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Virginia College Partnership Laboratory School Application

Approved by the Virginia Board of Education
July 26, 2012
Updated August 31, 2022
Pending Revision June 30, 2023

School Name: Academy of Technology and Innovation at UMW

Date of Submission to Virginia Board of Education:

Name of Authorized Official: Tim O'Donnell
Date: August 5, 2023

Signature of Authorized Official:

Date: August 5, 2023

Application Completion Instructions & Mailing Information

All applicants for a college partnership laboratory school should read the College Partnership Laboratory School Application Process before completing the application. The process is available on the Virginia Department of Education's website at the following link:
<https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/laboratory-schools>

Complete the cover page and insert the name of the college partnership laboratory school into the footer before completing the application. Each gray section in the document must contain a response.

Completed applications and supporting documents must be submitted to labschools@doe.virginia.gov. The Department may return or reject applications that are incomplete.

Note: The *Virginia Freedom of Information Act* (FOIA), § [2.2-3700](#) et seq. of the *Code of Virginia*, guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees. Please be advised that documents submitted to the Virginia Department of Education are subject to FOIA and must be released in response to a FOIA request unless the records are exempt as specifically provided by law.

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Part A: Applicant Information

School Information

Lab School Name: Academy of Technology and Innovation at the University of Mary Washington (ATI at UMW)

Does the applicant have access to an existing facility suitable for a school with relevant local safety and health standards, such as fire, building, and sanitation available to students?

Check one of the following: Yes No

If the answer is yes to the question above, provide the following information each location:

Full address:

121 University Boulevard
Fredericksburg, VA 22406

Describe the facility in which the school will be located. Include information on how the site is appropriate to the mission and instructional program for the college partnership laboratory school.

The facility in which the school will be located is a two-story building with unfinished basement. Originally intended for graduate professional studies, the building is well-designed to host an innovative high school program focused on giving students hands on learning experiences. The combination of ‘traditional’ classrooms with a plethora of large open-spaces that will be co-opted into different learning environments and maker-spaces will afford students with plenty of opportunities to collaborate, participate in authentic learning experiences, and actively engage in their learning.

Has the school obtained a valid Certificate of Occupancy for Education?

The certificate of occupancy at this time is aligned to higher education certificates of occupation. The joint facilities working group across the fiscal agent (Stafford County Public Schools) and the institute of higher education (University of Mary Washington) are evaluating occupancy options as the building considers moving to the dual purpose of providing an educational setting for both high school students and higher education students, through the Professional Development School (PDS) model.

Description of the Facility:

Total square feet: 59,030 (including unfinished basement of 8,784 feet)

Number of Classrooms: 24 with additional flexible use spaces that will be used for small group instruction and independent study

Number of Restrooms: 3 multi-stall/urinal restrooms adequate for 400+ students

Other Rooms:

Cafeteria: While there is not a commercial kitchen or true cafeteria at this time, there are several areas that would facilitate cafeteria style dining during the school day to facilitate a lunch and breakfast program.

Auditorium: While no true auditorium is available at this time, there are two large spaces that can be utilized for gathering large groups of students together. Additionally, the lab school may be able to arrange access to the University Hall in the Gates-Hudson building, which could provide a large space option when needed.

Gymnasium: 0

Music Room: 0 (Rooms could be converted.)

Art Room: 0 (Rooms could be converted.)

Laboratory: 0 (Facilities plan highlights long term plan to add a science laboratory classroom to the space.)

Ownership: Fee Simple Lease

Describe the method of finding a facility if one is not readily available currently including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies.

Not applicable at this time.

If the college partnership laboratory school is going to be a partnership with an existing local school district, provide a describe the facility space including total square footage, number of classrooms, restrooms and Other Rooms that will be dedicated to the college partnership laboratory school.

While the laboratory school will involve partnerships with existing local school divisions, the school will be hosted at UMW's Stafford Campus to provide mutual benefit to both high school students and higher education students.

Provide a comprehensive facilities plan, including any backup or contingency plans. Facility information must include:

- (1) the provision of suitable instructional space.
- (2) provisions for library services.
- (3) provisions for the safe administration and storage of student records and medication.
- (4) information regarding compliance with building and fire codes and compliance with federal Americans with Disabilities Act.
- (5) general information on emergency evacuation plans.
- (6) information regarding site location and preparation.

- (7) the structure of operation and maintenance services; and
- (8) financial arrangements for facilities, including any lease arrangements with school or other entities and whether debt will be incurred.

Instructional Space:

For facilities, UMW is providing the southern building of its Stafford Campus to provide a space conducive to innovative learning experiences. The building has significant space available, and has adequate tables, desks, chairs, and other furniture to support the learning environment and provide collaborative options for students. More than enough classrooms exist at present to support the first three cohorts of students coming to the school. With minor adjustments, enough classrooms will be able to be generated from the existing space. That being said, there are some elements of the building that will need to be updated in either the short (initial 1-2 years) or long-term (3-8 years).

Short Term

Some components of the space that will need to be addressed in order to facilitate the 9-12 learning environment. The school will ultimately need to build in a science laboratory. Additionally, there are technology components that will need to be updated or replaced, based on the building's age of approximately 25 years. These include adding updated internet cabling, updating switch boards, and adding additional hotspots to support modern technology infrastructure needs. Also necessary would be the installation of video cameras in alignment with standard safety and security measures for PK-12 education. If funds allow, there are a couple classrooms where windows may be added to better facilitate collaborative learning options in spaces that were designed more intentionally around direct instruction.

Long Term

In the years following the school's opening, plans will be made for some longer term building adjustments to design the space in a way that best supports the school. These adjustments will include consideration to build out infrastructure for a kitchen that can support a more robust meals program, as well as creating some additional classroom space from within existing space opportunities or updating and modernizing existing larger spaces to best align with the school's mission in vision. These spaces include a large library space and another larger space. Timeline on these two components will fluctuate depending on available funding.

Library Services

The building currently has a dedicated library space, but no library resources remain at present. The laboratory school plans to explore potential library services through digital library subscription services through the fiscal agent, partnership with the UMW's libraries, and/or partnership with the nearest branch of the Rappahannock Regional Library System, which services a number of the participating counties.

Storage and Administration of Records/Medication

The Academy of Technology and Innovation (ATI at UMW) plans to follow the fiscal agent's and all state policies in regarding storage and administration of records and medication. As the school opens and develops, the governance structure of the school may choose to adopt its own policies in this area in accordance with state and federal law if needed.

Fire Codes and ADA Compliance

As a state-owned building, the UMW Stafford Campus building was built according to ADA policies, and includes an elevator, ramp access, automatic doors where needed and other building features to ensure compliance with ADA policy. The building was also developed to meet fire code regulations. ATI at UMW will follow all policies adopted by the fiscal agent to ensure that appropriate fire prevention and safety strategies and practices are leveraged, and that any adjustments to the building noted as necessary through annual fire safety inspections are adopted.

Emergency Evacuation Plans

Emergency evacuation plans currently exist for the University of Mary Washington, and will be updated as needed in partnership with the safety and security department for Stafford County Public Schools to ensure alignment with current state and federal guidelines for evacuation plans for high school students and staff.

Site Location and Preparation

As noted in other sections of this application, UMW is providing the southern building of its Stafford campus to host the laboratory school. This space had a number of classrooms already fully ready to host students, with tables and chairs, flexible seating arrangements, etc. The planning team is working to identify building adjustment needs and organizing that work into phases, based on the timeline of build out. For example, there will need to be a science lab added before the second year of the school, and a commercial grade kitchen will likely be needed sometime between years 3 and 4.

Structure of Operation and Maintenance Procedures

With its location within a UMW building, larger scale, ownership related maintenance and operations will be handled by UMW. However, day-to-day maintenance and custodial services and operations will largely be coordinated through the fiscal agent, as budgeted by ATI at UMW. Specifics will be mapped out in an MOU between the Stafford Schools and the University of Mary Washington.

Financial Arrangements for Facilities

UMW will host the lab school in its facilities as an in-kind support for ATI at UMW with the understanding that intentionality will be given to ensure that UMW students

are able to grow and benefit from the lab school at the Stafford campus in the same way that 9-12 grade students from the region will benefit.

Is the applicant a public, nonsectarian, nonreligious school in the Commonwealth established by a public institution of higher education, public higher education center, institute, or authority; eligible institution, as defined in § 23.1-628 related to the Tuition Assistance Grant Program

YES

Proposed Opening Date: **August 5, 2024**

Grades to be Served for the Full Term of the Contract (Check All That Apply) *			
Pre-K	<input type="checkbox"/>	Sixth Grade	<input type="checkbox"/>
Kindergarten	<input type="checkbox"/>	Seventh Grade	<input type="checkbox"/>
First Grade	<input type="checkbox"/>	Eighth Grade	<input type="checkbox"/>
Second Grade	<input type="checkbox"/>	Ninth Grade	<input checked="" type="checkbox"/>
Third Grade	<input type="checkbox"/>	Tenth Grade	<input checked="" type="checkbox"/>
Fourth Grade	<input type="checkbox"/>	Eleventh Grade	<input checked="" type="checkbox"/>
Fifth Grade	<input type="checkbox"/>	Twelfth Grade	<input checked="" type="checkbox"/>

*If the college partnership laboratory school intends to add or change grade levels at some point during the school's operation, provide this information in the education program section of the narrative.

If the college partnership laboratory school is going to have a specialized focus (e.g., Science, Technology, Engineering, Mathematics [STEM], at-risk students, special education, career and technical education, gifted education), describe the specialized focus and why this focus was chosen to address the needs of students in your location:

The lab school will focus on the reciprocal relationship between **computer and data science fields**, exploring the intersection and distinctions across the fields through an interdisciplinary curricular approach. Students will participate in robust, hands-on learning experiences that will involve project-based learning, performance based assessment, and hand-on service learning opportunities. This direction comes from regional workforce needs and future statewide directions for lab school partnerships. Pedagogically, the program will adopt project-based, authentic learning approaches. UMW will leverage all three of its colleges to support the efforts of the lab school, providing content experts from the College of Arts and Sciences and the College of Business to consult on the development of curricular resources and field experiences in partnership with the College of Education and Stafford Schools.

If the college partnership laboratory school is going to be in partnership with local school division(s), name the school division(s) and describe the agreement between all the parties or provide a copy of the agreement that set the terms and conditions of the relationship(s), including the distribution of responsibilities of the partnership briefly.

The college partnership laboratory school plans to partner with Stafford County Public Schools as the fiscal agent and hiring agent, as well as the four other school divisions in Planning District 16: Caroline County, Fredericksburg City, King George County, and Spotsylvania County. Four of the five counties have authorized an initial commitment and nominated a board member to the governing board for the lab school. Their signed resolutions are attached. Spotsylvania has been presented with the opportunity to participate, and the division is considering whether it will sign the initial resolution.

Contact Information

Name of Individual/Organization Submitting Application: University of Mary Washington

Name of Contact Person for Application: Timothy O'Donnell

Title/Affiliation with Individual/Organization Submitting Application: Provost

Office Telephone: 540-654-1252
Mobile Telephone: n/a

Fax Number: n/a
E-mail Address: todonnel@umw.edu

Prior Experience

1. Has the applicant had any prior experience operating a college partnership laboratory school or similar school?

Check one of the following: Yes No

2. If the response to the question above is "yes," describe any prior experience with establishing and operating college partnership laboratory schools and/or similar schools. Provide information such as the name of the school, the state where it is located, years of operation, and contact information for the school. If the school is no longer operating, provide the reason(s) for closure:

Not applicable.

3. Describe the relevant experience of the applicant or members of the college partnership laboratory governing board:

The applicant and governing board are well poised to support the lab school's development:

The University of Mary Washington has long had a reputation for robust, teacher education programs. Founded with teacher preparation as a core component, the school continues to strive to support the surrounding community, state, and nation through its teacher preparation program. Since moving to university status in the early 2000s, the school has also expanded its research-based work, particularly in STEM fields, while its roots in the liberal arts and sciences will be able to augment and enrich lab school student experiences as they explore computer and data science in fields such as historic preservation, art history, and geo-spatial analysis.

The Executive Director for the lab school has over 20 years in education, from substitute teaching, to serving as a secondary classroom teacher, to overseeing research and evaluation for a mid-sized school division, to grant writing.

All members nominated to the board have connections to education, as subject matter experts, school board members, K-12 educators, members of the higher education community, or some sort of combination.

Contact Information – Institution of Higher Education Partner

Name of Contact Person for Application:

Rebecca Towery

Title/Affiliation with the Institution of Higher Education:

Executive Director, ATI at
UMW

Office Telephone:

(540) 295-2045

Cell Telephone:

Fax Number:

n/a

E-mail Address:

rtowery@umw.edu

Part B: Description of Proposed Laboratory School

The application narrative must contain all of the elements in § [22.1-349.5](#) of the *Code of Virginia*.

I. ELEMENT 1 – Executive Summary

1. Describe briefly, in no more than 500 words, the focus, goals and objectives of the proposed college partnership laboratory school. Highlight the innovations this school plans to bring to its educational vision for students. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents or guardians, school systems, and in various documents produced by the Governor’s Office. It must be concise and relate directly to the mission of the school.

The University of Mary Washington (UMW), in partnership with Stafford County Public Schools (Stafford Schools), proposes a regional lab school, the Academy of Technology and Innovation (ATI) at UMW, focused on combining an emphasis on computer and data science fields with innovative, interdisciplinary teaching practices and learning experiences for high school students. The lab school will focus on serving students across Planning District 16, to include the school divisions of Caroline County, King George County, Fredericksburg City, Spotsylvania County, and Stafford County.

Pedagogically, the program will adopt project-based, authentic learning approaches, where field experiences will be leveraged whenever possible to ensure students engage in authentic learning, real world problem solving, and field experiences whenever possible. This approach will ensure students are able to witness and experience the application of computer science, data science, and broader technology across content areas and economic industries through work-based learning experiences. As part of this approach, intentionality will be given towards the provision of **externships and internships to build the durable skills necessary for entering the workforce.** UMW will leverage all three of its colleges to support the efforts of the lab school, providing content experts from the College of Arts and Sciences and the College of Business to consult on the development of curricular resources and field experiences in partnership with the College of Education and Stafford Schools.

In addition to unique learning experiences for grades 9-12, the lab school will also focus on future educator development through the adoption of a **Professional Development School model**, which functions in a similar fashion to a teaching hospital for educators. Students from the College of Education at UMW will be supported by a pervasive culture of professional development centered on preparing students for college, career opportunities, and the teaching profession. Likewise, the PDS model will provide opportunities for professional development for educators working for or visiting the lab school.

Finally, the lab school ultimately intends to find ways to serve the broader community. Through the development of robust partnerships with businesses, community organizations, PreK-12 organizations, regional community colleges, and the three colleges within UMW itself, the lab school **plans to consider ways** to best meet community needs outside the ‘walls’ of the lab school. This will include community service projects aligned to the curriculum, the potential provision of summer programs for students in grades K-8, and professional development sessions that will be jointly designed by lab school educators and UMW faculty. Close partnerships with local businesses, economic development authorities from all five localities served will assist the lab school in the design of quality internship and mentoring programs to ensure students are building the durable skills necessary for successful careers as technology continues to evolve (Virginia Learns, 2022). Through quality professional development, robust content, skill, and workplace readiness experiences, as well as an intentional focus on teacher preparation, this lab school will positively impact the entire Fredericksburg region.

