

VIRGINIA DEPARTMENT OF EDUCATION
LABORATORY SCHOOLS COMMITTEE
COMPLETENESS AND COMPLIANCE REPORT

| | CRITERION ELEMENTS | CRITERION MATCH | OVERALL VODE COMMENTS | RUBRIC RATING |
|--------------------------------------|---|-----------------|---|--------------------------------|
| ELEMENT 1: EXECUTIVE SUMMARY | | | | |
| 1 | Provided a description of the need and purpose of the Lab School. | Yes | | Operational/Ready to Implement |
| 2 | Indicates a clear description of the goals and objectives of the Lab School. | Yes | 1: Comprehensive IT understanding; 2: Career preparation; 3: Holistic development and personal growth | Operational/Ready to Implement |
| 3 | Summarizes the instructional plan for the Lab School. | Yes | | Operational/Ready to Implement |
| 4 | Overview of the sustainability plan for the Lab School. | Yes | | Operational/Ready to Implement |
| ELEMENT 2: MISSION AND VISION | | | | |
| 1 | A description of the Lab 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.) | Yes | "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." | Operational/Ready to Implement |
| 2 | A description of any specific area of academic concentration. | Yes | IT, diversity and inclusion within IT industries | Operational/Ready to Implement |
| 3 | The Lab School's core philosophy. | Yes | 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. | Operational/Ready to Implement |
| 4 | Information about the Lab School's targeted student population. | Yes | High school students interested in information technology. Application will be designed to highlight students with limited opportunities for participation in higher education. | Operational/Ready to Implement |

VIRGINIA DEPARTMENT OF EDUCATION
 LABORATORY SCHOOLS COMMITTEE
 COMPLETENESS AND COMPLIANCE REPORT

| ELEMENT 3: EDUCATIONAL PROGRAM | | | | |
|--------------------------------|---|-----|--|--------------------------------|
| 1 | A description of the Lab School's academic program and how it is aligned with state standards. | Yes | | Operational/Ready to Implement |
| 2 | An overview of the curriculum, and teaching methods to be used at the Lab School and a description of the learning environment and instructional strategies to be used at the Lab School, including scientifically research-based instructional strategies to ensure that student engagement and achievement are occurring. | Yes | Adequate description of HyFlex and the associated methods-please place that in the context of the learning environment-"paint the picture" of a day in the life of a MG-TEC student. | Operational/Ready to Implement |
| 3 | A plan for using internal and external assessments to measure and report student progress in accordance with the SOL. | Yes | | Operational/Ready to Implement |
| 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. | Yes | | Operational/Ready to Implement |
| 5 | An explanation of the procedures for corrective actions needed in the event that pupil performance at the Lab School falls below the standards outlined in the SOA. (See Part VIII of the SOA.) | Yes | "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." | Operational/Ready to Implement |
| 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.) | Yes | "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 smallgroup collaboration with teachers and peers." | Operational/Ready to Implement |
| 7 | The proposed calendar and sample daily schedule. | Yes | | Operational/Ready to Implement |
| 8 | A description of the performance-based goals and related measurable educational objectives to be achieved by the Lab School. (See § 22.1-253.13:1 B of the Code of Virginia.) | Yes | Can you cite the specific Virginia SOLs in the description? Revisions include specific Virginia SOLs and associated goals | Operational/Ready to Implement |

