

2019 Summer Residential Governor's Schools (SRGS) General Information for Students and Parents

Welcome to the 2019 Summer Residential Governor's Schools application process. Any student who considers himself/herself eligible may complete an application. School divisions select the students they nominate for the state level application process. Please review the information carefully and speak with your school counselor or gifted education coordinator to ensure that you meet all division and state deadlines. **Most of the deadlines established by the Virginia Department of Education (VDOE) are for school division submissions to the VDOE. School divisions typically set their deadlines several weeks or months prior to the VDOE deadline.**

All parts of the application are available at the [Virginia Department of Education's Website](#).

The application process is a joint effort involving the student, his/her parent or legal guardian, the local school, the school division or the private school region, and the VDOE. This document contains general program information about the Summer Residential Governor's Schools. The application contains sections that the student must complete, and sections to be completed by teachers and the school counselor. **Teachers and school counselors may access the forms they need from the same Web site noted above.**

This year each SRGS program has its own application. Please be sure you are completing the appropriate application form.

Students applying to the Visual and Performing Arts program must be selected by their school division or private school to attend the statewide adjudication process in January. Each application has information sheets that you should give to the two teachers/adults whom you are asking to provide recommendations and to the guidance office for other data.

NOTE: Students may apply only for one program at a time and may attend only one Summer Residential Governor's School OR Governor's Foreign Language Academy during their high school careers.

All applications must be printed and signed by the student and parent/legal guardian in order to be considered. It is important to note that incomplete applications are returned to the gifted education coordinator and may not be considered. Please review the information in this guide carefully and consult your school counselor for deadlines.

NOTE: The Summer Residential Governor's Schools and the Governor's Foreign Language Academies have different applications and deadlines. The 2019 Governor's Foreign Language application is available on the [Virginia Department of Education's Website](#).

PROGRAM DEADLINES

The VDOE has established deadlines for school divisions to submit information to the Department (noted in bold text below). **Please check with your guidance counselor for deadlines established by the school division for submission of your application.** All applications must be processed by the school division before they are submitted, by the division, to the VDOE.

Timeframe	Description
September/October 2018	Applications made available by the VDOE via Internet. Suggested time frame for interested students to let the appropriate school or division contact know that they would like to apply for Summer Governor's School Program. Note: Applications are submitted directly to the school division and NOT to the VDOE.
October 2018	Suggested time frame for Visual and Performing Arts (VPA) students to let the appropriate school or division contact know that they would like to adjudicate on the specified date and location assigned to the school division or private school region. (Note: Some school divisions may administer their own adjudication process prior to submitting nominees for the state adjudication.)
November 20, 2018	VDOE deadline for school divisions and private schools to submit nominees for statewide VPA adjudication. School division and private school regional adjudication quotas are available at the VDOE Web site on the public and private school administrators' guide.
Early January 2019	Suggested time frame for applications with teacher recommendations to be submitted to the appropriate school or division contact.
Early February 2019	Suggested time frame for school division or private school regional selection committee to meet and review applications for nominee selection.
February 26, 2019	VDOE deadline for the school division/regional selection committee to mail applications and to send the nomination report form electronically through SSWS to the VDOE. School division and private school regional adjudication quotas are available at the VDOE Web site. Divisions or private school regional committees must notify students that are NOT selected as nominees from the division or private school region.
April 15, 2019	School divisions and private school coordinators are notified of the admission status of each nominee one week prior to student notification. Each nominee is emailed and sent a letter of notification by the VDOE of his/her admission status.

NOTE: The Department of Education does not intervene in deadline disputes between students and public school divisions or private schools.

DEFINITION OF TERMS

Term	Definition
Applicants	Students are classified as applicants throughout the school and division's selection process.
Nominees	Applicants are classified as nominees if their applications are selected by the division's selection committee to be submitted to the VDOE.
Gifted Education Coordinator	The designated contact person in the division who is the final authority for problem solving with the VDOE.
Private Schools	Each private school submitting applications for the regional nomination process must be accredited by one of the approved accrediting constituent members of the Virginia Council for Private Education .
Private School Regional Coordinator	The designated contact person within the Private School Region who is the final authority within the Region for problem solving with the VDOE.
Visual and Performing Arts Programs	The visual and performing arts programs available for students include dance, instrumental music, theatre, visual arts, and vocal music.

2019 SUMMER RESIDENTIAL GOVERNOR'S SCHOOLS (SRGS) GENERAL INFORMATION FOR STUDENTS AND PARENTS

The Summer Residential Governor's Schools (SRGS) are month-long residential programs for current year tenth- and eleventh-grade gifted students in the Commonwealth of Virginia. The goal of each Governor's School is to provide those who attend opportunities for intellectual as well as social and emotional growth. In the company of dedicated, highly skilled professionals representing a variety of careers, selected students are encouraged to establish and fulfill their academic goals. The programs are housed on various college campuses throughout the Commonwealth and are funded by the Commonwealth of Virginia, participating local school divisions and private schools, and the hosting institution.

The SRGS academic and mentorship programs provide intellectually challenging and enriching experiences within a community of mutual support, respect, and dedication for a limited number of academically/intellectually gifted, current year tenth- and eleventh-grade high school students. Each college-based program provides a curriculum that integrates subject matter from various disciplines around its overall program theme. Each mentorship program provides challenging work experiences relevant to the mentorship site.

The SRGS for Visual and Performing Arts (VPA) provides artistically challenging and intellectually enriching experiences for a limited number of selected current year tenth- and eleventh-grade high school students. Such students must be identified as gifted in the visual or performing arts, or eligible for such identification. This learning occurs within a community of mutual support, respect, and dedication. The VPA program focuses on process, not necessarily upon finished works of art. The program exposes students, working in small groups, to a wide variety of experiences in and across an art form.