2. Sustainability Plan Overview

For Lab Schools, sustainability requires constant refocusing and reinforcing of school models by engaging not just staff and students, but also community partners and other stakeholders, in both the “why” and “what” of the school. Describe your plan for initiating the school community and stakeholders to help you develop practices and next steps that will reinforce the proposed Lab School model. Include the following factors in your response:

- What resources (e.g., financial, political capital, staff talents and interests) will support the proposed model?
- What regular check-in structures are in place to ensure continued efficacy of the proposed school/programs?
- What community and/or non-profit partnerships will be developed?
- What public sector leaders and private corporations are interested in our work?
- Who is the coalition/advisory group of supporters who will champion the school externally?

Sustainability efforts have already begun for ATI at UMW, from both a financial, organizational, and community perspective. The planning team is aware of the need for robust community partnerships for sustainability not only from a fiscal perspective, but as a critical tool in building out the proposed education model. The following highlights some of the early work being done to build out a robust sustainability model to ensure the school survives and thrives beyond potential initial start-up and operating grants:

Fiscal Sustainability

ATI at UMW is adopting a braided approach to sustainable funding to support the innovation of the lab school, while remaining cognizant of the fiscal constraints of its

partners. The graphic below illustrates the approach to funding the lab school plans to pursue:



For grant funding, the planning team received a lab school planning grant and will pursue start-up and operating grant funds that are currently allocated in the state budget. Grant funds will assist with launching the lab school and moving the school towards a sustainable model. However, by organizing and registering as a local education agency, ATI at UMW will be able to apply for additional grants at the state, federal, and non-profit levels to help build capacity for the organization.

Local contributions will also help support the fiscal sustainability of the lab school. Each school division will contribute ‘tuition’ for each student that attends the lab school. While highlighted in greater specificity in the finance section of the application, ATI at UMW is conscientiously working with school divisions to identify sustainable dollar values that are lower than the average per pupil expenditure for each division. This will help provide financial support to the school without creating a fiscal burden for localities.

Lastly, as highlighted in more depth in the financial section, the planning team fully plans to set up fundraising infrastructure. The team will identify an existing foundation, likely the UMW Foundation, to hold accounts and disburse funds for dedicated ATI at UMW accounts.

Organizational Support Structures

Similar to the approach adopted in joint-operated schools, each school division planning to participate will also support sustainability of the lab school by providing certain services that would prove cost prohibitive without certain economies of scale. Examples include providing transportation, VHSL sports access, and overseeing Special Education case management and certain non-instructional accommodations such as speech therapy and the like.

Similarly, the College of Education's efforts to work closely across the PK-12 and higher education sectors will enable the creation of robust organizational structures to mutually reinforce both the work being done in and through the lab school as well as generating momentum and support for innovative practices across the region.

Community Partnerships

The planning team fully recognizes the importance of developing robust partnerships to create ecosystems that will not only support sustainability of the college partnership laboratory school, but will also help support economic development, while strengthening the region's ability to provide high quality PK-12 education. These groups of people will not only help inform the design of the school, but will ultimately be its champions in the community.

While these are highlighted in more detail through different parts of the application, some of the community partnerships that the proposed school is trying to develop include:

- *Partnerships Related to Economic Development:* Economic Development Authorities, the Fredericksburg Regional Alliance, the Chamber of Commerce, and GoVirginia (Region 6) will all be key stakeholders and their regular input will be necessary for ensuring that we are aligning efforts with the region's economic development efforts.
- *Partnerships with Regional Employers:* Similarly, the need to regularly gather input and refining feedback from regional businesses, non-profits, and government agencies will be critical to ensuring our curriculum and learning experiences are designed with intention and remain aligned to industry needs.
- *Partnerships with School Divisions, Schools, and Educators:* As a college partnership school with a dedicated focus around future educator preparation, ATI at UMW is conscientiously considering how to best support area school divisions beyond providing a specialty program for high school students. Professional development opportunities, summer programs, demonstration site possibilities are just some of the areas being considered.

The Executive Director has intentionally met and will continue to meet with individuals, companies, and organizations that might have a vested interest in the lab school to identify potential areas for mutually beneficial work. While also linked in the sections around gathering community input, these slides provide an overview of the some of the information that has been shared with various potential stakeholders to build support and momentum for the school. Structures are already being put in place to keep people regularly engaged with the work, such as routine meetings with superintendents, while others are on the near horizon, such as a monthly meeting of a business and community input committee to provide feedback to the lab school's design and launch. This is highlighted in more detail under the Governance section.

II. ELEMENT 2 – Mission and Vision

State the mission and vision of the proposed college partnership laboratory school. The following components must be addressed:

1. A description of the college partnership laboratory school’s mission and vision.

In planning the concrete design of the lab school, the executive director led a number of focus group sessions to assist in the development of the mission and vision of the school. Stakeholders from both the higher education, K-12, and broader community sectors provided insight across three pillars of purpose identified for the lab school. These pillars include a focus on innovative learning experiences for students in grades 9-12 from across Planning District 16, quality future educator preparation, and community outreach, as illustrated in the graphic below:



Based on these pillars, and with feedback from various stakeholder groups, the Academy of Technology and Innovation proposes the following mission and vision statements:

Mission: Provide innovative, authentic learning experiences preparing students to leverage computer and data science across academic and economic sectors.

Vision: Cultivate collaborative, innovative, and highly-qualified learners, educators, and community contributors.

2. An overview of how the college partnership laboratory school will comply with the following:

- College Partnership Laboratory Schools, § 22.1-349.3 of the *Code of Virginia*.
- *Standards of Quality* (SOQ), § 22.1-253.13:1 through § 22.1-253.13:8.
- Virginia *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), 8VAC20-131-390 through 400; 8VAC20-131-420 through 430.

The planning team has consulted with K-12 and Higher Education attorneys throughout the planning process to ensure our plans are in alignment with the legislation surrounding both college partnership laboratory schools, the standards of quality, and the regulations on accreditation, as reflected in the proposed governance structure, academy program,

assessment program, and monitoring and evaluation plan. Additional details are found in each related section to highlight how the school plans to address each of these statutes and/or regulations.

3. A description of any specific area of academic concentration.

The lab school will focus on computer and data science fields, exploring the intersection and distinctions across the fields through an interdisciplinary curricular approach. Students will participate in robust, hands-on learning experiences that will involve project-based learning, performance based assessment, and hand-on service learning opportunities. This direction comes from regional workforce needs and future statewide directions for lab school partnerships. The lab school will provide the opportunity to specialize in computer science, data science, or a combination of the two fields that students can pursue over the course of their secondary coursework. Pedagogically, the program will adopt project-based, authentic learning approaches. UMW will leverage all three of its colleges to support the efforts of the lab school, providing content experts from the College of Arts and Sciences and the College of Business to consult on the development of curricular resources and field experiences in partnership with the College of Education and Stafford Schools.

4. The college partnership laboratory school's strategic academic goals and core philosophy in alignment with a performance-based assessment model.

The college partnership laboratory school's core philosophy is based on the aforementioned three pillars of intention, and can best be summarized by the initial tag-line, "Preparation. Collaboration. Innovation." These three words capture ATI's intended approach to be a key leader in the region in a few key areas. First, ATI at UMW intends to excel at preparing both 9th-12th grade students and future educators for their endeavors. ATI also intends to foster a culture of and provide regular opportunities for collaboration, both within and across sectors and the community. Finally, we believe that through quality preparation and collaboration, innovation is a natural result, from both teaching practices to citizens prepared to provide innovative solutions to their communities.

5. Identify and describe in detail the college partnership laboratory school's targeted student population.

The proposed lab school will serve students from five school divisions, with the possibility of expanding to additional school divisions in Region 3, based on interest, capacity, and financial sustainability. Region 3 contains both the rapidly growing exurbs surrounding Fredericksburg City, positioned midway between Washington, D.C. and Richmond Virginia, as well as heavily rural segments of the Northern Neck. The region has a burgeoning technology sector due to its proximity to Quantico and Dahlgren, as well as the need to be an active part of modernizing farming technology. At its outset, this lab school will seek to serve the five school divisions directly connected to Fredericksburg, placing

them within the closest proximity to UMW's Stafford campus where the lab school would be located.

Stafford Schools, who will co-lead the initiative with UMW, represents the largest of the five school divisions with a population of over 30,000 students. One of the fastest growing school divisions in the Commonwealth, Stafford has transitioned in the last decade to a majority-minority district. Approximately 42% of students attending Stafford schools identify as white, 21% as black or African-American, 24% as Hispanic, and 8% as multiple-races. The division has a rapidly growing English Learner (EL) population with over 10% of the student body needing EL services. The division has been designated as a refugee site following the removal of US troops from Afghanistan and also in response to the current Russian invasion of Ukraine. As of 2021, approximately 30% of students attending Stafford schools were identified as economically disadvantaged.

Fredericksburg City, located directly to the South of Stafford County and the Rappahannock River, is home to UMW's main campus. Its school system serves approximately 3,600 students. Approximately 34% of the students attending Fredericksburg schools identify as black or African-American, 25% identify as white, 24% identify as Hispanic. Students identifying as Asian or two or more races each make up approximately 8% of the student body. As of 2021, approximately 45% of students were identified as economically disadvantaged. Like Stafford, Fredericksburg has seen significant growth in its EL population, with approximately 20% of the student body needing EL services.

East of Fredericksburg and Stafford, King George County Public Schools serves approximately 4,500 students. A rural school division, approximately 63% of students identify as white, 16% as black or African-American, 11% as multiple races, and 9% as Hispanic. Overarching student poverty levels are lower in King George, with approximately 25% of students identified as economically disadvantaged. The English Learner population in King George is very small, representing less than 2% of the student body.

At the southern end of the region, Caroline County also represents a highly rural segment of the state. Serving approximately 4,200 students. Close to 52 percent of the student population identify as white, 26% as black, 11% as Hispanic, and approximately 10% as two or more races. Student poverty levels in Caroline mirror those in Fredericksburg City, with 45% of the student body identified as economically disadvantaged.

Spotsylvania County represents the fifth and final school division who UMW and Stafford anticipate participating in the proposed lab school model. At approximately 24,000, Spotsylvania represents the second largest school division in the group. Like Stafford, the

division has more recently shifted from a majority white to a majority minority school division, with approximately 48% of students identifying as white, 22% as Hispanic, 19% as black, and 8% as two or more races. The division's EL population also mirrors Stafford's with approximately 9% of the division's students needing EL services. Poverty levels are slightly less than Fredericksburg City and Caroline County, with approximately 43% of students identified as economically disadvantaged.

6. The innovative nature of the academic program or operational aspects that can model future best practices for other schools within the Commonwealth. For the purposes of this question consider innovation as the application of a promising or well-theorized educational principal that the university is poised to support within the academic environment of this school.

There are a few key areas of innovation that the lab school at UMW is looking to pilot, particularly around interdisciplinary studies and authentic assessment and application. The school wants to build and expand around concepts of interdisciplinary studies. While not an uncommon concept in theory, the organizational structures and seat-time requirements of the comprehensive high school model in place in most of the country prove particularly challenging for actual adoption of true interdisciplinary models. ATI at UMW wants to serve as a pilot location for whole course integration models, course component integration models, and individual unit and lesson models. Through the unique partnership of K-12 and Higher Education educators, the opportunity to pilot and refine these three potential avenues of interdisciplinary learning are vast. The desire to innovate in this area will require waivers for seat-time, highlighted later in this application, while ensuring that learning for mastery is a key focus.

Adjacently, the lab school is looking at intentionally designing experiences to provide students with a number of real world problems, that will reinforce the interdisciplinary learning, strengthen their content and background knowledge, while also helping them to hone their soft or durable skills through the four years they attend ATI at UMW. These experiences will be built in conjunction with local industry, non-profit, and public sector partners. Additionally, they will make up one key pillar of a comprehensive assessment approach that will range from standardized tests to authentic assessment opportunities.

III. ELEMENT 3 – Educational Program and Statutory Assessments

State the goals and objectives to be achieved by the college partnership laboratory school, which must meet or exceed Virginia Board of Education's Standards of Learning. Give thorough explanations and answer all sections completely.

1. A description of the college partnership laboratory school's academic program, educational theory, foundation of the model and proposed innovative offerings and how it is aligned with state standards.

ATI at UMW will focus on delivering a high quality high school program of studies to students from across the region. All courses will be in alignment with the studies prescribed

in Virginia's Standards of Learning (SOL) and graduation requirements. ATI at UMW will often take less traditional, more research-based approaches to how educators deliver instruction. Much of high school education still aligns with factory models of education introduced during the Progressive Era that have had sustained longevity (Tyack and Cuban, 1992). Through the collaborative partnerships we hope to establish at ATI at UMW, we will prioritize delivery of the academic program through project-based learning, interdisciplinary approaches, and real-world application. For example, ATI at UMW is exploring the possibility of developing a Economics and Personal Finance curriculum that both aligns with state standards, but incorporates local organizations in the development of authentic learning opportunities. For example, ATI at UMW is holding discussions with RiOT, a regional non-profit that supports innovators in entrepreneurship development through a variety of means. We are looking at partnering with RiOT in customizing the Economics and Personal Finance course with adapted entrepreneurship resources from RiOT that would create a curriculum that is more authentic and invigorating. Similarly, ATI at UMW also hopes to provide instruction that integrate both English and History SOL through innovative humanities approaches for all grade levels. For world languages, ATI at UMW is exploring providing additional opportunities through the World Language programs at UMW. While the school anticipates only having a Spanish teacher, students will have built in time during the day when they could take additional or alternative languages through Virtual Virginia. These virtual components might be supplemented through visits from World Language faculty who can provide opportunities for practice, additional extension, etc. Regardless of the content area, ATI at UMW will take steps to ensure the SOL are covered as part of the curriculum, but that intention is given to provide authentic, interdisciplinary learning methods whenever and wherever possible.

2. An overview of the curriculum design, courses of study, teaching approach, teaching methods, and a description of the learning environment to be used at the college partnership laboratory school. Include research-based instructional strategies and/or educational theories to ensure that student engagement and achievement are occurring that align with the school's mission.

As noted, ATI at UMW plans to adopt curriculum and teaching methods that prioritize the following:

- A. *Co-teaching*: As a college partnership laboratory school, ATI at UMW intends to leverage co-teaching approaches to provide more robust experiences for both K-12 and higher education students. UMW plans to have professors on-site at the lab school, and College of Education students will be assigned to the lab school as one of their rotations. Secondary instructors will work with both UMW professors and UMW College of Education students to facilitate robust learning experiences for both high school and higher education students.

