor's School.

We're glad to hear of the amplification of student voices in the racial climate survey and we look forward to seeing the results and learning how we can help support the initiatives they would like to see grow in their school.

We, as alumni, remember the value of student self-governance, and see this as an opportunity to encourage those skills that will help them later in life. Part of the MLWGS mission statement reads, "Our diverse and supportive community develops students' character and ability to contribute, collaborate, and lead." We are confident that the board sees this survey, and its resulting action steps, as a critical opportunity for students to exemplify this mission.

We have seen the data from the admissions of the incoming freshman class for 2021-2022 and are encouraged to see the increased diversity of the class. We're especially encouraged to see that the admission rate of Black students tripled this year, and the admission rate for Latinx students nearly doubled, without the admissions test (and with a more holistic approach to evaluating applicants). We hope the Board seizes this opportunity to revisit the efficacy of using the admissions test - especially given that so many of our peer schools have eliminated their test permanently.

Paying close attention to the results of the student survey will be even more important as the school welcomes this more inclusive class, as we know the Board will want to take steps to ensure that the promising students admitted will thrive at MLWGS.

Thank you.

IX. Director's Report

a. Verbal Update

- **Teacher Appreciation Week May 3-7.** The PTSA and school administration had several events for our teachers:
 - Monday Box lunches provided
 - Tuesday Breakfast provided
 - Wednesday Coffee and Ice Cream
 - Thursday Box lunches provided
 - Friday School provided Gift Cards

- **Ten National Merit Scholarship Winners, some listed here:**
 - Kapil Iyer (Henrico) - National Merit \$2500 Scholarship
 - Tejas Muthusamy (Henrico) - National Merit \$2500 Scholarship
 - Kiera O'Flynn (Richmond) - National Merit \$2500 Scholarship
 - Gabriella Watson (Chesterfield) - NiSource Employee Scholarship
 - Emma Lindley (Hanover) - college-sponsored National Merit Tulane University Scholarship
 - Caroline Rucker (Powhatan) - college-sponsored National Merit University of South Carolina Scholarship
 - Stamate Theofanos (Richmond) - college-sponsored National Merit Purdue University Scholarship

- **Math Honor Society:** Mu Alpha, sponsored by Lynn Reed, held a very special guest presentation to celebrate National Math and Stats Awareness Month. **Alumna Finale Doshi-Velez joined virtually from Harvard** where she is an associate professor in Computer Science at the Paulson School of Engineering and Applied Sciences. She completed her MSc from the University of Cambridge as a Marshall Scholar, her Ph.D. from MIT, and her postdoc at Harvard Medical School. The talk took place on **Thursday, April 29, from 3:30-4:30 p.m.** The title of her talk was '**Artificial Intelligence: Beyond the Hype and Hysteria.**'

“The reaction to the term “AI” is rarely neutral. Excitement about AIs becoming world champions in Go or Starcraft is tempered by fears of superintelligences and Skynet; the same technologies that correct our grammar as we write or translate menus from photographs also exhibit the gender, racial, and other biases of our times. In this talk, I’ll start by sharing a bit about how modern machine learning systems work under the hood. We’ll connect that to understanding how AIs can both succeed and fail spectacularly. This discussion will lead us to questions we should be asking in order to create any effective and accountable AI system.”

- **Night of the Dragon Auction Tally:** The tally is in and with more than 10,000 bids on more than 236 items plus many generous donations, the Night of the Dragon raised just over \$70,300 this year. This is great news because all proceeds go directly to support our students and teachers through the Foundation, booster groups, and the PTSA.
- **Senior Awards Assembly and Senior Recognition Night, June 15th @ 7:00 pm, (Auditorium):** We are combining our events to honor our seniors and celebrating our students' successes while reflecting on their time here at MLWGS. The highlight of the evening for the students is always the Senior Slide Show.
- **Graduation CHANGE OF DATE:** Due to Friday, June 18, was designated by the Commonwealth of Virginia as the observed date for the Juneteenth Holiday, as well as the VHSL State Outdoor Track Championships taking place on that date, we are moving graduation for the Class of 2021 to Thursday, June 17, at 5:00 p.m. at Hovey Field on the campus of Virginia Union University. The rain date will be Sunday, June 20, at 1:00 p.m. at the same location.