Participants in the Summer Residential Governor's Schools academic or mentorship programs represent the diverse geographical areas of the Commonwealth; however, they have in common their desire to explore academic pursuits at a level not available in the local school division, or private school. A typical academic or mentorship student schedule involves concentrated study in a particular field during the day. Activities may include seminars, special interest groups, independent study, and laboratory or field/site work. Students in both small group and individual activities share their investigations and research with university faculty, Governor's School faculty/staff, and fellow students. Evening and weekend activities that are integral to the goals of the program include recreation, field trips, and special events such as concerts, lectures by visiting scholars, career information, dramatic productions, movies, student performances, and time for students to collect thoughts and participate in informal discussions. Similarly, a typical VPA student schedule involves concentrated study in the chosen art form with some classes devoted to interdisciplinary course work. Workshops, master classes, studio time, independent study, and recreational activities are scheduled as part of the VPA program.

These programs are some of the most rewarding and enriching experiences available to high school students anywhere, since they require students to set their own learning goals and structure their own evaluation standards. One of the most valued acquisitions is the friendships that Governor's School students develop and that continue to evolve throughout their lifetime.

CRITERIA FOR ELIGIBILITY

Schools must provide an application to any student who meets the eligibility criteria listed below. Schools are strongly encouraged to review the selection criteria with students and to assist them in recognizing the competition they face at the state level. The following criteria must be met for a student to be eligible for consideration for the Governor's School program as indicated:

- A. In the **academic programs and the mentorship programs**, a student must be identified as gifted. The *Regulations Governing Educational Services for Gifted Students* (8 VAC 20-40-40, Screening, referral, identification, and service) define the areas in which students may be identified as gifted. Submission of a nominee not meeting this first criterion is an option if the division feels the student is a viable candidate for a specific program. If a student has been identified through the local division identification process, the score on the achievement or aptitude/ability measure used in the identification process may be used as one of the two required norm-referenced tests, regardless of the age at which the test was taken. The second required score must come from a norm-referenced achievement or aptitude/ability measure administered within the past three years.
- B. In the **visual and performing arts programs**, a student must be identified as gifted in an arts area (8 VAC 20-40-40, Screening, referral, identification, and service). If a school does not identify and serve students gifted in the arts, any student who meets one of the criteria listed below for the VPA program may apply. In addition, each applicant must participate in the adjudication process in January as scheduled by VDOE. A student may meet any one of the following criteria to be eligible for the VPA program:
1. Rank at or above the 80th percentile on recent standardized test measures, or
 2. Possess a C average for the last grade completed, or
 3. Have a letter of commendation from a teacher who feels the student would qualify if not for an unusual situation or circumstance.
- C. A student must be neither a current applicant to a 2019 Governor's Foreign Language Academy or other Summer Residential Governor's School, nor a former participant in these programs. A student may attend only one Foreign Language Academy or other Summer Residential Governor's School program during his or her high school career.
- D. A student who participates in one of the 19 Academic-Year Governor's Schools or who has participated in one of the 20 Summer Regional Governor's Schools may apply.
- E. A student must be genuinely interested in attending the Governor's School and have the emotional maturity, stability, and self-discipline to live away from home for an extended period.
- F. A student must be eligible for a free, public education in the Commonwealth of Virginia.

ACADEMIC PROGRAMS AND DATES

- Agriculture (AG)
Virginia Tech (4 weeks) June 23-July 20, 2019
Program begins at 2 p.m.
- Humanities (HUM)
Radford University (4 weeks) June 23-July 20, 2019
Program begins at 1 p.m.
- Mathematics, Science, and Technology (MST)
University of Lynchburg (4 weeks) June 30-July 27, 2019
Program begins at 2 p.m.

- **Medicine and Health Sciences (MHS)**
Virginia Commonwealth University (4 weeks) June 30-July 27, 2019
Program begins at 12 p.m.
- **NASA Mentorship (NASA)**
Christopher Newport University (4 weeks) July 7-August 3, 2019
Program begins at 3 p.m.
- **Virginia Institute of Marine Science Mentorship (VIMS)**
Christopher Newport University (4 weeks) July 7-August 3, 2019
Program begins at 3 p.m.
- **Visual and Performing Arts (VPA)**
Radford University (4 weeks) June 23-July 20, 2019
Program begins at 1 p.m.

Program	Location	Student Capacity
Agriculture (AG)	Virginia Polytechnic Institute and State University	100
Humanities (HUM)	Radford University	200
Mathematics, Science, Technology (MST)	University of Lynchburg	160
Medicine and Health Sciences (MHS)	Virginia Commonwealth University	26
NASA/Langley Research Center and the National Institute of Aerospace Mentorship (NASA)	Christopher Newport University, with transportation to the mentorship site daily	12
Virginia Institute of Marine Science Mentorship (VIMS)	Christopher Newport University, with transportation to the mentorship site daily	6
Visual and Performing Arts (VPA)	Radford University	200

Student Area(s) of Interest Guide

AG	HUM	MST	MHS	NASA	VIMS	VPA
Agricultural Economics	Anthropology	Anatomy and Physiology	Biology	Aeronautical Engineering	Coastal Law	Dance
Agricultural Engineering	Economics	Astronomy	Chemistry	Computer Science – Advanced	Fisheries Science	Instrumental Music
Animal Science	History	Computer Programming	Computer Science Applications	Electrical Engineering	Marine Resources Management	Theatre
Environmental Engineering	Literature	Geology	Dentistry	Materials Science	Oceanography	Visual Arts
Environmental Technology	Media	Hydrology	Environmental Science	Mechanical Engineering	Wetlands Ecology	Vocal Music
Food Science	Philosophy	Hypermedia	Forensics			
Plant Science	Political Science	Physics	Medicine			
	Psychology	Upper Level Mathematics	Physics			
	Sociology					

PROGRAM DESCRIPTIONS

Agriculture (AG)

The Governor's School for Agriculture offers an interdisciplinary curriculum of issues, topics, and challenges pertinent to the field of agriculture in its broadest sense. The program emphasizes the use of field experiences to investigate and research diverse topics related to environmental implications, resource management, biotechnology, political and economic implications of domestic and international trade, and the nature and structures of support systems within agribusiness. Students conduct field-based research using extensive contemporary data analysis and application methods. The program accepts a maximum of 100 students.

