

MINUTES

The Maggie L. Walker Governor's School for Government & International Studies
Regional School Board Regular Meeting
Libbie Mill Library, Henrico, VA

Thursday, October 21, 2021

9:15 a.m.

I. Call to Order

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

II. Moment of Silence

The Chair called for a moment of silence.

III. Pledge of Allegiance

The Regional School Board and visitors stood and recited the pledge of allegiance.

IV. Introductions

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

Ms. Martha Harris, *School Board*, Charles City Public Schools

Ms. Debbie Bailey, *School Board*, Chesterfield County Public Schools

Ms. Betty Haney, *School Board*, Dinwiddie Public Schools

Mr. John Wright, *School Board*, Goochland County Public Schools

Mr. John Axelle, *School Board*, Hanover County Public Schools

Ms. Michelle 'Micky' Ogburn, *School Board*, Henrico County Public Schools **(REMOTE PARTICIPATION from outside of Virginia for personal reasons)**

Ms. Linda Hyslop, *School Board*, Hopewell Public Schools **(REMOTE PARTICIPATION from home for professional reasons dealing with CODERVA's board meeting)**

Ms. Harwood Hall, *School Board*, King & Queen Public Schools

Ms. Sarah G. Barber, *School Board*, New Kent Public Schools

Mr. Kenneth Pritchett, *School Board*, Petersburg Public Schools

Ms. Valarie Ayers, *School Board*, Powhatan County Public Schools

Ms. Mariah White, *School Board*, Richmond Public Schools **(REMOTE PARTICIPATION from her office for professional reasons)**

Ms. Terri Powell for Dr. Merv Daugherty, **Superintendent**, Chesterfield County Public Schools

Ms. Michelle Powell for Dr. Kari Weston, **Superintendent**, Dinwiddie Public Schools

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 **(REMOTE PARTICIPATION)**

Dr. Brian Nichols, **Superintendent**, New Kent Public Schools **(REMOTE PARTICIPATION)**

Dr. Eric Jones, **Superintendent**, Powhatan County Public Schools (late arrival)
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

Not in Attendance:

Dr. Krishan Agrawal, **School Board**, Colonial Heights Public Schools
Ms. Jill Andrews, **School Board**, Prince George Public Schools
Dr. Dalphine Joppy, **Superintendent**, Charles City Public Schools
Dr. William Sroufe, **Superintendent**, Colonial Heights Public Schools
Dr. Carol Carter, **Superintendent**, King & Queen Public Schools
Dr. Maria Pitre-Martin, **Superintendent**, Petersburg Public Schools (late arrival)

Also present:

Dr. Lisa Williams – MLWGS Administration
David Bortz, Kerry Sheppard, and Wendy DeGroat – MLWGS Staff
Ginger O'Neil – GS Foundation

V. a. Approval for Henrico Board Member to Participate Remotely

Policy No. 1020 – Electronic Participation in Meetings from a Remote Location

I. Quorum Physically Assembled

- A. The Regional School Board may conduct any meeting wherein the public business is discussed or transacted through electronic communication means if 1) on or before the day of a meeting, a member of the Regional School Board notifies the chair that such member is unable to attend the meeting due to a temporary or permanent disability or other medical condition that prevents the member's physical attendance or that such member is unable to attend the meeting due to a personal matter and identifies with specificity the nature of the personal matter; and 2) **the Regional School Board approves the member's participation by a majority vote of the members present at the primary or central meeting location.**

On a motion by Valarie Ayers, seconded by Sarah Barber, Henrico's-Micky Ogburn, Hopewell's-Linda Hyslop, and Richmond's Mariah White electronic participation for this meeting was unanimously approved on a voice vote. Dr. Brian Nichols from New Kent and Dr. Jay McCain of Hopewell also joined this meeting via Zoom.

V. b. Approval of Agenda

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

VI. Approval of Minutes

On a motion by John Axselle, seconded by Betty Haney, the minutes of the regular meeting of September 22, 2021, were unanimously approved on a voice vote.

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.

Paul Fleisher delivered his comments in person and are summarized below.

Mr. Fleisher addressed the board to thank them for the opportunity to speak and to commend the administration and the board for considering a revision to the school's admission policy. He absolutely supports removing the 10th-grade social studies test. Further, he is also glad to learn that the school is experimenting with alternative selection processes from previous pools of all qualified applicants.

This revision is long overdue, but as described by Dr. Lowerre at last month's meeting, insufficient. Mr. Fleisher recommends the new admissions policy also include the following:

- 1) Removing the algebra requirement, as recommended by the UVA study. Many otherwise qualified students in math, especially Black, Latino, and low-income students are tracked out of accelerated math as early as 5th grade. Moving capable students up to a higher track in middle school meets with tremendous resistance. Adding, "I ran into that brick wall repeatedly during my 27 years as a Richmond gifted teacher."
- 2) Adjust admissions procedure to give plus credit for students' socioeconomic status (SES), attendance at a lower-performing school, and attendance at a public middle school.
- 3) Most importantly, the admissions process must be amended to disaggregate student scores into several smaller targeted categories, rather than lumping all scores into a single numerical score. Using a single composite score has not been considered best practice for many years. Instead, I urge you to separate out scores into categories; just for example Language; Aptitude and Logical thinking; Academic achievement; and Leadership. Students could then qualify for the selection pool if they score above a certain level in any one or two of those categories, rather than tallying all a student's scores into one single number—into which individual applicant's strengths and weaknesses all disappear.
- 4) Finally, the MW board should publicly reaffirm its commitment to creating a diverse educational community and set specific goals for increasing student and faculty diversity, and set deadlines for their attainment.

If any board members or administrators would like to discuss these ideas further, I would be delighted to meet with you.

The following public comments were submitted electronically:

From: Rachel Savoy Caldwell, alum- Chesterfield

I am writing in support of recommendations to remove the achievement test for the Maggie Walker Governor's School admissions requirements that were discussed at the last board meeting. I believe that shifting those points to an essay will allow for a more robust admissions process that truly captures students who are passionate about attending Maggie Walker. I commend Dr. Lowerre for his continued support in thinking critically about Maggie Walker's admissions policies so that they are equitable and drawing in as many qualified candidates as possible. We know that increasing the diversity of Maggie Walker will not reduce its academic prowess- there are many qualified candidates out there waiting for their chance to prove it. I would encourage a continued exploration of other admissions alterations, many of which were highlighted in the 2009 UVA report.