- B. *Interdisciplinary Approaches*: ATI at UMW recognizes the importance of providing opportunities for students to see and interact with the interdisciplinary nature of content areas as applied in real world situations. The school will intentionally leverage opportunities to work across content areas from formal structures, such as what is proposed through the blended approach to English and History, to more informal opportunities for educators to collaborate and create authentic, project-based learning experiences where students leverage skills and content from across different disciplines to creatively build, propose, and defend solutions to real world problems.
- C. *Project-based Learning*: Leveraged with interdisciplinary approaches, providing students with project-based learning opportunities will enable students to apply their content knowledge, develop their durable skills, and build their resumes with authentic projects that can help them with future employability.
- D. *Application of Knowledge*: ATI at UMW will provide regular opportunities for students to apply what they are learning, with the understanding that the application of knowledge helps with retention, identification of any lingering misunderstandings, and having greater depth of how their knowledge base interacts in real world situations.
- E. *Expeditionary Learning*: Whenever possible, ATI at UMW wants to find opportunities for students to get outside the classroom walls to apply their learning through various types of fieldwork. This might be right outside the classroom doors in locally found wetlands and archaeological sites, or develop into broader opportunities for application and field work in broader geographic regions.
- F. *Student Agency*: ATI at UMW recognizes the importance of student ownership of the learning process. In order for students to understand how to continue to grow, as secondary students or in life's future endeavors, they have to have an understanding of how to own components of the process, set goals, and be a part of productive communities of practice, experiencing learning environments that mimic the workplace.

A basic map out of key coursework a student might take over their four years at ATI at UMW can be [found here](#). Final course offerings, including more detail on elective offerings will be finalized through the governance structure and as specific staff are hired.

3. Who will be developing/designing/creating educational content and guidelines for the college partnership laboratory school? Provide a background on their credentials and experience.

At present, the Executive Director is overseeing the development, design, and creation of educational content and guidelines, in partnership with colleagues from both the PK-12 and Higher Education sectors. The Executive Director has over a decade of teaching history and social studies to diverse learners, adopting an interdisciplinary approach to curriculum

development. An early adopter of classroom technology, the Executive Director also received her doctorate in education policy from Vanderbilt University, her Masters of Secondary Education from the University of Mary Washington, and her bachelor's in history with a minor in political science from Virginia Tech. She completed her administration and supervision coursework through Lipscomb University. Her last role included leading internal research and evaluation efforts for a mid-sized school division, overseeing assessment, and leading strategic improvement efforts, to include a number of grant initiatives building out academic programs.

The planning team will also organize an academic advisory that will provide input to the educational content, pedagogy, and course offerings. This group will include stakeholders from K-12 and higher education, in addition to subject matter experts from area businesses and non-profits.

4. A description of how the curriculum and/or course of study will rely or build upon the local school division's sequence of study. Describe any prerequisite course work requirements as well as course requirements for graduation (if the college partnership laboratory school is to be high school).

The course of study offered at ATI at UMW is being designed in partnership with superintendents and/or designees from each of the participating school divisions. Intentionality is being made to learn what high school courses students from the region may have access to in middle school to ensure that there are multiple pathways available to students when they enter the lab school. Knowing that lack of access to Algebra I in middle school can often limit future secondary opportunities, ATI at UMW is looking at finding accelerated options and pathways to ensure we are able to recruit students without creating prerequisites. All students will have the option to complete the state's requirements for either the [standard diploma](#) or [advanced diploma](#). Some courses (e.g., Health and Physical Education) may use alternative delivery models, and some will be offered through interdisciplinary models (e.g., an integrated English 9 and World History II as Humanities I).

5. A description of plans for identifying, evaluating, and successfully serving students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students including the planned processes for compliance with applicable laws and regulations.

ATI at UMW will adhere to state and federal laws and policy to ensure that students who may have disabilities, learning gaps, need gifted services, or are English Learners are identified. Once identified, or if already identified prior to attending the laboratory school, ATI at UMW plans to work closely with participating school divisions to ensure alignment with each school division's policies, procedures, evaluation processes, and formatting for their individual education plans and personalized learning plans where appropriate.

Individualized Education Plans and 504 Plans

For students who have an IEP or a 504 plan, the IEP or 504 team will be involved from the moment a student applies to participate in the laboratory school. All students who apply for the laboratory school through the third-party lottery system will be encouraged to notify their school division of their decision to enter the lottery. However, it is anticipated that some families may not do so. Once initial names are drawn from the lottery, the lab school will contact all participating school divisions of students selected. IEP teams will convene to determine whether the laboratory school is the least restrictive environment for the student, and what, if any, supplementary aids and services may be required should the student attend.

Likewise, for students with 504 plans who apply to the lottery for ATI at UMW, the 504 team for the school division of registration will meet to determine whether any adjustments to accommodations would be needed to support the learner in the new environment.

Initially, ATI at UMW will hire at least one educator with a special education endorsement. Each participating school division will be responsible for supporting their registered students with IEP accommodations that go beyond what would be provided in a collaborative setting. For example, if a student has a need for assistive technology or a paraprofessional these would be provided by the school division from which the student attends ATI at UMW. Case management will be maintained by the participating school division for all students enrolled with them, in conjunction with Academy staff for the purpose of monitoring IEP progress, annual IEP meetings, etc.

ATI at UMW will provide qualified staff to support special education students and consult with educators in provision of appropriate accommodations, as needed. Professional learning will be provided to educators on instructional techniques and strategies that will support the needs of all learners. Educators will be encouraged to consider pursuing special education endorsement, with the solicitation of grants and scholarships to facilitate acquisition.

English Learners

Initially, ATI at UMW will hire at least one educator with an ESOL endorsement. Stafford Schools is in the process of developing a Canvas course to help educators prepare for the Praxis assessment to become endorsed in ESOL. Any educator for ATI at UMW who is interested in adding the endorsement will be encouraged and supported in pursuit of the endorsement, ensuring that the lab school can best meet the needs of all learners. Differentiation strategies, independent and small group learning, and the close partnership with the College of Education should also assist in meeting the needs of ELs. Finally, ATI at UMW will make sure to work closely with ESOL liaisons from participating school divisions to ensure that EL students are fully supported in their educational journey.

Learners Identified as Gifted

Initially, ATI at UMW will hire at least one educator with a gifted endorsement in addition to other content area endorsements. If this is unfeasible, ATI at UMW will work closely with school divisions' local gifted education liaisons to ensure that ATI at UMW has programming options that align with service delivery models outlined in participating school divisions; we are proposing an instructional model that can readily flex to meet the needs of a wide-range of learners. For gifted learners, the opportunity for acceleration through built in periods of independent and small group study, as well as the opportunity for differentiation and extension through the co-teaching, project-based learning, and opportunities for Advanced Placement and Dual Enrollment coursework will be critical.

6. A description of planned procedures of how the college partnership laboratory school will provide assistance to students who are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their “expected levels” of performance and delineate a plan for corrective actions in the event that pupil performance at the college partnership laboratory school falls below the standards outlined in the SOA. (See [Part VIII of the SOA](#).)

The school plans to meet all required performance-based goals as required for core content areas under the *Code of Virginia* in alignment with the SOL. The school’s emphasis on computer science, data science, and durable skills will also allow the school to meet additional goals and objectives set forth in the state legislature. While Economics and Personal Finance may be delivered in some alternative and more integrated methods, the state’s objectives for that content and course will be thoroughly covered with students enrolled through ATI at UMW. Finally, for courses with no goals/objectives yet at the state level, internal goals and objectives will be set in a collaborative way, with multiple stakeholders involved and an iterative process to ensure that students are well-prepared. For some of the independent study work students will do, students will be key in working closely with mentor teachers and content experts to determine appropriate goals and objectives leading to the goal.

While ATI at UMW will take multiple proactive steps to ensure that pupil performance does not fall below standards outlined in the SOA, if the scenario should arise, there are a number of steps the laboratory school would take to correct the situation. Primarily, the school would work through the continuous improvement process and leverage improvement science strategies to conduct root cause analysis, identify key issue(s), adjust instructional approaches as needed, working collaboratively across the PK-12 and Higher Education space to identify alternative approaches to meeting every student’s needs.

7. Information regarding the minimum and maximum enrollment per grade for the full term of the contract as well as class size and structure for each grade. (See § [22.1-253.13:2](#) of the *Code of Virginia*.)

The Academy of Technology and Innovation plans to serve students in grades 9-12. During the first year, the program will open with 9th grade only, adding one grade for each subsequent year. Based on an anticipated initial opening in the fall of 2024, the school would serve the following grades:

2024-2025 School Year	9 th grade
2025-2026 School Year	9 th and 10 th grades
2026-2027 School Year	9 th , 10 th , and 11 th grades
2027-2028 School Year	9 th , 10 th , 11 th , and 12 th grades

From the 2027-2028 school year through the remainder of the contract, the lab school plans to serve students in all four high school grades.

During the first year, the lab school anticipates a minimum enrollment of 85 students, with a maximum enrollment of 110, with all students in the 9th grade. While ultimately determined by the Governing Board on an annual basis, the lab school anticipates a planned enrollment of approximately 100 students from Planning District 16 with up to five additional students attending through a statewide lottery system per grade level cohort. If over 100 students from across the five divisions in planning district 16 apply for participation, a lottery will be utilized to allocate states across the five divisions. Each division will receive seats based on their percentage of the regional population enrolled in Virginia public schools, unless otherwise determined by the governing board. The chart below illustrates the enrollment for each of the school divisions based on information provided through School Quality Profiles:

School Division	Population	% Population of Region Total	Potential Initial Allocation of Seats in Year One
Stafford Schools	31,160	45.79%	46
Spotsylvania County Public Schools	24,260	35.65%	36
King George County Public Schools	4,521	6.64%	7
Fredericksburg City Public Schools	3,767	5.54%	5
Caroline County Public Schools	4,337	6.37%	6
Total for Planning District 16	68,045	100%	100

Source: School Quality Profiles (2023)

- The proposed calendar which includes at least 180 days of school and sample daily schedule which outlines proposed benchmarks for any innovative school schedule(s).

As most of the Fredericksburg region uses a similar, pre-Labor Day start and pre-Memorial Day end to the school year, the Academy of Technology and Innovation will do everything possible to align its calendar to the vast majority of calendars of partnering divisions

including Caroline County, Fredericksburg City, King George County, Spotsylvania County, and Stafford County.

The following outlines key dates for the Academy of Technology and Innovation based on the developed calendar for the proposed first year of operation during the 2024-2025 school year:

First Day of School	August 5, 2024
End of First Quarter	October 4, 2024
End of First Semester	December 19, 2024
Winter Break	December 23, 2024 – January 2, 2025
End of Third Quarter	March 7, 2025
Spring Break	March 10-14, 2025
End of Fourth Quarter	May 23, 2025

The full draft calendar can be found [here](#). The last week of each quarter will be used to focus on interdisciplinary, authentic, project-based learning experiences. Some of these will begin earlier in the quarter, and others might be a week-long project held at the end of the quarter to help students apply their learning in real world, authentic, and interdisciplinary environments. Additionally, asynchronous learning days may be built in to the final calendar. More information can be found in the description of the academic program.

For the daily schedule, the Executive Director worked closely with the superintendent’s advisory to design a daily schedule that would both allow for flexibility in transit, a combination of personalized, differentiated small group, and whole class instructional approaches, and sufficient opportunities for students to pursue coursework opportunities to align with their interests, zone of proximal development, and graduation requirements. The following illustrates the two schedules that might take place during the day:

Schedule One

Time	Block Type
7:45-8:25	Independent Study/Flex Block
8:30-9:55	Block 1/4
10:00-11:25	Block 2/5
11:30-12:00	Lunch
12:05-1:30	Block 3/6

1:30-2:00	Independent Study/Flex Block
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Schedule Two

Time	Block Type
7:45-8:15	Independent Study/Flex Block
8:20-9:40	Block ¼
9:45-11:05	Block 2/5
11:05-12:05	Lunch
12:10-1:30	Block 3/6
1:30-2:00	Independent Study/Flex Block

Schedule One would take place Monday, Wednesday, and Fridays; Schedule Two would take place on Tuesdays and Thursdays to allow opportunities for clubs, co-curricular activities, additional independent and small group instruction, and other activities that would not easily be able to take place given the regional nature of the school.

- For each grade or course in the college partnership laboratory school, provide a detailed description of how the SOL and the corresponding SOL Curriculum Framework will be used as the foundation for curricula to be implemented. Include within the description how the goals and objectives of the curricula will meet or exceed the SOL.

The course sequence offered through ATI at UMW will include a combination of required courses and elective offerings across different content areas. Courses will be designed to align with and incorporate specific state standards and curriculum framework documents, as appropriate.

With the school’s emphasis on the relationship between computer and data science, the state standards for each will be incorporated into core content areas wherever possible, as well as included in electives. Some of the electives will be centered on each field, while others will provide opportunities to explore other fields and learn how skills incorporated in computer and data science might be applied to those other fields. For example, a digital art class might explore how to leverage computer coding as part of the artist’s tool set.

- Provide a detailed description of how the college partnership lab school will meet all state and federal testing requirements (including at least 95% participation in the *All Students* group and in each student group) and state test administration requirements. Include in the description who (the role) will provide oversight of the testing program in the college partnership laboratory school, who will ensure technology requirements are met, who will provide training to test examiners, proctors and others to ensure test security is maintained, the frequency of training, and how training will be tracked. Also include the process by which test record data quality will be maintained and verified. ([Virginia SOL Assessment Program](#), [SOL Test Administration & Development](#), [ESSA Consolidated State Plan](#), [Standards of Quality](#))

The executive director will designate two persons on staff to serve as the Division Director of Testing (DDOT) and Division Director of Testing 2 (DDOT2). This will likely be a combination of two of the following staff: counselor(s), instructional technology resource teacher (ITRT), assistant principal, and/or executive director. Final decisions on this will be made once staff are hired to enable the executive director to have a better understanding of the unique combination of skills and background knowledge that each staff member will bring to the collective team. The DDOT and DDOT 2 will attend all state level assessment training, and oversee administration of the Virginia assessment program. These staff will coordinate training of all other instructional staff in accordance with state and federal guidelines. In addition to staff training requirements, ATI at UMW will ensure it meets all state and federal requirements for assessment participation, technology, and test security. Tracking of assessment participation, need for participation, and performance will be maintained in the student information system. Student record uploads to the Pearson system (or any future assessment system purchased by the state) will be conducted in accordance with state guidelines. Additional spreadsheets or digital dashboards may be utilized for tracking purposes to monitor participation rates, pass rates, and any need for expedited retakes. The DDOT and DDOT 2 will work closely with educators to ensure that students needing testing accommodations follow state and federal processes to seek approval for any and all accommodations needed. Through a system of checks and balances, intentional training, and redundancies, ATI at UMW will strive to effectively meet all requirements for both the Virginia Assessment Program and the federal accountability metrics.

11. Provide a description of the school's balanced assessment plan to include all formative and summative assessments, their purpose, their administration periods (when they will be administered), how and when the data will be reported and to whom, who will analyze the data, and when, and how the data will be used to monitor and inform instruction.