b. Coming Events May 20th – June 17th, 2021

Thursday, May 20 th	Executive School Board Meeting, 9:00 am
Friday, May 21 st	AP Testing Continues
Monday, May 24 th	AP Testing Continues
Tuesday, May 25 th	AP Testing Continues
Monday, May 31 st	Holiday – Closed
Tuesday, June 1 – Friday, June 4 th	SOL Testing
Wednesday, June 2 nd	Spring Band & Chorus Concert, 6:00 pm, Outside on the MLWGS Grand Staircase
Thursday, June 3 rd	Finance Committee Meeting, 8:30 am
	Senior Checkout and Financial Obligations Day
Friday, June 4 th	Last Instructional Day for Seniors
	Senior Class Picnic (IF POSSIBLE), noon, Byrd Park
	Senior Art Show, ArtWorks Gallery Richmond 320 Hull St, Richmond, VA 23224, 6:00 pm
Saturday, June 5 th	Senior Prom, MLWGS Grounds, 7:00 pm
	Junior Prom, MLWGS Grounds, 8:30 pm
Wednesday, June 9 th	Senior Awards & Recognition Night, Auditorium or Outside, 6:30 pm
Thursday, June 10 th	Virtual Senior Showcase Day, 8:30 am – 3:00 pm
Wednesday, June 16 th	Virtual Senior Baccalaureate Sponsored by the PTSA, 6:00 pm
Thursday, June 17 th	Executive School Board Meeting, 9:00 am
	Graduation for the Class of 2021, VUU Hovey Field, 5:00 pm

c. 2021 Virtual Senior Seminar with Les Cook Coordinator, June 10, 2021

The culminating activity for the Senior Seminar/Mentorship Program is Senior Showcase Day. This day is devoted entirely to the seniors who have spent the last year in either a seminar or mentorship studying and researching a field of particular interest. Seminar students work

collaboratively in each of their respective seminars to create a presentation about their year of study. Mentorship students present their specific type of mentorship experience, as well as the research they undertook during that process. Showcase Day provides the forum for students to communicate their research to an audience in a professionally appropriate manner.

In a normal in-person format, there would be two sessions in the morning, followed by a lunch break, and then two sessions in the afternoon (each session is 1 hour 20 minutes). However, the 2021 Showcase will be in a virtual format.

Invitations were provided mid-May to parents, Board Members, Superintendents, Planning Committee Members, and mentors. Additionally, the entire student body selects presentations they are interested in attending and is provided a schedule on the morning of Showcase Day. The freshmen class will participate in morning sessions, then dismissed at lunchtime for a community service activity, field activities, and cookout.

Mr. Cook will release a link to the virtual program on or before June 10th. The chair thanked Mr. Cook and stated this format presents a real opportunity to board members to follow their students through the program that is not schedule-dependent.

X. Unfinished Business

a. Strategic Plan Implementation Report

The Strategic Plan matrix update is located at the end of these minutes.

The director moved to the second piece of this section relating to the School Advisory Council (SAC) Climate Survey Results. Gabriella Watson ('21-Chesterfield) and Emmy Li ('21-Chesterfield)-MLWGS students and Dr. Rachel Loving, MLWGS Counselor, were on-hand to discuss their efforts to capture information (after Dr. Lowerre's presentation).

One of the key pieces, the top goal is to create a welcoming environment for all of the students at MLWGS. Two years ago we conducted a survey that gave us feedback that 95% of the students felt welcomed on some level at Maggie Walker, and 5% did not. We also learned that the 5% of students not feeling welcomed tended to be very demographic-specific.

The initiatives we are presenting today from the new SAC survey are largely student-led. The director commended the task force for their willingness and bravery to go through the process and to listen to the honest, candid, and tough answers.

The summarized survey follows:

- The purpose of the Racial Climate Survey was to reflect the findings largely driven by student members of the group. Students in grades 10-12 provided feedback on racial climate, social activities, classroom environment, and interpersonal relationships at MLWGS. Four major findings from the survey were;
 - a. Students desire increased racial inclusivity and accountability,
 - b. Students share the need for more diverse school events,
 - c. Student reports indicate areas of need for staff development, and