I similarly want to commend Dr. Williams for her planning and implementation of professional development for faculty that focuses on culturally responsive teaching. As a public school teacher myself, I can truly understand how meaningful it is to participate in such quality, well-planned, and applicable professional development over the course of a year. If we want Maggie Walker to be a supportive environment for all students, this training is critical. Bravo to Dr. Williams for spearheading such an important learning course for teachers at MLWGS.

Lastly, thank you for continuing to record and post your meetings. Since I can never attend in-person meetings, it has been such a gift to stay connected by watching virtually at a later time. It is appreciated!

From: Emily Tombes Figley, alum – Chesterfield

I'm an alumna from the class of 2006. I absolutely loved my experience at Governor's School and know that it's an incredibly special place. I want for it to be available to all communities in ways that it's become clear that it's not.

I've also spent my career in teaching and have seen firsthand the ways that achievement tests can disparately impact Black and Brown communities. The data from recent admissions for Maggie Walker make it clear that our current system is NOT equitable and disproportionately benefitting some communities over others. As a school that claims a commitment to Government, we have a civic responsibility to make the changes researchers are calling for and eliminate the achievement test from the admissions process. While I believe strongly that eliminating the achievement test is not a silver bullet, and it won't solve everything - I think it's an essential component of showing our commitment to equity.

I also wanted to commend Dr. Lowerre and Dr Williams for prioritizing these difficult conversations around equity - both in the admissions process and amongst faculty. As an educator, I have experienced and grown immensely from professional development in cultural competency and know that it's an essential part of supporting all students, learning from mistakes, and growing to be better educators in today's world.

Thank you all so much for continuing to post recordings of your Board meetings - I've been able to stay tuned in and connected as an alum in a way I never could access before.

From: Carrie Kahwajy, Alum, Chesterfield NAACP

Thank you for continuing to discuss ways we can improve the admissions process at the Maggie Walker Governor's School. I have been following follow recent changes through work with the Chesterfield NAACP and the Anti-Racist Alumni group. We have more work to do, but I am encouraged by the continued courageous conversations the current Director and Board are willing to have.

I support the elimination of the achievement test and the shift of those points to the proposed essay that allows students to speak to their personal experience and why they want to attend MLWGS.

I still have concerns remaining about keeping the aptitude test. It has shown to have a negative impact on Black and Brown students and creates a barrier to admissions. I hope to learn more this year about the application of this aptitude test. I encourage the collection of data that helps evaluate its impact on Black and Brown applicants. If the data shows harm or a lack of utility, I look forward to and expect the Board to revisit the need for the aptitude test.

I would encourage the Board to consider removing the algebra requirement, as recommended by the UVA study: many otherwise qualified students are tracked out of accelerated math as early as 5th grade. Moving capable students up to a higher track in MS meets tremendous resistance for Black, Brown, ESL, and students with disabilities.

I strongly encourage the Board to consider disaggregating student scores into several smaller targeted categories, rather than lumping all scores into a single numerical score. Using a single composite score has not been considered best practice for many years. Instead, I urge you to separate out scores into categories; just for example: Language; Aptitude and Logical thinking; Academic achievement; and Leadership. Students could then qualify for the selection pool if they score above a certain level in any one or two of those categories, rather than tallying all a student's scores in to one single number—into which individual applicants strengths' and weaknesses all disappear.

Finally, I look forward to the Board publicly reaffirming its commitment to creating a diverse educational community and hope to see the Board set specific goals and deadlines for increasing student and faculty diversity.

From: Jackie Laundon, alum – Chesterfield

Dear Regional School Board for Maggie L. Walker Governor's School for Government and International Studies:

Thank you for the continued opportunity to stay engaged in the workings of MLWGS through the recording and posting of the school board meetings; as an alumna (Class of 2006) that cannot attend in-person, I appreciate being able to stay informed of the direction and decisions of the school.

I am writing today to express support for the elimination of the achievement test and urge you to approve this change to MLWGS' admissions process. I was deeply surprised to hear that the admissions process has not been significantly revised since the '90s, and even more so that a test of content knowledge that would be taught to students two years in their future had

influence over their admittance to MLWGS. I applaud the subcommittee for recognizing a glaring area for improvement, and appreciate the transfer of the 10 points to a writing sample that would allow students to express their interest and individual areas of giftedness and passion for learning. I can only imagine what I would have said if given the opportunity to demonstrate my love for languages and why MLWGS was the right school for me. Having taken three non-English language classes during my time at MLWGS, and who uses two of them professionally now, allowing students to express their individual areas of intellectual passion and curiosity can only further enrich the student body at MLWGS.

While I fully support the elimination of the achievement test and the incorporation of a more personal element to the application, I also want to urge the school administration and the 14 school districts to continue to consider the revision and potential whole elimination of the aptitude test. We know that evidence-based work is only as equitable as the researchers who conducted the evaluations, and I encourage the admissions subcommittee, the administration, and the School Board to continue to examine this process to eliminate barriers and biases inherent within its admissions process and systems. With the proposed changes to admissions, I also want to encourage robust data collection and analysis to help inform future examination of the overall admissions process, for continual quality analysis and improvement for the good of the MLWGS student body.

I want to also commend Dr. Lowerre and Dr. Williams for their leadership and focus on equity within MLWGS, both regarding admissions and the culture of the school once students matriculate. I appreciate hearing positive reactions to the staff development on cultural competency, and look forward to hearing more about future work and other changes in the future.

Thank you for your work to push the school to be a place where all students, regardless of background or past opportunity, can succeed and thrive in an intellectually and culturally rich environment.

From: Stewart Sibert, alum – Chesterfield

Esteemed members of the Board,

MLWGS is one of the best schools in the country because it attracts the most qualified students, places them in an environment where they can challenge each other, and affords no special treatment to anyone.

As an alumni who has gone on to success in the military, the law, and within government, I urge you to NOT change a successful formula by removing the academic component of the admissions test. Doing so, and allowing less academically qualified students in might temporarily satisfy groups that are hyper focused on racial disparities, but it will not have any meaningful effect on those underlying disparities. It will also place the less qualified students in a situation where they are far less likely that their classmates to achieve success. Further, the next demand from the groups who narrowly focus on race will certainly do even more to weaken MLWGS as an institution.