The Academy of Technology and Innovation plans to leverage a combination of in-house benchmark assessments, and the Virginia SOL assessment program to measure and monitor student progress. Information from both performance-based assessments, multiple choice benchmark assessments and end of course assessments of multiple formats will be leveraged to monitor student progress overtime. The Academy plans to include students directly in the process, by providing opportunities for teachers and students to collaboratively examine and monitor student progress, to include helping students understand their zone of proximal development and develop their metacognitive skills in ways that help them understand how to set appropriate and realistic learning goals and targets. Regular, monthly check-ins will allow students to work with their teachers to assess their progress, set goals, and determine appropriate timelines.

Other than the SOL assessments, ATI plans to primarily leverage in-house created benchmark assessments, at-times developed in partnership with the College of Education at UMW, to gauge student progress on the outlined objectives for all coursework, regardless of whether or not it has an end-of-course exam at the state level.

These in-house developed assessments will include both opportunities for students to practice both standardized test style assessment components, as well as performance based assessment options to potentially include written assessments, oral presentations, presentation design, and other methods to demonstrate both content knowledge and application of that content knowledge across different content areas and in ‘real-world’ scenarios.

12. Describe how program effectiveness will be measured. The description should include measures by which the program will be measured, and the targets for improvement over time. Student performance data should be one of the measures and student performance targets should be established for each of the first five years. The applicant must address how all measures will be established and documented in the first year of operation and how the data will be measured over the successive four-year period before the contract of such school is renewed by the Board.

One of the roles of the overarching governing board and regional school board will be to adopt a **Strategic Plan** for the lab school as a whole in the planning year, but no later than the first year of operation. The goals and objectives established in this strategic plan will become key guideposts in establishing the methods by which program effectiveness will be measured. One of those areas will certainly involve student performance. In addition to the strategic plan in and of itself, the standards of accreditation will provide baseline measures for ATI at UMW to monitor. The lab school will develop an annual school improvement plan and, leveraging the continuous improvement process, will monitor progress towards the goals outlined in the plan with tweaks and adjustments made as needed. Data fields will be established in a chosen platform to allow for continual monitoring; a dashboard may be utilized as needed. Finally, ATI at UMW plans to seek external mixed-method evaluations as part of monitoring its strategic plan, and as a means of refining and honing certain areas of focus. An annual report will be provided to both the regional school board and overarching governing board to provide updates on all goals and objectives, to include student progress monitoring and outcomes.

13. Who will provide oversight to ensure that the college partnership laboratory school will meet the long-range planning and continuous improvement requirements in SOA (8VAC20-131-400) application of the school quality indicator performance levels to actions?

The Executive Director and Governing Board, once established, will provide the oversight to ensure that college partnership laboratory school will meet long-range planning and continuous improvement requirements in SOA.

14. Details on how the college partnership laboratory school plans to involve parents or guardians and community members within the school.

A number of focus groups and intentional conversations were held this spring and summer to solicit information from the community to help inform the design of the school. Some of the stakeholder groups included superintendents, each school division’s

school board, local businesses, economic development authorities, the Chamber of Commerce, Fredericksburg Regional Alliance, and the College of Education have all served to inform the design of the school. This [slide stack](#) provides an example of one of the communication tools used to guide both communicating and gathering information to inform school design. As the school continues to plan for the inaugural year, the planning team will continue to solicit feedback and input from different stakeholders through the establishment of planning committees dedicated to academics and workforce development.

Parental involvement is critical at all stages of a child’s educational journey, but shifts and develops over time. With a high school population, the lab school plans to support parental engagement and involvement in a way that also fosters appropriate student development and growing independence, to ensure students are prepared to enter adulthood upon graduation, whether focused on enlistment, workforce, or higher education endeavors. The following outlines some of the opportunities that parents will have to be involved with the University Lab School:

- (1) *Parent Teacher Student Committee:* The lab school will plan to launch a Parent/Teacher/Student Committee (PTSC) during its first year. The PTSC will help support the school’s mission, coordinate fundraising efforts, and provide input as the school continues to grow and develop. This will be an optional activity in which parents can participate, and every effort will be made to make participation possible for households where there is not a ‘stay-at-home’ parent.
- (2) *Orientation:* The school’s annual new student orientation will include opportunities for both new and existing parents. A summer orientation will be held for students to on-board both students and parents to the unique approach of the Academy. Parent sessions will be mandatory, but will be offered at different times of day and/or through virtual delivery modalities to ensure that all parents are able to participate. The orientation will help ensure that students and parents are fully aware of the commitments involved in the Academy while keeping the program accessible to as many students as possible. For returning parents, this will be a volunteer opportunity to assist with the planning and execution of the orientation, particularly the new parent components.
- (3) *Parent Engagement and Partnership Sessions:* As part of the school’s overarching mission, the ATI at UMW plans to provide parent sessions throughout the year. While some of these will be specific to ATI, many will be designed to support the parent community both in and outside of the Academy as part of the school’s focus on collaboration with the community. These will be optional for the Academy parents, but will provide opportunities for parents to learn about a variety of parenting and educational strategies to support both elementary and secondary learners. Community partnerships will be key in building robust parent sessions that can benefit students of all ages.
- (4) *Parent Conferences:* The Academy plans to have twice a year, mandatory conferences with parents in the school. These will be an opportunity for parents to

dialogue with teachers, counselors, and administrators and discuss opportunities available to continue to support each students' growth in the program. The school will make every effort to accommodate parent schedules and work with individual families around unique situations for alternate times and modalities, but participation in the conferences will be a requirement to ensure that parents are kept apprised of how their students are doing.

Through these initial four parent engagement opportunities and expectations, the Academy will develop robust partnerships with the parent community, ensuring students are able to meet their potential.

The following components should be addressed if applicable to the college partnership laboratory school:

15. A detailed description of any alternative accreditation plan, in accordance with the SOA (8VAC20-131-420), for which the college partnership laboratory school will request approval from the Board.

Not applicable, however the lab school plans to adopt a policy that waives the 140 clock hour requirement with an emphasis on mastery of content knowledge and application.

16. A general description of any incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the educational program of the college partnership laboratory school and the partnering school division(s).

Through adoption and implementation of the PDS model, ATI at UMW plans to intentionally support both the higher education institution as well as surrounding school divisions. Adopting a co-teaching model and intentional clinical placement at the lab school as part of the PDS model will provide additional opportunities for students within the UMW College of Education to observe and practice innovative teaching methodologies. PK-12 higher education and education educators will be able to collaborate and jointly design research studies to contribute to the knowledge base of the education community, both locally and across the state. Partnerships across all three colleges at UMW will hopefully provide opportunities for high school students to gain a better understanding of different fields of work, while providing opportunities for the various Colleges at the University to build cross-sector relationships and recruitment opportunities.

For participating divisions, there is intentionality going into the school's design to consider ways to build both current and future educator capacity for innovative, yet research-based, methods of instructional delivery to support academic achievement and holistic preparation (durable skills, etc.) across the region. Through intentional attention to the development of the future educator workforce at both the collegiate and secondary level, ATI at UMW plans to contribute to building a high-quality educator workforce in the community. Additionally, through partnerships with Continuing and Professional Studies at UMW, ATI

at UMW plans to support providing growth opportunities to current educators through the development of innovative professional development sessions, serving as a demonstration site, and perhaps the long-term development of teacher-in-residence opportunities.

17. If the college partnership laboratory school plans to use virtual learning in its educational program, a description of how virtual learning will be used and estimates of how many students will participate.

While blended learning approaches will be a key component of the instructional delivery model, there is no plan to have a full virtual learning model with separate enrollment options at this time. Rather, students may choose to leverage designated blocks of time during the day to augment their instructional time, by participating in independent study options through platforms such as Virtual Virginia, Canvas modules, Community College offerings, etc. However, even independent study options might leverage a combination of innovative instructional approaches to include: community/business mentors and partnerships, small group instruction, higher education expert instruction, future educator-led sessions, etc.

18. If the college partnership laboratory school plans to provide co-curricular and extracurricular programs and how they will be funded and delivered.

Students who attend ATI at UMW will remain enrolled or enroll through their sending school division. As such, students will participate in VHSL extracurricular activities through their zoned high school. However, ATI at UMW does plan to offer certain co-curricular and extracurricular opportunities driven by student interests and aligned with the school's mission, vision, and learning goals. The daily schedule has intentionally been designed to provide opportunities within the school day 1-2 days a week for these extracurricular opportunities to take place during the lunch hour to allow for students who come from a wide geographic area to have opportunities to participate.

While the final set of offerings will be driven by student interest, availability of staff/volunteer sponsors, and resources, some of the options being explored in conversations with school divisions and various organizations include:

- Robotics club
- Coding club
- Video game competition
- World language club
- Future Educators of America

Funding for the clubs, etc. will be built out through the annual budgeting process, student fees (where applicable and appropriate), and donations of materials, funds, and time. Partnerships with local organizations and businesses will help build capacity for providing high quality enrichment opportunities through clubs.

IV. ELEMENT 4 – Lab School Governance

The following components must be addressed:

1. Background information on the proposed founding governing board members and, if identified, the proposed school leadership and management team. (See §§22.1-289 through 22.1 -318.2 of the *Code of Virginia*.)

The proposed founding governing board members include a representative from each committed school division. So far, four of the five school divisions identified in the proposal have signed an initial resolution highlighting their interest in participation and nominating someone for the overarching governance board. The governing board will also include key stakeholders from the University of Mary Washington, to include the Chief of Staff, Provost, and Vice Provost for Continuing and Professional Studies, as well as the deans from the three colleges. The persons in these current roles are as follows, with available bios linked from respective websites where available:

UMW Representatives:

[Jeff McClurken](#), Ph.D. (Chief of Staff & Vice President of Strategy)

[Tim O'Donnell](#), Ph.D. (Provost)

[Kimberly Young](#) (Associate Provost for Continuing and Professional Studies)

[Pete Kelly](#), Ph.D. (Dean, College of Education)

[Keith Mellinger](#), Ph.D. (Dean, College of Arts and Sciences)

[Filiz Tabak](#), Ph.D. (Dean, College of Business)

School Board Representatives

(Alphabetical by school division)

Sean M. Kelley (Caroline County)

[Katie Pomeroy](#) (Fredericksburg City)

David Bush (King George County)

[Susan Randall](#) (Stafford County)

*Spotsylvania County has not yet voted on the initial resolution. It is currently on the agenda for their meeting on August 15th.

Superintendents for participating school divisions will attend the governing board meetings as they are able, but will not hold voting roles on either the governing board or regional school board.

School Leadership and Management Team

[Rebecca Towery](#), Ed.D. will serve as the Executive Director for ATI at UMW. Other members of the management team are not yet identified.

2. A well-defined organizational chart showing the roles and responsibilities of all positions included as well as the relationship of the school's governing board to the administrative staff of the college partnership laboratory school. This organizational

chart should include the functional reporting structure, including lines of authority and reporting between the school's governing board, school leadership, school management, teaching staff and any functional administrative teams. Also include related functions such as advisory boards, parents/guardians, and teacher councils or external organizations that will play a role in managing the school.

The University of Mary Washington has identified a multi-tiered governance structure, which is illustrated through [these charts](#).

A governing board will provide guidance to the overarching activities of the lab school entity as a whole, to include the K-12 school, the development of the Professional Development School (PDS) model, summer programs and professional development offerings to partnering divisions, and any other potential developments and activities. A regional school board will be established to provide guidance and oversight to the K-12 school component specifically. UMW is designating Stafford County Public Schools as the lead for creation and implementation of the regional school, focused initially on grades 9-12.

Supporting the development and on-going refinement of the school will be a Superintendent's Advisory Council, a Business and Community Committee, and a Parent, Teacher, Student Committee. The Superintendent's Advisory Council will consist of superintendents from each of the participating school divisions, and will support the lab school's Executive Director to ensure that the lab school program remains responsive to the needs of each of the school divisions, provide input on logistical dynamics that need to be addressed, and provide overarching consult on both operational and instructional facets of program design and refinement.

3. A clear description of the functions, roles, and duties of the governing board and its proposed composition and bylaws, the location of the public meeting space, and how it will comply with regulations such as the Freedom of Information Act. The description must detail the specific role of the governing board in the operation and oversight of the college partnership laboratory school.

This [draft document](#) highlights the proposed functions, roles, and duties of the governance board as well as the regional school board.

The governing board will have a designated clerk (likely the office manager for the laboratory school). The clerk and the Executive Director will have responsibility for ensuring that all FOIA requests are met, establishing a platform for disseminating documents before and after board meetings. Links to all board documents will be posted on the school's website. Meetings will be held at the college laboratory school and open to the public.

4. A description of the governing board's relationship with the affiliated public or private institution of higher education and its Board of Visitors, any local school boards, parents/guardians, and community organizations.

The proposed governing board includes key stakeholders from the University of Mary Washington as well as a school board representative from each of the participating school divisions. The superintendents for each of the participating school divisions will be instrumental in providing input to key decisions as the lab school design moves forward through the Superintendent’s Advisory Council and will be brought forward to the governing board once established. School board representatives will brief their respective school divisions on updates on the lab school, bringing information to their fellow school board members on a quarterly basis, following lab school governing board meetings. Similarly, the Chief of Staff and Provost will provide information on the lab school’s development and progress on a quarterly basis to UMW’s Board of Visitors.

5. Explain the decision-making processes the governing board will use to develop school policies.

The Executive Director will present recommendations for school policies to the Superintendent’s Advisory Council and then to the regional school board as established by the governing board, after receiving initial feedback, as appropriate, from the Business and Community Committee.

6. Portray how the governing board will involve parents/guardians and community members in governing the school.

Parents/Guardians and Community Members will have indirect roles in governing the school. They will be involved in electing the school board members for each participating school division, from which the nominees to the governing board for ATI at UMW will be selected. They will also have the opportunity to participate in the Business and Community Member Advisory Groups. For parents, the opportunity will also exist to participate in the Parent Teachers Student Committee which will bring forward recommendations for the Superintendent’s Advisory Council’s consideration as warranted.

7. Admissions Policy (see 22.1-349.3 of the *Code of Virginia*.) Provide a description of the policies and the procedures for admitting students to the college partnership laboratory school, including specific details of the enrollment lottery plan including management of the enrollment lottery waiting list, statutorily allowed preferences, a plan to develop clear procedures for withdrawals and transfers, as well as subsequent marketing strategies to reach all demographic groups residing in the Commonwealth.

