



Virginia College Partnership Laboratory School Application

Approved by the Virginia Board of Education
July 26, 2012
Updated August 31, 2022

School Name: Mountain Gateway Community College
Date of Submission to Virginia Board of Education: 11 July 2023
Name of Authorized Official: Dr. John Rainone **Date: 11 July 2023**
Signature of Authorized Official: **Date: 11 July 2023**

Instructions

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:

http://www.doe.virginia.gov/instruction/laboratory_schools/index.shtml.

Please 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.

Part A: Applicant Information

School Information

School Name: Mountain Gateway Community College

Does the applicant presently have access to a facility suitable for a school? Yes

If the answer is yes to the question above, insert address and information regarding ownership of the facility:

School Location (City/Town and Zip Code): Clifton Forge, Virginia, 24422

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; or an eligible institution, as defined in § 23.1-628 related to the Tuition Assistance Grant Program? Yes

Proposed Opening Date (Date should be at least twelve (12) months from the date of this application.): August 1, 2024

Grades to be Served for the Full Term of the Contract (Please 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 type="checkbox"/>
Third Grade	<input type="checkbox"/>	Tenth Grade	X
Fourth Grade	<input type="checkbox"/>	Eleventh Grade	X
Fifth Grade	<input type="checkbox"/>	Twelfth Grade	X

*If the college partnership laboratory school intends to add or change grade levels at some point during the school's operation, please 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), please describe the focus:

This Lab School Program will offer an Information Technology focus covering the following areas:

- 1. Cybersecurity**
- 2. AWS Cloud Computing**
- 3. Information Technology Support**

Additional information also appears in Appendix A, Executive Summary.

If the college partnership laboratory school is going to be in partnership with a local school division, please describe the partnership briefly.

The MG-TEC will operate in partnership with the following school districts:

- 1. Rockbridge County Public Schools**
- 2. Buena Vista City Public Schools**
- 3. Bath County Public Schools**
- 4. Alleghany Highlands Public Schools**
- 5. Botetourt County Public Schools**

The partnership between MGCC and the local school division aims to provide high school students with a comprehensive educational program that combines theoretical learning and practical skills development in the field of Information Technology. The local school division will be a critical partner in identifying eligible students who are interested in pursuing this opportunity and promoting the program to their student population. Additionally, the school division will collaborate with MGCC to ensure that the curriculum aligns with the relevant state standards and that the courses offered will count towards the students' high school graduation requirements.

MGCC is committed to fostering equal access for all students, irrespective of their financial circumstances. The initial startup budget of 1 million USD will be allocated strategically to support essential components of the program. These funds will be utilized to acquire laptop computers, establish a Pearson Vue testing center, recruit highly experienced educators and staff, and offer financial aid to students requiring assistance. Furthermore, our partnership will encompass a comprehensive range of co-curricular and extracurricular initiatives designed to cultivate students' proficiency and passion in the field of IT. These initiatives will encompass activities such as Cyber Patriot Boot Camps and internships, forging connections with local businesses and IT enterprises to provide students with invaluable practical experiences.

Sustainability:

To ensure the long-term sustainability of the lab school and its offerings, MGCC will leverage its prior experience in hosting successful programs, including our established track record with the Government School initiative. Additionally, we will actively seek partnerships with local industry leaders, technology organizations, and educational foundations to secure ongoing funding support. Our commitment to maintaining strong relationships with these stakeholders will enable us to tap into resources beyond the initial startup phase, guaranteeing the continued excellence of the program and its financial stability.

The program will provide students with an IT core curriculum that uses highly transferable courses that meet core requirements in public two-year and four-year Information Technology programs. Additionally, MG-TEC students will be able to complete one or more pathways that lead to industry recognized certifications:

- **Cybersecurity.** The Cybersecurity track will cover topics such as network security basics and network attacks, computer crime, and hacking. This track will provide students with the knowledge and skills necessary to secure computer networks and systems against cyber-attacks.
- **Cloud Computing.** The AWS Cloud Computing track will cover cloud computing infrastructure and services. This track will provide students with the knowledge and skills necessary to work with cloud computing systems, which are increasingly used by businesses and organizations to store and manage large amounts of data.
- **IT Technical Support.** The IT Technical Support track will cover user support and help desk principles and will be combined with a work-based learning opportunity. This track will provide students with the practical skills necessary to provide technical support for computer systems and networks.

List of Certifications Below:

The MG-TEC lab school will focus on many industry certification objectives. Below are several of the certifications that a student can work towards as they progress through the program.

- **CompTIA A+:** The CompTIA A+ certification is an entry-level certification for IT professionals. It validates foundational skills in areas such as hardware, software, networking, troubleshooting, and security. It is often considered the starting point for a career in IT support or technical roles.
- **CompTIA Network+:** The CompTIA Network+ certification is designed for IT professionals who work with networking technologies. It covers topics such as network architecture, infrastructure, protocols, troubleshooting, and security. Network+ certification demonstrates knowledge skills required to manage and maintain networks.
- **CompTIA Security+:** The CompTIA Security+ certification is a widely recognized credential for cybersecurity professionals. It covers fundamental concepts related to network security, threats, vulnerabilities, identity management, risk management, cryptography, and incident response. Security+ certification validates skills in securing networks and systems.
- **CompTIA Linux+:** Is a vendor-neutral certification that validates the skills and knowledge required to work with Linux operating systems. It covers topics such as system configuration and management, command line and scripting, and security. The certification is designed for IT professionals working with Linux in roles such as system administrators and network administrators. It demonstrates proficiency in

Linux system administration and is widely recognized in the industry.

- **AWS Certified Solutions Architect** - Associate certification validates the skills and knowledge required to design and deploy scalable and secure applications on the AWS platform. It covers architectural design principles, AWS services, best practices for building highly available and fault-tolerant systems, and security considerations. The certification is highly regarded in the industry and demonstrates proficiency in designing effective solutions on AWS.
- **AWS Certified Cloud Practitioner:** certification is an entry-level certification designed to validate foundational knowledge of AWS Cloud services and concepts. It covers the basics of AWS Cloud architecture, security, pricing, and essential services like computer, storage, databases, and networking. This certification is suitable for individuals who are new to AWS and want to demonstrate their understanding of cloud computing principles and AWS services.
- **CompTIA PenTest+:** certification is a vendor-neutral certification that focuses on the skills and knowledge required for entry-level penetration testing and vulnerability assessment. It is designed for professionals seeking to begin a career in penetration testing or enhance their skills in this domain. MG-TEC, a partnership between MGCC and the local school divisions, is designed to offer high school students an innovative and engaging learning experience in the field of Information Technology that prepares them for success in both college and their future careers.

Contact Information

Name of Individual/Organization Submitting Application: **Mountain Gateway Community College**

Name of Contact Person for Application: Dr. Benjamin Worth

Title/Affiliation with Individual/Organization Submitting Application: VP, Academic Affairs

Office Telephone: **(540) 863-2933** Mobile Telephone: **(859) 797-9009**

Fax Number: **(540) 863-2915** E-mail Address: **bworth@mgcc.edu**

Prior Experience

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

Please check one of the following: Yes No

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

Mountain Gateway Community College has hosted the Jackson River Governor’s School for Science, Mathematics and Technology since the inception of Virginia state governor’s schools. The program serves all counties in the MGCC service area (Alleghany, Bath, Botetourt and Rockbridge). The program offerings the opportunity to earn as much as 40 college credits as a student of JRGS in courses such as General Biology I/II, College Chemistry I/II, Calculus I/II and Precalculus I/II, General College Physics I/II and Introduction to Digital Literacy & Computer Applications.

JRGS Nonduplicated Headcount (Juniors and Seniors Combined)

TERM	HEADCOUNT
2022-2023	21
2021-2022	32
2020-2021	42

3. Please describe the relevant experience of the members of the governing board:

Dr. John Rainone has been the President of Mountain Gateway Community College since 2013. He serves as the Chair of the Rural Community College Alliance Board of Directors and has served as a Board of Director for the American Association of Community Colleges (AACC) and Chair of the Commission on Small and Rural Colleges, and a member of AACC's Task Force on Apprenticeships. He is the immediate past Chief Volunteer Officer for the Alleghany YMCA, and immediate past Chair of the Alleghany Highlands Chamber of Commerce & Tourism. He is a member of the Western Virginia Workforce Board, Virginia Foundation for Community College Education, Valley Innovations Council, Roanoke Regional Partnership, Alleghany Highlands Economic Development Corporation, and the Roanoke Valley-Alleghany Planning Commission. He is also the past Chair of the Board for Lewis-Gale Hospital Alleghany, is an honorary board member of the Historic Masonic Theatre, and a 25-year member of Rotary International. Rainone also serves as the Virginia Community College Statewide Chair for Phi Theta Kappa International (PTK) Society.

Dr. Benjamin Worth is the Vice President of Academic Affairs at Mountain Gateway Community College. Previously he served as the Dean of Distance Learning at Bluegrass Community and Technical College in Lexington, Kentucky. Dr. Worth has held leadership positions at both faculty and State system levels that maintained a focus on distance learning innovations, education and the expansion of diversity in academic instruction. This has made Dr. Worth a paramount force multiplier in the development of the MG-TEC laboratory school.

Tamra Lipscomb is an Associate Professor and Department Head for the Information Systems Technology Program at Mountain Gateway Community College. Previously, Ms. Lipscomb served as a CTE Teacher at Parry McCluer High School in Buena Vista, Virginia. She holds a Postgraduate Professional License with an endorsement in Business and Information Technology from the Virginia Department of Education. Within the education space, Ms. Lipscomb has served in many capacities at Mountain Gateway Community College to include Director of the Rockbridge Regional Center where a large part of her time was focused on advising students. She also served as IT Director for the College for several years prior to pursuing her passion for full-time teaching. Prior to her career in education, Ms. Lipscomb worked in the private sector, holding IT and project management positions for various businesses in northern Virginia including Vitro Corporation, GTE Government Systems, AT&T Solutions, and AT&T Government Markets. Ms. Lipscomb also previously served on the board of the Shenandoah Valley Technology Council. Ms. Lipscomb's passion, combined with her professional and educational experience will play a critical role in both curriculum development and the shaping of the lab school and its students.

Alexander Morrow is an Adjunct Professor of Information Technology and the Director of the Lab School Planning Grant. Alex is also the founder and head of cybersecurity operations with Aurora Security LLC based in Lexington VA. He also serves as an Information Security Consultant for a technology firm based in Cincinnati Ohio. Prior to MGCC, Alex spent 20 years in the United States Army as an Infantryman, Infantry Squad Leader, Platoon Sergeant, US Army Drill Sergeant, Congressional Security and Logistics operator, Military Science Instructor at Virginia Military Institute and Lead Cyber Defense instructor for the NSA Cyber Defense Laboratory.

Kimberly Halterman has been the Superintendent of Alleghany County Public Schools since 2022. Halterman has 19 years of experience working in public education in Virginia, according to the district. She has served as a teacher in Botetourt County, and as an assistant principal and principal in Bedford County. She has been principal of elementary and secondary schools, most recently at the Susie G. Gibson Science and Technology Center, formerly the Bedford Science and Technology Center, in Bedford County. Her work in education includes leading a team that brought an elementary school to full accreditation, providing leadership to school-based special education programs, adding career and technical education opportunities, leading one of Virginia's Governor's Health Sciences Academies, and serving on the Virginia Association of Secondary School Principals (VASSP) board. Halterman has most recently worked with the Virginia Department of Education in their career and technology education division.

Dr. Jonathan Russ has been the Superintendent of Botetourt County Public Schools since 2020. Russ has 32 years of experience working as a teacher, assistant principal, principal, director of assessment and accountability, director of human resources, chief administrative officer and deputy superintendent. Previously, Dr. Russ served as the Deputy Superintendent of Fredericksburg City Public Schools.

Dr. Rick Bolling has been the Superintendent of Bath County Public Schools since 2022. Previously Dr. Bolling served as the Principal at J.W. Adams Combines School in Wise County.

Dr. Tony Francis has served as Superintendent of Buena Vista City Schools since 2021. He oversees the school system, which is the second largest employer in Buena Vista, with more than 1,000 students, over 100 teachers and staff, and an annual operating budget of over \$10 million. Dr. Francis has 34 years of experience working in public education in Virginia. He has served as a teacher, coach, and assistant principal in Lynchburg City Public Schools as well as a high school principal and Director of Elementary and Secondary Education in Bedford County Public Schools. Since 2017 he has served as the Director of Secondary Education and CTE for Bedford County Public Schools.

Dr. Phillip Thompson has been the Superintendent of Rockbridge County Public Schools since 2017. Dr. Thompson has also served as Assistant Superintendent and Principal of Maury River Middle School, Lexington VA. Prior to Rockbridge County, he also services as Assistant Principal of Hidden Valley Middle School and Floyd County High School. It is also important to note that Dr. Thompson, prior to educational positions, served in the United States Army and Army Reserve from 1987 until 1998.

Primary Contact Information – Institution of Higher Education Partner

Name of Contact Person for Application: Dr. Benjamin Worth

Title/Affiliation with the Institution of Higher Education: Vice President, Academic Affairs

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Secondary Contact Information – Institution of Higher Education Partner

Name of Contact Person for Application: Alexander R. Morrow

Title/Affiliation with the Institution of Higher Education: Director, Lab School Planning Grant

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Part B: Narrative

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

- I. **Executive Summary:** Provide an executive summary that addresses the need for the college partnership laboratory school and its goals and objectives. (The suggested length is two pages.)

The Mountain Gateway Technology Education Center (MG-TEC) is at the forefront of a groundbreaking initiative aimed at providing an inclusive educational experience for high school students, including those with disabilities. Our program is committed to fostering accessibility and ensuring that all students, regardless of their individual challenges, can thrive in the field of Information Technology (IT). MG-TEC goes beyond conventional education by offering a comprehensive curriculum that not only empowers students with community college credentials but also provides a clear pathway to an associate degree in Information Systems Technology, coupled with industry-leading certifications.