Please do not give into pressure to make unsound policy changes to the MLWGS admissions process. Do what will provide the best education to the students who are truly ready for the academic rigor MLWGS is known for, and do what will protect MLWGS as an institution for

future students.

From: Alison Walter, alum – Powhatan

To the members of the Regional School Board and Maggie L. Walker Governor's School Community:

I am an alumna from the class of 2008, and current teacher, writing today to express my support for some of the changes proposed by Dr. Lowerre in the previous Regional School Board meeting. I am encouraged by the elimination of the social studies achievement test, to be replaced by an admissions essay based on personal experience and desire to attend Maggie Walker. However, I remain concerned about the possible barriers posed to high-achieving Black and Brown students who deserve equal access to the educational opportunities afforded at Maggie Walker.

I would like the Board to approve these changes but recommend additional data collection on the part of the school this year to evaluate the actual effect of the essay scoring mechanism and the aptitude test on both the level of applications received from minority students and on the admissions rate of those applicants. If the admissions process still has a disproportionately negative impact on Black and Hispanic applicants, it is critical that the Board and Maggie Walker revisit the application process once again to explore other options for admissions, including a possible lottery system among all qualified applicants.

The school's focus on continuing to improve the application and admissions process is impressive and appreciated. I also want to commend Dr. Lowerre and Dr. Williams's efforts to grow cultural competency within the faculty and staff - I have heard positive comments from staff members about the professional development offered this year, and I think it is helping staff to feel more equipped to succeed in our ever-changing world.

Thank you for continuing to post recordings of your Board meetings for those of us who are unable to attend in person but would like to continue to be active members of the Maggie Walker community.

From: Margaret Nemitz, alum – Henrico

I am encouraged the attention on and momentum of reconsidering MLWGS admission, and I am grateful to see the recommendation to remove the achievement test and give these points to a personal essay. I believe this is a step in the right direction, and should be approved without any delay, yet I also want to make clear that this is just one of many steps that need to take place.

I urge the board to approve these recommendations along with a commitment to use this next year for further data collection and discussion for a larger overhaul. For starters, I support removing the Algebra I requirement and collecting more data about the aptitude test currently in use. I'm glad to hear that you have looked into some modeling, and I would like to hear more discussion about the pros and cons of this test, specifically exploring to what extent it may impact Black and Brown applicants. I expect this next year to include additional data collection, review, and admission revision.

While I recognize that each county oversees specific admission processes, I am curious to

know if, just as MLWGS sets certain minimum admission requirements, if this board could also explore requirement thresholds so that districts are not able to independently reenact the inequitable policies, such as achievement tests, that the school is moving away from.

I appreciate the board making time for these discussion. I thank school leadership for emphasizing the importance of equitable admissions and supporting current students and faculty. I hope to see potential, current, and past student voices centered in these conversations. Thank you for posting these meeting recordings online for those of us who cannot attend in person to allow more voices to be informed and engaged on your process.

From: Adria L Scharf, alum – Henrico

I strongly support the regional board taking proactive steps to change the MLWGS admissions process in ways intended to reduce barriers to strong Black, LatinX and historically disadvantaged applicants. For more than 15 years, students, alumni and community advocates have urged change and have called for the board to take steps to make this special school a more inclusive place. These steps are overdue. In my own community work over the years, I have been struck every time I have met a gifted, intellectually curious, academically prepared Black student from the city of Richmond who told me they had applied to MWGS but were not accepted. Their giftedness, their preparedness, was not sufficiently recognized by the admissions criteria that were in place at the time. These are students who went on for example to be valedictorians of the high school they attended and then attended top tier universities. One is an attorney. These were exceptionally strong students. Their presence and their gifts would have enriched this school. My hope is that with changes, more strong Black and LatinX students will have their gifts recognized and reflected, rather than overlooked, in the admissions process. As for the specific proposed changes, I do support the board's ending the standardized achievement test at this time. I also support making the essay component an onsite assessment. I have some questions about the proposed ability assessment, which is proposed to be weighted at 25 points in the 100 point proposed scale, so will become a major component of the admissions rubric. Has the ability test been fully vetted to determine that it is free of cultural bias? I fear that this ability test may in effect mean MLWGS is replacing one problematic standardized test (the achievement test) with another (an ability test). I ask that this, the ability test, be vetted carefully, assessed for cultural bias, and that its function in the admissions criteria be critically monitored in the coming year. Thank you for your service and your leadership.

From: Katy Wischow, alum – Henrico

Thank you for continuing to post recordings of meetings so alumni can continue to stay involved and informed more easily. I was heartened to see in the last meeting discussion of elimination of the achievement test, which seemed to serve mostly as a barrier, and shifting those points to an essay. I am hopeful that this will provide a supportive way to evaluate candidates for the school without imposing artificial barriers that have a negative impact on Black and Brown applicants. I hope that this year the board can examine the impact of the aptitude test as well. Finally, I'm thrilled about our current administration's focus and energy around equitable admission and cultural competency support for staff. This direction makes me proud to be an alumni!

From: Carrie Kahwajy, alum , Chesterfield NAACP

On behalf of the Antiracist Alumni, I am writing to share our excitement about the 2021-2022 professional development plans at Maggie Walker. The plan to encourage independent study through immersive experiences has potential to strengthen the cultural competence of Maggie Walker's educators in a meaningful way. We look forward to learning more about the details of these plans, including the measures used to track participation, completion, and progress in how Maggie Walker's educators become more fluent in supporting and reducing harm done to its Black and Brown students.

We commend the Board for supporting these efforts with the funds and resources needed to make this program a success. Since the program has been diligently designed by Dr. Lisa Williams and Wendy DeGroat to offer a diverse array of resources with ease of access to all educators, we believe this work is worth the investment.

We also believe that it is important for decision makers to show leadership by participating in similar learning opportunities to better understand, engage, and support the needs of their constituents. We'd love to also see the Board lead by example and undertake efforts to embrace this type of development for themselves.

Although we often focus our comments on issues related to more equitable admissions into Maggie Walker, we remain equally interested in the important work being done to support current Black and Brown students at Maggie Walker so that they can thrive. To that end, we appreciate important initiatives like this professional development plan, and we are here to support such efforts in any way we can.