- d. Students find their friend groups to be supportive, racially sensitive, and aware.
- Survey implementation; this student-developed, optional survey was designed to allow students an opportunity to share their feelings and experiences regarding the racial climate and barriers to student engagement at MLWGS and to provide recommendations that can help improve in-person learning and school culture.
 - While students across the board and for the most part, appreciate the educational opportunity they receive at MLWGS, including the quality of teachers, extra-curricular activities, and peer relationships, they differ in their feelings regarding racial inclusivity. Most students reported feeling that MLWGS was racially inclusive or they felt neutral about it; however, few students identifying as Black/African-American said “Agree” to the statement “Maggie Walker is a racially inclusive environment” and none said “Strongly Agree.” Overall, students of color had varying responses to this question.
 - Students responded positively to questions about friendships and events such as Fall Festival but acknowledged the need for more events celebrating diversity. Some students reported negative experiences about their classroom or social environments, using the word “uncomfortable” in several cases, and some instances of racially insensitive comments or classroom examples were reported. All reports of a negative racial climate are significant and present MLWGS with a clear direction for growth.
 - Based on the voices represented in this survey, recommendations have been developed to help foster a more inclusive environment and cultural awareness and sensitivity. Students made many helpful recommendations, including reviving the Black History Month Assembly, which is held in February. MLWGS administration is committed to implementing additional recommendations, and time and funds have been designated for these measures to be deployed by the start of the 2021-2022 academic year.
 - Recommendations from the survey:
 - a. Hire a Diversity and Inclusion Advancement P/T position to be budgeted for the 2022-2023 school year.
 - b. Provide transparency statements for MLWGS stakeholders, including students, regarding teacher training, admissions policies, recruiting, and school practices regarding reporting racial incidents.
 - c. Develop an anonymous reporting mechanism to address racially insensitive incidents.
 - d. Highlight MLWGS history.
 - e. Make Fall Festival more accessible by starting it earlier in the day.
 - f. Examine new club policies.
 - g. Expand cultural programming.
 - h. Expand Peer Mentors.
 - i. Consider curricular modifications to improve cultural diversity (some of which must come from the State).
 - j. Provide faculty and staff development related to cultural competency skills and practices (also must come from the State).
 - k. Increase cultural understanding and programming.

In conclusion, MLWGS acknowledges that there is work to be done in the area of diversity and inclusion. In addition to listening to our stakeholders, this survey has offered additional insight into the experience of our current student body, particularly students of color. Efforts of the past have not gone far enough to make MLWGS the fully inclusive educational environment it can and should be.

MLWGS is committed to devoting the necessary time and resources to improving our racial climate and making the school a place worthy of its namesake. We are committed to continuing the efforts already underway, such as making diversity initiatives our priority in the Strategic Plan and re-imagining the Black History Month Assembly.

School administration will work over the summer to implement recommendations for the 2021-2022 school year.

Seniors Gabriella Watson and Emmy Li were asked for their feedback and work on the survey. Emmy stated she became involved through Gabriella and thought it was a great opportunity for her to voice the concerns she has had about the racial climate while here. Emmy told the board the task force met every Tuesday night and in-persons on Fridays since November on this work. Emmy said she has grown a lot from this work and hopes to leave the school a better place. She further went on to list some incidents she had experienced at school from classmates and teachers and how they made her feel.

Gabriella said this work has been incredibly important and personal to her. She recalled her first week of school at MLWGS in her freshman year and being grilled about information like ‘what was my middle school grades, my admission test scores,’ and remarks that included ‘the only reason she got into MLWGS was because of affirmative action.’ Gabriella said those remarks stuck with her and it wasn’t until her junior year she understood that was not the process. She added she felt the weight of not having a specific place for African-Americans at MLWGS and the lack of a Black History Program added to that weight. Gabriella said she was excited to begin the process and dive in to fix things but quickly realized race is the biggest structural barrier to engagement in our school. Students are frustrated and angry and they needed an official place to put their concerns. What Gabriella took away from the process was we need a two-prong approach; the celebration events, you need students to feel welcomed and celebrated when they come here, but you also need to tackle the school culture and that comes from teacher and student training and/or discussions because many have not had to have these conversations before. In conclusion, Gabriella reiterated that MW is a special place and she has met the most amazing individuals; stating “my little friend group is so diverse and I have learned so much from them, and its really about expanding that and making it mainstream.” These recommendations are the first step, the next is implementation to make change happen.

Dr. Loving joined by saying the students and Dr. Lowerre have covered the details of this survey and thanked them for all their time and work putting this project together, adding, it's one of the most important things she has done in her career.

Dr. Lowerre also thanked the students and Dr. Loving and committed to following through with fidelity and honesty.