Students have access to a variety of innovative equipment, laboratories, and field sites at Virginia Tech. Resources from the agribusiness community are incorporated into field experiences and investigations. The primary goal of the agriculture program is to increase students' understanding and appreciation of the infrastructure and implications of Virginia's largest industry, its people, products, and opportunities. For more information, visit the [Governor's School for Agriculture home page](#).

Humanities (HUM)

The SRGS for Humanities program offers a broad-based, interdisciplinary presentation of courses related to the program's theme. Course work offers students opportunities to explore how modern society requires, encourages, and restricts individuals as they seek realization of their creative potential. Students explore humanities in the digital age through history, literature, philosophy, anthropology, political science, economics, sociology, psychology, and media. Humanities applicants should have a solid background in American history and literature. Approximately 200 students are accepted.

Students obtain a better understanding of themselves, their future roles, and the effect of their voices on society and the world through reading, discussion, seminars, and lectures. The primary purpose of the Summer Residential Governor's School for Humanities is to provide an enriching, intellectual experience that stimulates gifted students to use their imaginations, and to think more creatively and productively. Writing activities, group projects, and guest speakers serve to integrate knowledge from many disciplines to a greater extent than is typically found in traditional educational programs. For more information, visit the [Governor's School for Humanities home page](#).

Mathematics, Science, and Technology (MST)

The theme for the Summer Residential Governor's School for Mathematics, Science, and Technology at the University of Lynchburg is a quotation from Marie Curie: "Nothing in life is to be feared. It is only to be understood." Accordingly, the program challenges each student to learn a substantial amount about a particular area in mathematics, science, and/or technology at the same time that the curriculum illustrates the ever-increasing interdisciplinary nature of modern science, mathematics, and engineering. In addition to hands-on laboratory and multimedia-based instruction in content areas outlined by courses, students are exposed to a series of interdisciplinary questions pertaining to the nature of science, the design of scientific experiments, the respective roles of logic and mathematics in science, and public-policy aspects of science and technology. Finally, students observe the interplay between experimentation, imagination, and logic.

The 2019 Summer Residential Governor's School for Mathematics, Science, and Technology offers 10 core courses. Each of these courses provides more than 60 hours of classroom and laboratory instruction and has a major laboratory, experimental, research, or field component, plus an Internet component. Approximately 160 students are accepted. For more information, visit the [Governor's School home page](#).

Medicine and Health Sciences (MHS)

The program for Medicine and Health Sciences (formerly the Life Sciences and Medicine program) has been designed to heighten understanding and appreciation of the relationship between research in health sciences and the practice of medicine for 26 students. The Governor's School curriculum is based on a systems approach to health sciences and therefore aims to develop the connections among the triad of modern health care: the person (patient and family), the scientist (clinical laboratory scientists and researchers), and the community (epidemiologists and environmental scientists). Learning is based on the case study method, which requires students to use critical thinking, obtain medical histories, develop differential diagnoses, select diagnostic tests, interpret medical laboratory results and examination findings, and create a treatment plan. Students learn laboratory and clinical skills, including but not limited to blood typing, performing DNA electrophoresis, ELISA testing, applying epidemiological statistics from the Department of Health, improving cultural sensitivity, and developing effective communication skills.

The types of students best suited for this program are those with a serious interest in science, curiosity about the effects science exerts on the fields of medicine and health care, and motivation to spend a month of summer in a rigorous, academically accelerated setting. Students who remain undecided about a health science career are welcome as well as those who are confident that careers in medicine are part of their future. Through the planned academic and extracurricular experiences, students experience the multitude of current and emerging career choices in the health sciences. Students with open minds about their career expectations often garner the most benefits from this program. **Students must have access to a personal computer for use during this program. School divisions are asked to provide laptops for their students, as needed.**

Students are taught by high school science teachers, professors from VCU's health sciences, and clinicians or researchers from VCU's medical campus. Students' extensive exposure to molecular biology, clinical biology, and environmental sciences over the first three weeks forms the foundation for completion of a group project during the fourth week. The curriculum consists of academically challenging lectures, laboratory, and field experiences, augmented with thought-provoking clinical and research experiences. A series of extracurricular events including service learning projects, career and personal development seminars, and diverse cultural and social activities enrich the students' experiences. In the final week, students spend several days in a shadowing experience at the VCU Hospital System. For more information, visit the [Governor's School for Medicine and Health Sciences home page](#).

Engineering – NASA

The Virginia Governor's School hosted at the National Aeronautics and Space Administration (NASA)/Langley Research Center is a residential summer program designed to provide challenging, real-life, team-oriented work experiences for not more than 12 intellectually gifted high school students. Students work in concert with NASA mentors and staff in a team-oriented approach to their learning experiences. Mentorships change each year based upon availability of NASA volunteer researchers. Mentorships are assigned based on student interest and experience. Students are given the opportunity to view engineering and research from a unique perspective and to become familiar with career options through their individual mentorships, their community time with other students, and their tour opportunities. Occasionally, mentorships are offered that are outside of a student's expectation and/or comfort zone. This program is best suited for students who are willing to be flexible and are excited about the opportunity to work with/for NASA.