From: Melissa Thiessen Ayers, alum

I thank the Board and Drs. Lowerre and Williams for their time and leadership looking into this matter. I'm an alumna from the Class of 2001, and while I do not live in Virginia any more, I do still support the school as best I can from afar, and thank the board for allowing meetings to be accessible to those not in the area.

I want to voice my support in the elimination of the achievement test in the application testing for MWGS. This test does not show student potential to be successful in our school, and should not be used to determine admissions. I hope appropriate vetting of the aptitude test will be done to ensure the test is able to be used without negatively impacting Black and Brown students, and can be used to improve on the diversity of the students who make up this year's freshmen class.

Please continue to look to leaders in this field of improving the equity of admissions into programs, and reducing the harm endured by the underrepresented in the past. We cannot begin to compensate for previous harm unless we show how we will change in the future and listen to underrepresented voices.

From: Tran Kim-Senior, alum

I am writing to submit a public comment to the Regional School Board in support of the elimination of the achievement test from the MLWGS admissions process. I come to this conversation as an alum of MLWGS (class of 2001) and as a school admissions professional who has worked at the college and high school levels. From my understanding, the main admissions tool used to select students for MLWGS currently is the achievement and aptitude

test. My further understanding is that the achievement test evaluates students' knowledge of 10 grade social studies. I am very familiar with aptitude tests being utilized for admissions processes but I have never heard of an achievement test and was appalled to learn that such a mechanism was being used as a selection tool at MLWGS. An achievement test that tests students for knowledge they haven't learned yet wreaks of insanity and inequity. It's equivalent to hiring someone at an entry level and expecting them to have the knowledge that a person having worked there for 2 years would have. Such a test requires that students somehow must have the time, energy and means to learn on their own two years' worth of social studies content to be successful on the test. This means that only students from very well-resourced backgrounds would be able to compete.

I am the parent to two children, one 13 and one 10. I'll speak on my 13-year-old as she is of age to apply to MLWGS. She plays 3 instruments (piano, euphonium, and violin) and plays for her school band on the euphonium and an area youth orchestra on the violin; plays competitive travel soccer and has ventured into rowing as well; is fluent in English and Spanish already and has been teaching herself Japanese; she is also a wonderful visual artist; she is a straight A student whose teachers have had nothing but glowing things to say about her. This fall, she has been doing all of these things all at once and is yet still balanced and full of joy, never skipping a beat. In the elite private school admissions world where I currently work, my daughter is what we would consider a unicorn and someone who would be a shoe in for schools at the highest levels because she is impactful across multiple areas. However, by the required achievement test at MLWGS, she wouldn't be able to compete because she does not have the social studies knowledge of a 10th grader. To put it bluntly, this achievement test is ridiculous and anyone worth their salt would find this gallingly unfair as an admissions practice. It needs to be eliminated.

Similarly, the aptitude test also needs to be examined. While it makes more sense logically than the achievement test, aptitude tests have been proven to have zero correlation in terms of outcome, to be poor indicators of potential, and to be highly inequitable as well as an admissions tool. Similar to the achievement test, families who have the means and resources are able to provide their children with the level of preparation to help their child do well on the test. Aptitude tests are also written from a narrow vantage point that caters most to children who have grown up exposed to American and western knowledge and cultural tenets. Aptitude tests were always a struggle for me growing up because I came to America as a refugee and did not have the same exposure to western culture, concepts, and ideas in the same way as my counterparts who were 2nd, 3rd, 4th generation Americans. I shudder to think how much worse I would have done on these tests growing up if a white family who had lived in America for multiple generations hadn't taken me under their wing to give me natural exposure to many things American.

At a time when schools at the higher education and secondary school levels are asking critical questions about their admissions practices and making necessary changes to make them more equitable and accessible, MLGWS is out of sync with its continuing use of the achievement and aptitude tests. It is behind in terms of best and equitable admission practices and needs to catch up. To insist on keeping these two selection tools in place is essentially equivalent to those who insist on keeping confederate monuments around under the guise that it's about southern pride and heritage when it's well established that these monuments were never erected to uphold southern culture and pride but to cement racial intimidation and white supremacy. It is time for MLGWS to utilize other tools for assessing students' capacity and potential for holistic success at MLGWS. Essays have been a common component in the

admissions process and provide students with an opportunity to tell their stories and present their ability to contribute as a person and a student in a deeper and more accurate way than any test could do. It is also an assignment that students have a better chance of doing well despite differing circumstances in resources. Interviews also do a similar thing and would also be valuable. Other important and more illuminating tools are letters of recommendations from students' teachers and school administrators. Ultimately, every candidate should be evaluated holistically for all their gifts, not just their potential to get a high SSAT score down the road or their ability to get straight A's. A person's worth is not just their grades and a balanced and joyful school community should have students who bring a variety of things to the table and not just their ability to thrive academically.

In closing, I hope the school board will take seriously the call to have a more equitable and holistic approach to the admissions process at MLWGS. It is the right and practical thing to do. I also want to take this opportunity to commend the work that Dr. Lowerre and Dr. Williams have put in to making the admissions process more equitable and accessible and for their investment in professional development that is strengthening faculty and staff members' cultural competency. I also thank you for continuing to post recordings of your school board meetings so that those of us who are invested in can stay connected to the conversation. I am available for any further conversation and would be happy to talk even more on this topic if there is an appropriate opportunity for doing so. As an admissions professional dedicated to access and equity and a parent, this is an issue that is very important to me.

The Chair thanked our stakeholders.

IX. Director's Report

A. Verbal Updates

- The director began this report by stating he is meeting with team members on Tuesday to discuss bringing board meetings back on campus and streaming future meetings for the constituents.
- Dr. Lowerre noted that while his name and Dr. Lisa Williams' name was recognized and thanked several times in public comments regarding professional development, that this whole journey of equity, inclusion, and cultural competency has been shared by a whole team of members to get to this point and he wanted to recognize their efforts also. The director additionally commended the work of the Planning Committee.
- Three MLWGS Teachers earn R.E.B. Finalist status 2021: **Amanda Lemco (Languages)**, **Kristen Macklin (Languages)**, and **John Wilkes (Social Studies)**.