Recognizing the diverse needs of our student body, MG-TEC is dedicated to implementing accessibility options for students with disabilities. This commitment aligns with our overarching goal of breaking barriers and creating opportunities for every individual, contributing to a more inclusive and diverse IT community. In addition to our commitment to accessibility, MG-TEC is excited to announce the development of a Cyber Club, an innovative extracurricular initiative designed to further enrich the educational experience. This club will convene twice a week, offering students a platform to delve deeper into cybersecurity and IT support through hands-on activities, workshops, and collaborative projects. As a highlight, the Cyber Club will actively participate in Capture the Flag (CTF) competitions, fostering healthy competition and skill development. We are proud to collaborate with the Virginia Military Institute's Cyber Club in these competitions, providing our students with an opportunity to engage with a broader IT community and test their skills on a competitive stage. This strategic partnership enhances the overall learning experience and exposes students to real-world challenges, preparing them for successful careers in IT.

With these additions, MG-TEC remains dedicated to not only breaking the cycle of poverty but also fostering an environment where every student can thrive, irrespective of their background or abilities. Our commitment to excellence and inclusivity sets MG-TEC apart as a pioneer in shaping the next generation of IT professionals.

Rationale:

The significance of our program becomes even more evident when considering its potential impact on the empowerment of "at-risk" students. In this region, a harsh reality exists where numerous high school graduates are at risk of entering the poverty index due to limited educational and career prospects. The Information Technology (IT) industry's rapid growth, projected to increase jobs by 11% from 2019 to 2029 according to the Bureau of Labor Statistics, presents a unique opportunity to transform the lives of these young individuals. It is disheartening to note that many "at-risk" students often lack access to the resources, support, and mentorship necessary to break free from the cycle of poverty. While technical skills are undeniably crucial, we acknowledge that the journey to success for "at-risk" students often demands more than just technical expertise. Many face systemic challenges that can profoundly impact their personal development and long-term stability. Under Goal 3, MG-TEC emphasizes its commitment to the holistic well-being of these students, ensuring that success goes beyond academic achievements. Our goal is to foster an environment where "at-risk" students not only excel academically but also grow as individuals capable of overcoming adversity and achieving self-sufficiency. Recognizing that their needs extend beyond the classroom, MG-TEC is dedicated to providing comprehensive support, addressing systemic challenges, and fostering personal development.

As we embark on this transformative journey, MG-TEC seeks to bridge the gap, not only in technical education but also in addressing the multifaceted challenges faced by "at-risk" students. By doing so, we aim to empower them with the skills, resilience, and confidence needed to navigate the complexities of life, ultimately breaking the cycle of poverty and propelling them towards a future of success and self-determination.

Inclusivity and Accessibility for Students with Disabilities:

At Mountain Gateway Community College, we recognize the significance of creating an inclusive educational environment that caters to the diverse needs of all students. The establishment of the MG-TEC Lab School holds a particular significance for students with disabilities. By providing a dedicated space equipped with the necessary resources and tailored support, we aim to break down barriers that may hinder the educational experiences of these students. The Lab School is committed to implementing universal design principles, adaptive technologies, and personalized learning strategies to ensure that every student, regardless of ability, can fully engage in the learning process. Our vision is to empower students with disabilities to explore and excel in technology-related fields, fostering a sense of belonging and self-efficacy that extends beyond the classroom.

Collaboration Model:

At the core of our program lies a steadfast commitment to social mobility, embodied in a collaborative framework between MG-TEC Lab School, local high schools, and industry partners. This collaborative initiative is strategically designed to identify and nurture "at-risk" talent, creating a robust pipeline of proficient IT professionals ready to enter the workforce. Our collaborative model is inclusive, specifically targeting individuals who have traditionally faced barriers to success.

The partnership between MG-TEC Lab School, local high schools, and industry stakeholders is a key element in offering a comprehensive education to "at-risk" students. By merging the resources and expertise of these institutions, we provide students with a holistic and rigorous educational experience. This approach empowers them to transcend socioeconomic challenges and equips them with the skills needed to pursue meaningful careers in Information Technology (IT).

Through this collaborative effort, we aim to foster a dynamic synergy between academia and industry. The integration of real-world insights and industry practices into our curriculum ensures that students are not only well-versed in theoretical knowledge but also possess practical skills that align with the demands of the IT workforce. This collaboration creates a bridge between educational institutions and the professional realm, preparing students for seamless integration into the workforce upon graduation.

Our commitment to collaboration extends beyond the classroom, as we actively engage with industry partners to provide mentorship, internships, and networking opportunities for our students. This multifaceted collaboration model serves as a cornerstone for social change, breaking down barriers and creating a pathway for "at-risk" students to access and thrive in the dynamic field of IT. Through these collective efforts, we aspire to redefine the landscape of IT education, ensuring that every student, regardless of their background, has the opportunity to reach their full potential.

Key IT Concepts:

- **Cloud Computing:** Cloud computing, as a cornerstone of our program, provides a gateway to opportunities, allowing "at-risk" students to access resources, software, and processing power over the internet, without the need for substantial infrastructure investment.
- **Cybersecurity:** Cybersecurity becomes not just a career path but a path to empowerment, as students learn to protect digital assets and develop skills to safeguard against unauthorized access, breaches, and cyber threats.
- **IT Support:** IT support offers students a lifeline to a stable and meaningful career, as they become adept at providing technical assistance and troubleshooting, ensuring the smooth operation of organizations.

Goals and Objectives:

Goal 1: Comprehensive IT Understanding for "At-Risk" Students

- **Objective 1.1:** Develop a rigorous curriculum centered on key areas: cybersecurity, cloud computing, and IT support, with a strong emphasis on hands-on learning and practical application, providing students with in-demand skills.
- **Objective 1.2:** Provide students access to industry-standard tools and technologies, including virtualization software, cloud computing resources, and cybersecurity testing environments, ensuring they graduate with tangible skills that break down barriers to meaningful employment.

Goal 2: Career Preparation and Breaking the Cycle of Poverty

- **Objective 2.1:** Facilitate students' interaction with industry professionals through guest lectures, networking events, and internships, allowing them to gain real-world insights, build valuable connections, and recognize the endless possibilities the IT industry offers.
- **Objective 2.2:** Equip students to excel in industry-leading certifications, such as Security+, Network+, Linux+, and AWS (Amazon Web Services) Cloud Computing certifications, granting them a competitive edge in the job market and a clear path out of poverty.

Goal 3: Holistic Development and Personal Growth for "At-Risk" Students

- **Objective 3.1:** Provide comprehensive mentorship and support programs that address the unique challenges faced by "at-risk" students, nurturing their personal growth, resilience, and self-confidence.
- **Objective 3.2:** Promote life skills and financial literacy education, empowering students to make informed decisions about their future, finances, and overall well-being.

Program Impact:

The MG-TEC College Partnership Laboratory School isn't just about education; it's a beacon of hope for "at-risk" students. By offering an associate degree in IT and industry-leading certifications, we are not only preparing them for diverse IT careers but also providing them with a lifeline out of the cycle of poverty. Our collaboration with local community colleges ensures a steady stream of qualified IT professionals, including those who, without this program, might never have had the chance to break free from poverty's grip. Moreover, we are deeply committed to fostering diversity and inclusivity within our program and the IT industry as a whole. We recognize that diversity fuels innovation and strengthens our collective capacity to address the complex challenges of the digital age. MG-TEC actively encourages "at-risk" students to pursue IT careers, creating a richer and more inclusive workforce and, in doing so, breaking the cycle of poverty for generations to come.

In conclusion, the MG-TEC College Partnership Laboratory School is not merely a program; it's a transformative force that offers "at-risk" students a lifeline to a brighter future. By addressing their unique challenges, we provide them with the skills, knowledge, and hope needed to transcend poverty and secure meaningful IT careers. We invite you to join us on this extraordinary journey where education becomes the key to breaking barriers and empowering "at-risk" students for a lifetime of success.

Sources:

Bureau of Labor Statistics. (2020, September 1). Occupational Outlook Handbook: Computer and Information Technology Occupations. U.S (United States). Bureau of Labor Statistics. <https://www.bls.gov/ooh/computer-and-information-technology/home.htm>

Mell, P., & Grance, T. (2011). The NIST definition of cloud computing. National Institute of Standards and Technology. <https://nvlpubs.nist.gov/nistpubs/Legacy/SP/nistspecialpublication800-145.pdf>

National Initiative for Cybersecurity Careers and Studies. (n.d.). Cybersecurity Careers. U.S. Department of Homeland Security. <https://niccs.us-cert.gov/workforce-development/cybersecurity-careers>

U.S. Department of Labor, Employment and Training Administration. (2021). Cyberseek. <https://www.cyberseek.org/>

II. *Mission and Vision:* State the mission and vision of the proposed college partnership laboratory school, including identification of the targeted student population, must be included. The following components must be addressed:

1. A description of the college partnership laboratory school’s mission and vision and how it is consistent with the Virginia Standards of Quality (SOQ), the Virginia Standards of Learning (SOL), and the Virginia Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA). (See § [22.1-349.3](#) of the Code of Virginia.)

The mission of the MG-TEC Laboratory School is to provide high school students with a comprehensive education in information technology, including cybersecurity, AWS cloud computing, and IT support. Our goal is to prepare students for IT careers by offering courses that lead to career studies certificates, provide a springboard to an associate degree in IT, provide knowledge and skills necessary to obtain industry-leading certifications by providing hands-on, project-based learning opportunities that will allow students to develop the skills and knowledge they need to succeed in the field. Our vision is to create a pipeline of talented and qualified IT professionals who are ready to enter the workforce and contribute to the growth and development of the IT industry. We aim to build a diverse and inclusive workforce in the IT industry and to promote diversity and inclusion within our program and the industry as a whole.

The College Partnership Laboratory School is consistent with the Virginia Standards of Quality (SOQ), the Virginia Standards of Learning (SOL), and the Virginia Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA). Our program will align with the Virginia Standards of Learning for Information Technology, which provide a framework for teaching and learning in this field. We will also align with the Virginia Standards of Quality for Career and Technical Education, which outline the knowledge and skills that students need to succeed in their chosen career pathways.

Our program will also align with the Virginia Regulations Establishing Standards for Accrediting Public Schools in Virginia, which require high school students to complete a sequence of courses in a career and technical education field in order to earn an advanced studies diploma. Our program will provide courses that will provide a springboard for students to complete an associate degree in IT and to obtain industry-leading certifications, which will prepare them for a range of IT careers.

With respect to ensuring the MG-TEC lab school maintains the objectives and requirements of the SOL, SOQ and SOA standards, our governing board will be built with (1) representative from each school in our partnership. This will maintain transparency with our partners and allow the school representatives to bring up future expectations and provide metrics based on our success.

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

The MG-TEC Laboratory School has a specific area of academic concentration in information technology (IT). Our program is designed to provide students with a comprehensive education in this field, including cybersecurity, AWS cloud computing, and IT support. Students in our program will take a range of courses in IT, including courses in programming, networking, cybersecurity, and cloud computing. They will also have the opportunity to gain hands-on experience through project-based learning and internships.

In addition to their coursework, students will have the opportunity to earn industry-leading certifications in IT, including Security+, Network+, Linux+, and AWS cloud computing certifications. These certifications will provide students with the knowledge and skills they need to succeed in the IT industry and will enhance their resumes and job prospects. Our program is designed to prepare students for a range of IT careers, including software development, network administration, cybersecurity, and cloud computing. By providing students with a comprehensive education in IT, we aim to create a pipeline of talented and qualified IT professionals who are ready to enter the workforce and contribute to the growth and development of the IT industry.

3. The college partnership laboratory school's core philosophy.

The core philosophy of the College Partnership Laboratory School is centered around the idea of providing students with a comprehensive education in information technology, while also promoting diversity and inclusion within the IT industry. We believe that by providing students with hands-on, project-based learning opportunities and industry-leading certifications, we can help prepare them for a range of IT careers and help bridge the skills gap in the IT industry. Our program is designed to be responsive to the changing needs of the industry, ensuring that our students are prepared for the latest trends and developments in the field.

At the same time, we believe that promoting diversity and inclusion within the IT industry is essential. We aim to create a learning environment that celebrates diversity and inclusivity, ensuring that all students feel welcomed, supported, and valued. Our program is committed to recruiting and retaining a diverse student body and faculty, as well as promoting equitable access to educational opportunities for all students. Furthermore, our program emphasizes the importance of ethical and responsible use of technology. We believe that students must be educated not only in technical skills but also in ethical principles and values. Our program includes courses on cybersecurity and ethical hacking, emphasizing the importance of maintaining security and privacy in the use of technology.

4. Information about the college partnership laboratory school's targeted student population.

The College Partnership Laboratory School is dedicated to serving high school students with a genuine interest in forging a career path in the dynamic field of information technology. Our mission is to furnish these students with a comprehensive education encompassing theoretical knowledge and hands-on practical experience. The program warmly welcomes students from diverse backgrounds, championing inclusivity and diversity as pillars of our educational philosophy. We hold the conviction that an assorted student cohort enhances the learning environment for all, equipping them for triumphant ventures in an increasingly diverse and globalized workforce.

Mountain Gateway Community College has a successful history serving at-risk student populations through two federal TRIO grants: Talent Search and Student Support Services. Both grants serve at-risk

student populations. MGCC will leverage its experience administering these grants to support students who are first-in-family to attend college.

To ensure that our program resonates with its intended participants, the application process will be meticulously designed. In particular, we will elaborate on how we identify and assess students' interest in pursuing an IT career. Furthermore, to foster the diversity we aspire for, our application process will take into account additional criteria that reflect the rich tapestry of backgrounds, experiences, and perspectives. Additionally, while the program's primary focus is on high school students from 10th to 12th grade, we recognize the importance of a holistic approach. As such, our application process will also consider grade level, potential for growth, and the drive to excel in the field.

Acknowledging the unique needs of students who lack access to conventional higher education channels, we are especially committed to crafting a program that accommodates these aspiring IT professionals. Our model stands to benefit students who seek a cost-effective and adaptable avenue to attain industry-recognized credentials and degrees.