The Chair shared his sentiments of gratitude stating he is proud to have these students represent us in any format and stated he is appreciative to have data tracking to look at to understand the effectiveness of what we are doing. Ms. Barber seconded his remarks.

Mr. Pritchett also shared how proud he is of the students today and thanked them for every statement made and looks forward to making the needed changes at Maggie Walker.

Ms. White asked to be added to the active focus group the students spoke maintain.

XI. Consent Items

On a motion by Kenneth Pritchett, seconded by Harwood Hall, the following consent agenda items were unanimously approved as a slate on a voice vote: May personnel actions including the promotion of Dr. Lisa Williams to Assistant Director, fiscal status reports of April 30, 2021, CARES Transactions April 30, 2021, and the donations report of April 30, 2021.

XII. Action Items

a. Approval of the 2021-2022 Governor's School Foundation, Inc. Board of Directors (Second Read)

Section 1.3 Election. Candidates for Director of THE FOUNDATION shall be nominated by members of the Board of Directors or by the Governance and Nominations Committee. The names of the nominees shall then be submitted to the Regional School Board for review. Subject to the approval of such candidates by the Regional School Board, candidates for Director shall be elected by the Board of Directors. No individual shall be named or elected as a Director without his or her prior consent.

Section 1.5 Term of Office. Each Director shall serve a term of three years and until his or her successor is elected and qualified, except that (i) each person who serves as an ex officio Director shall serve for as long as such person holds the office entitling him or her to be an ex officio Director, unless a different term is provided therefore by the Board of Directors at the time of such person's election; and (ii) any Director filling a vacancy as a result of an increase in the number of Directors shall be designated to serve a term of one (1), two (2) or three (3) years as necessary to most closely achieve a result that one-third (1/3) of the members of the Board of Directors will be elected each year. At the expiration of the term of a Director, such Director shall be eligible for election to another term as a Director, except that no Director may serve more than six (6) years in succession without a break in service.

In nomination for a term of 3-years for new members are:

Tyler Gibson '10 (Chesterfield/New York)
Jonathan Huyard (Richmond)
Monique Johnson (Richmond)
Stinson Mundy '96 (Richmond)

Rolling off the board on June 8th are Brenda Daglish, C. Alexander Guzman, Leo Rohr, and Mary Michael Schweiker.

On a motion by Sarah Barber, seconded by Mariah White, the Governor’s School Foundation Board of Directors was unanimously approved on a voice vote.

b. One-Time Compensation Adjustment

In April of 2020, the MLWGS Regional School Board approved a compensation increase for all employees of 2%. Due to COVID-19 uncertainty, the raise was held in abeyance until a clearer financial picture could be discerned. With the receipt and use of CARES funds, we found that our expenditures were not as costly as we had anticipated.

Analysis of the FY21 budget has shown a surplus in the accounts on personnel costs. A one-time cash adjustment of \$1,000.00 per employee adjusted for FTE status would be welcomed by the faculty and staff and would represent a good faith acknowledgment of the hard work that they have put in during this very difficult school year. The faculty and staff had to new learn new ways to teach and operate in a constantly changing environment and have risen to the challenge. They are more than deserving of this small recognition for all of their efforts. The cost to the current budget would be approximately \$87,426 and is adequately covered with existing unspent personnel funds. It would not impact any VRS contributions.

On a motion by Sarah Barber, seconded by Harwood Hall, the requested one-time compensation adjustment for employees was unanimously approved on a voice vote.

XIII. Items for Board Review and/or Discussion

a. 2021-2022 Textbook Adoption (First Read)

The MLWGS textbook adoption process for implementation in 2021-2022 followed proper protocol.

A notice was posted to the mlwgs website on April 14, 2021:

The public comment period will be open until May 14 for the adoption of new textbooks in the following course: “Topics in Photography.” Textbooks for review and accompanying comment forms will be available in the MLWGS library through the public comment period.

Textbook details follow:

**NEW ADOPTIONS-NONE
NEW EDITIONS**

Mathematics

Pre-Calculus and Pre-Calculus Plus

Young. Pre-calculus 3rd Edition. ISBN: 9781119589297, John Wiley & Sons, 2018.

Budget: \$43,393.35 includes 210 copies and 6-year WileyPLUS student access to online text and supplemental materials (\$39,270.00) + shipping (\$4,123.35).