Considered among the best in their field, these instructors from [Chesterfield County Public Schools](#), [Hanover County Public Schools](#), [Henrico County Public Schools](#), and [Richmond Public Schools](#) demonstrate a sincere passion for teaching while also serving as mentors, coaches, and champions for their students.

Selected from 91 nominations submitted by students, parents, and colleagues, these 35 finalists are in the running to receive cash grants to continue their own love of learning as they pursue adventures of a lifetime. Winners will be announced this November.

- **MLWGS Library Launches New Program**

Sign-ups for **Dragon Dialogues, a special opportunity for freshmen**, open on **Friday, October 1st**. Freshmen who opt to participate in Dragon Dialogues will earn about 2 community service hours while connecting with a classmate who attended a different middle school than them. Using strategies adapted from the One Small Step program and organized by a team of students who participated in that pilot program, freshmen will be paired for semi-structured conversations. During two preparatory workshops and the conversations themselves, participants will learn how to actively listen to their partner, ask and answer engaging questions, and develop interpersonal skills. It is the project team's hope that through these interactions, participants will feel more comfortable with their peers and less alone during the uncertain time that is freshman year.

- **Mental Health Services from MLWGS Counseling-Lisa Ebeling-Psychologist**

Suicide is the second leading cause of death in students of high school age. That is a very hard and difficult statistic. The good news is that our department has been involved in doing **suicide prevention programming through the Health/PE and English classes**. We have done this with freshmen and juniors prior to the pandemic. **This year we will be doing it with all grade levels** given the circumstances of the past several years **starting in November**. Meanwhile, we want to remind you that our department is available to receive referrals on any students that present as a concern to you. If in doubt, refer them to us. We get some of our best referrals from staff because you "live" with the students during the school day and can pick up on things that might otherwise be missed.

Significant changes in mood or behavior are a flag that a student needs to be seen. A student that seems hopeless and overwhelmed should meet with counseling staff. Talking, writing, or posting about suicide means an immediate referral to counseling with a staff escort.

- **Mark your Calendar: VIRTUAL FY23 Budget Development Town Hall**, December 14, 2021, at 6:00 pm. We welcome engagement in discussion around our FY23 budget.


- **Recruitment:**

- Nightly Information Sessions at MLWGS, November 8-10, 2021 (**Update:** Virtual only on November 9th, but recorded for additional viewing)
- Recruitment Efforts: Planning Committee, recruitment material dissemination, etc, and
- Middle School Visits

- **National Honor Society Induction** will be held on October 25th in-person on the MW campus.

- **2021-2022 School Profile**. Data compiled by the MLWGS Senior Counselors.

- **College Board 2020-2021 AP Testing Results for MLWGS:** 1,291 exams were administered to 486 students with 95.88% scoring a 3 or higher.

 SCHOOL SUMMARY

| | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------------------------------------|-------|-------|-------|-------|-------|
| Total AP Students | 497 | 481 | 457 | 465 | 486 |
| Number of Exams | 1287 | 1207 | 1116 | 1254 | 1291 |
| AP Students with Scores 3+ | 487 | 472 | 450 | 447 | 466 |
| % of Total AP Students with Scores 3+ | 97.99 | 98.13 | 98.47 | 96.13 | 95.88 |

“While our percentage of 3 or higher went down slightly, I think it is important to note that A) we had a record number of exams taken last year (a huge increase in AP Psych with lots of first-time testers) and B) we saw improvement in average score in 20 out of 29 exams. Average exam scores in Virginia and Globally were almost universally down (with the exception of a couple of tests that saw some minor increases). I think it speaks volumes with how MLWGS weathered the storm in the pandemic and we managed to have our students continue to demonstrate high levels of learning even in the most challenging of circumstances. Some of the areas that saw small declines were subjects such as languages and ones that involved advanced math, which was probably hurting from the lessened opportunity for repetition (also these exams were pretty much exclusively in-person, which I am not sure played a role). Still, at first glance, it looked like our declines were less than State and Global declines.”...*Dr. Rachel Loving*

B. Coming Events

October 21, 2021, through November 11, 2021, Coming Events

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| Thursday, October 21 st | Regional School Board Meeting, 9:00 am, Libbie Mill Library |
| Friday, October 22 nd | Colonial Heights Middle School Visit, 8:30 am |
| Monday, October 25 th | Goochland Middle School Visit, 6 pm |
| | National Honor Society Induction, 6:30 pm, Auditorium |
| Tuesday, October 26 th | Fall Chorus and Band Concert, 7:00 pm, Auditorium |
| Wednesday, October 27 th | Fall Orchestra Concert, 7:00 pm, Auditorium |
| Thursday, October 28 th | Science National Honor Society Induction, 11:30 am, Room 153 |
| Tuesday, November 2 nd | Student Holiday/Teacher Workday |
| | Parent/Teacher Conferences, 9:00 am – Noon |
| Wednesday, November 3 rd | Class and Staff Yearbook Photos, 8:00 am – Noon, Auditorium |
| Thursday, November 4 th | Finance Committee Meeting, 8:30 am |
| | Parent/Teacher Conferences Continue, 4:00 pm – 7:00 pm |
| Monday, November 8 th | Winter Sports Begin |
| Monday, November 8 th – Wednesday, November 11 th | Final Date to be determined as of this writing: Virtual Information Forum for Perspective New Students and Families Update: date chosen for the forum is November 9 |
| Tuesday, November 9 th | Math League Contest, 11:30 am, Auditorium |
| | Faculty Meeting, 3:30 pm, Auditorium |
| Wednesday, November 10 th | AMC Math Contest, 8:40 am, Auditorium |
| | Tri-M Music Honor Society Induction, 11:30 am, Black Box |
| Thursday, November 11 th | Executive School Board Meeting, 9:00 am, MLWGS campus |
| | New Kent Middle School Visit, 6:45 pm |

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| Thursday, October 15 th | Virtual Regional School Board Meeting, 9:00 am |
| Friday, October 15 th | Asynchronous School Day |
| Friday, October 23 rd | Asynchronous School Day |
| Saturday, October 24 th | Virtual STEM Event for Grades 5-8, 3:00 pm – 5:00 pm, sponsored by MW Robotics |
| Thursday, October 29 th | PSAT Testing for Juniors Mc-Z |
| | Virtual Band Concert, 7:00 pm |
| Friday, October 30 th | Asynchronous School Day |
| Tuesday, November 3 rd | Teacher Workday, No Instruction |
| | Parent/Teacher Conferences, 9:00am – 12:00pm |
| Thursday, November 5 th | Virtual Finance Committee Meeting, 8:30 am |
| | Parent/Teacher Conference, 4:00pm – 7:00pm |
| Monday, November 9 th – Wednesday, November 11 th | Virtual Information Forums for Prospective Students, 6:30 pm |
| Thursday, November 12 th | Executive School Board Meeting, 9:00 am |

C. 2022-2023 Division Enrollment Commitment Letters

As MLWGS begins the planning process for the next school term as directed by Policy 1029 adopted May 18, 2000, amended December 18, 2014, and December 17, 2015, and October 15, 2020, it annually seeks this slot commitment statement from participating divisions.