Each student is assigned to a NASA scientist or engineer who serves as a mentor and is responsible for designing engineering and/or research experiences with the student. The NASA coordinator carefully selects NASA mentors or mentor-teams on the basis of their willingness and ability to serve as positive role models, to develop engaging, team-oriented, learning experiences, and to relate to gifted high school students. Mentors, who participate in orientation sessions in order to become acquainted with the dynamics and needs of gifted students, typically work in the following disciplines: aeronautical engineering, computer science, electrical engineering, materials science, or mechanical engineering.

Students work in labs or other facilities from 8:30 a.m. to 3:30 p.m. each day, five days each week, throughout the four-week program. The coordinators arrange special tours and lectures in order to acquaint students with as many of the facilities and activities at NASA/Langley Research Center as possible. Students' research endeavors and final presentations are shared through a variety of electronic media throughout the NASA network with audiences drawn from the different research centers and their fellow Governor's School students. **Students must have access to a personal computer for use during this program. School divisions are asked to provide laptops for their students, as needed.**

NASA policies require that students working at its facilities be sixteen years of age by June 24, 2019, and be citizens of the United States in order to participate. There are no exceptions to these policies. Students are selected from qualified candidates by the NASA coordinator, mentors, and the site director. For more information, visit the [Governor's School for Engineering home page](#).

Marine Science - VIMS

The Virginia Institute of Marine Science (VIMS), the Graduate School of Marine Science of the College of William and Mary, encompasses the study of biological, chemical, geological, and physical oceanography, wetlands ecology, fisheries science, coastal law, marine resource management, and advisory services. Each summer, graduate students and professors conduct research and field studies in the estuaries and tidal basins, and of the Chesapeake Bay.

The VIMS program director and the site director select students to participate in the Governor's School for Marine Science; these students become members of one of the existing research teams, with the team leader serving as the student's mentor. At the conclusion of the four-week program, each student delivers an oral presentation about his/her research activities. The audience for these presentations consists of VIMS mentors and research staff, and other Governor's School students. In the past, the program has accepted not more than six intellectually gifted high school students.

Mentorship activities and responsibilities typically include a combination of the following: field and vessel work; collection, preparation and interpretation of data; library research; computer analysis; and laboratory studies. **Students must have access to a personal computer for use during this program. School divisions are asked to provide laptops for their students, as needed.** For more information, visit the [Governor's School for Marine Science home page](#).

NOTE: Students nominated for the NASA or VIMS mentorships should be able to demonstrate use of a research design such as the one required by the Virginia Junior Academy of Science (VJAS) or the International Science and Engineering (ISEF) competitions. **Students are not required to have participated in those competitions.**

Visual and Performing Arts (VPA)

The VPA program includes classes, workshops, individual/small group activities, lectures, and independent study in a variety of subjects from the visual and performing arts. Students may have some interdisciplinary classes that focus on the integration of the arts with other disciplines.

Students in the VPA program may apply for one area of study (Visual Art, Dance, Instrumental Music, Vocal Music, or Theatre). In each area, students in interdisciplinary teams study the techniques, materials, media, language, and conventions of that form, related to the program's theme. Students may participate in interdisciplinary courses designed to stimulate thinking on a number of topics that influence the arts. The focus of study is the symbiotic relationship between art and society, and the societal and individual opportunities and responsibilities of the thinking artist. Outside reading and preparation for their courses is expected of all students. Their study is facilitated through small group and ensemble work. Works in progress by faculty, guest artists, staff, and students are shared in order to enrich individual perceptions related to the arts.

Recreational activities and sports activities, as well as free time, are built into the student's schedule. The Governor's Schools provide some of the most rewarding and enriching experiences available to high school

students anywhere, since they require students to set their own learning goals and structure their own evaluation standards. One of the most valued acquisitions is the friendships that Governor's School students develop and that continue to evolve throughout time. For more information, visit the [Governor's School for Visual and Performing Arts home page](#).

STUDENT SELECTION PROCESS

Students undergo a rigorous selection process by the school division or their private school that begins in October with the application process. All applicants must be residents of Virginia (for information on residency, please refer to VDOE [Superintendent's Informational Memorandum Number 196, August 10, 2012](#)). Virginia public school divisions and private schools accredited by one of the approved accrediting constituent members of Virginia Council for Private Education are eligible to nominate students. Each school division or private school region is limited to a specific number of nominees that may be sent forward to the VDOE for consideration. (Quotas for public and private school regions may be reviewed in the public and private school administrative guide available at the VDOE Web site.) Students may be recommended by a teacher or may pursue the application process themselves.

Between October and December, students must complete the appropriate application, which requires a student-written essay; two teacher recommendations including rating scales and written narratives; and the collection of test data from the students' cumulative records. The forms for the teacher and adult recommendations are specific; the criteria for each recommendation are given on the applications. School divisions must submit names of individuals to be scheduled for statewide adjudication for the VPA program by November 20, 2018. Some divisions hold their own adjudication process prior to making their nominations to the VDOE.

Starting around the end of January, the school division, and private school regional committees meet to select the division nominees. Division and regional nominations are due to the VDOE in late February, with invitations extended to selected students offered in mid-April. Most programs operate during the month of July.

Acceptance and attendance at Governor's School is a month-long commitment. Careful consideration needs to be made of family needs and personal commitments prior to the submission of an application. Since spaces are highly competitive, **ONLY** students who can make a full commitment to the program are accepted. **Leaves of absence are granted ONLY for family and/or medical emergencies.** Leaves of absence are granted for the hospitalization, serious illness, or death of immediate family members, or the illness of the student.