Science

AP Environmental Science

Cunningham, Environmental Science: A Global Concern 14th edition. ISBN: 978-0-07-903351-2, McGraw Hill, 2018.

Budget: \$9065.70 includes access for 70 students to the complete online edition of the AP edition textbook and all digital supplemental resources for students and teachers. This is a 6-year license.

TOTAL BUDGET, NEW EDITIONS: \$52,459.05

INCREASED ENROLLMENT, REPLACEMENT, TRADE BOOKS, SEMINARS, SEM/MENTM MSIC, MISC.

Seminars

Fashion and Style: Implications of the Clothes on Our Backs Seminar

Antonelli, Paola & Fisher, M.M. The Items: Is Fashion Modern? MOMA exhibition catalogue. ISBN: 9781633450363,

Museum of Modern Art, 2017.

Budget: \$22.50. This includes 1 copy (\$22.50) and no shipping.

Elson, Karen. The Red Flame. ISBN: 978-0847869190, Rizzoli, 2020.

Budget: \$36.54. This includes 1 copy (36.54) and no shipping.

Thomas, Dana. Fashionopolis: The Price of Fast Fashion and the Future of Clothes. ISBN: 978-1789546064, Apollo Library, 2019.

Budget: \$24.76. This includes 1 copy (\$24.76) and no shipping.

Spivack, Emily. Worn in New York: 68 Sartorial Memoirs of the City. ISBN: 978-1419727078, Abrams Image, 2017.

Budget: \$15.29. This includes 1 copy (\$15.29) and no shipping.

Sadek, Désirée. Inside Haute Couture: Behind the Scenes at the Paris Ateliers. ISBN: 978-1419720208, Abrams, 2016.

Budget: \$36.63. This includes 1 copy (\$36.63) and no shipping.

Sargent, Antwaun. The New Black Vanguard: Photography Between Art and Fashion. ISBN: 978-1597114684, Aperture Foundation, 2019.

Budget: \$45.49. This includes 1 copy (\$45.49) and no shipping.

Bolton, Andrew. CAMP: Notes on Fashion Hardcover. ISBN: 978-1588396686, The Metropolitan Museum of Art, 2019.

Budget: \$50.00. This includes 1 copy (\$50.00) and no shipping.

F & S Budget: \$231.21

The Age of Total War Seminar

Klein, Gerda Weissmann. All But My Life. ISBN: 978-0809015801, Hill and Wang, 1995.

Budget: \$115.6. This includes 8 copies (\$14.45) and no shipping.

Neiberg, Michael S. (ed.). The World War I Reader. ISBN: 978-0814758335, New York University Press, 2007.

Budget: \$235.2. This includes 8 copies (\$29.40) and no shipping.
Martel, Gordon (ed.). The World War II Reader. ISBN: 978-0415224031, Routledge, 2004.
Budget: \$358.24. This includes 8 copies (\$44.78) and no shipping.
Total War Budget: : \$709.04

Wilderness and the American Mind Seminar

Nash, R.F. Wilderness and the American Mind. ISBN: 978-0300190380, Yale University Press, 2014.

Budget: \$180.00. This includes 8 copies (\$22.50) and no shipping.

Krakauer, Jon. Into the Wild. ISBN: 978-0385486804, Anchor Books, 2015.

Budget: \$81.60. This includes 8 copies (\$10.20) and no shipping.

Strayed, Cheryl. Wild: From Lost to Found on the Pacific Crest Trail. ISBN: 978-0307476074, Vintage Books, 2016.

Budget: \$103.92. This includes 8 copies (\$12.99) and no shipping.

Wilderness Budget: \$365.52

Polarpalooza: A Multidisciplinary Exploration of the Polar Regions Seminar

Lopez, Barry. Arctic Dreams. ISBN: 978-0375727481, Vintage Books, 2006.

Budget: \$137.34. This includes 9 copies (\$15.26) and no shipping.

Ehrlich, Gretel. This Cold Heaven (Seven Seasons in Greenland). ISBN: 978-0679758525, Vintage Books, 2003.

Budget: \$170.55. This includes 9 copies (\$18.95) and no shipping.

Glassley, W.E. A Wilder Time (Notes from a Geologist at the Edge of the Greenland Ice). ISBN: 978-1942658344,

Bellevue Literary Press, 2018.

Budget: \$116.91. This includes 9 copies (\$12.99) and no shipping.