Student recruitment will begin in the fall of 2023, however planning has already begun. The Executive Director will visit each participating school division to talk to middle school and high school counselors, middle school and high school principals, and other stakeholders. Additionally, for school systems that host specialty program events, the Executive Director will host a booth or session and set up school day visits, as requested, to help disseminate information about the program. For school systems that do not, the Executive Director will work with schools to find time to visit during the school day or other events where information can be shared about the school. Social media will be

another key avenue for getting word out about the school. The following timeline outlines approximate time frames for the recruitment and open enrollment process:

Month	Recruitment/Enrollment Activity
August-September 2023	Draft application system Secure 3 rd party lottery system for use Finalize lottery system
September 2023	Begin social media campaign to build awareness of the university partnership lab school
October 2023	Visit participating school divisions to promote and continue to build awareness of ATI at UMW Host open house at ATI at UMW
November 2023	Application opens to apply to ATI at UMW
December 2023	Application closes to apply to ATI at UMW
February 2024	Lottery selection and notice to parents of selection or waitlist status

While the bulk of the recruitment process will be focused on the participating school divisions making up Planning District 16 and surrounding the UMW campus, there will be five seats reserved for at-large enrollment across the state. Should a student from a non-participating division be selected, the governing board will consider extending an invitation to that school division to participate in a cooperative agreement for ATI at UMW. If the school division chooses to join ATI at UMW, then that student will be enrolled through their school division and assigned to ATI at UMW. If not, then the student will enroll directly through ATI at UMW, however, parents will be responsible for transportation to and from the school.

At this point there are no special considerations for siblings and/or employee children, however the governing board will discuss these items and determine if special considerations should be made for either scenario prior to hiring the initial recruitment window in the fall of 2023.

V. ELEMENT 5 – Laboratory School Management Structure

The following components must be addressed:

1. A staffing chart for the school’s first year and a staffing plan for the term of the contract which includes job titles and/or positions, SCED assignments if applicable to the position, and reporting relationships within the school.

The following charts provide a breakdown of the staffing that would take place during the (1) Planning Year, (2) Year One, (3) Year Two, (4) Year Three, and (5) Year Four of the build out stage of the laboratory school. All years after Year Four would mirror the Year Four staffing scenario, unless needed changes to the education model were identified during the implementation years that would lead to staff adjustments. Where appropriate, potential SCED assignments are italicized below each position.

Staff Positions	Planning Year	Year One	Year Two	Year Three	Year Four
	Executive Director	Executive Director	Executive Director	Executive Director	Executive Director
Assistant Principal		Assistant Principal	Assistant Principal	Assistant Principal	Assistant Principal
Office Manager/Clerk (Beginning January 2024)	Office Manager/Clerk	Office Manager/Clerk	Office Manager/Clerk	Office Manager/Clerk	Office Manager/Clerk
	Nurse*	Nurse *	Front Office Administrative Assistant*	Front Office Administrative Assistant*	Front Office Administrative Assistant*
				Nurse*	Nurse*
PDS Coordinator (Beginning January 2024)	PDS Coordinator	PDS Coordinator	PDS Coordinator	PDS Coordinator	PDS Coordinator
	Counselor	Counselor	Counselor (2)	Counselor (2)	Counselor (2)
	Math	Math Teacher (2)	Math Teacher (3)	Math Teacher (4)	Math Teacher (4)
	<i>02052, 02056, 02072, 02097, 02104, 02106, 02124, 02125, 02201, 02202, 02203, 02911, 02905, 10011, 10052, 10053, 10055, 10109, 10203</i>	<i>02052, 02056, 02072, 02097, 02104, 02106, 02124, 02125, 02201, 02202, 02203, 02911, 02905, 10011, 10052, 10053, 10055, 10109, 10203</i>	<i>02052, 02056, 02072, 02097, 02104, 02106, 02124, 02125, 02201, 02202, 02203, 02911, 02905, 10011, 10052, 10053, 10055, 10109, 10203</i>	<i>02052, 02056, 02072, 02097, 02104, 02106, 02124, 02125, 02201, 02202, 02203, 02911, 02905, 10011, 10052, 10053, 10055, 10109, 10203</i>	<i>02052, 02056, 02072, 02097, 02104, 02106, 02124, 02125, 02201, 02202, 02203, 02911, 02905, 10011, 10052, 10053, 10055, 10109, 10203</i>
Humanities Teacher (English/Social Studies endorsed)	Humanities Teacher (2) (English/Social Studies endorsed)	Humanities Teacher (3) (English/Social Studies endorsed)	Humanities Teacher (4) (English/Social Studies endorsed)	Humanities Teacher (4) (English/Social Studies endorsed)	
<i>English: 01001, 01002, 01003, 01004, 01005, 01006, 01055, 0160, 0161, 01063, 01064, 01065, 11101</i>	<i>English: 01001, 01002, 01003, 01004, 01005, 01006, 01055, 0160, 0161, 01063, 01064, 01065, 11101</i>	<i>English: 01001, 01002, 01003, 01004, 01005, 01006, 01055, 0160, 0161, 01063, 01064, 01065, 11101</i>	<i>English: 01001, 01002, 01003, 01004, 01005, 01006, 01055, 0160, 0161, 01063, 01064, 01065, 11101</i>	<i>English: 01001, 01002, 01003, 01004, 01005, 01006, 01055, 0160, 0161, 01063, 01064, 01065, 11101</i>	
<i>History and Social Studies: 19262, 04053, 04157, 04158, 01105, 22112, 04997, 04205, 04151, 04153, 04101, 04104, 04067</i>	<i>History and Social Studies: 19262, 04053, 04157, 04158, 01105, 22112, 04997, 04205, 04151, 04153, 04101, 04104, 04067</i>	<i>History and Social Studies: 19262, 04053, 04157, 04158, 01105, 22112, 04997, 04205, 04151, 04153, 04101, 04104, 04067</i>	<i>History and Social Studies: 19262, 04053, 04157, 04158, 01105, 22112, 04997, 04205, 04151, 04153, 04101, 04104, 04067</i>	<i>History and Social Studies: 19262, 04053, 04157, 04158, 01105, 22112, 04997, 04205, 04151, 04153, 04101, 04104, 04067</i>	

	<p>Science Teacher</p> <p>Biology Endorsement: 03051, 03003, 03005, 03056, 03207, 03210, 03212, 03904, 03905, 03906, 21999</p>	<p>Science Teacher (2)</p> <p>Biology Endorsement: 03051, 03003, 03005, 03056, 03207, 03210, 03212, 03904, 03905, 03906, 21999</p> <p>Chemistry Endorsement: 03101, 03106, 03904, 03905, 03906</p>	<p>Science Teacher (3)</p> <p>Biology Endorsement: 03051, 03003, 03005, 03056, 03207, 03210, 03212, 03904, 03905, 03906, 21999</p> <p>Chemistry Endorsement: 03101, 03106, 03904, 03905, 03906</p> <p>Physics Endorsement: 03004, 03151, 03212, 21009</p>	<p>Science Teacher (4)</p> <p>Biology Endorsement: 03051, 03003, 03005, 03056, 03207, 03210, 03212, 03904, 03905, 03906, 21999</p> <p>Chemistry Endorsement: 03101, 03106, 03904, 03905, 03906</p> <p>Physics Endorsement: 03004, 03151, 03212, 21009</p>
	<p>Spanish Teacher* (1)</p> <p>24052, 24053, 24054, 24055, 24064, 24065</p>	<p>Spanish Teacher* (2)</p> <p>24052, 24053, 24054, 24055, 24064, 24065</p>	<p>Spanish Teacher* (2)</p> <p>24052, 24053, 24054, 24055, 24064, 24065</p>	<p>Spanish Teacher* (3)</p> <p>24052, 24053, 24054, 24055, 24064, 24065</p>
	<p>Computer Science Teacher</p> <p>02911, 05253, 05254, 10002, 10004, 10011, 10157, 10901, 21015, 10302, 10205, 10302, 10203, 10052, 10053, 10055, 10109</p>	<p>Computer Science Teacher (2)</p> <p>02911, 05253, 05254, 10002, 10004, 10011, 10157, 10901, 21015, 10302, 10205, 10302, 10203, 10052, 10053, 10055, 10109</p>	<p>Computer Science Teacher (3)</p> <p>02911, 05253, 05254, 10002, 10004, 10011, 10157, 10901, 21015, 10302, 10205, 10302, 10203, 10052, 10053, 10055, 10109</p>	<p>Computer Science Teacher (3)</p> <p>02911, 05253, 05254, 10002, 10004, 10011, 10157, 10901, 21015, 10302, 10205, 10302, 10203, 10052, 10053, 10055, 10109</p>
	<p>Special Education Teacher* (collaborative)</p>	<p>Special Education Teacher* (collaborative)</p>	<p>Special Education Teacher* (collaborative)</p>	<p>Special Education Teacher* (collaborative)</p>

*Timing of assistant principal, special education teacher, nurse and certain other positions will depend on student needs, funding, etc.

2. Detailed plans for the recruiting and developing school leadership and staff including a timelines/calendar for recruiting, recruiting strategies, plan for recruiting and supporting a diverse staff, and the position responsible for college partnership laboratory school staff selection. Also include a plan for onboarding/orientation of new staff members and what entity is responsible.

ATI will work closely with both the fiscal agent, Stafford Schools, as well as other partnering school systems in the recruitment and development of school leadership and staff. UMW and Stafford Schools already work closely together on a number of staff development initiatives, and we expect this to expand with the launch of the university partnership laboratory school.

For the 2023-2024 school year, the Executive Director will work closely with UMW and partnering school divisions on the final recruitment and development plan for school leadership and staff.

For recruitment, jobs will be posted through the Stafford Schools' web page and application system. The webpage for the laboratory school will be used as another means of recruitment, as will social media pages for both the UMW at-large, the laboratory school, and the fiscal agent. Participating school divisions will be encouraged to post or share social media posts to assist with recruitment. Where appropriate, the lab school will

consider investing in posts to *Education Week*, *Indeed*, and other platforms in coordination with the fiscal agent.

Ultimately, the planning team is aware that recruitment through impersonal methods will be insufficient. Word of mouth and relationships will be far more effective in helping to promote the opportunities associated with teaching in a university partnership laboratory school. As such, a key part of business and community partnership development will be to assist with building out community knowledge of what is being done with the lab school and also to leverage existing and expanded build your own teacher networks to prepare interested individuals for educator careers. UMW's recent acquisition of a Noyce Grant in partnership with Germanna Community College is a perfect example of an alignment of different initiatives that will be able to support and augment each other. In this case, the lab school will be able to offer 9th through 12th grade students in the region with robust training in computer and data science fields, while simultaneously supporting future educator development through the creation of a PDS School in conjunction with UMW.

The PDS model will allow the lab school to provide essentially a teaching hospital concept, but applied to education preparation. Current K-12 practitioners, professors in UMW's College of Education will collaborate together to support enriching, high impact instruction for both current 9th through 12th grade students, as well as supporting the development of future educators. Future educators will have opportunities to facilitate small group instruction, authentic assessment, and project based learning experiences, which will grow and develop their skill sets, preparing them to excel in quality instruction and assessment techniques. Ultimately, the lab school aspires to support the region, including the lab school with teacher preparation, recruitment, and development.

3. Assurance that the applicant will meet the conditions of § 22.1-349.9 of the *Code of Virginia* which states that the college partnership laboratory school personnel will be employees of the Institute of Higher Education and/or the Eligible Entity and be granted the same employment benefits given to professional, licensed personnel in public schools in accordance with the agreement between the college partnership laboratory school and the Board.

School personnel will be hired directly by ATI at UMW, with delegation of certain human resource functions, salary, and benefits administration through the fiscal agent. Employees of the lab school will engage in co-teaching opportunities alongside faculty from the College of Education where appropriate. All licensed staff will be hired by UMW either as adjunct faculty or adjunct professional development staff. On-boarding will be custom designed to include components of on-boarding for UMW as well as the K-12 fiscal agent, to ensure that UMW policies are followed as well as to ensure that policies related to K-12 instruction are adhered to at the laboratory school.

4. List the qualifications and appropriate licenses and endorsements that each position must have to perform the job function(s) for the college partnership laboratory school's leadership and proposed teachers and other staff. Provide information about what entity is responsible for submitting licensure requests to VDOE and ensuring staff maintain their

license during their renewal cycle. If individuals have already been identified for specific positions, provide their names, qualifications and/or teaching license number as an Appendix – Laboratory School Teacher/Staff Information.

At present, the school’s faculty and leadership beyond the Executive Director do not yet exist. As the school prepares to hire faculty in winter and spring of the 2023-2024 school year, utmost care will be given to hire educators who have experience and or aptitude of interdisciplinary approaches, working with a wide-range of student abilities, and are willing to work collaboratively with higher education peers who will be on-site.

License and endorsement requirements that will be expected can be found below:

Position	License and Endorsement Requirements
Executive Director	Administrative License + Teaching License; Superintendent’s License preferred.
Assistant Principal	Administrative License
Teachers	<p>Secondary Teaching License (6-12) plus endorsement in the content area for which they are providing instruction.</p> <p>Some positions will need to obtain multiple content endorsements. (e.g., The integrated English and history curriculum will require an educator who has both a secondary history and social studies as well as secondary English.)</p>
School Counselors	License in School Counseling

Other positions at the school may not have specific license and endorsement requirements, but job descriptions will be curated to specify the unique skills required for each position as well as the school’s overarching approach to interdisciplinary, integrated instruction.

- Describe the plan to meet the conditions in § [22.1-349.9](#) of the *Code of Virginia*, which states that “teachers who work in a college partnership laboratory school shall hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ [22.1-296.1](#), [22.1-296.2](#), and [22.1-296.4](#) that are applicable to teachers employed by a local school board.”

Since ATI at UMW Innovation plans to leverage the fiscal agent, Stafford Schools, for processing hiring and general human resource services, all Stafford Schools’ hiring policies, including meeting state legal requirements for licensure or alternative licensure will be followed by ATI at UMW, as is standard across Stafford Schools.

- Describe the school’s leadership and teacher employment policies by identifying which entity’s employment policies pertain to which particular position and describe the process of notification to all school employees of the terms and conditions of

employment. If possible, provide a sample of the human resource policy for the school that is consistent with state and federal law.

Since the ATI at UMW is delegating to the fiscal agent to support with general processing, payroll, and benefits factors needed for K-12, the human resource policies of Stafford Schools, found in the [4000s section of the policy book](#), will be leveraged for the purposes of educators overseeing the instruction of students in grades 9-12, to include counselors, any future paraprofessional positions, counselors, administrators, etc. For UMW Faculty who are guiding the instruction of future educators, the human resource policies of UMW will be leveraged. The governing board for ATI at UMW will adopt custom policies for K-12 instructors to insure that there is alignment between both K-12 and higher education policies.

7. Describe the plan for annual performance evaluations, including who will be conducting the evaluations for each position and what evaluation standards will be used for each position. Such performance evaluation plans must be consistent with the policies of the institution of higher education.

ATI at UMW will follow Stafford Schools' policies and procedures for routine evaluation of staff. This will include a standardized schedule of licensed and service staff evaluations, as outlined in the [4000s section of Stafford Schools' policies and regulations](#) surrounding evaluations, aligned to state law for licensed staff. The Executive Director and any subsequent administrative staff hired will work with staff on identifying professional and personal goals on an annual basis, aligning professional learning opportunities to those goals, and supporting with regular check-ins on the progress made, 2-3 times a year. The Executive Director for ATI at UMW will be evaluated on an annual basis by a joint working group of the governing and regional school board for ATI at UMW. Where necessary, policies unique to the laboratory school will be adopted by the governing board to ensure that the laboratory school employees are evaluated in accordance with the policies developed by the ATI at UMW regional school board. For their professional development roles with the university, staff at ATI at UMW will receive an annual evaluation from UMW from designated faculty or staff in accordance with policies related to their job classification.