STANDARDS OF CONDUCT

Students selected represent their school and school division or region. Each student acts as an ambassador of his/her area. Governor's School students are expected to display common courtesy and respect for fellow students at all times.

Failure to comply with any of the following standards results in immediate dismissal from the program:

- A. Students shall not possess or use alcohol or illegal drugs. (§ 4.1-305 and 18.2-248 *Code of Virginia*)
- B. Students shall not smoke, use or possess any tobacco products. (§ 18.2-371.2 *Code of Virginia*)
- C. Students shall not possess or use any kind of weapon.
- D. Students shall not leave campus or designated areas at any time without permission.
- E. Students shall not visit residential areas of opposite gender at any time, nor enter halls occupied by other groups.
- F. Students shall not steal/borrow without the owner's permission.
- G. Students shall not treat faculty, staff, presenters, students, or others on campus in a disrespectful manner.
- H. Students shall not intentionally damage the property of others.
- I. Students shall not commit any act of violence.
- J. Students shall not bring a vehicle or ride in one unaccompanied by a staff member.

Dress Guidelines

To help ensure a respectful community of learners and an environment conducive to learning, the Governor's School establishes these guidelines for student dress:

- A. Clothing should be neat, comfortable, modest, and appropriate to the setting in which students are working or studying.
- B. Students should avoid clothing that reveals midriffs, backs, or undergarments.
- C. Outdoor temperatures are usually warm so bring light, mostly casual clothing; however, the director provides students with information about more formal activities.
- D. Air conditioning keeps academic spaces chilly, so warmer attire is recommended indoors.
- E. Shoes and shirts must be worn at all times.

Residence Halls

Roommate assignments are made to ensure that students meet as many fellow students as possible. Students receive roommate contact information prior to the start of the program. Male and female students are housed separately and visitation between rooms and halls is never permitted. Resident Advisors (RAs) live with students and are available at all times. The program handbook provides specific information regarding the standards of conduct. The director provides a specific list of what to bring prior to the program start date.

What to Bring

In addition to clothing and a swimsuit, students are encouraged to bring the following items:

Items to Bring
Alarm clock, radio, camera
Bathrobe, shower shoes, towels, washcloths
Bedding for a twin bed
Laundry products, quarters for laundry, clothes hangers
Paper, pens, pencils
Personal hygiene items

What NOT to Bring

Student shall not bring the following items:

Items NOT to Bring
Alcoholic beverages
Bicycle, roller blades, skateboards, or a car
Candles or incense
Computers – unless required
Drugs, tobacco, vape products – other than prescribed medication
Expensive jewelry, TV, DVD player
Pets
Weapons, 'look alikes', or laser pointers

Visitation

With the understanding that one of the purposes of the school is to achieve a cohesive, self-contained environment in which students can study and come to know one another with a minimum of external distractions, family visits are limited to a specified Parent Day. Nonfamily visitors may come on campus only with the family during that day. Each hosting institution is responsible for deciding the Parent Day visitation date, which may be the final day of the program.

At any time during the session, packages for students may be dropped off between the hours of 8:30 a.m. and 10:30 p.m. at the Governor's School office. A member of the staff delivers the package to the student as soon as possible.

Cell Phone Policy

Each Governor's School seeks to promote community among its members, helping students discover the persons they are, not just the persons they are expected to be. This means fostering an environment with limited distractions. Over the past years, the administration and faculty have found that students appreciate the ability to concentrate on new relationships within the community and leave behind, if only for a brief time, the demands and interruptions that everyday life imposes. The administration, faculty, and staff of these programs have found that cell phones impede the fundamental goals of the Governor's School experience. To that end, students who accept invitations to attend those programs may be expected to respect the programs restrictions on cell phone usage. Policies of Governor's Schools directors are communicated with students' initial information packets. The Virginia Department of Education supports the director's decision when allow students to use cell phones in their specific programs.

FREQUENTLY ASKED QUESTIONS

What are the academic/artistic and social expectations for students?

Participants need to understand before they arrive that the primary purpose of the Governor's School is to offer them a challenging and enriching artistic/academic and social program. Each program includes clear expectations for students' homework assignments, papers, projects, and/or "work in progress" demonstrations. The majority of the student's day is structured with morning and afternoon classes, explorations, and evening events. Students are expected to take responsibility for their own learning by attending classes, completing assignments, participating in group study and practice, and being well prepared for study each day. This program expects students to be physically as well as mentally motivated to participate fully in both artistic/academic and social activities. It is imperative that students assess their own mental and physical health, as well as their motives for attending the Governor's School, before applying for this program. Faculty and staff are employed as mentors, teachers, and student/resident advisors. The school maintains a very low student to teacher ratio. However, the program is not able to make a one-to-one assignment of student to staff member. For that reason, students should be in good or excellent health, and/or able to demonstrate necessary self-discipline, and if necessary, to self-medicate.

How is the program administered?

The Summer Residential Governor's Schools are conducted under the auspices of the Virginia Department of Education (VDOE). While the program is in session, the program and/or site director at each center has the responsibility for operating the specific program. The director's responsibility is to provide a challenging, academic program and to maintain an atmosphere conducive for participants to meet those challenges. The director possesses an understanding of gifted students and of programs for such high school students. All directors and staffs are dedicated to providing an educational opportunity for gifted students that is commensurate with the abilities and interests of those students and are eager to make students' experiences at Governor's School enjoyable and productive. Some of the faculty and staff are themselves former Governor's School participants.

What is the "typical" daily schedule?