Polarpalooza Budget: \$424.80

Budget, Seminars: \$1731.34

Mathematics

AP Calculus AB and BC

Larson/Edwards. Calculus of a Single Variable: Early Transcendental Functions (AP Edition) 6th Edition. ISBN:

9781305596733, Cengage, 2015.

Budget: \$3,354.00 includes 25 copies and 1-year e-book access (\$3,225.00) + shipping (\$129.00).

Science

Advanced Placement Biology

Hillis, Sadava and Hill, Price. Principles of Life 2nd ed. ISBN: 1464156417, MacMillan Learning, 2014.

Budget: \$1795.86. This includes 12 copies of the text and related shipping costs.

English

World Literature 9

Shakespeare, William. Macbeth. ISBN: 978-14-11400375, Barnes and Noble, 2017.
Budget: \$286.20. This includes 60 copies (\$286.20) and no shipping.
Golding, Williams. Lord of the Flies. ISBN: 978-03-99501487, Penguin Publishing Group, 2003.
Budget: \$462.00. This includes 60 copies (\$462.00) and no shipping.
World Literature 10

Sophocles. Three Theban Plays. ISBN: 978-15-93082352, Barnes and Noble, 2008.
Budget: \$131.34. This includes 22 copies (\$131.34) and no shipping.

Advanced Placement Language and Composition

Green Sarah, Renee. Welcome to the Neighborhood. ISBN: 978-08-804012171, Ohio University Press, 2019.
Budget: \$436.50. This includes 25 copies (\$436.50) and no shipping.

Advanced Placement Literature and Composition

Heaney, Seamus. Beowulf. ISBN: 978-0393320978, Norton, W.W.& Company, Inc., 2000.
Budget: \$669.60. This includes 60 copies (\$669.60) and no shipping.
Budget, English: \$1,954.64

Fine Arts

Various. Sheet Music: Band, Orchestra, Chorus.
Budget: \$1500 includes shipping.

Social Studies

Honors US History
The Unfinished Nation, 5th Edition, ISBN-13:9780073513232.
Budget: \$385.00. This includes 10 copies x \$35.00=\$350.00+\$35.00s/h
Global Studies I and II

Duiker, William J. and Jackson J. World History 6th Edition ISBN: 9780495569015, Copyright 2010.

Budget: \$396.00. This includes 10 copies x \$36.00+\$36.00s/h.
Budget, Social Studies: \$781.00

International Languages

French I and II

Houghton Mifflin Harcourt. Bien dit! Level 1. Hybrid Student Resource Package with 3 Year Digital, 2018.

ISBN: 9781328676764, Copyright 2018.

Houghton Mifflin Harcourt. Bien Dit! Level 2. Hybrid Student Resource Package with 3 Year Digital, Copyright 2018.

Budget Languages: 1211.85

TOTAL BUDGET, INCREASED ENROLLMENT: \$12,328.69

GRAND TOTAL FY2022 TEXTBOOK BUDGET: \$64,787.74

2021-2022 textbook adoption approval will be sought at the Board's Executive Committee June 2021 meeting.

b. FY21 Assignment of Reserve Funds (First Read)

The Governmental Accounting Standards Board statement 54 (GASB 54) establishes fund balance classifications and provides a hierarchy of spending constraints. MLWGS implemented GASB 54 beginning in FY2011.

Under GASB 54, the *Assigned fund balance* represents amounts *intended* to be used for a specific purpose; intent can be expressed by the governing body or by an official or body to which the governing body delegates the authority. The assigned fund balance also includes any portion of the fund balance that will be incorporated into the subsequent year's budget. The governing body must take *formal action* that specifies to whom the delegation of authority to recommend fund balance assignments is given (i.e., the Director).

Unassigned fund balance represents resources remaining after all other classifications have been met, and that is available for any purpose.

It is estimated that on June 30, 2021 the General Fund balance will be \$ _____ and the Capital Improvement Fund balance will be \$ _____. I propose that by June 30, 2021 we move \$ _____ from the General Fund to the Capital Improvement Fund which will bring the Capital Improvement Fund to \$ _____, leaving \$ _____ in the General Fund, \$ _____ of which will be assigned to benefit reserve. That will leave a balance of \$ _____ in unassigned reserve in the General Fund.