8. A plan that addresses the qualifications of the teachers and administrators at the college partnership laboratory school, including compliance with state law and regulations regarding Board licenses and endorsements. (See § [22.1-349.9](#) of the *Code of Virginia*.)

All positions requiring licenses and endorsement areas will be adhered to as part of meeting the standards of quality. The chart in Number 4 of this section highlights the positions that will need specific licenses and endorsements as well as the type of license that will be required. All qualifications for teachers and administrators of the college partnership laboratory school will comply with Stafford Schools' policies and procedures which are in alignment with state law. All K-12 teachers will have teaching licenses and all administrators will hold administrative licenses. Opportunities will be provided for educators to pursue options to add additional endorsements to amplify skills sets.

Endorsements will correspond to the content area taught, as is required in secondary education.

9. Provide an overview of the high quality professional development programs associated with the mission and proposed instructional program. Describe how faculty and staff will access the professional development and if the school is providing professional development days, reimbursements for tuition, registration, travel, and substitutes, if needed. (See § [22.1-253.13:5](#) of the *Code of Virginia*.)

ATI at UMW plans to leverage a combination of resources to ensure the provision of high quality professional development programs. These include leveraging (1) Stafford Schools' professional learning resources, (2) professional learning resources available through Virtual Virginia, (3) resources through the PDS model being built within the lab school itself, and (4) intentional internal cultivation of professional learning priorities and dedication of resources within ATI at UMW.

Since Stafford Schools will serve as the hiring agent for ATI at UMW, staff will have a number of professional learning opportunities available through the professional learning department in Stafford Schools. The Department of Recruitment and Professional Learning is working to build out a menu of opportunities that will be available in Canvas for educators and service professionals to build their skill sets and work towards continuous improvement.

Virtual Virginia's Professional Learning branch, coordinated at the state level, also has a number of opportunities that educators can pursue to continue to build their skill sets and pursue different interests.

Since ATI at UMW plans to build out a PDS model as an integral part of the school itself, there will be intentional attention given not only to future educator preparation, but on how to strengthen and support educators throughout the region, including the educators within the school itself. Through a collaborative process, educators and professors will consider opportunities for collective and individual development.

Similarly, the school itself will have certain professional learning priorities that will be key components of its continual improvement plan. These priorities might be addressed through one of the opportunities above, or outsourced directly, depending on available expertise, etc. For example, one goal of the school will be to ensure all teachers have some training in project-based learning. Funds will be budgeted to strive to ensure during the first year that educators can receive training through PBL works. This will provide opportunities for individual growth, as well as collective team building as the school works to develop a culture of academic press (Lee, 1999) to best support students.

10. An explanation of any partnerships or contractual relationships central to the college partnership laboratory school's operations or mission, including information regarding any partnerships with school divisions to provide educational or ancillary services. Contractual relationships include procuring the services of an education management organization, food services, transportation, school health services, custodial services, and security services. (See § [22.1-349.3 C](#) of the *Code of Virginia*.)

UMW plans to contract with and/or delegate to Stafford Schools for managing employment of K-12 instructors and certain operational procedures, to include technology support, day-to-day minor facilities maintenance, custodial services, and food services. The annual budget for ATI at UMW factors these expenses into planning.

11. Information and materials indicating how parents/guardians, the community, and other stakeholders were involved in developing the application for the college partnership laboratory school. A description of how parental involvement and communication will be used to support the educational needs of the students, the school's mission and philosophy, and its educational focus.

A number of focus groups and intentional conversations were held this spring and summer to solicit information from the community to help inform the design of the school. Some of the stakeholder groups included superintendents, each school division's school board, local businesses, economic development authorities, the Chamber of Commerce, and the College of Education have all served to inform the design of the school. [This folder](#) includes samples of slide stacks used to guide both communicating and gathering information to inform school design. As the school continues to plan for the inaugural year, the planning team will continue to solicit feedback and input from different stakeholders through the establishment of planning committees dedicated to academics and workforce development.

Parental involvement is critical at all stages of a child's educational journey, but shifts and develops over time. With a high school population, the lab school plans to support parental engagement and involvement in a way that also fosters appropriate student development and growing independence, to ensure students are prepared to enter adulthood upon graduation, whether focused on enlistment, workforce, or higher education endeavors. The following outlines some of the opportunities that parents will have to be involved with the University Lab School:

- (1) *Parent Teacher Student Committee:* The lab school will plan to launch a Parent/Teacher/Student Committee (PTSC) during its first year. The PTSC will help support the school's mission, coordinate fundraising efforts, and provide input as the school continues to grow and develop. This will be an optional activity in which parents can participate, and every effort will be made to make participation possible for households where there is not a 'stay-at-home' parent.
- (2) *Orientation:* The school's annual new student orientation will include opportunities for both new and existing parents. A summer orientation will be held for students to on-board both students and parents to the unique approach of the Academy. Parent sessions will be mandatory, but will be offered at different times of day and/or through virtual delivery modalities to ensure that all parents are able to participate. The orientation will help ensure that students and parents are fully aware of the commitments involved in ATI at UMW while keeping the program accessible to as many students as possible. For returning parents, this will be a volunteer opportunity to assist with the planning and execution of the orientation, particularly the new parent components.

- (3) *Parent Engagement and Partnership Sessions:* As part of the school’s overarching mission, ATI at UMW plans to provide parent sessions throughout the year. While some of these will be specific to ATI at UMW, many will be designed to support the parent community both in and outside of the Academy as part of the school’s focus on collaboration with the community. These will be optional for the ATI at UMW parents, but will provide opportunities for parents to learn about a variety of parenting and educational strategies to support both elementary and secondary learners. Community partnerships will be key in building robust parent sessions that can benefit students of all ages.
- (4) *Parent Conferences:* The ATI at UMW plans to have twice a year, mandatory conferences with parents in the school. These will be an opportunity for parents to dialogue with teachers, counselors, and administrators and discuss opportunities available to continue to support each students’ growth in the program. The school will make every effort to accommodate parent schedules and work with individual families around unique situations for alternate times and modalities, but participation in the conferences will be a requirement to ensure that parents are kept apprised of how their students are doing.

Through these initial four parent engagement opportunities and expectations, the Academy will develop robust partnerships with the parent community, ensuring students are able to meet their potential.

12. Provide drafts of a *Student Code of Conduct*, student handbooks, and other governing policies that addresses student behavior, discipline, and participation in school activities. Include policies and procedures governing suspension and expulsion of students. The plan should identify the role of teachers and administrators in discipline and mentoring. The plan must also identify disciplinary policies for special education students. Also describe how a parent could appeal the decision of a school administrator through a grievance process. Provide any drafts as Appendix – Student Handbook.

ATI at UMW will assemble a working group to outline, build out, and propose a Student Code of Conduct policy to address student behavior, discipline, and participation in school activities. The school plans to start with the fiscal and hiring agent, Stafford Schools’ policies in this area, consider and compare with other participating school division and model Virginia School Board Association policies, and consider any components unique to regional schools and/or the thematic nature of the school that would necessitate specific adjustments to the school’s policies in this area. Clear guidelines for teacher and administrator involvement will be outlined as part of the policy process, and manifestation determinations will be held as appropriate as part of any discipline process for students with IEPs. The final policy will be approved by the board once it is reviewed by the superintendent’s advisory council, etc. Current policies related to the student code of conduct and the student discipline process in Stafford Schools can be found in the [2400 series of policies](#).

Regardless of final policies, ATI at UMW will seek to ensure that mentorship and helping students develop their leadership skills is a key component of a preventative discipline approach. The planning team recognizes the importance of ensuring that students have positive relationships with peers, educators, and administrators. The school will focus on equipping all students to understand the soft/durable skills needed in school and the workplace to be successful, which will also support students in aligning their behavior with student codes of conduct. The communication of clear expectations to both students and families will be a critical first step, with multi-tiered systems of support leveraged as needed to support students' development.

13. A detailed school start-up plan that identifies major tasks, timelines, and responsible individuals for accomplishing each task noted in the start-up plan.

The following chart highlights some of the key activities, corresponding timelines, and responsible individuals. This is timeline is an estimate, with the understanding that school divisions may need to

Timeframe	Task/Activity	Responsible Party
July – August 2023	Logo design.	UMW Communications Team
August 2023	Submit lab school application.	Executive Director and planning team
	Submit planning and operating grants.	Executive Director
	Space utilization study.	Executive Director in partnership with facilities staff from Stafford Schools and UMW. Outsourcing as needed.
	Website development and launch.	Executive Director in partnership with UMW's Communications Team
September 2023	Governing boards formed and organized. First meetings held.	Executive Director and planning team
	Develop student recruitment plan.	Executive Director in partnership with Superintendent's Advisory
	Procure lottery services and develop application process.	Executive Director with approval from Superintendent's Advisory and Governing Board

	<p>Hold information sessions with school division staff.</p> <p>Procure services for cabling and other technology infrastructure upgrades.</p> <p>Procure other services as related to identified building upgrades (continues through fall and into spring)</p> <p>Participating school divisions authorize signature of cooperating agreement.</p>	<p>Executive Director</p> <p>Executive Director</p> <p>Executive Director</p> <p>Partnering School Divisions</p>
October 2023	<p>Hold information sessions for parents, potential students, and other community stakeholders.</p> <p>Attend regional and division specific open houses.</p> <p>Host open houses for potential families and business/community partners.</p> <p>PDS coordinator position and office manager positions posted.</p>	<p>Executive Director</p> <p>Executive Director</p> <p>Executive Director in partnership with planning team.</p> <p>Executive Director in partnership with Stafford Schools'/UMW's Human Resources Department</p>
November 2023	<p>Application for first cohort of 9th grade students opens.</p> <p>Job descriptions developed for teaching and support positions.</p> <p>Building improvements begin.</p>	<p>Executive Director</p> <p>Executive Director in partnership with Stafford Schools' Human Resources Department</p>
December 2023	<p>Application for first cohort closes.</p> <p>Teaching positions posted in Human Resource platforms</p>	<p>Executive Director</p> <p>Executive Director in partnership with Stafford Schools' Human Resources Department</p>

	and advertised through social media.	
January 2024	Hiring process begins for teaching and support staff. Lottery selection and notification to families. Curriculum writing begins.	Executive Director in partnership with Stafford Schools' Human Resources Department Executive Director/Office Manager Executive Director in partnership with planning teams
February-June 2024	Hiring process continues. Curriculum writing continues. Building improvements continue. Orientation planning. Operations planning.	Executive Director, Office Manager, and PDS Coordinator in partnership with planning teams
July 2024	Hiring process continues. Curriculum writing continues. Building improvements continue. Orientation planning. Orientation held. Operations planning continues.	Executive Director, Office Manager Planning team Executive Director, Office Manager Coordinator in partnership with planning teams Planning team and school staff. Planning team and school staff. Planning team and school staff.
August 2024	School opens August 5 th .	

14. A general description of any operational incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the

educational program of the college partnership laboratory school and the partnering school division(s).

UMW's provision of space to host the university partnership laboratory school provides a significant benefit to partnering school divisions in a growing region of the state. The PDS model will also be designed to help produce high quality, future educators which will help surrounding school divisions with the teacher shortage. The laboratory partnership school also plans to work in conjunction with continuing and professional studies to support partnering school divisions in collaboratively planning learning opportunities and strengthening educator capacity across the region in incorporating computer coding and data science across content area disciplines and through vertically aligned, PK-12 strategies. Long term, there are some other collaborative, mutually beneficial enhancement initiatives that might be considered for inclusion in the model, such as:

- *Regional research and evaluation collective:* The lab school might be able to serve as a central hub for facilitating and connecting conversations across the PK-12/Higher Education spaces through identifying school division research and evaluation needs and connecting them with research experts from the university in those fields, forging mutually beneficial research partnerships.
- *Teacher-in-Residence Program:* The development of a teacher-in-residence program would provide opportunities for an educator from participating school divisions to spend a year teaching for ATI at UMW. This year-long placement would provide opportunities for educators to grow and develop their expertise in interdisciplinary and project-based learning approaches, growth their professional network, and return to their sending school/division the following year to share out their learning with other educators.

While the above are just two examples of long-term possibilities for consideration, they highlight the overarching approach of considering creative and innovative ways of building capacity across the region through PK-16 partnerships.

15. Describe how the college partnership laboratory school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Address how the proposed college partnership laboratory school will meet the following requirements including the process to notify parents of health and safety situations

- Fire & Safety Regulations
- Severe Weather/Natural Disaster
- Student Missing/Hiding/Runaway/Abduction
- Terrorist/Hostage Situation
- Possession of Weapons
- Bomb Threats/Explosions
- Food Inspections
- Student Medical Issues/Medical Emergencies

ATI at UMW plans to align its health and safety plan and policies to the fiscal agent, to ensure alignment with the health and safety laws and regulations at the federal and state level. Staff will receive regular training to ensure alignment with state and federal law, at least annually, with additional frequency as warranted.

VI. ELEMENT 6 – Financial and Operations Information

The following components must be addressed:

1. A description of the college partnership laboratory school’s financial plan and policies, including financial controls and audit requirements for the school in accordance with generally accepted accounting principles.

ATI at UMW plans to leverage the fiscal agent’s (Stafford County Public Schools) fiscal policies, to include financial controls and audit requirements. These policies already align to local, state, and federal standards. Related policies can be found in the 5000s section of [Stafford County Public Schools’ policy manual](#). The governing board for ATI at UMW may choose to adopt certain distinctive fiscal policies and procedures, but these policies will serve as a baseline, and only adopted fiscal policies and regulations will override a fiscal agent policy.

2. Revenue projections for the college partnership laboratory school for Years One (1) through Five (5). Include detailed information for the following categories of potential revenue:
 - State ADM funds – Include the formula used for calculating allotments.
 - Local Per Pupil Funds – Include the formula used for calculating allotments.
 - Federal Funds
 - Grants
 - Foundations*
 - Private Funds*
 - Other Funds *

*If you are depending on these sources of funding to balance your operating budget, provide documentation, such as signed statements from donors, foundations, etc., on the Availability of these funds.

As highlighted in the sustainability section, a braided funding approach will be undertaken to support the launch, operations, and long-term development of ATI at UMW. Given the regional approach to the program, students will register with their zoned high school in each of their respective local school divisions, but be provided with educational services through the lab school. Each school division will contribute tuition for the number of students attending from their school division, with the cost strategically positioned between the state allocated funding per pupil and the average per pupil expenditure. The board will evaluate the proposed tuition rate each year, and will need to approve the final costs for the first year, but below are some potential rates as well as the revenue it would generate to support the school’s start up and operations.

The only exception to this overarching fiscal approach would be for any student who enters the school as part of the overarching state-wide lottery. As mentioned elsewhere, consideration would first be made towards providing an opportunity for these students' respective school division(s) to join the network of local school divisions that participate in the lab school. Or the school division could choose to abstain from joining the network of schools in the lab school, in which case the student may enroll in the lab school with appropriate state-level mechanisms to support the direct receipt of funds by the lab school and/or its fiscal agent from the state based on average daily membership (ADM).