Each day is filled with diverse activities and classes; the schedules vary from day to day, as well as from discipline to discipline. A typical day begins with breakfast as early as 7:30 a.m. and concludes with curfew at 10:30 p.m. Evening and weekend activities include special programs such as concerts, lectures by visiting scholars, dramatic and musical productions, movies, and workshops.

Is there free time?

A small portion of the daily schedule provides for free time. Students may prepare work, read, write letters, do laundry, etc. This time is limited, so students should be prepared to make the most of it.

Will I receive individual instruction in my art discipline?

Such instruction is not provided. The Summer Residential Governor's School for Visual and Performing Arts does not emphasize individual instruction. Instruction is provided in ensemble or small-group formats.

What kinds of recreational and social events are planned?

Many different recreational activities are provided in which students are expected to participate. Students often have an opportunity to learn an activity that is new to them. Some events are planned for the enjoyment of the students and to assure a balance of activities. Dances, picnics, athletic events, hikes, canoeing, variety shows, etc., are examples of the social events. Informal, small-group discussions are often found in progress during free time in the lounges or on the lawns. Host sites have been selected based on their ability to provide a variety of recreational activities. RAs typically assist student athletes in their required training regimes. However, different athletic and recreation facilities are available at each site. Student athletes are encouraged to contact the director to determine the kinds of training support that may be available.

Are there field trips?

Depending on available funding, various field trips may be planned to augment the artistic, academic, and cultural program. A humanities class might visit a local government facility and an arts class might visit a museum or a specific gallery. Field trips may not be practical for all classes, but when possible, they are incorporated for the fulfillment of the mission of the individual program.

Are grades and credit granted?

No. Students receive Certificates of Commendation at the close of each program. Reports on individual student participation and course descriptions may be sent to the high schools of those students who complete the program and participate in the closing ceremonies; not all programs provide such reports. Check with the director to determine if and when such reports are sent to the students' high schools. Copies of those reports may be secured by contacting the student's high school guidance office in October following the student's participation in the program.

Who is eligible to attend these programs?

The programs are structured to serve students who are highly capable, self-motivated, and who desire a challenging and rigorous summer experience. Students who are tenth- or eleventh-grade students during school year 2018-2019 and whose parent/legal guardian resides in the Commonwealth of Virginia, and who are eligible for a free, public education in Virginia are eligible to apply. Applicants must be identified (or be eligible to be identified) as gifted, and their overall achievement in schoolwork must meet application criteria. See page 4 of this document for additional criteria.

What is the application process?

Around early October, students should contact their school counselor for the appropriate application. Information is also available at the Virginia Department of Education's (VDOE) Web site indicated on the first page of this document.

Instructors, school representatives, or peers may identify students as eligible to complete applications. Students may also identify themselves as eligible. Most students apply directly through their guidance counselor or the school's designated Summer Residential Governor's School coordinator. Some larger divisions hold an intermediate screening or adjudication to narrow the pool of applicants to the divisions' quotas. The school division or private school region then selects its nominees from that pool of interested and qualified applicants. The completed applications for the nominated students, in rank order, are then forwarded to the VDOE. All applications must be processed by the local school division. Applications sent by students or parents directly to the VDOE are returned immediately to the division/region gifted education coordinator. However, the Department is not responsible if such applications subsequently are not processed by the school division or the regional committee.

Are these programs open to home-schooled students?

Home-schooled students must submit a completed application to the principal of the public high school they are eligible to attend tuition free. These applications then become part of the division's application and screening process. The division superintendent of the school division in which they reside must nominate home-schooled students. Each school division determines its own policies and procedures regarding home-schooled student tuition payment.

Are these programs open to Virginia students who attend schools in other states?

Students who attend private schools outside Virginia but whose parent(s)/legal guardian(s) is a resident of Virginia (for information on residency, please refer to [Superintendent's Informational Memorandum Number 196, August 10, 2012](#)) should contact Dr. Donna Poland, Specialist for Governor's Schools and Gifted Education, in the Office of Mathematics and Governor's Schools at the VDOE at Donna.Poland@doe.virginia.gov, or 804-225-2884, for more information. It is imperative that these students make direct contact with the Department as soon as possible for consideration.

How will participants be selected?

Public school division superintendents nominate students from their divisions. Students from Virginia private schools accredited by the Virginia Council for Private Education or another accredited agency are nominated by a designated regional committee.

Final selection is made by the Department of Education and is based on the strength of the application, school division/private school region ranking, and needs of the program as indicated previously. No individual nominee is guaranteed acceptance. Each school division and private school region is guaranteed representation in one of the academic programs unless the division or region does not nominate a person for either the agriculture; humanities; or mathematics, science, and technology programs. No guaranteed placement is possible with the mentorship programs, since those one-to-one assignments are predicated on a match with the mentors available in the current summer.

When and how will students be notified of the selection?

All nominated students at the state level receive a letter and an email regarding status mailed by the Department of Education on April 15, 2019. Status lists for all nominees are sent to school divisions, regional coordinators, and heads of private schools prior to their release to students.

NOTE: Each school division and private school is responsible for providing specific information in February 2019, to students who apply but are not nominated for state-level consideration. **Those students must be provided written notice by the school division or private school that their applications were not forwarded to the VDOE for further consideration.**

Where does one get additional information about the Governor's School program?

The gifted education coordinator in your school division, high school principals, heads of private schools, secondary school counselors, or the VDOE can provide details about the program. For more information, please contact the [gifted education coordinator for your school division](#).

What is the cost to participants?