VIRGINIA DEPARTMENT OF EDUCATION
 LABORATORY SCHOOLS COMMITTEE
 COMPLETENESS AND COMPLIANCE REPORT

| | | | | |
|-----------------------|--|-----|---|--------------------------------|
| 9 | <p>For each grade or course in the Lab 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.)</p> | Yes | <p>From another application as an example: All courses in the Education degree program are Virginia Community College System courses and correlate to the work of Transfer VA. Courses have been appropriately aligned with high school content, where appropriate, and are taught at a higher level of rigor than required by Standards of Learning. The content and rigor of these courses have been juried by college peer groups comprised of community college and university faculty across the Commonwealth of Virginia. This rigor is exemplified in the ENG 111 and 112 series – course maps may be found in Appendix 3 – VCCS Course Descriptions. Students will be able to take their SOLs for English 11 reading and writing at their base schools and pass successfully. A description of all courses, along with SCED Codes, may be found in Appendix 3–VCCS Course Descriptions. As part of the program review process, an annual report is prepared whereby each Student Learning Outcome is evaluated, along with courses in the program. The evaluation process is developed independently within each discipline. Student Learning Outcomes may be measured through assessments and results are used to improve pedagogy, content, and modality to increase student success. A continuous improvement model is maintained as part of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation standards. Germanna and Laurel Ridge maintain student data on enrollment, retention, graduation, and course/program completion. Data will be established by the colleges, along with the Governing Board, to address student improvement each year. Select Student Learning Outcomes and results will be included in annual reports with an emphasis on gateway coursework including English and math as well as Education courses.</p> | Operational/Ready to Implement |
| 10 | <p>A description of the Lab 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 of time. 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 each year.</p> | Yes | | Operational/Ready to Implement |
| 11 | <p>A description of any assessment other than the SOL that may be used to measure progress during the academic year.</p> | Yes | | Operational/Ready to Implement |
| 12 | <p>A detailed description of any alternative accreditation plan, in accordance with the SOA (8VAC20-131-420), for which the Lab School will request approval from the Board. (If applicable)</p> | Yes | | Operational/Ready to Implement |
| 13 | <p>A general description of any incentives/partnerships that the Lab School intends to have with school divisions to enhance both the educational program of the Lab School and the partnering school division(s). (If applicable)</p> | Yes | <p>School division collaborative elements, plans to engage business and industry- be prepared to provide more detail related to those business/industry partnerships and potential work based learning opportunities</p> | Operational/Ready to Implement |
| 14 | <p>If the Lab 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. (If applicable)</p> | Yes | <p>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.</p> | Operational/Ready to Implement |
| ELEMENT 4: GOVERNANCE | | | | |
| 1 | <p>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.)</p> | Yes | | Operational/Ready to Implement |
| 2 | <p>A chart that clearly presents the Lab 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.</p> | Yes | | Operational/Ready to Implement |

VIRGINIA DEPARTMENT OF EDUCATION
LABORATORY SCHOOLS COMMITTEE
COMPLETENESS AND COMPLIANCE REPORT

| | | | | |
|--|---|-----|--|--------------------------------|
| 3 | A clear description of the roles and responsibilities for the governing board, the Lab 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 Lab School. | Yes | | Operational/Ready to Implement |
| 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. | Yes | | Operational/Ready to Implement |
| ELEMENT 5: MANAGEMENT STRUCTURE | | | | |
| 1 | Staffing chart for the Lab School's first year and a staffing plan for the term of the contract. | Yes | | Operational/Ready to Implement |
| 2 | Plans for recruiting and developing Lab School leadership and staff. | Yes | | Operational/Ready to Implement |
| 3 | A description of the academic/professional experience/qualifications of the Lab School's leadership and proposed faculty who will teach at the Lab School. | Yes | | Operational/Ready to Implement |
| 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." | Yes | Lab school teachers are all eligible as dual enrollment instructors for MGCC currently engaged in instruction for local school divisions | Operational/Ready to Implement |
| 5 | The Lab 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. | Yes | "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." Link provided in revision | Operational/Ready to Implement |
| 6 | A plan that addresses the qualifications of the teachers and administrators at the Lab School, including compliance with state law and regulations regarding Board licenses and endorsements. (See § 22.1-349.9 of the Code of Virginia.) | Yes | | Operational/Ready to Implement |
| 7 | A plan to provide high-quality professional development programs. (See § 22.1-253.13:5 of the Code of Virginia.) | Yes | These PD plans do not address working with high school students or even mention the PD for working with exceptional education students. | Operational/Ready to Implement |