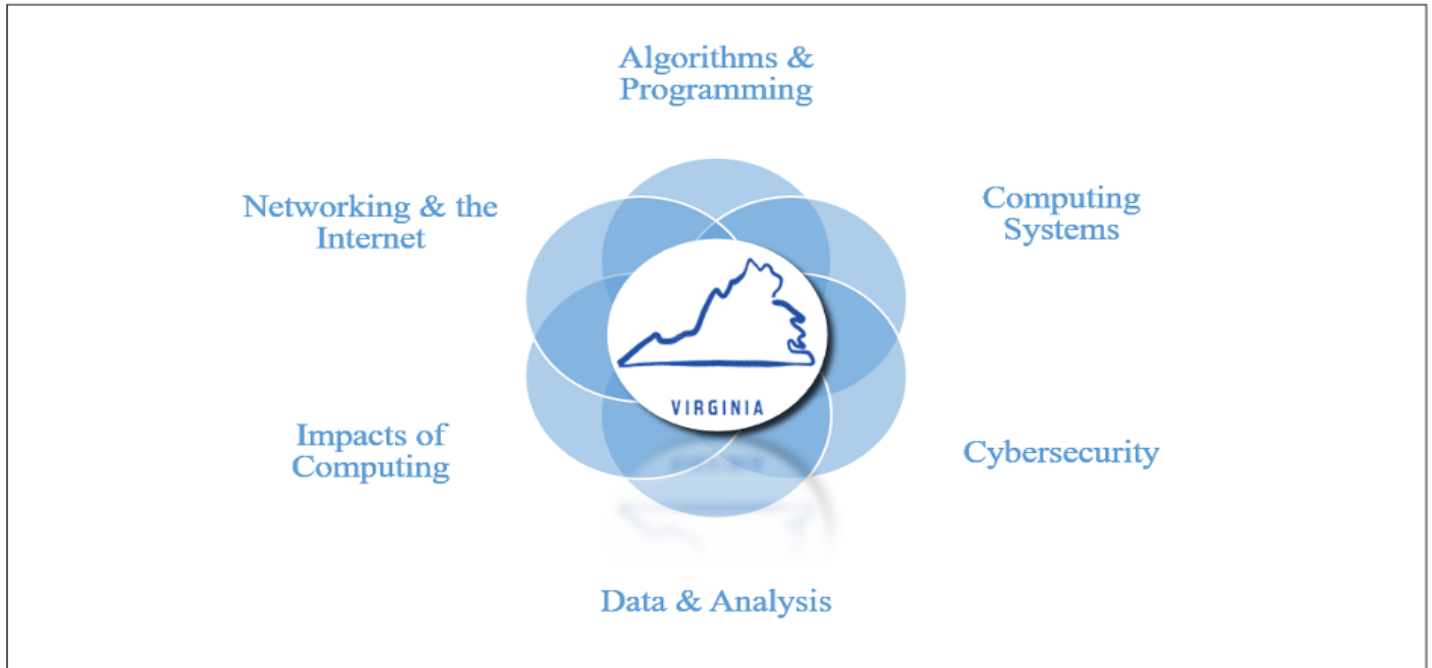
The high schools we will be working with, include Rockbridge County Public Schools, Botetourt County Schools, Alleghany Highlands Public Schools, and City of Buena Vista Public Schools, serve a diverse range of students from different socio-economic backgrounds. By partnering with these schools, we hope to provide a pathway to success for all students who are interested in pursuing a career in information technology.

III. *Educational Program:* State the goals and objectives to be achieved by the college partnership laboratory school, which must meet or exceed the SOL. The following components must be addressed:

1. A description of the college partnership laboratory school's academic program and how it is aligned with state standards.

Our College Partnership Laboratory School's academic program is meticulously structured to align seamlessly with Virginia state standards, ensuring students receive a comprehensive education that meets and exceeds the benchmarks set by the state. The curriculum unfolds over three dynamic years, each building upon the previous, to create a scaffolded learning experience which is purely based on the goals of the Computer Science Standards of Learning as outlined in the below figure:

Computer Science Standards of Learning Curriculum Framework



Board of Education
Commonwealth of Virginia

In Year 1, students will delve into Python programming, a fundamental language extensively used in the IT sector. Concurrently, they will engage in Intro to Digital Literacy and Computer Applications, cultivating essential digital skills that will serve as a cornerstone for subsequent years. **(Algorithms & Programming) (Computing Systems)**

Year 2 introduces specialized modules focusing on networking, PC hardware, and OS architecture. These modules provide hands-on encounters with the hardware and software backbone of contemporary information technology. Our curriculum this year is not only aligned with Virginia state standards but also tailored to meet the demands of the ever-evolving IT landscape. **(Networking and the Internet) (Data and Analysis) (Computing Systems)**

In Year 3, students have the unique opportunity to select a concentration: cybersecurity, IT support, or AWS cloud computing. Each concentration encompasses a meticulously designed suite of courses, culminating in industry-recognized certifications. Our curriculum remains closely aligned with Virginia state standards, ensuring that students' achievements parallel the expectations set by the state. **(Cybersecurity) (Impacts of Computing) (Data and Analysis)**

The Cybersecurity track homes in on network security, addressing network attacks, computer crime, and hacking. This track empowers students with the knowledge and skills to fortify computer networks and systems against cyber threats, a skillset tightly aligned with state standards for technology education.

The IT Technical Support track, accompanied by a practical work-based learning component, arms students with the hands-on proficiencies essential for offering technical support in computer systems and networks. The curriculum is thoughtfully tailored to sync with Virginia's standards, merging theoretical grounding with practical application.

The AWS Cloud Computing track surveys cloud infrastructure and services, vital in today's data-driven world. Students gain expertise in working with cloud computing systems, an aptitude recognized as pertinent by Virginia's standards for contemporary technology education.

In summary, our program intertwines a meticulously designed curriculum with Virginia state standards, ensuring our students not only thrive in the IT industry but also adhere to the educational benchmarks set forth by the state. This holistic approach primes students for triumphs in the IT realm while establishing a resilient foundation for higher education and ongoing professional growth.

- 2. An overview of the curriculum and teaching methods to be used at the college partnership laboratory school and a description of the learning environment and instructional strategies to be used at the college partnership laboratory school, including scientifically research-based instructional strategies to ensure that student engagement and achievement are occurring.**

Curriculum:

The curriculum at the MG-TEC Laboratory School will be designed to provide a comprehensive education in Information Technology (IT), covering both theoretical and practical aspects of the field. Our curriculum will be aligned with the Virginia Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA), ensuring that our students are well-prepared for further education or careers in the IT industry.

Our teaching methods will be based on the HyFlex model, which provides students with a choice of learning modalities, including synchronous online learning, asynchronous online learning, and in-person learning. This approach will allow students to personalize their learning experience, based on their individual learning styles, preferences, and needs. We will also use scientifically research-based instructional strategies to ensure that student engagement and achievement are occurring. These strategies will include active learning, collaborative learning, and project-based learning, which have been shown to be effective in promoting student engagement, motivation, and learning outcomes. The HyFlex method is defined in the next paragraph and will provide a better understanding of the methods use within the MG-TEC Lab School.

HyFlex, short for Hybrid Flexible, is a versatile and innovative method of teaching that seamlessly blends in-person and online learning experiences. In a HyFlex classroom, students have the flexibility to choose their mode of participation, allowing them to attend classes physically, virtually, or switch between the two as needed. This approach leverages technology to create a dynamic and inclusive learning environment, enabling students to engage with course materials, participate in discussions, and collaborate with peers, regardless of their physical location. HyFlex is designed to accommodate diverse learning preferences, schedules, and circumstances, providing a personalized and adaptable educational experience for each student. This method prioritizes student agency, allowing them to tailor their learning journey to suit their individual needs while fostering a sense of community and collaboration in both physical and virtual spaces.

MGCC has proven experience providing a “distance delivery” method of instruction. Even prior to the pandemic, MGCC delivered courses through asynchronous online offerings and through interactive live video connecting a regional campus to the main campus. During the pandemic, MGCC made extensive use of synchronous delivery of courses using video (Zoom) and has made significant investments in providing the hardware on campus to support interactive video. Also, all educators assigned to this program have a history of teaching in a HyFlex and fully virtual classroom.

The learning environment at the College Partnership Laboratory School will be designed to be conducive to student learning, with state-of-the-art facilities and equipment, as well as supportive and knowledgeable faculty and staff. Our faculty will be highly qualified and experienced in their respective fields, with a commitment to providing high-quality instruction and mentoring to our students. Instructional strategies at the College Partnership Laboratory School will be designed to be student-centered and focused on promoting critical thinking, problem-solving, and creativity. We will use a variety of assessment tools, including formative and summative assessments, to measure student learning outcomes and adjust our instructional strategies as needed.

Overall, our curriculum and teaching methods will be designed to provide students with a high-quality education in IT, based on best practices and scientifically research-based instructional strategies. We believe that our approach will ensure that our students are well-prepared for further education and careers in the IT industry, and we are committed to providing them with the support and resources they need to achieve their academic and professional goals.

3. A plan for using internal and external assessments to measure and report student progress in accordance with the SOL.

Internal assessments will include:

1. Formative assessments such as quizzes, exams, and homework assignments to measure student understanding of specific concepts taught in each course.
2. Project-based assessments where students are given real-world scenarios to solve, which will assess their problem-solving skills, critical thinking skills, and ability to apply the knowledge gained from their coursework.
3. Student self-assessments where students are given the opportunity to reflect on their learning progress and identify areas of strengths and weaknesses.

External assessments will include:

1. Industry certification exams such as the Security+, Network+, Linux+, and AWS Cloud Computing certifications, which will measure students' knowledge and skill level in these areas.
2. End-of-course assessments that measure student learning outcomes and achievement of course objectives.

In addition to these assessments, we will also conduct regular progress monitoring to ensure that students are making adequate progress toward their educational goals. This will include regular e-mail check-ins with students, parents, teachers and counselors to identify any areas where additional support or intervention may be needed.

4. 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. Such plans must comply with applicable laws and regulations.

The MG-TEC laboratory school is committed to cultivating an inclusive and supportive learning environment that caters to the diverse needs of all students. Our approach encompasses detailed plans to identify, evaluate, and effectively serve students with disabilities, English Language Learners (ELLs), academically behind students, and gifted students, in strict adherence to applicable laws and regulations.

Students with Disabilities:

To provide comprehensive support for students with disabilities, MG-TEC aligns with federal mandates, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. Our school ensures the implementation of Individualized Education Programs (IEPs) and Section 504 plans, tailored to students' unique requirements. Educators will collaborate with support staff, parents, and guardians to create and execute student-specific plans that promote access, participation, and achievement.

Academically Behind Students:

MG-TEC's commitment to academic excellence extends to students who may be academically behind. Through a multi-tiered system of support, we will implement systematic screening and progress monitoring, identifying students who require additional assistance. Interventions will be tailored to individual needs, leveraging ongoing formative assessments and differentiated instruction. Teachers, academic counselors, and intervention specialists will collaborate to design personalized strategies for student success.

Gifted Students:

To nurture the intellectual potential of gifted students, MG-TEC will offer advanced coursework, independent research projects, and enriched learning experiences. These opportunities will be thoughtfully integrated into the curriculum to challenge and engage gifted students, fostering their holistic growth and achievement.

Parent and Family Engagement:

Recognizing the vital role of parents and families in students' educational journeys, we will maintain open communication channels. Regular updates, progress reports, and collaborative discussions will ensure that parents and families are informed partners in their children's education.

Support Services:

Students with documented disabilities will receive robust support from the MGCC Office of Disability Support Services, ensuring that accommodations are provided in accordance with their individual needs. MGCC provides a variety of supports for students with documented disabilities. Examples include time extensions on tests, low stress testing environments, text-audio support.

In conclusion, MG-TEC's comprehensive plans for serving students with diverse needs underscore our commitment to equitable and holistic education. By addressing individualized needs through strategic interventions, specialized support services, and proactive engagement, we create a dynamic and inclusive learning community that supports every student's success.

5. An explanation of the procedures for corrective actions needed 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](#).)

If student performance falls below the standards outlined in the SOA, our college partnership laboratory school has established procedures for corrective actions. These procedures are designed to identify the root causes of poor performance, develop action plans to address those causes, and monitor progress towards improvement.

The first step in our corrective action process is to conduct a thorough review of the data to identify trends and areas of concern. We will use a variety of data sources, including student performance on assessments, teacher observations, and feedback from parents and other stakeholders. Based on this review, we will develop an action plan that addresses the identified areas of concern. This action plan will include specific, measurable goals, as well as a timeline for implementation. We will also identify the resources needed to implement the action plan, including staff development and training, instructional materials, and technology.

MGCC uses the EAB Navigate software tool, and MG-TEC instructors will be trained in its use. EAB Navigate allows instructors to easily connect students to campus resources such as tutoring and to flag at-risk students in order to provide intervention from campus coaches and advisors.

Once the action plan is developed, we will begin implementation and closely monitor progress towards the identified goals. We will regularly review and revise the plan as needed to ensure that we are making progress towards improvement. Throughout this process, we will also communicate regularly with parents and other stakeholders to keep them informed of our progress and to seek their input and feedback. If necessary, we will work with outside experts to provide additional support and guidance.

6. 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.) **Element 2-4**

The MG-TEC laboratory school is designed to provide a personalized and supportive learning environment for high school students interested in information technology. The maximum enrollment per grade will be 25 students. Each class will have no more than 20 students, with a maximum of two classes per grade level. The class structure will be organized to accommodate the HyFlex method of instruction, with a combination of synchronous and asynchronous learning opportunities. This structure will allow students to participate in live online classes or view recorded lectures, engage in discussion boards, and work on assignments at their own pace. The school will also provide opportunities for individualized instruction and small-group collaboration with teachers and peers.

Due to the large number of Students with limited opportunities within our community, MG-TEC will be utilizing the lottery system designed by the VA DoE to ensure inclusivity and reinforce prospects who otherwise would not have the opportunity to engage in this program. MGCC will be providing necessary equipment for Students to successfully participate in the MG-TEC Lab School Program.

7. The proposed calendar and sample daily schedule.

A sample daily schedule is provided in Appendix B, Class Schedule. The MG-TEC calendar will follow the MGCC Academic Calendar; the MGCC 2024-2025 Academic Calendar is provided in Appendix C.