FY21 estimates will be provided at their June meeting (too early for accurate projections at this time) for the distribution of assigned funds as required by GASB 54. Approval with amounts will be requested at the June 2021 meeting of the Executive Board.

XIV. Information

- Walker 'We the People' team advances to the Virtual National Finals
- MW wins 2021 Governor's Economics and Personal Finance Challenge
- MW Team Earns Scholarship Money at Math Modeling Contest
- Walker Boys Volleyball - State Runner-Up Second Consecutive Year
- Walker Girls Golfer tied for 3rd at Regionals, Competes for State Title - Finishes 21st at State Championship
- Senior Keriann Slayton (Hanover) Signs with Tufts University to Play Softball
- MW team earns an official selection in the Annual VHSL Film Festival
- MW Junior selected for VESSS and SEES and VCU Medical Science Internship
- Dickson Benesh, MW Faculty, receives the School Support Award from The Actuarial Foundation

Not on the information agenda, the director added he had just learned that two MW seniors, Charlie Unice and Keriann Slayton, were named RTD Scholar-Athletes of the Year Finalists, which is comprised of the 10 ten students in the central region.

XV. Announcements

Dr. Lowerre and Ms. Plevitch, as well as the board members, shared a public recognition for the work Dr. Wendy Ellis has done for the school during her tenure with Maggie Walker Governor's School.

XVI. Adjournment

On a motion by Sarah Barber, seconded by Kenneth Pritchett, this meeting was adjourned on a unanimous voice vote at 10:17 am.

The next scheduled meeting is Executive Board, June 17, 2021.

John Wright, Chair

Robert Lowerre, Ph.D., Director

Minutes Recorded by:
Barbara Marshall, Regional Board Clerk

MLWGS 2020-2025 STRATEGIC PLAN GOALS/OBJECTIVES/ACTION STEPS

DATE: May 20, 2021

Blue Text = Updates

Green = Completed

GOAL 1	MAGGIE L. WALKER GOVERNOR'S SCHOOL WILL CREATE A WELCOMING AND RESPONSIVE ENVIRONMENT THAT CELEBRATES AND REFLECTS THE DIVERSITY OF THE SCHOOL DISTRICTS WE SERVE AND FOSTERS A SENSE OF BELONGING FOR ALL.	Responsible Party	Measurement	Year to begin Implementation	Cost to Budget
OBJ 1.1	MLWGS will engage and educate our school districts about the opportunities available to them in our learning environment.			2020	
1.1.2	Develop and enhance relationships with districts, schools, administrators, counselors, teachers, parents, and potential students.	Administration, Counseling, Faculty			
OBJ 1.2	MLWGS will create an environment that provides a sense of belonging and fosters student and family engagement.				
1.2.1	Examine and eliminate structural barriers that prevent students from availing themselves of all the opportunities at MLWGS.	Planning Committee, Administration, Foundation	SAC is working on this.		
1.2.2	Access to wraparound services (Identify and fill gaps in student mental health and wellness programs)	School Counseling			
1.2.3	Review and reform policies and procedures that impede inclusion (e.g. mental health intake, bathroom policies, club and extra-curricular policies)	Counseling, Administration, AD, School Board			
1.2.4	Enhance communications to make sure students have knowledge of and are able to seek resources	Counseling			
1.2.5	Facilitate student input and feedback	Administration, Counseling	Surveys completed by SAC		
1.2.6	Analyze and strengthen the student onboarding process to prepare accepted students for the MLWGS experience	Counseling	Freshmen Orientation is being studied as well as the process for registering for classes.		
1.2.7	Equip faculty with tools to foster an inclusive environment	Administration, External Trainers	We have begun working with VCIC		