VIRGINIA DEPARTMENT OF EDUCATION
 LABORATORY SCHOOLS COMMITTEE
 COMPLETENESS AND COMPLIANCE REPORT

| | | | | |
|----|--|-----|--|--------------------------------|
| 8 | Provisions for the evaluation of staff at regular intervals. | Yes | | Operational/Ready to Implement |
| 9 | Provisions for a human resource policy for the Lab School that is consistent with state and federal law. | Yes | | Operational/Ready to Implement |
| 10 | An explanation of any partnerships or contractual relationships central to the Lab 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.) | Yes | | Operational/Ready to Implement |
| 11 | Notification to all Lab School employees of the terms and conditions of employment. | Yes | | Operational/Ready to Implement |
| 12 | Information and materials indicating how parents, the community, and other stakeholders were involved in developing the application for the Lab School. A description of how parental involvement will be used to support the educational needs of the students, the Lab School's mission and philosophy, and its educational focus. | Yes | | Operational/Ready to Implement |
| 13 | 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 Lab 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.) | Yes | | Operational/Ready to Implement |
| 14 | 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 Lab 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 Lab 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 Lab 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." | Yes | | Operational/Ready to Implement |
| 15 | 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. | Yes | Application noted that students dually enrolled at MGCC and their respective high schools, are subject to the provisions outlined in the Mountain Gateway Code of Conduct and also by their home high schools. Application sites specific adherence to LEA codes and sata sharing agreement for discipline data. | Operational/Ready to Implement |
| 16 | A detailed Lab School start-up plan that identifies tasks, timelines, and responsible individuals. | Yes | | Operational/Ready to Implement |

VIRGINIA DEPARTMENT OF EDUCATION
LABORATORY SCHOOLS COMMITTEE
COMPLETENESS AND COMPLIANCE REPORT

| | | | | |
|--|---|-----|---|--------------------------------|
| 17 | A description of co-curricular and extracurricular programs and how these programs will be funded and delivered. | Yes | | Operational/Ready to Implement |
| 18 | A general description of any operational incentives/partnerships that the Lab School intends to have with school divisions to enhance both the educational program of the Lab School and the partnering school division(s). | Yes | | Operational/Ready to Implement |
| ELEMENT 6: FINANCIAL AND OPERATIONS INFORMATION | | | | |
| 1 | A description of the Lab School's financial plan and policies, including financial controls and audit requirements in accordance with generally accepted accounting principles. | Yes | Will follow VCCS policies. | Operational/Ready to Implement |
| 2 | Start-up and five-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures. | Yes | Budget clearly defines the types of expenditures over the 5-year period. Provides evidence of self-sustainment in years 4 and 5. Assumes enrollment of 72 students. | Operational/Ready to Implement |
| 3 | Start-up and five-year cash flow projections with clearly stated assumptions and indications of short- and long-term sources of revenue. | Yes | | Operational/Ready to Implement |
| 4 | Evidence of anticipated fundraising contributions, if applicable. | Yes | Application identifies potential for partnerships with larger organizations and local businesses. | Operational/Ready to Implement |
| 5 | A description of the insurance coverage that the Lab School will obtain. Types of insurance include general liability, health, and property. | Yes | Coverage is already in place at MGCC and the partner school divisions. | Operational/Ready to Implement |
| 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. | Yes | MGCC technical programs are covered by existing insurance policies. | Operational/Ready to Implement |
| 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. | Yes | Application provides details related to all requirements in this section, including contingency plans for disruptions. | Operational/Ready to Implement |
| 8 | A description of whether transportation services will be provided. If transportation is to be provided, please indicate whether the Lab School will contract for transportation with the local education agency or another entity. Please indicate whether transportation will be provided to all students attending the Lab School. | Yes | Utilizing AYGs transportation system. | Operational/Ready to Implement |

VIRGINIA DEPARTMENT OF EDUCATION
LABORATORY SCHOOLS COMMITTEE
COMPLETENESS AND COMPLIANCE REPORT

| | | | | |
|----------------------------------|---|-----|--|--------------------------------|
| 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.") | Yes | MGCC has existing transportation systems for students with disabilities. | Operational/Ready to Implement |
| 10 | A description of food service operations and all other significant operational or ancillary services to be provided. | Yes | | Operational/Ready to Implement |
| ELEMENT 7: PLACEMENT PLAN | | | | |
| 1 | Identification of a member of the Lab School's leadership who will serve as a single point of contact for all activities that may need to take place for the Lab 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. | Yes | Ben Worth, Ph.D. Vice President of Academic Affairs Mountain Gateway Community College 311 Scott Hall, 1000 College Drive, Clifton Forge, VA 24422-1000 bworth@mgcc.edu (540) 863-2933 | Operational/Ready to Implement |
| 2 | A notification process for parents/guardians of students attending the Lab School and teachers and administrators of the termination or revocation of the contract. | Yes | 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. In conclusion, the process of notifying parents/guardians, teachers, and administrators of student contract termination or revocation at MG-TEC Laboratory School underscores our commitment to clear communication, transparency, and the well-being of our students. By adhering to this structured process, we ensure that all parties are informed, involved, and supported during transitions | Operational/Ready to Implement |
| 3 | A notification process to parents/guardians of students attending the Lab School of alternative public school placements within a set time period from the date of termination or revocation of the contract. | Yes | 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. In conclusion, the communication process outlined above ensures that parents/guardians of students attending the college partnership laboratory school are promptly and comprehensively informed in the event of contract termination or revocation. By engaging in transparent and collaborative communication, we support parents/guardians in navigating the transition and identifying suitable alternative public-school placements for their children. | Operational/Ready to Implement |