Appendix B MG-TEC Class Schedule

FALL


Course Prefix	Course Number	Description	Credits	Day	Time	Year	Industry Certification
ITP	150	Python Programming	3	MW	8:30-9:50	FIRST	
ITN	260	Network Security Basics	3	MW	10:00-10:50	SECOND	CompTIA Security +
ITN	101	Intro to Networking	3	TR	08:30-9:50	SECOND	CompTIA Network +
ITE	221	PC Hardware and OS Architecture	4	TR	08:30-09:50	SECOND	CompTIA A+
ITN	170	Linux System Administration	3	TR	10:00-10:50	THIRD	CompTIA Linux +
ITN	261	Network Attacks Computer Crime	4	MW	10:00-10:50	THIRD	CEH

SPRING

Course Prefix	Course Number	Description	Credits	Day	Time	Year	Industry Certification
ITE	152	Intro to Digital Literacy and Computer Applications	3	MW	08:30-09:50	FIRST	
ITN	261	Continuation of Fall ITN 261		MW	10:00-10:50	THIRD	CEH
ITE	221	Continuation of Fall ITE 221		TR	08:30-0950	SECOND	CompTIA A+
ITE	195	Certification Exam Prep	3	TR	10:00-10:50	SECOND	Certification will be varied
ITN	257	Cloud Computing (AWS)	3	TR	10:00-10:50	THIRD	AWS Cloud Practitioner

Figure 1: Full Lab School Course Catalog

Below examples outline sample schedules of both first-year courses that are expected to be completed during year one of the MG-TEC Lab School Students. You will notice that ITP-150 is fully virtualized while ITE-152 has a virtual option as well as an on-site option. This variation is critical to reach all Students with respect to their capabilities.

Class Details			
Status	Open 	Career Dates	Credit
Class Number	63838	Dates	8/21/2023 - 12/14/2023
Session	Regular Academic Session	Grading	Graded
Units	3 units	Location	Virtual Distance Learning
Instruction Mode	Online	Campus	Main
Class Components	Lecture Required		

Meeting Information			
Days & Times	Room	Instructor	Meeting Dates
MoTuWeThFrSaSu 12:00AM - 12:00AM	Virtual Facility	Alexander Morrow	08/21/2023 - 12/14/2023


Enrollment Information	
Class Attributes	Delivered by Mountain Gateway No Set Meeting Time

Class Availability			
Class Capacity	24	Wait List Capacity	0
Enrollment Total	8	Wait List Total	0
Available Seats	16		

Notes	
Class Notes	Online Asynchronous: This course does not have regularly scheduled meetings. Students must submit assignments by the specific due dates in the course. Students may be required to visit a testing center for the midterm and/or final exam.

Description	
	Entails instruction in fundamentals of object-oriented programming using Python. Emphasizes program construction, algorithm development, coding, debugging, and documentation of Python applications.

Figure 2: ITN-150 Virtual Course

Class Details			
Status	Open 	Career Dates	Credit
Class Number	44285	Dates	8/21/2023 - 12/14/2023
Session	Regular Academic Session	Grading	Graded
Units	3 units	Location	Main Campus
Instruction Mode	In Person	Campus	Main
Class Components	Lecture Required		

Meeting Information			
Days & Times	Room	Instructor	Meeting Dates
Th 8:30AM - 9:50AM	Warren Computer Lab- 0409	Tamra Lipscomb	08/21/2023 - 12/14/2023

Class Availability			
Class Capacity	24	Wait List Capacity	0
Enrollment Total	6	Wait List Total	0
Available Seats	18		

Notes	
Class Notes	Textbooks fees for this class are bundled with tuition.

Description	
	Develops understanding of digital literacy. Introduces basic computer concepts in hardware, software, cyber, cloud, database, and operating systems. Includes hands-on experience developing word processing, spreadsheet and presentation documents. Evaluates the reliability of sources. Covers creating a simple web page. Examines topics such as social, legal, and ethical issues.

Figure 3: ITE-152 On Site Schedule

Class Details			
Status	Closed <input type="checkbox"/>	Career	Credit
Class Number	44284	Dates	8/21/2023 - 12/14/2023
Session	Regular Academic Session	Grading	Graded
Units	3 units	Location	Virtual Distance Learning
Instruction Mode	Online	Campus	Main
Class Components	Lecture Required		

Meeting Information			
Days & Times	Room	Instructor	Meeting Dates
MoTuWeThFrSaSu 12:00AM - 12:00AM	Virtual Facility	Linda Lewis	08/21/2023 - 12/14/2023

Enrollment Information	
Class Attributes	Delivered by Mountain Gateway No Set Meeting Time

Class Availability			
Class Capacity	24	Wait List Capacity	0
Enrollment Total	25	Wait List Total	0
Available Seats	0		

Notes	
Class Notes	Online Asynchronous: This is an online class with no scheduled in-person or online meeting times. All instruction is provided through Canvas. Textbooks fees for this class are bundled with tuition.

Description	
Develops understanding of digital literacy. Introduces basic computer concepts in hardware, software, cyber, cloud, database, and operating systems. Includes hands-on experience developing word processing, spreadsheet and presentation documents. Evaluates the reliability of sources. Covers creating a simple web page. Examines topics such as social, legal, and ethical issues.	

Figure 4: ITE-152 Virtual Course Schedule

A description of the performance-based goals and related measurable educational objectives to be achieved by the school. (See § [22.1-253.13:1 B](#) of the *Code of Virginia*.)

The MG-TEC Laboratory School's performance-based goals are meticulously designed to foster student excellence in the realm of Information Technology. To translate these goals into measurable achievements, the following specific educational objectives have been established:

Goal: Mastery of Foundational IT Concepts and Skills

SOL: Computer Science Foundations

<https://www.doe.virginia.gov/home/showpublisheddocument/9930/638026394171970000>

CSF.1 The Student will

- a. compare the structures, functions, and interactions between application software, system software, and hardware; and
- b. explore the relationship between hardware and software using the Internet of Things.

CSF.22 The Student will use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields.

CSF.23 The Student will evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

Goal: Critical Thinking and Problem-Solving in IT

SOL: Computer Science Principles | Fundamentals

<https://www.doe.virginia.gov/home/showpublisheddocument/9934/638026395803030000>

CSF.12 The Student will develop a program working individually and in teams using a text-based language (Python 3.10)

CSF.13 The student will identify the expected output of a program given a problem and some input.

CSF.14 The student will design and iteratively develop programs for practical intent or personal expression, incorporating feedback from users.

CSF.16 The student will implement a program that accepts input values, stores them in appropriately named variables, and produces output.

CSF.18 The student will apply the basic operations used with numeric and non-numeric data types in developing programs.

Goal: Proficiency in Industry Certifications

SOL: Computer Science Principals

<https://www.doe.virginia.gov/home/showpublisheddocument/9934/638026395803030000>

Students will have the opportunity to prove their proficiency in Information Technology topics by taking various exams with the objective of obtaining industry leading certifications. This goal is

CSF.2 The student will model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the Internet, and reassembled at the destination.

CSF.3 The student will explain the role of protocols in transmitting data across networks and the Internet.

CSF.4 The student will evaluate the scalability and reliability of networks by describing the relationship between routers, switches, servers, topology, and addressing.

CSF.5 The student will identify and explain ways that sensitive data (assets) can be threatened by malware and other computer attacks, using appropriate terminology.

CSF.6 The student will give examples of ways to protect sensitive data (assets) from malware and other computer attacks and evaluate them according to multiple criteria.

CSF.9 The student will evaluate the tradeoffs in how data elements are organized and where data is stored.

CSF.10 The student will create interactive data visualizations using software tools to help others better understand real-world phenomena.

CSF.24 The student will explain the beneficial and harmful effects that intellectual property laws can have on innovation, including the impact of open-source software.

CSF.25 The student will explain the privacy concerns related to the collection and generation of data through automated processes that are not always evident to users.

These measurable educational objectives will be assessed through a combination of standardized tests, project-based assessments, and certification exams. Regular collection and analysis of student achievement data will guide ongoing improvements to the curriculum and instructional methods, ensuring continuous alignment with these objectives.

- 8. For each grade or course in the college partnership laboratory school, please 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, address student performance standards, relate to state and federal assessment standards, and include measurable student outcomes. (See <http://www.doe.virginia.gov/testing/index.shtml> on the Department’s website for more information about the SOL.)**

In the context of the Mountain Gateway Lab School, all courses are part of the Virginia Community College System (VCCS) Master Course File and are aligned with Transfer Virginia, a State Council of Higher Education for Virginia (SCHEV) initiative to improve transfer from community colleges to senior institutions. A deliberate effort has been made to integrate these courses with high school content. The curriculum of the College Partnership Laboratory School is designed to enhance student performance on the Virginia Standards of Learning (SOL) exams. Although there are not specific SOL exams that measure the courses offered in the lab school, students will master foundational skills as they relate to reading, writing and math contained in the SOL Curriculum Frameworks. Each course in the program has specific learning objectives and measurable student outcomes that are aligned with these skills. The SOLs serve as a guide for curriculum development, the instructional materials and methods used in the classroom which are designed to help students meet or exceed the standards.

In Year 1, the Python Programming course is designed to teach students the fundamentals of programming using the Python language. The course covers topics such as variables, data types, loops, functions, and object-oriented programming. The course strengthens skills necessary for students to be successful in reading, writing and math, which are all SOL components.

In Year 2, the Intro to Networking covers topics such as network architecture, protocols, and security. The course also includes hands-on activities, such as setting up and configuring networks. The course strengthens skills necessary for students to be successful in reading, writing and math, which are all SOL components.

The PC Hardware and OS Architecture covers topics such as computer architecture, operating systems, and computer maintenance. The course strengthens skills necessary for students to be successful in reading, writing and math, which are all SOL components.

In Year 3, students choose a track in Cybersecurity, IT Support, or AWS Cloud Computing. The Cybersecurity track includes courses on Network Attacks, Computer Crime, Hacking, and Client Operating Systems.

The IT Support track includes a course on Help Desk Principles combined with a Work-Based Learning opportunity. The AWS Cloud Computing track includes a course on Cloud Computing Infrastructure and Services. All courses strengthen the skills necessary for students to be successful in reading, writing and math components of the SOLs and are aligned with Virginia's Educational Resource System Online (Verso)/ Career and Technical Education objectives of their corresponding courses.

- 9. A description of the school's assessment plan to obtain student performance data, which would include how these data will be used to monitor and improve achievement and how program effectiveness will be measured. The applicant must also provide benchmark data for how student achievement will be measured over a specified period. The applicant must address how these data 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. The benchmark data should address targets for student improvement to be met in each year.**

The MG-TEC laboratory school's assessment plan will include multiple measures to obtain student performance data, which will be used to monitor and improve student achievement. The plan will include both internal and external assessments, as well as formative and summative assessments.

Internal assessments will be conducted by the laboratory school's teachers and will include a variety of assessments such as tests, quizzes, and classroom assignments. Instructors will monitor student progress and provide feedback for improvement. These assessments will strengthen skills necessary for students to be successful in reading, writing and math, which are all SOL components. Teachers will also use formative assessments, such as exit tickets and class discussions, to gather ongoing data on student understanding and adjust instruction accordingly.

The laboratory school will regularly analyze and use the data from these assessments to monitor and improve student achievement. Teachers will use the data to identify areas where students are struggling and adjust instruction to better meet their needs. The laboratory school's leadership team will use the data to monitor progress towards meeting the school's performance-based goals and related measurable educational objectives. To establish benchmark data, the laboratory school will use data from the initial assessments administered to students at the beginning of the first year of operation. The school will use this data to establish baseline levels of achievement and growth, and to set targets for improvement to be met in each subsequent year. The laboratory school's leadership team will regularly review and analyze the data to monitor progress towards meeting these targets and to identify areas where improvements are needed.

10. A description of any assessment other than the SOL that may be used to measure progress during the academic year.

The MG-TEC laboratory school will use formative and summative assessments throughout the academic year to measure student progress. These assessments will include quizzes, exams, projects, presentations, and other activities designed to evaluate student learning and understanding of the course material. These assessments will provide ongoing feedback to teachers and students about areas of strength and weakness and will help guide instructional decisions. Additionally, the school may also use diagnostic assessments to identify areas of need and provide targeted support to individual students. All assessment data will be collected and analyzed to inform instructional decisions and improve student achievement.

11. 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.

All courses provided through MG-TEC will be offered as dual enrollment through MGCC. MGCC is accredited by the Southern Association of Colleges and Schools Commission on Colleges. No alternative accreditation plan will be required.

12. 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).

The MG-TEC laboratory school is a partnership with the school divisions of Rockbridge County Public Schools, Botetourt County Schools, Alleghany Highlands County Schools, and the City of Buena Vista Public Schools to enhance the educational program of both the laboratory school and the partnering school divisions. The partnership will involve sharing of resources, professional development opportunities for teachers, joint extracurricular activities, and collaboration on special projects.

To encourage and reward excellence in academic achievement, the laboratory school plans to establish partnerships with local businesses and organizations to provide incentives such as internships, scholarships, and prizes for outstanding performance by students. Additionally, the laboratory school will work with these partners to provide opportunities for students to apply their skills and knowledge in real-world settings through service-learning projects and other community engagement initiatives.

13. 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.

Using a HyFlex model of educational delivery, the MG-TEC laboratory school will utilize virtual learning as a tool to enhance and supplement in-person learning experiences. Virtual learning will be used in the form of online lectures, discussions, and assignments that can be accessed by students both inside and outside of the classroom. This approach provides flexibility for students who may have difficulty attending classes in person due to illness, scheduling conflicts, or other reasons.

It is anticipated that all students will participate in virtual learning to some extent, but the extent of their participation may vary depending on their individual needs and circumstances. For instance, some students may choose to attend classes in person exclusively, while others may use virtual learning to complete assignments and coursework outside of the classroom setting. Additionally, virtual learning may be used as a supplemental tool to provide extra support and resources to students who are struggling in specific subject areas.

IV. 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 § [22.1-299.2 B](#) of the *Code of Virginia*.)**

MG-TEC will be overseen by a Board that will include one representative from each of the school divisions, a member from the business and industry community, and representatives from the college as well as parent/guardian | student:

- (1) Alleghany Highlands Public Schools**
- (2) Bath County Public Schools**
- (2) Botetourt County Public Schools**
- (3) City of Buena Vista Public Schools**
- (4) Rockbridge County Public Schools**
- (5) Business/Industry Representatives**
- (6) Mountain Gateway Community College**

MG-TEC's leadership and management structure will be robust and comprehensive, ensuring the effective and efficient operation of the laboratory school. In addition to the governing Board, our proposed school leadership and management team will play pivotal roles in overseeing various aspects of the school's operation.