In addition, the planning team for ATI at UMW plans to apply for both a start-up and operating grant from the college partnership laboratory school fund to receive funds to help augment the cost of launching the school. We anticipate this will provide a minimum of one million dollars towards the launch of the lab school, but hope to make a sufficient case to augment the funds received through this grant to a sum sufficient to allow for additional initial build out to enable the school to provide additional opportunities for students and the broader community. By registering as a local education agency (LEA), ATI at UMW is also hoping to qualify for some additional grants and funding streams that it plans to pursue in the months and years ahead. For example, ATI at UMW plans to apply for the VSPA funding to support technology infrastructure, and might in the future apply safety and security grants, school construction grants, and other fiscal opportunities through VDOE.

ATI at UMW will also seek to identify additional grant sources at the federal, state, or local level that might be able to augment funding for the school, ensuring that the contributions from each school division remain fiscally manageable while providing high quality opportunities for their students. Examples might include the pursuit of the federal Magnet Schools Assistance Program (MSAP) grant.

At this time, the lab school is not factoring in donations or foundation funds into its overarching revenue stream, but it is looking into possibilities for how to build out a fundraising infrastructure long term to augment general funding and support specific initiatives that the school might pursue. This is discussed in more detail in the application section specifically dedicated to donations.

[This spreadsheet](#) highlights the likely revenue options for the school. Final enrollment numbers, start-up and operating cost revenues will obviously determine final revenue numbers. Budget expenditures are designed to adjust accordingly, with the timing of certain staff positions dependent on initial revenue streams.

3. Budget expenditure projections for the college partnership laboratory school for Years One (1) through Five (5). Include detailed information for the following categories of potential expenditures or include other categories as needed:
 - Total Personnel (for total number of staff)
 - Employee Benefits Total
 - Staff Development Total
 - Materials & Supplies
 - Office Supplies

- Instructional Supplies
- Classroom, Computer and Other Equipment
- Facilities (Insurance, Utilities, Phone/Internet, Rent, Construction, Maintenance and Repair, Technology Maintenance, Transportation, Fuel, Marketing)
- Food/Cafeteria

Include additional information that showcases all assumptions for your budgetary calculations. For example, the Year 1 may include 10 teachers, but the plan is to add 2 teachers each year, and the increase in Expenditure is seen in the budget. Explain below, in detail, the budget calculations for years budget for Years Two (2) through Five (5).

Planning and Start-Up Year

During the planning and start-up year, the Executive Director and marketing costs will be covered through the planning grant. This will include developing branding in-house, but outsourcing some degree of design components (stationary, business cards, etc.). Additionally, the school will look to launch a website in the fall of 2023, social media accounts, and a third party application and lottery system. Curricular design work will begin during this time as well.

If the planning team is able to obtain a start-up grant and or other applicable grants during the year, certain construction and operational costs will begin, such as updating cabling in the building, switch boards, and adding additional hot spots to support a one-to-one learning environment. Classroom updates that will help facilitate a 9-12 learning environment will also begin, pending funding availability.

Start Up Costs/Launch

During the school year prior to the launch of the school year, there will be a number of costs associated with preparing the building for creating a space that can be used for the K-12 environment in addition to higher education. The building is in need of updated Internet infrastructure to support the blended learning environment students will engage in during different parts of the day. This will include updated cabling, switchboards/routers, and adding additional wireless access points and video cameras throughout the building. Additionally, the building does not currently have a science laboratory, and this will need to be built out in the year prior to the launch or in the first year of students, depending on funding availability. Additionally, the planning team is hoping to do some general improvements to adapt the learning space to a more modern and innovative learning environment. This will include some furniture, white board walls, and other construction projects to increase the instructional utility of spaces originally designed for alternate purposes. Other costs involved prior to the start of the first year will be basic supplies, initial laptop purchases, printers, etc.

Startup costs will also include building personnel beyond the lone staff person working to build the school at present. The planning team is proposing adding both an office manager and a Professional Development School coordinator in the winter of 2024. This person will

assist with some of the build out of the professional development model, and work heavily to engage with professors and students on the higher education side to help build the infrastructure and system to support a robust PDS model that will benefit both the K-12 and higher education sectors.

Finally, in the summer prior to the start of the school year, ATI at UMW plans to hire staff to help run the initial freshman orientation for the upcoming school year. It also plans to pay staff to attend professional learning to support the type of innovative learning processes that ATI at UMW plans to implement. Funds for professional development as well as the freshman orientation are included.

Year One

The budget for Year One is primarily focused on staff salaries, professional development, and building, grounds, and technology maintenance. If funding is unable to be secured for all of the construction projects in the pre-launch year, additional funding will be solicited via grants and/or donations to support additional projects that may be able to be completed in the first year. The school will begin building a reserve fund in Year One to prioritize larger scale building improvements that will need to be done over time.

Year Two

Year Two's budget will mirror Year One's with the addition of additional teachers to cover the needs of the additional cohort of students. No other major changes will occur during this time. The additional tuition from the additional cohort of students should cover the costs of the additional teachers.

Year Three

Year Three will see a similar increase in costs related to the third cohort of students joining the school. Additionally, if funding has been able to be secured, Year Three will likely involve construction to convert identified spaces into a commercial kitchen to move to the final stage of the plan for meal provision.

Year Four

Year four will see the final large wave of staff additions as the school adds its fourth cohort. Other costs will be associated with continued maintenance of activities, and any to-be-identified projects to assist the school in better achieving its mission as funding allows.

Year Five

Year five and subsequent years will shift into a budget that supports any additional small levels of growth and initiatives identified by the governing board in the strategic plan. Otherwise, the budget will largely mirror Year Four's budget.

Start Up and Operating Costs Spreadsheet

[This spreadsheet](#) provides a breakdown of the anticipated expenses for start-up and launch costs associated with the lab school, while [this spreadsheet](#) provides a breakdown of the anticipated operating expenses for the first five years. These numbers will continue to be refined as planning continues, and strive to account for both direct and indirect costs. It should be noted, that a 2.5% rate of inflation is factored into each year's budget estimates, with the understanding this could be an over or under representation of the actual annual inflation that might occur. Staff are generally calculated based on 15 years of experience and the current approved pay scale in Stafford County Public Schools.

4. Evidence of anticipated fundraising contributions, if applicable.

While there is no fundraising claimed as part of this initial application, the planning team does recognize the need to develop and launch fundraising as part of the sustainability plan for the ATI at UMW. Here are some of the fundraising/revenue generating options being considered:

- *Annual Auction:*
This event would be organized by the PTO and staff and would consist of an evening event in which students would showcase the work they have done throughout the year. Once the school has seniors in space, the final culminating projects generated by seniors will be a key component of the auction event. Any works of art created via digital art will also be a key component of the evening, with a portion of student art work available for purchase. Additionally, the auction committee will solicit donations from local businesses to have available as part of a silent auction which will be held. The school will plan to work with local high school culinary programs to provide food at the event.
- *Summer Enrichment Opportunities:*
Another approach to augmenting funds for the university partnership laboratory school is to work towards hosting summer enrichment opportunities for elementary and middle school students during the summer at the laboratory school. This will provide a unique opportunity for students in the College of Education and students enrolled in the school to co-design sessions that will provide innovative learning opportunities for students from grades K-8 to explore the types of learning carried out during the school year through a summer camp type of format. Currently, there are insufficient summer camps to meet parent demand in the Fredericksburg area, so this will meet a need for high quality summer enrichment opportunities, provide opportunities to both higher and secondary education students to learn and grow as they work to develop high quality sessions, applying knowledge learned, and generate revenue to support the on-going efforts of the school.
- *Professional Learning:*
As the school grows to be more established, the Academy, UMW College of Education, and UMW Continuing and Professional Studies will collaborate to sponsor professional learning sessions based around needs identified in the education community. An annual survey will be developed to solicit needs for the

following year and professional learning options will be developed in accordance with identified needs. These will be designed in a way to continue to offset the costs associated with the university partnership lab school, while also providing a fiscally responsible way for school divisions to equip educators across the region to participate in high quality professional learning.

- *Foundation Identification and Corporate Donations:*
The university partnership laboratory school has identified that the University of Mary Washington Foundation will be willing to create dedicated lines to hold funds collected through corporate donations and/or to facilitate the pursuit of grant funds that can only be pursued by non-profit programs.

Through these and other approaches, the ATI at UMW plans to build a highly sustainable model to facilitate augmenting funds to ensure the school is able to provide a high quality learning experience and environment for participating students while simultaneously growing and developing the region's educator and education adjacent workforce.

5. A description of the insurance coverage that the school will obtain. Types of insurance include general liability, health, and property.

Health insurance will be provided for employees through Stafford County Public Schools, as the fiscal agent and as delegated by the University of Mary Washington. The costs for this and other employee benefits are factored into the budgets highlighted above. The planning team has received initial quotes, reflected in the proposed budget to address the needs for property purchased for the lab school. In addition, the school has received initial budget estimates for general liability, catastrophic accident liability, student accident liability, and educators' legal liability.

6. A justification for each type of insurance coverage sought and evidence that the applicant has consulted with the affiliated public or private institution of higher education to ensure that the level of coverage is satisfactory.

The planning team worked with both Stafford Schools and UMW staff to seek information on the types of insurance the school has as a result of current insurance carried by either UMW or Stafford Schools, as well as identifying the additional insurance the lab school will need. The building and existing furniture and equipment is insured through the state, as the school will be held in one of UMW's existing buildings. Any new property, purchased by the lab school itself, however, will need to be insured. While exact numbers are not yet known for property, the school has received cost estimates in this category based on schools of a similar size. In consulting with Stafford Schools' current insurer, the planning team was also able to identify other categories of insurance needed to insure the school is fully covered.

7. A sound facilities plan, including backup or contingency plans. Facilities information includes (1) the provision of suitable instructional space; (2) provisions for library services; (3) provisions for the safe administration and storage of student records and

medications; (4) information regarding compliance with building and fire codes and compliance with the federal Americans with Disabilities Act; (5) general information on emergency evacuation plans; (6) information regarding site location and preparation; (7) the structure of operation and maintenance services; and (8) financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred.

Instructional Space:

For facilities, UMW is providing the southern building of its Stafford Campus to provide a space conducive to innovative learning experiences. The building has significant space available, and has adequate tables, desks, chairs, and other furniture to support the learning environment and provide collaborative options for students. More than enough classrooms exist at present to support the first 2-3 cohorts of students coming to the school. With minor adjustments, enough classrooms will be able to be generated from the existing space. That being said, there are some elements of the building that will need to be updated in either the short (initial 1-2 years) or long-term (3-8 years).

Short Term

Some components of the space that will need to be addressed in order to facilitate the 9-12 learning environment. The school will ultimately need to build in a science laboratory. Additionally, there are technology components that will need to be updated or replaced, based on the building's age of approximately 25 years. These include adding updated internet cabling, updating switch boards, and adding additional hotspots to support modern technology infrastructure needs. We will also need to install video cameras in alignment with standard safety and security measures for PK-12 education. If funds allow, there are a couple classrooms where windows may be added to better facilitate collaborative learning options in spaces that were designed more intentionally around direct instruction.

Long Term

In the years following the school's opening, plans will be made for some longer term building adjustments to design the space in a way that best supports the school. These adjustments will include consideration to build out infrastructure for a kitchen that can support a more robust meals program, as well as creating some additional classroom space from within existing space opportunities or updating and modernizing existing larger spaces to best align with the school's mission in vision. These spaces include a large library space and another larger space. Timeline on these two components will fluctuate depending on available funding.

Library Services

The building currently has a dedicated library space, but no library resources remain at present. The laboratory school plans to explore potential library services through digital library subscription services through the fiscal agent, partnership with the UMW's libraries, and/or partnership with the nearest branch of the Rappahannock Regional Library System, which services a number of the participating counties.

Storage and Administration of Records/Medication

ATI at UMW plans to follow the fiscal agent's policies in terms of storage and administration of records and medication. As the school opens and develops, the governance structure of the school may choose to adopt its own policies in this area in accordance with state and federal law if needed.

Fire Codes and ADA Compliance

As a state owned building, the UMW Stafford Campus building was built according to ADA policies, and includes an elevator, ramp access, automatic doors where needed and other building features to ensure compliance with ADA policy. The building was also developed to meet fire code regulations. ATI at UMW will follow all policies adopted by the fiscal agent to ensure that appropriate fire prevention and safety strategies and practices are leveraged, and that any adjustments to the building noted as necessary through annual fire safety inspections are adopted.

Emergency Evacuation Plans

Emergency evacuation plans currently exist for the University of Mary Washington, and will be updated as needed in partnership with the safety and security department for Stafford County Public Schools to ensure alignment with current state and federal guidelines for evacuation plans for high school students and staff.

Site Location and Preparation

As noted in other sections of this application, UMW is providing the southern building of its Stafford campus to host the laboratory school. This space had a number of classrooms already fully ready to host students, with tables and chairs, flexible seating arrangements, etc. The planning team is working to identify building adjustment needs and organizing that work into phases, based on the timeline of build out. For example, there will need to be a science lab added before the second year of the school, and a commercial grade kitchen will likely be needed sometime between years 3 and 4. This spreadsheet provides a working document of the considerations being made for the development of the program.

Structure of Operation and Maintenance Procedures

With its location within a UMW building, larger scale, ownership related maintenance and operations will be handled by UMW. However, day-to-day maintenance and custodial services and operations will largely be handled by the fiscal agent. Specifics will be mapped out in an MOU between the Stafford Schools and the University of Mary Washington.

Financial Arrangements for Facilities

UMW will host the lab school in its facilities as an in-kind support for ATI at UMW with the understanding that intentionality will be given to ensure that UMW students are able to

grow and benefit from the lab school at the Stafford campus in the same way that 9-12 grade students from the region will benefit.

8. A description of whether transportation services will be provided. If transportation is to be provided, indicate whether the school will contract for transportation with the local education agency or another entity. Indicate whether transportation will be provided to all students attending the school.

The school plans to partner closely with participating school divisions to coordinate transportation services. Given the wide-spread geography of the region that ATI at UMW hopes to serve, each participating school division will agree to provide transportation as a part of their final agreement to participate in the lab school. Each division will determine the method of transportation, be it via bus or division car. Divisions might also vary in whether or not they utilize 'hubs' as part of the transportation system, or have door to door service, or some sort of combination. For example, one of the participating divisions plans to provide traditional bus routes to the main high school in the community, and then bus participating students from the community high school to ATI at UMW. Another participating division, runs a separate bus system for specialty programs such as this one and will provide 'door to door' service to and from the Academy. Other school systems may choose to do something similar to these two or adopt a slightly different option that best fits the needs of students and the division. Regardless of the general method of transportation, each school division will be required to meet any and all requirements for transportation of students related to special education services and individual education plans, as well as any requirements related to McKinney-Vento legislation.