Letters were provided via email to participating school divisions for their 2022-2023 student enrollment commitment. Note that each letter should be executed by the division superintendent and school board member, and returned to MLWGS by December 1, 2021.

D. 2021-2022 School Advisory Council Membership

Membership of the School Advisory Council may consist of parents, staff, and students of MLWGS, corporate and community members, higher education representatives, school administrators, and gifted program specialists. Membership shall be presented annually to the Regional School Board.

| | | | |
|---------------------------|------------------|--------------|------|
| Michael Larkin, Chair | PTSA | Chesterfield | 2022 |
| Ed Coleman, Vice-Chair | Faculty | n/a | 2022 |
| Karen Townsend, Secretary | PTSA | Richmond | 2022 |
| Rachel Gable, Historian | PTSA | Richmond | 2023 |
| Jill Bowman | PTSA | Chesterfield | 2024 |
| Julie Solomon | PTSA | Chesterfield | 2024 |
| Leigh Anne Ratliff | PTSA | Richmond | 2023 |
| Rachel Loving | Faculty | n/a | 2023 |
| Joy Cob | Faculty | n/a | 2024 |
| Kyleen Terrana | Faculty | n/a | 2024 |
| Virginia Warren | Student – Senior | Chesterfield | 2022 |
| Madison King | Student – Senior | Chesterfield | 2022 |
| Sean Fang | Student – Junior | Chesterfield | 2023 |
| Audrey Paulson | Student – Junior | Richmond | 2023 |
| Dr. Lisa Williams | Administration | n/a | 2024 |

| | | | |
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| Karen Smith-Will | Director's Appointee | Hanover | 2022 |
| Open | Director's Appointee | | |
| Open | Director's Appointee – Alumni | | |
| Lynn Pleveich | Planning Committee | Richmond | 2023 |

X. Unfinished Business

- ***Report to the Board: Strategic Plan Implementation (report located at the end of these minutes).***

The director reported we are actively working on school culture issues and student-centered engagement. This is a living document, and we are visiting it repeatedly to ensure we are moving forward.

XI. Consent Items

On a motion by John Axselle, seconded by Valarie Ayers, the following consent items were unanimously approved on a voice vote as a slate: October 2021 personnel actions, fiscal status reports of September 30, 2021, and the donations report of September 30, 2021.

XII. Action Items

Out of the agenda order, Ms. Kerry Sheppard was invited to present information on her proposed London trip (XII.c) at the beginning of the board's review of action items so she could return to her classroom. For purposes of these minutes, her information and board action is recorded under XII.c below.

a. Policy, Procedure and Regulation Approval – (Second Read)

The Policy Steering Committee offers the following policies for Regional School Board approval. These policies were submitted for their first read on August 26, 2021.

| VSBA POLICY UPDATES OCTOBER 2021 | | | |
|---|--|--|--|
| Final | Foundations | | |
| 0001 | School Goals and Objectives | | Legal references updated |
| 0011 | Nondiscrimination | | Policy and legal references updated |
| 0012 | Educational Philosophy | | Policy and legal references updated |
| School Board Governance | | | |
| 1020 | Electronic Participation in Meetings from Remote Locations | | Changes to rules for meetings when a quorum is physically assembled. Expands rules re medical conditions and |

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| | | | <p>expands number of meetings in which a member may participate remotely due to a personal matter. RSB members may participate remotely when a family member's medical condition requires the RSB member to care for the family member.</p> <p>Limited to 2 meetings/year or 25% of meetings.</p> <p>When a quorum is not physically assembled the purpose of the meeting must be to provide for the continuity of RSB operations or the discharge of the lawful purposes, duties, and responsibilities of the RSB. Must arrange for public access to the meeting through electronic means and must provide the public an opportunity to comment</p> |
| 1022.1 | Regional School Board Organizational Meeting | New to MW | Moves local elections to November but does not change the statutes controlling when organizational meetings are held |
| | Administration | | |
| 2007 | Qualifications and Duties for the Director | | MW does not practice collective bargaining. |
| 2009 | Evaluation of the Director | | Policy and legal references updated |
| 2011 | Policy Implementation | | Policy and legal references updated |
| 2021 | Safety Drills | | Each school is required to have at |

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| | | | least one lockdown drill during the first 20 days of each school session |
| 2065 | Acceptable Computer Use | | Policy, legal, and cross-references updated |
| 2065-R | Technology Use Guidelines | | NO CHANGE. Can keep as a local regulation if we choose – but VSBA will not provide updates going forward |
| Instruction | | | |
| 3001 | Instructional Goals and Objectives | | Policy and legal references updated |
| 3003 | Academic Standards and Community Service Policy | | No content changes – meets 2-year review requirement |
| 3003.1 | The Virginia Assessment Program and Graduation Requirements | | No content changes – meets 2-year review requirement |
| 3004 | School Year/School Day | | If school closes for in-person instruction because of weather or another emergency, the school may declare an unscheduled remote learning day with services provided per DOE guidelines |
| 3008 | Acceptance of Electronic Signature and Records | | Policy updated |
| 3011 | Guidance and Counseling Program | | Legal references updated |
| 3013 | Driver Education | | Driver education must include instruction on the dangers of speeding. BOE is developing a standard form for all students to use and every school will be required to use |
| 3015 | Character Education | | Legal references updated |
| 3020 | Teaching About Drugs, Alcohol and Tobacco | | Adds underage marijuana use to the |