Programs charge an activities fee to students to cover extracurricular activities and events that occur outside of the academic day. School divisions may or may not elect to cover any activities fees. Fees may range from \$85 to \$185 depending on the specific extracurricular activities selected for that summer. These extracurricular activities fees may be waived or reduced for economically disadvantaged students and those students whose families are undergoing economic hardship and are financially unable to pay. Criteria that may be considered in waiving or reducing extracurricular activities fees include, but are not limited to, families receiving unemployment benefits or public assistance, including Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI) or Medicaid, foster families caring for children in foster care; or families that are homeless. Student eligibility for free or reduced

priced meals may be considered as well. Fee waiver application forms are included in the packet of information sent to the accepted student by the hosting institution.

The cost of tuition, room and board, academic/artistic field trips, and some academic/artistic activities planned for the program are paid from state and local funds. The 2019 tuitions for the academic program are provided below. The school division that nominates a student stipulates that it pays its share of the tuition. The local share is determined by the school division's current ability-to-pay composite index.

Private schools are responsible for the local share of the tuition cost for their nominated students and the individual private school must stipulate its financial responsibility on the tuition certification form. While private schools are held responsible for the tuition payment, most private schools elect to pass the tuition costs on to the parents or guardians of the participating student. The local share for private school students is 50 percent of the tuition cost. Tuition payment for private school students is due from the school by June 14, 2019.

2019 Program Tuitions	Full Tuition Costs	Private School Portion of the Tuition Not to Exceed 50 Percent
Agriculture (AG)	\$2,700	\$1,350
Humanities (HUM)	\$1,950	\$ 975
Medicine and Health Sciences (MHS)	\$3,200	\$1,600
Mathematics, Science, and Technology (MST)	\$1,950	\$ 975
Mentorships in Engineering and Marine Science (NASA or VIMS)	\$3,500	\$1,750
Visual and Performing Arts (VPA)	\$2,050	\$1,025

Each student must provide his/her own spending money and transportation to and from the program. Program directors provide students and parents with an estimate of spending money required for the four weeks. In the event a student cannot afford these expenses, the school division or private school is encouraged to assist the student with these expenses.

Where will participants be housed?

Participants are housed in dorm facilities at the respective host campuses. Meals are provided in the dining halls of the universities. Participants in the NASA and VIMS mentorship programs are housed at Christopher Newport University and are transported daily to their study sites.

Will recreational facilities be available to participants?

Yes. Supervised recreational activities are available on a limited basis. All students are expected to participate. Facilities differ across the host campuses. Students who need specific, continuous training activities or facilities should contact the program director or the Department to determine if those facilities or opportunities are available. Student athletes must be chaperoned during these activities and may not participate in training activities at local high schools.

What other services are provided for participants?

Professionally licensed guidance counselors provide counseling. Counselors may be part of the program's instructional staff or services may be arranged through the campus provider. Medical services have been arranged through local services.

Security, which is a major concern with the Department of Education and the host site, is coordinated through the college/university security office. Accommodations are made for individuals with disabilities; please contact the Department for more information concerning those arrangements.

Will participants be granted a leave of absence from the program?

Since time is limited and sequential activities are planned for each day of the session, any absence significantly compromises the student's experience at the Governor's School. Students are expected to arrive in time for the opening ceremonies and to stay through the closing ceremonies. During its session, the only leaves of absence that are considered are for **cases of family or medical emergencies as defined on page 9 of this document.**

How many students will the VPA program accommodate?

- Visual Art: 40-45 students
- Vocal Music: 25-30 students
- Instrumental Music: 50-55 students
- Dance: 20-26 students
- Theatre: 40-45 students

What are the specific requirements for the adjudication process?

It is imperative that the completed application be returned to your secondary school counselor, contact person, or head of school by the dates indicated by the school division. Students must participate in the statewide adjudication in January 2019, to be eligible for nomination. Please contact your school counselor or school contact person to ensure that you have been registered for the appropriate adjudication site. Only the division gifted education coordinator or the private school contact may register students for the adjudication no later than November 20, 2018. **Students may not register themselves for adjudication.** Pages 16-20 of this document contain specific adjudication requirements for each art discipline. Please read carefully the information for your art discipline. Pages 21-22 contain specific information on adjudication sites and dates.

NOTE: Applicants - Please honor the dates that are established for submission of your application by your school division or private school. Do not send applications directly to the Department of Education. **The Department does not override the decisions made by the school division or the private school regional committees.**

HELPFUL HINTS FOR PARENTS AND STUDENTS

- A. Take the SAT, PSAT, PSAT-10, or ACT tests since these scores may be used in the application process.
- B. Have someone who is familiar with the terms in the scoring rubric read your speech/essay and give you feedback before it is turned in with the completed application.
- C. Limit your entries on the Experience/Activities/Honors page to what is requested. **BE AS SPECIFIC AS POSSIBLE** since the selection committees are not always cognizant of local and/or regional activities in each academic area.
- D. Please review the last page of the application, the academic scores page. It indicates the sections where points are distributed for your activities, research, and awards; two recommendation rating scales and narratives; essay; test scores; course difficulty; and grade point average. Review each section relative to your accomplishments. If you have questions regarding how application points are computed, please contact the school or division gifted education coordinator for further information.

The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, veteran status, or against otherwise qualified persons with disabilities in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following position has been designated to handle inquiries regarding the Department's nondiscrimination policies: Deputy Superintendent – Finance and Operations, Virginia Department of Education, P.O. Box 2120, Richmond, Virginia 23218-2120, (804) 225-2025.

For further information on Federal nondiscrimination regulations, contact the Office of Civil Rights at OCR.DC@ed.gov or call 1 (800) 421-3481.

You may also view [Executive Order 1 \(2014\)](#), which specifically prohibits discrimination on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans. You may obtain additional information at the Commonwealth of Virginia's [official website](#) concerning this equal opportunity policy.