Governing Board:

The Governing Board, as outlined in our application, will consist of representatives from each participating school division, the local business and industry community, and Mountain Gateway Community College. This diverse composition guarantees a comprehensive perspective on matters pertaining to education, industry alignment, and community engagement. The Board's jurisdiction encompasses crucial areas including:

- Selection of courses and course sequencing used by MG-TEC
- Admission and selection policies for MG-TEC
- Providing progress metrics based on student performance.
- Counseling of students based on their performance in lab school vs. their core HS courses.

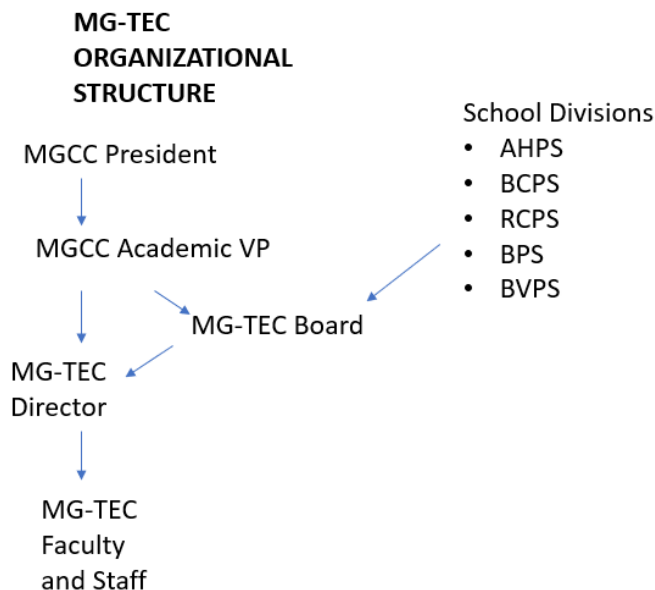
School Leadership and Management Team:

In addition to the Governing Board, MG-TEC will feature a dynamic and experienced school leadership and management team. This team will include a Principal, Assistant Principals, and Department Heads who possess a profound understanding of both education and the IT industry. They will collectively shape the school's day-to-day operations, ensuring that the academic program is meticulously executed, and that students' needs are met comprehensively.

The principal will serve as the school's visionary leader, overseeing all aspects of administration, academics, and student well-being. The Assistant Principals will focus on specific areas such as curriculum development, student affairs, and community engagement. Our team will also include Department Heads, experts in various IT disciplines, who will guide and mentor teachers in delivering exceptional instruction.

Together, the Governing Board and the School Leadership and Management Team will work in synergy to ensure the realization of MG-TEC's vision, alignment with Virginia state standards, and fulfillment of students' educational aspirations. This integrated leadership structure guarantees a holistic approach to education, industry partnership, and student success.

2. A chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, any related bodies such as advisory bodies or parent and teacher councils, the Board, and any external organizations that will play a role in managing the school.



3. **A clear description of the roles and responsibilities for the governing board, the school's leadership and management team, and any other entities shown in the organization chart. This includes a description of the functions, roles, and duties of the governing board and its proposed composition and bylaws. The description must detail the specific role of the governing board in the operation and oversight of the college partnership laboratory school.**

GOVERNING BOARD

The leadership structure at Mountain Gateway Community College (MGCC) is embodied in the governing board, comprising distinguished figures from our partner higher education institutions and school divisions. These experienced leaders have played pivotal roles as executive advisors on the steering committee since the inception of the MG-TEC Lab School concept. Working in tandem with insights from the advisory board and the Director of the Mountain Gateway Technology Education Lab School, the governing board will collaboratively shape and refine policies, set annual goals for MG-TEC, and make strategic decisions that steer the lab schools trajectory. With a commitment to transparency and effectiveness, the governing board will regularly receive comprehensive reports on the Lab School's operations and metrics. In response to these insights, the board stands ready to enact policy adjustments or implementation changes deemed necessary to uphold and enhance the success of the lab school at MGCC.

The following is the personnel makeup of the MG-TEC governing board:

- President or cabinet-level designee from Mountain Gateway Community College
- Director of MG-TEC Lab School from Mountain Gateway Community College
- Information Technology Program Director from Mountain Gateway Community College
- Designee | Computer and Information Sciences from Virginia Military Institute
- Superintendent or designee from Rockbridge County Public Schools
- Superintendent or designee from Botetourt County Public Schools
- Superintendent or designee from Alleghany County Public Schools
- Superintendent or designee from Buena Vista City Schools
- Superintendent or designee from Bath County Public Schools

Representatives from High School:

- Serve as a liaison between High School and the lab school governing board.
- Advocate for the interests and needs of High School students in terms of curriculum, certifications, and resources.
- Participate in decision-making processes related to program development, policies, and budget allocation.
- Communicate updates and progress of the lab school program to High School administration, faculty, and students.

Community College Representative:

- Provide expertise and insights on community college policies, procedures, and academic standards.
- Collaborate with high school representatives to align the lab school curriculum with college-level courses and industry standards.
- Contribute to the decision-making process regarding articulation agreements, credit transfer policies, and dual enrollment opportunities.
- Advocate for the lab school program within the community college, seeking resources and support for its successful implementation.

ADVISORY BOARD

The Advisory Board at Mountain Gateway Community College's Technology and Education Center (MG-TEC) will consist of a diverse array of members, including community leaders, MG-TEC parents, high school counselors, community college student support personnel, academic faculty and deans, and, in time, MG-TEC alumni. This collaborative and inclusive board will play a pivotal role in offering valuable insights and recommendations for the effective governance and seamless operations of MG-TEC. Drawing on their varied perspectives, the Advisory Board will present these recommendations directly to the governing board, fostering a dynamic exchange of ideas and expertise that contributes to the ongoing success and development of MG-TEC.

SCHOOL LEADERSHIP AND MANAGEMENT

MG-TEC Director

The Director of MG-TEC at Mountain Gateway Community College's Technology and Education Center reports directly to the governing board. Collaborating closely with academic deans and coordinators of dual enrollment programs, the director assumes a pivotal role in supervising all MG-TEC faculty and staff across various sites. With a comprehensive oversight mandate, the MG-TEC Director provides administrative leadership and programmatic guidance to faculty and staff within MG-TEC. Responsibilities encompass identifying and implementing staff development opportunities, facilitating annual data exchange between the colleges, preparing essential state and lab school reports, coordinating with staff and faculty, managing the logistics of governing and advisory board meetings, attending mandated gatherings, overseeing updates and renewals of Memorandums of Understanding (MOU), and fostering continuous collaboration with parents. This comprehensive approach ensures the sustained success and advancement of MG-TEC and its programs.

Faculty Leads

In each MG-TEC site, dedicated positions will be established, each serving under the guidance and oversight of the MG-TEC Director. These positions, located at respective colleges, carry the responsibility of collaborating with academic deans to identify faculty engaged in school teaching and ensuring adherence to lab school requirements. Additionally, they will coordinate experiential learning initiatives between colleges and school divisions, with the valuable support of MG-TEC advisors. Responsibilities also include managing textbook purchases and updates to instructional materials, maintaining seamless coordination with the Director and other positions,

and closely monitoring student progress in alignment with both four-year college requirements and high school graduation criteria. This collaborative and detail-oriented approach ensures the effective integration of MG-TEC programs across diverse sites, fostering a cohesive and impactful educational experience for all students.

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, and community organizations.

The governing board of the lab school, in collaboration with Mountain Gateway Community College (MGCC), maintains important relationships with our K-12 partners. These school systems are Botetourt Public Schools (James River High School, Botetourt Technical Education Center), Rockbridge County Public Schools (Rockbridge County High School), City of Buena Vista Public Schools (Parry McCluer High School), Bath County Public Schools (Bath County High School), and Alleghany Highlands Public Schools (Alleghany High School, James River Technical Center). The board recognizes the significance of these partnerships and actively engages with representatives from each high school to ensure the success and effectiveness of the lab school program. The governing board works closely with the high school representatives to foster a collaborative environment and establish clear lines of communication. They seek input and feedback from the high school representatives to ensure that the lab school program aligns with the educational objectives, standards, and needs of each high school.

Through ongoing discussions and collaborations, the governing board and high school representatives collaborate on various aspects of the lab school program, such as curriculum development, certification options, student selection criteria, and program policies. The board values the expertise and insights of the high school representatives in shaping the program to best serve the students' interests and prepare them for future educational and career opportunities. Furthermore, the governing board recognizes the importance of involving parents and community organizations in the lab school program.

They aim to establish partnerships with relevant community organizations, creating opportunities for internships, mentorship programs, and other initiatives that enhance students' educational experiences. By actively engaging with the high school representatives, parents, and community organizations, the governing board ensures a comprehensive and collaborative approach to the lab school program, fostering its success and positive impact on the students, high schools, and the broader community.

V. **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.**

MG-TEC faculty will be hired by and employed by Mountain Gateway Community College. Faculty will report to the MGCC Program Head for Information Systems Technology.

POSITION	REPORTS TO	QUALIFICATIONS
MG-TEC Director	Governing Board	Master’s degree required; K12 Administrative License preferred
MGCC Information Systems Technology Program Head	MGCC Academic Vice President and MG-TEC Director	Master’s Degree required
MGCC Career Coaches	Dual Enrollment Coordinator	Bachelor’s Degree required; experience with high school setting preferred
MGCC Adjunct Faculty	MGCC IST Program Head & Academic Vice President	Master’s Degree or Certifications

During the initial roll out of the program, a single section will be sufficient to meet enrollment demand. As the program grows, additional sections will be required. Each section will be taught by either a full-time MGCC Faculty Member or by Adjunct Faculty.

2. **Plans for recruiting and developing school leadership and staff.**

Recruiting

While locating IT talent in the Shenandoah Valley and Alleghany Highlands can be challenging, MGCC has a proven track record of hiring and staffing technology courses offered by the college. Our faculty come from IT professionals in business and industry and from dual instructors teaching in local high schools.

MGCC job postings are advertised through the employment website, Indeed.com, and through the Virginia Community College System PeopleAdmin portal, which includes advertising through Commonwealth of Virginia job site. These resources have proven successful in recruiting talent to the Alleghany Highlands.

Professional Development

MGCC provides its faculty with a strong professional development program that supports them in teaching for MG-TEC. As part of the Virginia Community College System (VCCS), MGCC adheres to VCCS policies regarding faculty professional development. VCCS Policy 3.5.5 Professional Activities and Contributions requires instructional faculty to participate in professional development that improves them as teachers, scholars, and practitioners. The MGCC Full-Time Faculty Development and Evaluation Plan mandates professional development as part of the evaluation and promotion process. Adjunct faculty, including those who teach dual

enrollment classes in area high schools, also have an expectation of professional development, as outlined in Section 5.5 of the MGCC Faculty Handbook.

MGCC offers various professional development activities at both local and regional levels. All MGCC teaching faculty, including full-time and adjunct instructors, as well as those working for MG-TEC, have access to these activities. MG-TEC will provide an orientation program for all new instructors that offers insight into MG-TEC policies and procedures, building on the existing orientation provided to MGCC dual enrollment faculty.

MGCC regularly sponsors professional development activities for teaching faculty, such as In-Service, an annual Professional Development Day, and college membership in the National Institute for Staff and Organizational Development (NISOD). Before the start of the Fall and Spring semesters, MGCC provides professional development activities for faculty, including IT training on topics such as Cidilab Design Tool for the Canvas LMS, Real and Substantive Interaction Training to comply with USDOE online learning expectations, and Technology Education provided by the MGCC Instructional Designer and Library Director. MG-TEC instructors will also have access to this training.

MGCC holds an annual professional development day on the last Friday of February, during which the campus is closed to visitors so that all MGCC faculty and staff can participate in professional development activities, which will also extend to MG-TEC instructors. MGCC's membership in the National Institute for Staff and Organizational Development (NISOD) entitles its faculty to attend NISOD-sponsored webinars. The MGCC faculty administrative assistant alerts faculty to upcoming NISOD webinars.

The MGCC Library provides professional development in support of online learning and HyFlex instruction year-round. Faculty can schedule one-on-one training with the MGCC Instructional Designer, who is also the library director, or attend library-sponsored workshops. Workshops provided by MGCC include those that support online learning and HyFlex instruction. MGCC faculty, including MG-TEC faculty, also participate in professional development activities at the regional and national levels. As a VCCS member, MGCC faculty participate in VCCS activities, such as the New Horizons Conference and Peer Group meetings. The State Council of Higher Education for Virginia sponsors professional development activities for teaching faculty across the state. Finally, MGCC uses college resources to attend regional and national conferences that support their areas of study.

The VCCS New Horizons Conference is held annually in Roanoke, VA, which is about 50 miles from the MGCC Main Campus in Clifton Forge. The event provides workshops and training on a wide range of subjects, with tracks provided for teaching faculty, staff, and administrators. Topics offered in 2023 included Artificial Intelligence and effective online learning practices. MGCC also provides funds from the Carl D. Perkins grant to support training and professional development for Career and Technical Program faculty.

3. **A description of the academic/professional experience/qualifications of the college partnership laboratory school's leadership and proposed faculty who will teach at the school.**

Subject Matter Experts

MG-TEC faculty will meet VCCS and SACSCOC teaching requirements. Per the existing dual enrollment contract with local high schools, MGCC adjunct faculty teaching in a dual enrollment capacity are not required to maintain a Virginia teaching license.

Faculty will

- Hold relevant industry certifications, such as Certified Information Systems Security Professional (CISSP) for cybersecurity, AWS Certified Solutions Architect for AWS cloud computing, and CompTIA A+ for IT support.
- Have extensive professional experience working in the respective fields of cybersecurity, AWS cloud computing, or IT support.
- Demonstrate a deep understanding of the subject matter, including current practices, tools, and methodologies.
- Possess effective teaching skills to deliver engaging and hands-on instruction.
- Stay updated with industry trends and technological advancements to provide students with the most relevant knowledge.

Teaching Faculty

MG-TEC instructors will hold at least a bachelor's degree in information technology, computer science, or a related field and meet all credentialing guidelines and qualification standards as required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), including Standard 6.2a, "Faculty Qualifications," and by the Virginia Community College System (VCCS), including the VCCS-29, "Normal Minimum Criteria for Each Faculty Rank."