OBJ 1.3	MLWGS will codevelop a plan with its districts to increase enrollment of historically underserved populations.				
1.3.1	In compliance with FY 2021 Budget Item 145, C-27,I, the school will work with the partner districts to collect application and admission data to be used to support a plan to increase the percentage of historically underserved populations at MLWGS.	Dr. Lowerre	We have been working with districts to improve access for underserved minorities. Significant improvement has been made this year.		
OBJ. 1.4	MLWGS will develop a strategy to increase the demographic diversity of our faculty and staff.				
1.4.1	Examine barriers to hiring and retaining diverse faculty.	Dr. Lowerre, Dr. Williams,			
1.4.2	Strengthen professional development resources for faculty.	Dr. Ellis	Currently reviewing PD proposals for 21-22 including outside support.		
1.4.3	Develop hiring strategy.	Leadership Team			
1.4.4	Develop outreach program for recruiting teachers from multiple districts and education graduate schools.	Dr. Lowerre			
GOAL 2	MAGGIE L. WALKER GOVERNOR'S SCHOOL WILL ENGAGE STUDENTS WITH INNOVATIVE CURRICULA AND RESPONSIVE INSTRUCTION THAT FOCUSES ON STUDENT-CENTERED EXPERIENTIAL LEARNING. INSTRUCTION WILL BE INTERDISCIPLINARY AND ENRICHED BY LOCAL AND GLOBAL CONNECTEDNESS.	Responsible Party	Measure-ment	Year to begin Implemen-tation	Cost to Budget
				2020-2021	
OBJ 2.1	Students will engage in exciting distinctive courses that are designed to deepen students interest.				
2.1.1	Encourage a collaborative environment for ongoing innovation of all course offerings.	Admin, Mr. Zweerink			
2.1.2	Expand dual enrollment course offerings and include courses through additional university partners.	Dr. Ellis	Meetings with VCU are ongoing		
2.1.3	Investigate offering courses with comparatively smaller student enrollment.	Dr. Lowerre, Dr. Ellis	We allowed classes to “make” this year with lower enrollments.		

2.1.4	Expand the menu of teacher-created courses that center on experiential learning, interdisciplinary and global awareness.	Dr. Ellis Department Chairs	New Seminar courses are being offered		
2.1.5	Expand student enrollment in SGC's and teacher-developed courses.	Dr. Ellis			
2.1.6	Augment opportunities for student travel and beyond-the-classroom experiences.	Leadership Team			
2.1.7	Develop a reimagined FIRC course to equip freshmen to succeed at MLWGS	Mr. Smith, Leadership Team			
OBJ 2.2	Teachers will provide engaging, student-centered instruction.				
2.2.1	Encourage teachers to enhance student engagement, embed community engagement, and integrate instructional technology within their curricula.	Leadership Team, Tech Integrators			
2.2.2	Provide opportunities for teachers to participate in training and collegial discussions about enhancing student engagement, embedding community engagement, and integrating instructional technology within their curricula.	Dr. Ellis			
2.2.3	Incentivize teachers to enhance student engagement, embed community engagement, and integrate instructional technology within their curricula.	Admin			
GOAL 3	MAGGIE L. WALER GOVERNOR'S SCHOOL WILL BE A SAFE SCHOOL WITH EFFECTIVE MANAGEMENT OF RESOURCES.	Responsible Party	Measure-ment	Year to begin Implemen-tation	Cost to Budget
OBJ 3.1	Create and fund a ten-year capital improvement plan.			2023	
3.1.1	Conduct a needs assessment of future needs for the facility and technology.	Facilities and Technology	Project is underway		
3.1.2	Forecast ten-year costs.	Facilities and Technology			
OBJ 3.2	Create a better experience for students, teachers, and parents through available software solutions.			2021	
3.1.3	Implemental funding mechanism separate from the operating budget.	Mr. Smith			
3.2.1	Purchase of on-line teacher receipting program.	Ms. Hoover; Ms. Charity			
3.2.2	Implement field trip request and tracking software.	Mr. Smith			

3.2.3	Integrate field trip software with student information system.	Mr. Bortz			
3.2.4	Reduce student fees.	Leadership Team	We have reduced fees where we could, but many of the fees are simply pass-through accounts.		
3.2.5	Incentivize the use of current on-line payment systems.	Dr. Lowerre	Budgeted and Completed.		
OBJ 3.3	Enhance our safe school environment.			2020	
3.3.1	Implement an annual climate survey.	Dr. Lowerre			
3.3.2	Complete a full revision of the safety/crisis plan.	Mr. Smith			
3.3.3	Further develop relations with local fire, police, and EMS in order to incorporate best practices and facilitate external audits.	Mr. Parker			
3.3.4	Train faculty on cyber security and teaching digital literacy.	Library and Technology			
OBJ 3.4	Transition the fiscal expectations of MLWGS to a new fiscal agent.			2022	
3.4.1	Research options for future fiscal processing.	Mr. Smith			
3.4.2	Secure board approval for a new fiscal agent.	Dr. Lowerre			
3.4.3	Create a transition plan.	Ms. Hoover			