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| | | | list of things on which schools are required to provide instruction |
| 3035 | Parent and Family Engagement | | Legal references updated |
| 3045 | Acceptable Computer Use | | Policy, legal and cross-references updated |
| 3045-R | Technology Use Guidelines | | NO CHANGE. Can keep as a local regulation if we choose – but VSBA will not provide updates going forward |
| Student Services | | | |
| 4009 | Drugs in School | | Removes possession of marijuana at school from the list of causes for mandatory expulsion |
| 4046 | Student Transcripts | | States transcripts contain information specified by VBOE. Removing gender |
| 4075 | Student Wellness | | Adds an annual report to the RSB |
| 4095 | Administering Medicines to Students | | Has a delayed effective date of January 2022. Schools required to stock albuterol inhalers and valved holding chambers for students believed to be in need of such medication |
| Human Resources | | | |
| 5003 | Acceptance of Electronic Signatures and Records | | Policy updated |
| 5006 | Evaluation of Professional Staff | | Requires evaluations include cultural competency. |
| 5011 | Prohibition Against Harassment and Retaliation | | Specifies that discrimination on the basis of military status is grievable. |
| 5011.2 | Prohibition of Abusive Work Environment | | Definitions for abusive conduct, abusive work environment, physical |

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| | | | <p>and psychological harm. Abusive conduct by an employee is what a reasonable person would find hostile and is severe enough to cause physical or psychological harm to another. Must consider the severity, nature, and frequency of the conduct and continuation if the employee has been asked to stop. Abusive conduct includes verbal or physical conduct that is threatening, intimidating, or humiliating; also gratuitous sabotage or undermining of another employee's work. Abusive conduct is not a single act unless especially severe. Abusive conduct includes attempts to exploit another's vulnerability and/or repeated verbal abuse. Physical and psychological harm must be documented by a licensed professional</p> |
| 5012 | Equal Employment Opportunities/Nondiscrimination | | <p>Replaces "status as a veteran" with "military status" as a characteristic protected from discrimination. Also contains a definition of "military status" to include members of the uniformed services or reserves, veterans,</p> |

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| | | | dependents, spouse, child, an individual for whom the servicemember provides more than one-half of the support for 180 days preceding the allegedly discriminatory action. RSB may want to name an Alternate Compliance Office who is not the same gender as the Compliance Officer |
| 5022 | Suspension of Staff Members | | Policy updated |
| 5030 | Professional Staff Development | | Requires training in 2022, all licensed staff complete cultural competency training. Culture competency is required on evaluations |
| 5064 | Staff Time Schedules | | Significant Change: VA 40.1-29.2, RSB can no longer give comp time instead of paying overtime to non-exempt employees. Creates severe penalties if we do. New for VA to legislate |
| 5065-R1 | Sick Leave | Update from August presentation: Substitute Pay Rate Changed Sept 2021 to \$15/hr – effects buy-out rates in this policy, see pages 4 and 5 | Several edits were added for clarification. Deletes other division cross-references and spacing corrections |
| 5065-R3 | Vacation Leave | | Business Mgr has requested to define |

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| | | | when an employee leaves service and when then their leave buyout occurs |
| 5065-R6 | Compensatory Time for Employees | | Legislative change – non-exempt employees will not be eligible for comp time |
| 5074 | Effective of Criminal Conviction or Rounded Complaint of Child Abuse or Neglect | | Policy and legal references updated |
| | Community Relations | | |
| 6010.2R | Regulation Regarding Authorized Use of School Owned Facilities and Materials | | Increases fees for building rentals |
| 6020 | Reproduction and Use of Copyrighted Materials | | Policy and cross-references updated |
| | Finance & Operations | | |
| 7006 | Food Services | | RSB cannot file lawsuits against students or parents because the student cannot afford to pay for a meal or owes a school debt |
| | Student Conduct | | |
| 8000 | Prohibition Against Harassment and Retaliation | | Policy and legal references updated |
| 8001 | Educational Opportunities/Nondiscrimination - Student | | Policy updated. Legal references updated. |
| 8001.1 | Section 504 Nondiscrimination Policy and Complaint Procedures | | Policy, legal, and cross-references updated |
| 8002 | Student Conduct | | Legal references updated |
| 8010 | Student Absences/Excuses/Dismissals | | The student can miss (1) day per year for a ‘civic’ event. We can require advance notice and evidence of participation |
| 8013 | Disciplining Students with Disabilities | | Policy and legal references updated |
| 8015 | Teacher Removal of Student From Class | | Policy updated |
| 8090 | Student Suspension/Expulsion | | Removes possession of marijuana from mandatory expulsion |

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

b. Regulations 1030-R1 and 1030-R2 Relating to Admission of Students (Second Read)

The Policy Steering Committee offers the following for Regional School Board consideration: 1030-R1 and 1030-R2.

| Final | Name | | |
|----------------|-----------------------------------|----------------------|--|
| | Governance | | |
| <u>1030-R1</u> | Regulation: Admission of Students | | Several edits have been made |
| <u>1030-R2</u> | Admission Evaluations | Includes Name Change | Changes assessments to evaluations – other edits within the document |

On a motion from Kenneth Pritchett, seconded by Valarie Ayers, Regulations 1030-R1 and 1030-R2 were unanimously approved on a roll-call vote.

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

| | |
|---|--------|
| Ms. Martha Harris, Charles City County Schools | Aye |
| Ms. Debbie Bailey, Chesterfield County Schools | Aye |
| Dr. Krishan Agrawal, Colonial Heights Public Schools | Absent |
| Ms. Betty Haney, Dinwiddie Public Schools | Aye |
| Mr. John D. Wright (Vice-Chair), Goochland County Schools | Aye |
| Mr. John Axselle, III, Hanover County Schools | Aye |
| Ms. Michelle Ogburn (Chair), Henrico County Schools | Aye |
| Ms. Linda Hyslop, Hopewell Public Schools | Aye |
| Ms. Harwood Hall, King and Queen Schools | Aye |
| Ms. Sarah Grier Barber, New Kent County Schools | Aye |
| Mr. Kenneth Pritchett, City of Petersburg Schools | Aye |
| Ms. Valarie Ayers, Powhatan County Schools | Aye |
| Ms. Jill Andrews, Prince George County Schools | Absent |
| Ms. Mariah White, City of Richmond Schools | Aye |

Mr. Axselle thanked Dr. Lowerre and Dr. Gill for their [off record] explanations of the issues and for giving him a deeper understanding.