VIRGINIA DEPARTMENT OF EDUCATION
LABORATORY SCHOOLS COMMITTEE
COMPLETENESS AND COMPLIANCE REPORT

| | | | | |
|--|--|-----|--|--------------------------------|
| 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 time period. If the student transfers to another school division, provisions for the transfer of the student's record to the school division to which the student transfers upon the request of that school division. (See § 22.1-289 of the Code of Virginia). | Yes | Ensuring the seamless transfer of student records is a fundamental aspect of MGTEC'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. In conclusion, MG-TEC's provisions for student record transfer underscore our commitment to enabling smooth transitions for students, whether to other schools or school divisions. By adhering to these provisions and ensuring compliance with legal mandates, we prioritize the continuity of education and the accuracy of student records throughout their educational journey. | Operational/Ready to Implement |
| 5 | A placement plan for Lab School employees that details the level of assistance to be provided within a set period of time from the date of closure. | Yes | Updated to include detailed placement plans | Operational/Ready to Implement |
| 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 date of closure. The plan shall include the disposition of the Lab School's records and financial accounts upon closure. | Yes | Application includes information related to financial obligations and audits, termination of contracts and leases, sale and disposition of assets, disposition of records and financial accounts, and reporting. | Operational/Ready to Implement |
| ELEMENT 8: OTHER ASSURANCES AND REQUIREMENTS | | | | |
| 1 | A description of the Lab 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. | Yes | "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 MGTEC students. Sections "Release of Student Information" and "Retention of Student" records are provided in the Appendix C, Documentation. " | Operational/Ready to Implement |
| 2 | Evidence that the proposed Lab 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. | Yes | Added steps and evidence illustrating "commitment to regulatory compliance | Operational/Ready to Implement |
| 3 | A listing of all waivers to state regulations needed for the Lab School at the time of its opening. This does not preclude a Lab School from requesting additional waivers once the Lab School is operational. | Yes | "There are no waivers required to start or maintain the MG-TEC laboratory school at this time. " | Operational/Ready to Implement |
| 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 Lab School and the public school division shall be considered to be the educational program of the public school division for purposes of the SOA. (See § 22.1-349.3 G of the Code of Virginia.) | Yes | "Over the operational period of our awarded lab school planning grant, we have developed incredibly positive relationships with our partnered high schools and their respective student populations. MG-TEC will be conducting yearly cyber camps in support of both our lab school program and to build higher enrollment numbers for dual enrollment and governor school. " | Operational/Ready to Implement |

VIRGINIA DEPARTMENT OF EDUCATION
 LABORATORY SCHOOLS COMMITTEE
 COMPLETENESS AND COMPLIANCE REPORT

| | | | | |
|---|--|-----|--|--------------------------------|
| 5 | <p>A description of all agreements that the Applicant may need in the contract with the Board related to the release of the Lab 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."</p> | Yes | <p>"There are no existing agreements relevant to this statute. "</p> | Operational/Ready to Implement |
| 6 | <p>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 Lab School, including information regarding the frequency with which such disclosures will be made. (See § 2.2-3114 of the Code of Virginia.)</p> | Yes | <p>"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."</p> | Operational/Ready to Implement |
| 7 | <p>Conflict of interest disclosure(s) by the Applicant and/or members of the governing board in the proposed Lab School. This includes any relationships that parties may have with vendors performing services at the Lab School.</p> | Yes | <p>"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."</p> | Operational/Ready to Implement |