MG-TECH instructors will possess a strong background in the specific subject areas of cybersecurity, AWS cloud computing, or IT support and possess industry certifications related to the respective subjects.

Faculty will demonstrate effective communication and instructional skills to engage students and facilitate their learning and will stay updated with industry trends and emerging technologies through continuous professional development.

Listed below is a roster of faculty available to teach for MG-TEC:

Information Systems Technology Faculty			
NAME	COURSES TAUGHT	ACADEMIC DEGREES	CERTIFICATIONS
Lindsay Cartwright	ITN 155, Introductory Routing-Cisco ITN 110, Client Operating System ITN 111, Server Administration	B.S., Business Management with a Specialization in Information Assurance, Liberty University, 2018 A.A.S., Information System Technology, Dabney S. Lancaster Community College, 2009	Cisco Certified Network Associate, Introduction to Networks (ITCC 1314) Computing Technology Industry Association (CompTIA) A+
Donna Sorrells Frazier	ITE 152, Introduction to Digital and Information Literacy and Computer Applications ITP 150, Python Programming, 3 (UN)	M.A., Human Resource Development/Adult Education, James Madison University, 2001 B.A., Mass Communications, Emory & Henry, 1983	IC3 Certified Professional 2004 Network + Certified Professional 2004 A+ Certified Professional 2005
Robert Michael Lenoir (P)	ITN 260, Network Security Basics ITE 152, Introduction to Digital and Information Literacy and Computer Applications ITN 101, Introduction to Network Concepts ITN 261, Network Attacks, Computer Crime and Hacking	M.S., Vocational-Technical Education, Virginia Tech, 1989 B.S., Business Education, Virginia Tech, 1987	77-726 Microsoft Office Specialist: Microsoft Office Word 2016 Expert: Creating Documents for Effective Communication 77-730 Microsoft Office Specialist: Microsoft Office Access 2016: Core Database Management, Manipulation, and Query Skills 77-729 Microsoft Office Specialist: Microsoft Office PowerPoint 2016: Core Presentation Design and Delivery Skills 77-727 Microsoft Office Specialist: Microsoft Office Excel 2016: Core Data Analysis, Manipulation, and Presentation 77-725 Microsoft Office Specialist: Microsoft Office Word 2016: Core Document Creation, Collaboration and Communication 98-366: Microsoft Technology Associate: Networking Fundamentals 98-383: Microsoft Technology Associate: Introduction to Programming using HTML and CSS

			98-367: Microsoft Technology Associate: Security Fundamentals
Linda Lewis	ITE 152, Introduction to Digital and Information Literacy and Computer Applications, 3 (UT)	M.A., Teaching, Marshall University, 1996 B.S., Business Administration, Concord University, 1989 Marshall University, coursework in in Information Literacy and Computer Applications from the College of Engineering and Computer Sciences)	Microsoft Office Specialist
Tamra Lipscomb (F)	ITE 152, Introduction to Digital and Information Literacy and Computer Applications ITE 221, PC Hardware and OS Architecture, ITN 101, Introduction to Network Concepts ITN 261, Network Attacks, Computer Crime, and Hacking, 4 (UN) ITN 262, Network Communication, Security, and Authentication ITE 221, PC Hardware and OS Architecture ITN 154, Introduction to Networks – Cisco ITN 156, Enterprise Networking, Security, and Automation – Cisco ITN 260, Network Security Basics	Master of Business Administration, Strayer University, 2006 B.S., Computer Information Systems, Stayer University, 1998 A.A.S., Computer Information Systems, Northern Virginia Community College, 1995	CISCO CCNA: Enterprise Networking, Security & Automation CSICO CCNA: Switching, Routing & Wireless Essentials CISCO CCNA: Introduction to Networks CompTIA Security+ ce IC3 Computing Fundamentals GS5
James Mathias	ITE 180, Help Desk Support Skills	Bachelor of Music Education, James Madison University, 1983	Novell Engineer, intraNetware, NetWare5
Alexander Morrow	ITP 150, Python ITN 261, Ethical Hacking ITN 170, Linux Administration ITN 257, Cloud Computing	American Military University, MS, Cyber/Computer Forensics and Counterterrorism American Military University, BS, Information Technology, 2020	Windows Operating System (Pro, Enterprise and Server) Microsoft 365 Suite (Proficient in all applications) Linux (Debian, Ubuntu, Kali, Ubuntu Server) Linux + Certified Offensive Security PWK-200

			Offensive Security Certified Professional - OSCP Hackthebox.eu - Ranked "Pro Hacker"
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4. **An assurance that the applicant will 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.”**

Consistent with other dual enrollment offerings MGCC provides to the high schools in its services area, all faculty will meet credentialing guidelines as provided by the Southern Association of Colleges and Schools and the Virginia Community College System. All teachers will meet these conditions by way of their status as a dual-enrollment instructor.

The school’s leadership and teacher employment policies, including performance evaluation plans. Such performance evaluation plans must be consistent with the policies of the institution of higher education.

Faculty will be MGCC employees and will follow MGCC Faculty Evaluation policies as described in the MGCC *Faculty Handbook*, Section 5, “Workload, Promotion and Evaluation.” MGCC’s Full-Time Faculty are evaluated under the *Full-Time Faculty Evaluation Plan*. Adjunct faculty are evaluated using the Adjunct Faculty Evaluation Form. *Faculty Handbook*, Section 5, “Workload, Promotion and Evaluation” is provided in Appendix C, Documentation.

5. **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.)**

Consistent with other dual enrollment offerings MGCC provides to the high schools in its services area, all faculty will meet credentialing guidelines as provided by the Southern Association of Colleges and Schools and the Virginia Community College System. The VCCS policy regarding qualifications of faculty and administration may be found in the VCCS-29, Normal Minimum Requirements for Each Faculty Rank.

[https://go.boarddocs.com/va/vccs/Board.nsf/files/CTXS9E719209/\\$file/VCCS-29%20Normal%20Minimum%20Criteria%20for%20Each%20Faculty%20Rank-revised.pdf](https://go.boarddocs.com/va/vccs/Board.nsf/files/CTXS9E719209/$file/VCCS-29%20Normal%20Minimum%20Criteria%20for%20Each%20Faculty%20Rank-revised.pdf).

6. **A plan to provide high-quality professional development programs (See § 22.1-253.13:5 of the Code of Virginia.)**

As provided in the MGCC Faculty Evaluation Plan, faculty are expected to complete meet annual professional development requirements. MGCC regularly sponsors professional development activities for teaching faculty. These activities include In-Service, an annual

Professional Development Day, a college membership in the National Institute for Staff and Organizational Development (NISOD), library sponsored professional development, discipline-specific professional development provided by MGCC departments, and an annual Adjunct Faculty Orientation. These activities are available to full-time, part-time instructors including adjunct faculty who teach dual enrollment in high schools. See response to 5.2 above for a detailed description of professional development support for faculty and staff.

7. Provisions for the evaluation of staff at regular intervals.

MG-TEC Staff, who are MGCC employees, will be regularly evaluated as described in the *Faculty Handbook*, Section 5, “Workload, Promotion and Evaluation.” A copy is provided in Appendix C, Documentation.

8. Provisions for a human resource policy for the school that is consistent with state and federal law.

MG-TEC faculty are employees of MGCC and the Commonwealth of Virginia employees and will follow existing human resources policies of the Virginia Community College System and the Commonwealth of Virginia.

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*.)

MG-TEC Lab School has established several partnerships and contractual relationships that are central to its operations and mission. These partnerships contribute to the delivery of educational and ancillary services. Here's an explanation of the key partnerships and contractual relationships:

1. Partnership with School Divisions:

- MG-TEC Lab School collaborates with school divisions, including Botetourt Public Schools, Rockbridge County Public Schools, City of Buena Vista Public Schools, Bath County Public Schools, and Alleghany Highlands Public Schools.
- This partnership allows MG-TEC Lab School to provide educational services to high school students from these divisions, enabling them to gain industry-leading certifications in cybersecurity, AWS cloud computing, and IT support.
- The school divisions support the lab school by sharing resources, expertise, and educational facilities, fostering a seamless integration of the lab school program into the existing high school infrastructure.

2. Partnership with Amazon Web Services (AWS):

- MG-TEC Lab School has a partnership with Amazon Web Services (AWS), a leading cloud computing service provider.
- This partnership grants access to AWS's educational resources, training materials, and cloud computing infrastructure, enabling students to gain practical experience in AWS technologies.
- The partnership with AWS enhances the lab school's curriculum and equips students with valuable skills in cloud computing, positioning them for future career opportunities in this field.

3. Partnership with Educational Content Providers:

- MG-TEC Lab School has partnerships with Cengage, Pearson Vue, CompTIA, and TestOut, which are prominent educational content providers.
- These partnerships allow access to high-quality learning resources, certification exam preparation materials, and industry-recognized curricula in cybersecurity, AWS cloud computing, and IT support.
- Through these partnerships, MG-TEC Lab School ensures that students receive comprehensive and up-to-date educational content, aligned with industry standards and certification requirements.

4. Contractual Relationships for Ancillary Services:

- MG-TEC Lab School procures various services to support its operations and create a conducive learning environment.
- These contractual relationships may include services such as education management organization, food services, transportation, school health services, custodial services, and security services.
- The school ensures that these services meet the required standards and are aligned with the safety, health, and well-being of the students.

The partnerships and contractual relationships established by MG-TEC Lab School are essential in providing comprehensive educational experiences and supporting the smooth functioning of the school. These collaborations enhance the quality of education, broaden the resources available to students, and create a secure and supportive learning environment.

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

In order to accurately identify the purpose of the MG-TEC lab school and over-arching goals, it was important for our Team to have monthly meetings to discuss the current success metrics of students upon graduation. Obtaining this data from the high school representatives allowed us to identify the most advantageous avenue of approach for both learning methods and subject matter. This included two scheduled meetings with principals and superintendents on two occasions: January 10, 2023 (Main Campus) and April 13, 2023 (Virtual). The agenda for both meetings is provided in Appendix C, Documentation.

We also took advantage of several opportunities to communicate with high school students directly to gain their input on where they see themselves professionally upon graduation and identify their goals. These meetings were conducted by the Planning Grant Coordinator and by High School Career Coaches.

10. Plans and timelines for student recruitment and an open enrollment process for any child who is a resident of the Commonwealth, including lottery procedures if sufficient space is unavailable. Please include a description of the lottery process to be used to determine school enrollment on a space-available basis and a timeline for when the lottery process will begin for the first academic year of enrollment and when parents will be notified of the outcome of the lottery process. (See § [22.1-349.3](#) of the *Code of Virginia*.)

MG-TEC will be open to 10th, 11th and 12th grades students. Recruitment will begin with 9th grade students who show an interest in computer and information technology. MGCC also operates a cybersecurity summer camp, the AFA CyberPatriot Summer Camp. This summer camp will be used for recruiting purposes.

Students will be placed into the academy based on the admission process of MGCC; at-risk attributes and referral processes will be considered when determining admission. Any additional application stipulations will be designated by the governing board. MGCC will work with MG-TEC to adjust the capacity of the program and staff to accommodate the number of students interested in the academy. MGCC currently has lab space and resources available to accommodate additional program growth of MG-TEC.

Upon approval by the Virginia Department of Education approval of MG-TEC, we can accurately provide the following timeline in support of the above question:

Lab School Recruitment | Marketing Timeline

First QTR 2024	Final Planning is completed. Final Schedule is published to partners. Facility renovations are contracted
Second QTR 2024	Pearson Vue Test Center is established. Student enrollment for Fall 2024 Lab School at 75 percent completion. Facility renovations are completed.

11. **Any enrollment-related policies and procedures that address special situations, such as the enrollment of siblings and children of faculty and founders and the enrollment of nonresident students, if applicable. Consistent with a college partnership laboratory school’s mission and purpose that may address special populations of students, the applicant must indicate how to ensure that community outreach has been undertaken so that special populations are aware of the formation of the college partnership laboratory school and that enrollment is open to all students residing in the Commonwealth. Pursuant to § [22.1-349.3](#) B of the Code of Virginia, enrollment in a college partnership laboratory school “shall be open through a lottery process on a space-available basis to any student who is deemed to reside within the Commonwealth. A waiting list shall be established if adequate space is not available to accommodate all students whose parents have requested to be entered in the lottery process. Such waiting list shall also be prioritized through a lottery process, and parents shall be informed of their student's position on the list.”**

Admission to MG-TEC will be open to all qualifying students in tenth through twelfth grades. MG-TEC will target the student population through high school counseling sessions, marketing efforts on social media, and by holding open houses. Letters and calls to parents of students who are identified at risk and have expressed interest in information technology will be made to encourage this group of students to take advantage of MG-TEC. MGCC holds summer Cybercamp summer camps for junior high school and high school aged students; these camps will be used to recruit students into MG-TEC. MG-TEC follows MGCC and VCCS policy and will not discriminate on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, national origin, religion, ancestry, or need for special education services. This criterion is outlined in section 6.6 of the VCCS Policy Manual at <http://go.boarddocs.com/va/vccs/Board.nsf/goto?open&id=AVHKN752695B> .

12. **A model *Student Code of Conduct* policy that addresses student behavior, discipline, and participation in school activities. 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.**

The Student Code of Conduct at MG-TEC establishes the expectations for student behavior, discipline, and participation in school activities. Our approach is grounded in promoting a respectful and inclusive environment that nurtures both academic growth and personal development. We recognize the unique nature of our dual-enrollment program, which involves instruction at Mountain Gateway Community College (MGCC) as well as students' home high schools. This Code of Conduct policy seamlessly integrates the standards set by both MGCC and the local school divisions, ensuring a cohesive and effective framework for student conduct.

Applicability:

All MG-TEC students, including those dually enrolled at MGCC and their respective high schools, are subject to the provisions outlined in this Code of Conduct. Students are expected to adhere to the standards set forth not only by MGCC but also by their home high schools, thus reflecting the values of both educational institutions.

Key Principles:

Our Student Code of Conduct is rooted in the following principles:

Respect and Inclusion: Students are expected to treat peers, faculty, staff, and the broader community with respect, embracing diversity and inclusivity.