9. A description of transportation services for students with disabilities. (Section 22.1-221 A of the *Code of Virginia* states that “[e]ach disabled child enrolled in and attending a special education program provided by the school division pursuant to any of the provisions of § 22.1-216 or § 22.1-218 shall be entitled to transportation to and from such school or class at no cost if such transportation is necessary to enable such child to obtain the benefit of educational programs and opportunities.”)

As needed, appropriate transportation service accommodations will be provided by each participating division in accordance with each student’s individual education plan (IEP) as determined by the IEP team.

10. A description of food service operations and all other significant operational or ancillary services to be provided.

ATI at UMW plans to work closely with the fiscal agent, Stafford Schools, to design and implement food services in compliance with state and federal legislation and guidance. The provision of food services will grow over time, with the following progression:

Stage 1: During the first stage of nutrition services development, the lab school plans to coordinate with the nutrition department of the fiscal agent school division to ensure that students have access to breakfast and lunch each day. As the school continues to grow

and develop, the nutrition program will also grow and develop. Based on feedback from the fiscal agent's nutrition services program and secondary lunch program participation, it is anticipated that on most days during the first year, lunch will be served to slightly under 50 students. The school will also solicit information from students during the initial cohort's orientation to get an estimate of how many students plan to participate in the school lunch program.

Based on the combined data, if the school is serving under 50 student meals a day, the school will work with the fiscal agent's nutrition program to provide meals through a nearby school. The school would place orders with the satellite/production school daily. Lunch for that day, as well as breakfast for the following day would be delivered daily. No nutrition staff member would be on site during the first year, and school staff would be responsible for collecting and distributing the meals to students.

Equipment needs for this first stage scenario would include the need for an upright, reach-in commercial refrigeration unit, a mobile electric food warming cabinet, rolling utility carts to transport meals, and a secure storage room or container for food supplies. These are being built into the start-up budget, and will be secured through either grant funds, in-kind donations from participating school divisions or businesses, or the contributing tuition that each participating school division will contribute for each student who attends.

Stage 2: If the school serves a higher number of students in year one, or at the beginning of year two, once enrollment has increased to approximately 200 students, the method of food services would shift slightly. In this stage of the nutrition program build out, meals would once again be cooked off site and delivered in bulk, and at least one nutrition staff person would work on-site. One non-nutrition school employee would also be needed during meal services hours to operate the cash register. This would likely be the office manager during the first or second year, or potentially an hourly hire funded through the nutrition program. While there would be no on-site cooking at this point, the build-out of infrastructure would increase to support the growing program.

A true serving line will need to be built out and developed in the building at this stage, and students will come through that line to receive their lunch and breakfast on a daily basis. Equipment needs at this stage will include an electrical hot holding serving line, a computer point of sale machine with WiFi access, a milk cooler holding unit, hand washing sink, food grade work tables, trash cans, serving utensils, and a secure storage room for supplies, in addition to the materials and infrastructure listed in stage one. Once again, this will be funded through a combination of funding streams, notably grants, tuition fees from participating school divisions, in-kind donations, and funds from the nutrition program itself.

Stage 3: The third and final stage of the nutrition program build out, in which the program is serving 100 or more student meals for each meal service daily, will likely take place during the third year of the school's opening. At this stage limited cooking will occur on site, and two nutrition staff, funded through the nutrition program would work on-site. Once again, students would come through the serving line to receive their

breakfast and lunch, but at this stage the program would need to build out an operational kitchen. All other previously mentioned equipment would be required, as well as the build out of a commercial grade kitchen, a ductless oven, and ductless fryer, and a three-compartment sink, and pots and pans. As in previous program expansions, the school plans to leverage a combination of grants, tuition, in-kind donations, and nutrition program revenue to support the needed infrastructure adjustments.

Custodial Services and Building Maintenance:

Custodial services will be contracted through the fiscal agent's custodial services contract. This will minimize overhead expenses, and allow for custodial services catered to the needs of 9th through 12th graders. The fiscal agent will also plan to support with day to day maintenance needs, as budgeted by ATI at UMW. However, for overarching building operations maintenance, a Memorandum of Understanding between Stafford Schools, as the fiscal agent, and the University of Mary Washington will outline what falls under the day-to-day maintenance versus the larger scale maintenance. Larger scale maintenance will be handled by the university as the building is part of the University of Mary Washington's campus, while day-to-day needs will be largely handled by the fiscal agent's Operations and Maintenance department. For example, a clogged toilet would be handled by the Stafford Schools' operations and maintenance, while building level plumbing infrastructure issues might be handled by the University of Mary Washington's Facilities team. More details on the overarching facilities plan is highlighted in that corresponding section.

VII. ELEMENT 7 – Lab School Closure Placement Plan

The following information must be provided:

1. Identification of a name or position of a member of the school's leadership who will serve as a single point of contact for all activities that may need to take place in order for the school to close, including but not limited to the transfer of students to another school, the management of student records, and the settlement of financial obligations. Include contact's name, title, email address, and phone number.

The Executive Director will serve as the single point of contact for all activities that may need to take place in order for the school to close:

Rebecca Towery, Ed.D.
Executive Director
rtowery@umw.edu
(540) 295-2045

2. A draft notification process for parents/guardians of students attending the school and teachers and administrators of the termination or revocation of the contract.

Should the contract for the university partnership lab school be terminated or revoked, the school will send notice to families within 48 hours of the school's notification. At the

same time, information will be shared with families around the options for alternative public schools students can attend, as detailed below. The information will be disseminated through email and physical letters sent home with students or mailed, should the notification come during the summer.

3. A draft notification process to parents or guardians of students attending the college partnership laboratory school of alternative public school placements within a set time period from the date of termination or revocation of the contract.

If notified that the contract for the university partnership lab school was revoked or terminated, students and their families would receive notification of the option to take classes at their geographically zoned high school. They would also receive notification of different specialty programs they might consider transferring to, should the family continue to desire a specialty experience. Some examples in the area include:

- The Commonwealth Governor’s School (Caroline, King George, Spotsylvania and Stafford)
- Cyber4+ (Stafford)
- Chesapeake Bay Governor’s School (Caroline and King George)
- STAT Academies (Stafford)
- IB Programs (Spotsylvania and Stafford)

In addition, the governing board for the school would convene a special session to consider whether the school could continue as a joint operated school. If this was deemed a realistic option, the converted laboratory partnership school would also be listed as an option for attendance.

Regardless, since this school’s design involves students staying enrolled through their sending school division, and potentially participating in VHSL sponsored activities through that school division, disruption will be able to be minimized since students will likely have some degree of connection to their sending school division.

4. A detailed plan for ensuring that student records are provided to the parent or guardian, or another school identified by the parent or guardian within a set time period. If the student transfers to another school division, provisions for the transfer of the student’s record to the school division to which the student transfers upon the request of that school division. (See § 22.1-289 of the *Code of Virginia*).

At the school’s closure, any and all student records will be provided to the parent or guardian. These will be exported from the student information system (SIS) and sent electronically, or if requested, physically, to student parents and guardians. Additionally, once notification is provided on where students are transferring, the transcripts will be sent to those schools. In most cases, this will be the geographically zoned high school in the division in which the student is enrolled, so the contacts will already be in place to help create a smooth process for students and their families.

5. A detailed placement plan for school employees that details the level of assistance to be provided within a set period of time from the termination or revocation of the contract.

Given the termination or revocation of the contract, the following protocols will guide the placement of laboratory school teachers, and employees:

- *Lab School Teachers:* Lab school teachers would have the option to transfer to another open position in one of the fiscal agent's schools. If this option were not available, lab school teachers would be able to apply to open positions for which they are qualified in participating school divisions. School divisions might consider a reciprocal agreement in which the participating school divisions would have the right of first refusal in hiring the lab school staff.
 - *Lab School Staff:* All other lab school staff will have the opportunity to transfer to open positions in one of the fiscal agent's schools or central office of a similar position level. For example, an office manager would have the opportunity to transfer to another office manager position in another school or central office within the fiscal agent. If this option were not available, lab school staff would be able to apply to open positions for which they are qualified in participating school divisions. School divisions might consider a reciprocal agreement in which the participating school divisions would have the right of first refusal in hiring the lab school staff.
6. A close-out process plan related to the college partnership laboratory school financial obligations and audits, the termination of contracts and leases, and the sale and disposition of assets within a set period of time from the termination or revocation of the contract. The plan shall include the disposition of the schools' records and financial accounts upon closure.

The proposed [operating agreement](#) highlights the process the college partnership school would adopt should the occasion arise where the school needs to close completely.

VIII. ELEMENT 8 – Other Assurances and Requirements

The following information should be provided:

1. A detailed description of the college partnership laboratory school's policies and procedures for compliance with the federal *Family Educational Rights and Privacy Act* and records retention schedules consistent with guidance issued by the Library of Virginia.

ATI at UMW's governing board, once convened, will approve policies in compliance with the federal *Family Educational Rights and Privacy Act* and records retention schedules consistent with guidance issued by the Library of Virginia.

2. Evidence that the proposed college partnership laboratory school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations, including the Virginia Freedom of Information Act.

ATI at UMW's governing board will ensure that the laboratory school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations, including the Virginia Freedom of Information Act.

3. A listing of all waivers to state regulations needed for the college partnership laboratory school at the time of its opening. This does not preclude a college partnership laboratory school from requesting additional waivers once the school is operational. (See §8VAC20-131 of the *Code of Virginia*.)

None requested at this time.

4. A detailed description of any collaborative partnerships that may be made with public school divisions to enhance opportunities for all Virginia students, from preschool to postsecondary. An educational program provided to students enrolled in a public school division pursuant to a collaborative partnership between the college partnership laboratory school and the public school division shall be considered to be the educational program of the public school division for purposes of the SOA. (See § 22.1-349.3 G of the *Code of Virginia*.)

Through the regional nature of the school, a number of opportunities exist for collaborative partnerships with public school divisions. At this time, the proposed ATI at UMW is exploring some of the following options, with the understanding that they would need to be phased in over time as capacity is built:

- Innovative practicum placements
- Demonstration site
- Professional learning opportunities/provision
- Summer program opportunities for K-12 in the region
- K-8 programs to provide exposure to computer and data science led by high school and higher education students
- Regional research collaborative
- Tutoring PK-12

These are a few examples of possibilities that have emerged through conversations and focus groups. While some of these partnership opportunities are being built directly into the structure of the lab school, others may be built out as part of longer term strategic plan efforts based on direction from the governing board and future strategic plans.

5. A detailed description of all agreements that the applicant may need in the contract with the Board related to the release of the college partnership laboratory school from state regulations, consistent with the requirements in § 22.1-349.3 B of the *Code of Virginia*, including the approval of an Individual School Accreditation Plan. Section 22.1-349.4

of the *Code of Virginia* states that “[i]f the college partnership laboratory school application proposes a program to increase the educational opportunities for at-risk students, the Board of Education may approve an Individual School Accreditation Plan for the evaluation of the performance of the school.”

None needed at this time.

6. A detailed description of how the applicant and members of the governing board will disclose any conflicts of interest, which would include a personal interest in any transactions involving the college partnership laboratory school, including information regarding the frequency with which such disclosures will be made. (See § 2.2-3114 of the *Code of Virginia*.)

The governing board will adopt policies to require any conflicts of interest from the governing board or regional school board to be disclosed in a timely manner.

7. Conflict of interest disclosure(s) by the applicant and/or members of the governing board in the proposed school. This includes any relationships that parties may have with vendors performing services at the school.

Not applicable.

Part C: Assurances

Assurances in the Code of Virginia: The assurances in the *Code of Virginia* represent the policies and procedures that must be developed and addressed in the application by the college partnership laboratory school to carry out the provisions of the law. By signing and submitting this application for a college partnership laboratory school, the applicant expressly assures the Board of the following:

1. No tuition will be charged to students attending the college partnership laboratory school, except as described in subsection E of § [22.1-349.3](#) of the *Code of Virginia*.
2. The school will be nonreligious in its admission policies, employment practices, instruction, and all other operations.
3. The proposed college partnership laboratory school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations (including the federal *Americans with Disabilities Act*, the federal *Individuals with Disabilities Education Improvement Act*, Section 504 of the federal *Rehabilitation Act of 1973*, and the *Virginia Freedom of Information Act*) and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.
4. The applicant will take all actions necessary to enter into a contract with the Board no later than nine (9) months prior to the opening date of the college partnership laboratory school.
5. The school leadership of the college partnership laboratory school will be retained on contract no later than six (6) months prior to the opening date of the school.
6. An assurance that the applicant will meet the condition in § [22.1-349.9](#) of the *Code of Virginia*, which state that “teachers who work in a college partnership laboratory school shall hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ [22.1-296.1](#), [22.1-296.2](#), and [22.1-296.4](#) applicable to teachers employed by a local school board.”
7. All initial requests for waivers from the Board will be made no later than six (6) months prior to the opening date of the school. (This does not preclude a college partnership laboratory school from working with the local school board to request additional waivers once the school is operational.)
8. The applicant must assure knowledge of the *Virginia State and Local Government Conflict of Interest Act* (§ [2.2-3100 et seq.](#) of the *Code of Virginia*) and the *Virginia Public Procurement Act* (§ [2.2-4300 et seq.](#) of the *Code of Virginia*).

Assurances approved by the Virginia Board of Education: By signing and submitting this application for a college partnership laboratory school, the applicant expressly assures the Board of the following:

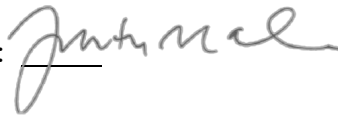
1. If this application is approved, the applicant will take all actions necessary to enter into a contract with the Board not later than nine (9) months prior to the opening date of the college partnership laboratory school.
2. If the application is approved, the leadership of the college partnership laboratory school will be retained on contract no later than six (6) months prior to the opening date of the school.
3. All initial requests for waivers from the Board will be made by the local school board, on behalf of the applicant, no later than six (6) months prior to the opening date of the school. (This does not preclude a college partnership laboratory school from working with the Board to request additional waivers once the school is operational.)
4. The applicant assures knowledge of the *Virginia State and Local Government Conflict of Interest Act* (§ [2.2-3100 et seq.](#) of the *Code of Virginia*) and the *Virginia Public Procurement Act* (§ [2.2-4300 et seq.](#) of the *Code of Virginia*).

Pursuant to the requirements, I hereby certify that to the best of my knowledge, the information in this application is correct; the applicant has addressed all application elements that pertain to the proposed college partnership laboratory school; and that the applicant understands and will comply with the assurances listed above.

Name of Authorized Official: Tim O'Donnell

Title: Provost, UMW

Signature of Authorized Official: _____



Date: August 5, 2023

APPENDIX SECTION

Student Policy Handbook

The starting student policy handbook will be [Stafford County Public Schools' student policy handbook](#). The regional school board will adopt its own version before the school starts with any needed revisions.

Laboratory School Teacher/Staff Name, Position/Course of Study(s), Teacher License Number

Not applicable at this time as no teachers have been hired. The executive director does hold a secondary licensed in history and social studies.