Dr. Lowerre stated the school will continue to make our divisions proud to participate and thanked the board for their continued support.

c. International Travel Proposal: London, England March 31 – April 7. Proposed and Sponsored by Dan Brown-Social Studies, and Kerry Sheppard-English (Waive First Read Requested)

This will be a joint trip arranged by the teachers of AP Comparative Government and the Senior Seminar course titled “The Evolution of London.”

Students will be able to reinforce and augment their knowledge about government and the development of understanding regarding how both London and its government developed over time. This will be accomplished via visiting key sites, museums, and via guest lecturers.

The maximum number of students = 25.

The number of chaperones Dan Brown (Social Studies), Kerry Sheppard (English), and if needed John Wilkes (Social Studies) and Celie Boswell (English).

Estimate per Student Cost: \$2,400-\$2,500 (approximately)

On a motion from John Axselle, seconded by Martha Harris, the international trip proposal to London during spring break 2022 was unanimously approved on a voice vote.

XIII. Materials for Board Review and/or Discussion

- None

XIV. Information Items

- Finance Committee Meeting Minutes, October 7, 2021
- Pictures from Fall Festival 2021
- Spirit Week at MLWGS October 11-15, 2021
- 47 Seniors named ‘Commended Students’ in the 2022 National Merit Scholarship Program
- Alumni News: UVA Ph.D. students start STEAMKITX to teach kids about science (’13 alum)

XV. Superintendent’s Steering Committee Report

Dr. Raley reported that six divisions represented this morning with two items discussed.

The first item was a budget forecast with all divisions hoping to be the beneficiary of a reduced VRS rate and the relief that would provide.

They also held preliminary discussions on the options for a new fiscal agent and talked about the scope of work involved. Dr. Lowerre will share with this committee the current MOU the school has with RPS for review.

XVI. New Business

As the board develops its 2022 calendar of meetings, the chair canvassed the board on their views on the timing of meetings: meaning it currently holds all meetings in the morning on Thursday and if there is a desire to change that in any way. This question was asked in response to a constituent who desires evening meetings so more parents can have in-person access.

A few members stated the automobile drive from an outlying division would be difficult in the evening and additionally, many board members already have extensive evening commitments. Ms. Ogburn stated that if there is a particular need in a particular month, most members would

consider an evening or afternoon meeting as long as its scheduled well in advance. Ms. White stated she would prefer late morning or afternoon meetings due to her job schedule and would not prefer evening meetings as a parent.

Ms. Ogburn asked how other board members feel about the MW board meetings scheduled before CodeRVA meetings because she has heard those days are a problem for some. She added that herself and Dr. Cashwell attend MW meetings then go straight to CodeRVA and then to Henrico work sessions, so on those Thursdays they are in meetings all day and into the night.

Ms. Bailey added that in Chesterfield they like to appoint their committees so that whoever gets Maggie Walker typically also gets CodeRVA for driving convenience. Is it possible to coordinate meeting dates with CodeRVA if we move any of our meetings?

The chair stated he is using this opportunity as we discuss meeting venues to seize this opportunity to see if board members desire any change to dates and/or times, or with the request to continue a streaming format if we even thought it was necessary to make any changes at all.

Mr. Axselle commented that to make a change the ripple effect to other schedules would be burdensome.

After the discussion concluded, it was decided that the most prudent way forward is to continue the schedule the board has maintained.

Ms. Harris asked if it was possible to shift the agenda to accommodate needed action items for meetings that board members need to leave early. Ms. Marshall stated the agenda is established in the by-laws of the school with the chair adding it may be something to be looked at.

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

None.

XX. Adjournment of Regular Meeting

On a motion from John Axselle, seconded by Martha Harris, this meeting was adjourned at approximately 10:08 am.

Next Meeting – Executive School Board

November 11, 2021, at 9:00 am. MLWGS, 1000 N. Lombardy St., Room 153, Richmond, VA 23220. 804-354-6800 x2190.

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: October 21, 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 |
|----------------|---|--|---|------------------------------|----------------|
| | | | | 2020 | |
| OBJ 1.1 | MLWGS will engage and educate our school districts about the opportunities available to them in our learning environment. | | | | |
| 1.1.2 | Develop and enhance relationships with districts, schools, administrators, counselors, teachers, parents, and potential students. | Administration, Counseling, Faculty | We are establishing relationships with local administrators through outreach. | | |
| | | | | | |
| 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 | | |

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| | | | | | |
| 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, | We have begun to look at our recruitment practices. | | |
| 1.4.2 | Strengthen professional development resources for faculty. | Dr. Williams, Dr. Lowerre, Mr. Smith | 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 | Measurement | Year to begin Implementation | 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 | New classes have been offered and recommended for future years | | |
| 2.1.2 | Expand dual enrollment course offerings and include courses through additional university partners. | Dr. Lowerre | Meetings with VCU are ongoing | | |
| 2.1.3 | Investigate offering courses with comparatively smaller student enrollment. | Admin and School counseling | We allowed classes to "make" this year | | |

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| | | | with lower enrollments. | | |
| 2.1.4 | Expand the menu of teacher-created courses that center on experiential learning, interdisciplinary and global awareness. | Admin and Department Chairs | New Seminar courses are being offered | | |
| 2.1.5 | Expand student enrollment in SGC's and teacher-developed courses. | Dr. Lowerre | New Courses are being taken to the Planning Committee and the RSB. | | |
| 2.1.6 | Augment opportunities for student travel and beyond-the-classroom experiences. | Leadership Team | A partnership with a French school is being discussed. | | |
| 2.1.7 | Develop a reimagined FIRC course to equip freshmen to succeed at MLWGS | Mr. Smith, Leadership Team | A sub-committee is being formed to review FIRC and re-imagine the freshman experience. | | |
| | | | | | |
| 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. | Admin | | | |
| 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 | Measurement | Year to begin Implementation | 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 | | | |

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| 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 | Completed Fall 2021 | | |
| 3.3.3 | Further develop relations with local fire, police, and EMS in order to incorporate best practices and facilitate external audits. | Mr. Jordan | Completed Fall 2021 | | |
| 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 | Discussions have begun | | |
| 3.4.3 | Create a transition plan. | Ms. Hoover | | | |