Academic Integrity: Honesty, integrity, and responsible academic practices are paramount. Plagiarism, cheating, and academic dishonesty are strictly prohibited.

Responsibility: Students are accountable for their actions and choices, both on-campus and within the broader community.

Discipline and Mentoring:

Teachers and administrators play a pivotal role in fostering a positive learning environment. While our faculty emphasizes mentoring and guidance, they also have the authority to address behavioral issues in alignment with the standards of MGCC and the home high schools. Disciplinary actions will be taken with fairness and an intent to educate, with a focus on restorative approaches whenever possible.

Special Education Students:

MG-TEC is committed to providing a supportive environment for all students, including those with special education needs. Disciplinary actions for special education students will be approached with consideration for individualized education plans (IEPs) and adherence to state and federal laws governing the rights of students with disabilities.

Data and Information Sharing:

Our commitment to collaboration extends to sharing relevant behavioral information with both MGCC and the home high schools. This ensures a comprehensive and coordinated approach to student behavior management, supporting a holistic educational experience.

The MG-TEC Student Code of Conduct amalgamates the values of MGCC and the home high schools, fostering a harmonious environment conducive to academic and personal growth. By embracing this Code of Conduct, students contribute to a culture of respect, responsibility, and integrity, thus enriching their own educational journey and the collective MG-TEC community.

13. A detailed school start-up plan that identifies tasks, timelines, and responsible individuals.

1. Establishing a project management team responsible for overseeing the start-up process, including creating a project timeline, setting priorities, and managing the budget.
2. Conducting a needs assessment to determine what resources are needed to establish the Pearson Vue testing center and purchasing the necessary equipment, such as computers, software, and testing materials.
3. Hiring qualified teachers and staff, including IT professionals, to support the Lab School.
4. Developing a marketing and recruitment plan to attract students and parents to the Lab School.
5. Developing a comprehensive curriculum that aligns with the Virginia Standards of Learning and includes industry-leading certifications.
6. Developing policies and procedures to ensure the safety and well-being of students, including a student code of conduct, emergency procedures, and protocols for reporting and addressing incidents of bullying and harassment.
7. Establishing partnerships with local businesses and organizations to provide students with opportunities for internships, job shadowing, and other career-related experiences.
8. Creating a professional development plan for teachers and staff to ensure they have the knowledge and skills necessary to implement the curriculum and support student success.
9. Developing a plan for ongoing assessment and evaluation of the Lab School's performance, including tracking student achievement, monitoring enrollment and retention rates, and gathering feedback from students, parents, and staff.
10. Establishing a system for financial management and reporting to ensure that the Lab School can meet its budget goals and comply with all applicable laws and regulations.

Task	Timeline	Responsibility
1	Third QTR 2024	MG-TEC Director IT Department Director
2	First QTR 2025	MG-TEC Director IT Department Director
3	Second QTR 2025	VP Academic Affairs IT Department Director
4	Second QTR 2024	VP Academic Affairs MG-TEC/IT Director
5	In Progress	IT Department Director MG-TEC Director
6	Complete – Maintenance	VP Academic Affairs IT Department Director
7	In Progress – Maintenance	MG-TEC Director VP Academic Affairs
8	First QTR 2025	VP Academic Affairs IT Department Director
9	In Progress – Maintenance	IT Department Director VP Academic Affairs
10	In Progress – Maintenance	MG-TEC Director MGCC Accountant

14. A description of co-curricular and extracurricular programs and how these programs will be funded and delivered.

Co-curricular and extracurricular programs play a critical role in providing students with opportunities to explore their interests and develop important skills outside of the classroom. Our Lab School program will offer a range of co-curricular and extracurricular activities to ensure that students have a well-rounded education.

Co-curricular programs will be integrated into the curriculum and will complement classroom instruction. These programs will be designed to support academic goals and enhance the learning experience for students. For example, we plan to offer coding clubs, robotics competitions, and cybersecurity boot camps to students who are interested in STEM fields. Additionally, we will provide opportunities for students to participate in music, drama, and other performing arts programs.

Extracurricular programs will be optional and will be designed to provide students with opportunities to explore their interests outside of the classroom. We plan to offer a range of clubs and organizations, including student government, honor societies, and service clubs. These programs will be student-led and will be supported by faculty advisors. Funding for co-curricular and extracurricular programs will be provided through a combination of sources, including grants, donations, and fundraising efforts. The Cyber Patriot Boot Camps will be funded through the grant that we have received specifically for this purpose. We will also seek partnerships with local businesses and organizations to provide additional funding and support for these programs. It is important to note that MG-TEC students will still be able to attend their home school programs while also participating in the extracurricular programs provided by MG-TEC

Delivery of co-curricular and extracurricular programs will vary depending on the nature of the activity. Some programs, such as coding clubs and robotics competitions, will be held on campus and will be led by faculty members with expertise in the subject matter. Other programs, such as music and drama programs, may require off-campus rehearsals and performances. In these cases, transportation will be provided for students, and faculty members will accompany students to ensure their safety and well-being.

VI. *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 in accordance with generally accepted accounting principles.**

Finance principals, controls, and audits will follow the VCCS policies and procedures already in place. Financial guidelines can be found in Section 4.2 (Accounting and Fiscal Management) of the VCCS Policy Manual (<http://go.boarddocs.com/va/vccs/Board.nsf/goto?open&id=9RHC9G592D97>).

- 2. Start-up and five-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures.**

See attached "MG-TEC Budget Outline"

3. **Start-up and five-year cash flow projections with clearly stated assumptions and indications of short- and long-term sources of revenue.**

The financial sustainability of MG-TEC Laboratory School is underpinned by meticulous planning, strategic revenue generation, and transparent communication. As we seek funding beyond the state allocation for Mountain Gateway Community College (MGCC), our commitment to fiscal responsibility is fortified by clear start-up and five-year cash flow projections. These projections are anchored in well-defined assumptions and an array of short- and long-term revenue sources.

Start-Up and Five-Year Cash Flow Projections:

Our financial projections for MG-TEC are as follows:

Year 1:

Start-Up Costs: \$1,000,000 (inclusive of infrastructure setup, equipment procurement, faculty recruitment, and initial marketing efforts).

Revenue: State funding allocation, grant funds, and partial tuition from partnering school divisions.

Expenditures: Salaries, benefits, facilities maintenance, curriculum development, and administrative costs.

Year 2-5:

Revenue: State funding allocation continued grant funds, tuition from partnering school divisions, community partnerships, and potential industry collaborations.

Expenditures: Salaries, benefits, ongoing facilities maintenance, curriculum enhancement, professional development, and outreach efforts.

The projections are based on the following:

- Consistent enrollment of 72 students per year.
- Ongoing collaboration with local school divisions, community partners, and industry stakeholders.
- Continued receipt of grant funds for innovative educational programs.
- Incremental increase in tuition contributions from partnering school divisions.
- Active pursuit of industry partnerships and donations for specialized equipment and resources.

Communication Plan on Progress and Cost Estimates:

To ensure transparency and foster constructive collaboration, MG-TEC is committed to a robust communication plan with the Virginia Department of Education (DoE). We will provide regular updates on our progress, including detailed cost estimates and financial projections. This information exchange will facilitate meaningful discussions and guidance from the DoE,

enabling us to make informed decisions that align with our financial objectives and educational mission.

Long-Term Financial Sustainability:

Beyond the initial five years, our focus remains on long-term financial sustainability. This includes exploring opportunities for endowments, scholarships, industry sponsorships, and innovative revenue streams that align with our IT-focused curriculum.

In conclusion, MG-TEC's financial projections underscore our strategic approach to resource allocation, revenue diversification, and transparent communication. By adhering to these projections and staying attuned to changing circumstances, we ensure that our financial strategies remain aligned with our educational goals.

4. Evidence of anticipated fundraising contributions, if applicable.

MGCC is currently working to build educational, financial and business partnerships with the following organizations:

- **Amazon Web Services**
- **Cengage Group**
- **Test Out**
- **CompTIA**

Local Businesses

- **Carilion Hospital, Lexington, VA**
- **Computer Dr. LLC, Fairfield, VA**
- **Augusta Health, Lexington and Fishersville locations.**
- **Aurora Security, LLC, Lexington, VA**

The goal of these partnerships is to develop a positive relationship with those organizations, build fundraising opportunities and prepare for future internship opportunities for our students.

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

*Insurance coverage is in place with MGCC and our partnered high schools with respect to our current dual enrollment and governor school programs.

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.

*All technical programs are covered by current MGCC insurance policies.

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:

MG-TEC will be hosted in a state-of-the-art facility designed to cater to the unique needs of information technology education. The space will be equipped with dedicated classrooms for lectures, hands-on labs, and collaborative projects. These spaces are thoughtfully designed to facilitate dynamic instruction, practical learning, and student engagement.

Library Services:

Our commitment to holistic education extends to the provision of library services. A well-equipped library will offer students access to a diverse range of resources, both digital and physical, fostering research, exploration, and intellectual growth.

Student Records and Medications:

The secure administration and storage of student records and medications are paramount. We will adhere to all applicable regulations to ensure the confidentiality and safety of student information and medications.

Compliance and Safety Measures:

MG-TEC is dedicated to compliance with building and fire codes, as well as the federal Americans with Disabilities Act (ADA). Our facility will be designed and maintained to provide a safe, accessible, and inclusive environment for all students and staff members.

Emergency Evacuation Plans:

Robust emergency evacuation plans will be in place, designed in accordance with best practices and local regulations. Regular drills will be conducted to ensure the preparedness of students and staff for various scenarios.

Site Location and Preparation:

Our facility's site location is strategically chosen to provide easy access for students and facilitate community engagement. Site preparation will encompass not only the physical construction but also considerations for environmental impact, landscaping, and overall aesthetics.

Operation and Maintenance Services:

The operation and maintenance of our facility will be overseen by a dedicated team responsible for ensuring its functionality, cleanliness, and safety. Regular inspections, routine maintenance, and prompt addressing of issues will be integral to sustaining a conducive learning environment.

Financial Arrangements and Lease Agreements:

The financial arrangements for MG-TEC's facilities include collaborative efforts with school divisions and other relevant entities. Lease arrangements have been established to ensure access to suitable instructional spaces. Any financial commitments, including potential debt incurred, are aligned with a well-defined financial strategy that supports the long-term sustainability of MG-TEC.

Contingency Plans:

Our facilities plan includes robust contingency measures. These measures encompass a range of scenarios, from minor disruptions to more significant incidents. Our goal is to ensure that the learning process remains uninterrupted, with strategies in place to address various challenges that may arise.

In conclusion, MG-TEC's facilities plan embodies our commitment to providing a safe, conducive, and modern educational environment. By integrating instructional excellence, compliance, safety measures, and comprehensive contingency planning, we aim to create an environment where students thrive and succeed.

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

*Due to HyFlex method of instructional delivery, we will be utilizing the current governor school transportation system whereas lab school students that are assigned to take on-campus courses will be taking the currently setup transportation system. Please note that the timelines of lab school courses will be accurately gauged to the transportation system.

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.”)**

MGCC already provides transportation for students with disabilities. MGCC will maintain our existing transportation structure in support of MG-TEC

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

Students who attend classes on the MGCC campus will receive regular food service at their home school. While on campus, students have access to MGCC dining services including the Moomaw Center Café and campus vending.

MGCC takes food insecurity seriously and participates in a variety of programs to ensure that all students' nutritional needs are met. The MGCC Cubby Closet provides a food bank to support students.

VI. Placement Plan: The following components must be addressed:

- 1. Identification 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. Please include contact’s name, title, email address, and phone number.**

Ben Worth, Ph.D.
Vice President of Academic Affairs
Mountain Gateway Community College
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(540) 863-2933

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

Ensuring effective communication in matters of student contract termination or revocation is a priority at MG-TEC Laboratory School. The process outlined below illustrates how parents/guardians, teachers, and administrators will be informed of such decisions:

Notification Process for Termination or Revocation:

Decision Review and Approval:

The Director of the Lab School / IT Program, in consultation with relevant stakeholders such as teachers, academic counselors, and administrative staff, will review and evaluate situations leading to potential contract termination or revocation.

Parent/Guardian Notification:

In the event of contract termination or revocation, the Director will initiate the notification process by contacting the student's parent/guardian directly.

The Director will schedule a meeting with the parent/guardian to discuss the decision, providing a comprehensive explanation and addressing any questions or concerns.

Written Communication:

Following the verbal communication, the Director will provide written communication to the parent/guardian, outlining the reasons for the decision, the steps taken in the evaluation process, and the timeline for implementation.

Teacher and Administrator Notification:

Simultaneously, the Director will notify the students' teachers and relevant administrators regarding the contract termination or revocation.

Teachers and administrators will be informed of the decision, as well as any additional information necessary to facilitate the transition.

Student Transition Plan:

In cases of contract termination or revocation, MG-TEC will work collaboratively with parents/guardians, teachers, and administrators to develop a student transition plan.

This plan will address academic continuity, transfer of records, necessary administrative procedures, and any additional support required for the student's transition.

Ongoing Communication:

MG-TEC acknowledges the importance of ongoing communication. The Director, teachers, and administrators will remain available to address questions, provide support, and ensure a smooth transition for all parties involved.

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

The communication plan for notifying parents/guardians of students attending the college partnership laboratory school (MG-TEC) in the event of contract termination or revocation is designed to ensure prompt and transparent information dissemination. The process is outlined below:

Notification Process for Parents/Guardians of Termination or Revocation:

Initiation of Communication:

In cases where contract termination or revocation is necessary, MGCC, in collaboration with the partnered School Counselor / Career Coach, will initiate the communication process.

Direct Contact:

The partnered School Counselor / Career Coach will communicate directly with the student's parent/guardian. This direct communication aims to provide accurate and comprehensive information about the decision.

Discussion and Explanation:

During the communication, the partnered School Counselor / Career Coach will engage in a thoughtful discussion with the parent/guardian. This discussion will include an explanation of the reasons for contract termination or revocation and the implications for the student's education.

Notification Timeline:

Communication with parents/guardians will take place within a set period from the date of termination or revocation of the contract. This timeline ensures that parents/guardians receive timely information to make informed decisions.

Information Sharing:

The partnered School Counselor / Career Coach will share relevant details, including the reasons for the decision, the support available for the student's transition, and guidance on alternative public-school placements.

Collaborative Transition Planning:

Parents/guardians will be engaged in collaborative transition planning to ensure a seamless transfer of the student to an appropriate alternative public-school placement.

Documentation:

MGCC will maintain documentation of the communication process, including the date, participants, and content of the communication.

Supportive Resources:

The partnered School Counselor / Career Coach will provide parents/guardians with resources and contacts for further assistance during the transition process.

4. **Provisions for ensuring that student records are provided to the parent or guardian, or another school identified by the parent or guardian within a set 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*).**

Ensuring the seamless transfer of student records is a fundamental aspect of MG-TEC's commitment to continuity in education. The provisions outlined below illustrate our approach to transferring student records to parents/guardians, other identified schools, and school divisions:

Provisions for Student Record Transfer:

Timely Transfer to Parents/Guardians:

Upon request from a parent or guardian, MG-TEC will ensure the timely transfer of student records to the specified recipient within a set time period. These records will include academic transcripts, attendance records, assessment results, and other relevant documentation.

Transfer to Specified Schools:

If a student is transferring to another school identified by the parent or guardian, MG-TEC will collaborate with the identified school to facilitate the transfer of student records. The designated school will receive the complete and accurate student records, ensuring the new educational institution has access to comprehensive information.

Transfer to Another School Division:

In cases where a student transfers to another school division, MG-TEC will promptly respond to requests from the receiving school division for the transfer of student records. MG-TEC will provide the receiving school division with all relevant student records, thereby enabling the smooth integration of the student into their new educational environment.

Compliance with Legal Mandates:

MG-TEC's record transfer provisions are aligned with § 22.1-289 of the Code of Virginia, which mandates the timely and accurate transfer of student records upon request.

Documentation and Verification:

MG-TEC will maintain documentation of all record transfer requests, including dates, recipients, and content transferred. This documentation serves as a record of compliance with legal requirements.

Communication with Parents/Guardians:

Parents/guardians initiating a record transfer will be informed of the process, the timeline, and any necessary steps to facilitate the transfer.

- 5. **A 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.**

MG-TEC Laboratory School is dedicated to supporting its employees in the event of closure or termination, ensuring a seamless transition and equitable treatment. The placement plan outlined below highlights the level of assistance to be provided to Lab School employees within a defined timeframe:

Placement Plan for Lab School Employees:

Notification and Consultation:

In the event of closure or termination of Lab School operations, MGCC's Human Resources department will initiate timely and transparent communication with Lab School employees. The Director of the Lab School / IT Program, in collaboration with Human Resources, will hold meetings to discuss the situation, address concerns, and provide information about the next steps.

Employment Transition Assistance:

Within the time period from the date of closure, MGCC will offer comprehensive employment transition assistance to Lab School employees. This assistance will encompass the following components:

a. **Employment Counseling:** Impacted employees will have access to professional career counseling services to explore alternative employment opportunities, assess skill sets, and determine potential career paths.

b. **Resume and Job Search Support:** MGCC's Human Resources team will provide guidance on resume building, job searching strategies, and interview preparation to facilitate employees' successful transition to new employment.

c. **Job Placement Resources:** Lab School employees will be connected with job placement resources, including job boards, networking events, and potential contacts within related industries.

d. **Training and Skill Enhancement:** If appropriate, MGCC may offer access to training programs or skill enhancement workshops that align with the employees' career goals.

Engagement with Local Partners:

MGCC will collaborate with local educational institutions, industry partners, and workforce development organizations to explore potential employment opportunities for Lab School employees.

Support for Benefit Transitions:

Human Resources will guide employees through the process of transitioning benefits, addressing health insurance, retirement accounts, and other relevant aspects.

Documentation and Records:

MGCC's Human Resources department will maintain accurate documentation of all interactions, services provided, and assistance offered to Lab School employees during the transition period.

6. **A close-out plan related to 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.**

See below data which outlines our current plan for close-out.

1. Financial Obligations and Audits:

- Identify all outstanding financial obligations, including unpaid invoices, outstanding contracts, and any pending financial commitments.
- Establish a timeline for fulfilling these obligations, ensuring that all payments are made in accordance with contractual agreements and legal requirements.
- Schedule an independent financial audit to ensure proper financial reporting and compliance with regulatory standards.

2. Termination of Contracts and Leases:

- Identify all existing contracts and leases and determine the termination process as per the terms outlined in each agreement.
- Notify contract and lease partners about the school closure and the termination of the agreements, adhering to any notice periods or requirements specified in the contracts.
- Initiate discussions with involved parties to negotiate any necessary settlements or final payments related to the termination.

3. Sale and Disposition of Assets:

- Prepare an inventory of all school assets, including furniture, equipment, and other physical resources.
- Determine the value of the assets and explore options for their sale or disposition, considering auctions, liquidation, or transferring to other educational institutions if applicable.
- Develop a plan to sell or dispose of assets in a transparent and accountable manner, following legal and ethical guidelines.

4. Disposition of Records and Financial Accounts:

- Develop a strategy for the safe and secure transfer or storage of school records, ensuring compliance with data protection and privacy regulations.
- Identify the custodian for maintaining and archiving records, whether it is an external entity, such as a district or state education department, or an appointed responsible party.
- Set clear protocols for accessing records and ensure compliance with retention policies and legal requirements.
- Establish a process for closing financial accounts, including bank accounts, credit cards, and other financial instruments, ensuring all outstanding transactions are resolved and accounts are appropriately closed.

5. Timeline and Reporting:

- Reporting timeline will be specified during partnership development.
- Assign responsibilities to specific individuals or departments involved in the close-out process and establish clear lines of communication.
- Develop a reporting mechanism to track progress and provide regular updates to relevant stakeholders, including governing bodies, regulatory agencies, and any other parties requiring information about the closure process.

VIII. *Other Assurances and Requirements:* The following components should be addressed:

1. **A 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.**

MGCC’s Family Educational Rights and Privacy Act (FERPA) policy is fully described in the *MGCC Catalog and Student Handbook* and will apply to all MG-TEC students. Sections “Release of Student Information” and “Retention of Student” records are provided in Appendix C, Documentation.

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*.**

Ensuring full compliance with federal and state laws and regulations is a fundamental pillar of MG-TEC Laboratory School's operation. The proposed Lab School programs, services, and activities have been designed with strict adherence to all applicable laws, including the Virginia Freedom of Information Act (FOIA). The following steps and evidence showcase our commitment to regulatory compliance:

Compliance with Virginia Freedom of Information Act (FOIA):

Policy Adherence:

MGCC has established and integrated a comprehensive policy framework that aligns with the Virginia Freedom of Information Act (FOIA) requirements. This policy underscores our commitment to transparency, accountability, and public access to information.

Transparency and Information Accessibility:

MG-TEC Laboratory School will maintain a dedicated section on its official website that outlines the school's compliance with FOIA. This section will detail how individuals can access information, including Lab School programs, services, and activities, in accordance with FOIA regulations.

Records Management and Access:

MGCC has instituted robust records management practices to ensure that all records related to Lab School programs, services, and activities are appropriately documented, organized, and retained according to FOIA mandates.

Training and Education:

Faculty, staff, and relevant personnel involved in Lab School operations will receive training and guidance on FOIA compliance. This training will enhance their understanding of FOIA requirements and their responsibilities in facilitating information requests.

Documentation and Reporting:

MG-TEC Laboratory School will maintain accurate and detailed documentation of all FOIA-related activities, including information requests, responses, and communications. This documentation serves as evidence of our commitment to compliance.

External Support:

MG-TEC Laboratory School will engage with legal counsel and consultants experienced in FOIA regulations to ensure that our policies, practices, and procedures align with the Act's mandates.

Conclusion:

By adhering to these steps and principles, MG-TEC Laboratory School demonstrates its dedication to operating within the framework of all applicable federal and state laws and regulations, including the Virginia Freedom of Information Act. This commitment ensures that Lab School programs, services, and activities are conducted transparently, ethically, and in accordance with legal mandates.

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.**

There are no waivers required to start or maintain the MG-TEC laboratory school at this time.

4. **A 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 the educational program of the public-school division for purposes of the SOA. (See § [22.1-349.3](#) G of the *Code of Virginia*.)**

MG-TEC Laboratory School recognizes the transformative potential of collaborative partnerships with public school divisions to create comprehensive and enriching educational opportunities for Virginia students across all academic stages. Our commitment to fostering these partnerships is exemplified through our collaborations with partnered high schools, enabling us to enhance the educational landscape in various ways:

Collaborative Partnerships:

Partnered High Schools: Over the course of our awarded lab school planning grant, MG-TEC Laboratory School has established strong and mutually beneficial partnerships with high schools across the region. These partnerships are built on shared goals of providing students with innovative IT education, fostering career readiness, and expanding access to advanced academic opportunities.

Positive Relationships: Our partnerships are characterized by positive relationships that encourage open communication, knowledge sharing, and collaborative planning. Together, we leverage our strengths to create meaningful educational pathways for students.

Educational Programs and Impact:

Annual Cyber Camps: As a testament to our commitment to collaborative enrichment, MG-TEC Laboratory School will annually conduct cyber camps for students enrolled in both our lab school program and our partnered high schools. These camps serve a dual purpose:

a. Lab School Program Enhancement: The cyber camps contribute to enhancing the lab school program's curriculum by providing students with immersive learning experiences in the field of cybersecurity. These experiences align with industry demands and expose students to real-world IT challenges.

b. Dual Enrollment and Governor School Promotion: The cyber camps also play a pivotal role in building higher enrollment numbers for dual enrollment and governor school programs. By offering engaging and relevant experiences, we inspire students to explore advanced IT courses, thereby enhancing their readiness for postsecondary education and IT careers.

c. Educational Continuity: Through our annual cyber camps and other collaborative initiatives, MG-TEC Laboratory School ensures that students enrolled in public school divisions

benefit from a seamless educational continuum that spans from preschool to postsecondary education.

Alignment with Code of Virginia:

In accordance with § 22.1-349.3 G of the Code of Virginia, the educational programs provided to students enrolled in public school divisions through our collaborative partnerships are considered an integral part of the public-school division's educational offerings.

- 5. A 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.”**

MG-TEC Laboratory School acknowledges the importance of adhering to state regulations and fulfilling the requirements set forth in § 22.1-349.3 B and § 22.1-349.4 of the Code of Virginia. These sections outline the process for the release of the college partnership laboratory school from certain state regulations and the potential approval of an Individual School Accreditation Plan. While there are no existing agreements under this statute at the present time, we are prepared to address this aspect proactively.

Future Agreements and Accreditation Plan:

Potential Agreements: MG-TEC Laboratory School recognizes that, in the future, there may be a need to establish agreements with the Board related to the release of the school from certain state regulations. These agreements would be designed to ensure compliance with applicable laws and regulations while allowing flexibility to implement innovative educational practices that align with our mission and objectives.

Individual School Accreditation Plan: In line with the provisions of § 22.1-349.4 of the Code of Virginia, MG-TEC Laboratory School is committed to pursuing an Individual School Accreditation Plan if our application proposes a program to increase educational opportunities for at-risk students. This plan would outline the criteria, assessments, and performance evaluations specific to our school's unique context and objectives.

Collaborative Approach:

Should the need arise for agreements with the Board and the development of an Individual School Accreditation Plan, MG-TEC Laboratory School will approach this process collaboratively and transparently. We will engage in constructive discussions with relevant stakeholders, including the Board of Education, to ensure that our agreements and accreditation plan align with the best interests of our students and the educational community.

- 6. A 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*.)

MG-TEC Lab School and its governing board are committed to transparency and ensuring that any conflicts of interest are properly disclosed. Here's a description of how conflicts of interest will be disclosed and the frequency of such disclosures:

1. Conflict of Interest Policy:

- MG-TEC Lab School has implemented a Conflict-of-Interest Policy that outlines the procedures and expectations regarding the disclosure of conflicts of interest.
- The policy ensures that all members of the governing board and relevant stakeholders understand their obligations and responsibilities in identifying and disclosing conflicts of interest.

2. Regular Disclosures:

- The governing board members are required to disclose any potential conflicts of interest promptly and in a timely manner.
- Disclosures are made on a regular basis, typically during scheduled board meetings or when a conflict of interest arises.
- The frequency of disclosures may vary depending on the nature of the conflict, but it is generally expected that conflicts of interest are disclosed as soon as they are identified.

3. Transparent Process:

- The disclosure process is designed to be transparent, ensuring that all relevant conflicts of interest are brought to the attention of the governing board.
- Members of the governing board are encouraged to disclose any personal interest they may have in transactions involving MG-TEC Lab School.
- The disclosed conflicts of interest are documented, and appropriate steps are taken to address and manage them in a fair and impartial manner.

4. Recusal and Ethical Conduct:

- In situations where a conflict of interest exists, the governing board member with the conflict is typically required to recuse themselves from discussions and decisions related to the specific transaction or matter.
- This recusal helps maintain the integrity and objectivity of the decision-making process within the governing board.
- All board members are expected to adhere to ethical standards and act in the best interest of MG-TEC Lab School, ensuring that personal interests do not unduly influence their decision-making.

By establishing a robust conflict of interest disclosure process, MG-TEC Lab School and its governing board demonstrate their commitment to transparency, accountability, and ethical conduct. Regular disclosures and appropriate actions taken in response to conflicts of interest help ensure the integrity of the school's operations and decision-making processes.

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.

Disclosures of conflicts of interest should be made in accordance with applicable laws, regulations, and the established conflict of interest policy of the school. It is essential for the

applicant and members of the governing board to transparently disclose any relationships or personal interests that may create potential conflicts when dealing with vendors or any other transactions involving the school. These disclosures ensure transparency, accountability, and ethical conduct in the operations of MG-TEC Lab School and help prevent any undue influence or bias in decision-making processes.

The specific disclosures by the applicant and members of the governing board should be based on their individual circumstances and relationships with vendors or other relevant parties involved in providing services at the school. It is recommended that they follow the established procedures and guidelines for conflict-of-interest disclosures as outlined in the school's policies and in compliance with applicable laws and regulations.

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: Dr. John J. Rainone Title: President, MGCC

Signature of Authorized Official: _____ Date: _____