ADJUDICATION INFORMATION-VISUAL ART

Applicants should also read and be familiar with the program description for the 2019 Governor's School for Visual and Performing Arts.

- A. Applicants will present a portfolio containing ten physical pieces of original artwork from among the following media: Drawing, Painting, Mixed Media, Printmaking, Photography, Sculpture, Installation, Collage, Assemblage, Video and New Media.
 - 1. Core Portfolio: Six artworks should share a common media, working method or theme.
 - 2. Supplementary: Four artworks should differ from the Core Portfolio, to show variety, experimentation and growth.
- B. Digital versions (not prints) of artwork may be presented in lieu of the original artwork if the work is oversized or difficult to transport. Applicants must provide their own equipment (laptop/tablet); neither the adjudication director nor the adjudication site is responsible for providing electronic equipment for student use. Videos must be thirty seconds or less, we will only have time to view two such videos. Artwork will not be looked at on cellphones.
- C. Applicants will be asked to create a couple of drawings during the Adjudication, one working from everyday life, and the other with more conceptual content. We will provide all the tools needed to complete these drawing exercises.
- D. Applicants will be asked to discuss and explain their art and roles in group learning. Applicants will be adjudicated on the following criteria:
 - 1. Design (cohesiveness of composition)
 - 2. Expression (communicative quality)
 - 3. Originality (novel or unique solutions)
 - 4. Fluency (number of ideas and concepts)
 - 5. Flexibility (variety of work and ideas)
 - 6. Elaboration (stretching or expanding imagery)

ADJUDICATION INFORMATION - DANCE

Applicants will read and be familiar with the program description for the 2018 Governor's School for Visual and Performing Arts.

Applicants will be asked to prepare and perform one dance 1-1 1/2 minutes maximum in length. The dance may be any form or genre. The applicant must design the choreography, but coaching by teacher or instructor is permissible during preparation. The student determines accompaniment for the dance. Students will be required to bring their own cassette tape, CD, or MP3 player. The sound should be clean and clear and should have a five-second leader. Students should wear professionally appropriate dance attire. Basic leotards, tights and other attire for active movement are suggested. Costumes are not recommended. Applicants will be asked questions with reference to their art form. Applicants will participate in a dance class incorporating ballet and other genres

including improvisation, hip-hop, world, and modern (bare feet) followed by individual applicants performing their prepared dance piece. Applicants from diverse backgrounds with ability in diverse dance genres are encouraged to audition.

Applicants will be judged on the following criteria:

- A. Technique (specific skills)
 - 1. Alignment (the body)
 - 2. Musicality/Rhythm
 - 3. Finished Movement (follow-through)
 - 4. Strength
 - 5. Flexibility
 - 6. Varied Movement Vocabulary

- B. Stage Presence (prepared work)
 - 1. Presentation (presenting oneself)
 - 2. Carriage
 - 3. Display of Confidence
 - 4. Body Language
 - 5. Facial Expression (before and after prepared work)
 - 6. Dynamic (energy)
 - 7. Attire

- C. Performance of Movement
 - 1. Interpretation of Movement
 - 2. Connecting/Flow of Movement
 - 3. Use of Technique
 - 4. Execution (individual style, clarity through space [shape], time [rhythm], and effort [energy])
 - 5. Musicality (relationship to accompaniment)
 - 6. Interview responses to questions related to applicant's art form and role in group learning

- D. Interview responses to questions related to applicant's art form and role in group learning

ADJUDICATION INFORMATION - MUSIC

Applicants will read and be familiar with the program description for the 2018 Governor's School for Visual and Performing Arts. Applicants from diverse background with ability in classical and/or commercial/jazz genres are encouraged to apply. Applicants should be sure that their compositions are legal to use under copyright law. Numerous Web sites make available public domain art songs which can be printed freely. Two such sites are [Choral Public Domain Library](#) and [Art Song Central](#)

- A. All music applicants will perform two (2) contrasting prepared selections (2-3 minutes each) and a brief sight-reading exercise. The use of any form of accompaniment for instrumental music will not be allowed. Vocalists must provide their own accompanists/accompaniment and should not perform unaccompanied. The use of pre-recorded accompaniment is allowed. The applicant must provide their own CD/MP3/Cassette player with clear sound production. Memorization of music is encouraged but not required. Applicant must furnish two (2) sets of music: one for adjudicators, one for applicant use during audition. The repertoire should be set at a medium level of difficulty or higher. Compositions for auditions will be selected by the applicant from the standard solo repertoire for his/her instrument or voice within the following guidelines:

Instrumentalists may select materials from the Virginia Band and Orchestra Directors Association's (VBODA) Manual Solo Listings in grades IV, V, and VI; however, selections are not limited to those on these lists. In addition, applicants will be required to perform three (3) scales selected by the judges from the twelve major and twelve minor scales (any form of minor will be acceptable). All scales should conform to

the practical playing range of the applicant's instrument.

Classical/Symphonic Percussionists will be required to present one of their two (2) prepared selections on a mallet instrument, to perform three (3) scales from the twelve major scales on a mallet percussion instrument, and to play snare drum rudiments. Large percussion instruments will be furnished ONLY upon request. The division gifted education coordinator or private school contact must notify the adjudication director of needed percussion instruments when the names of adjudicants are submitted in November. Percussionists who are able to perform the commercial/jazz audition requirements are encouraged to do so.

Commercial/Jazz Percussionists will be required to perform the following grooves on drum-set: rock, funk, swing, jazz waltz and a 1-minute improvised drum solo. Sight-Read of standard drum set chart is included to gain a sense of the percussionist drum set chart reading ability. In addition to the commercial/jazz audition, percussionists who are able to perform the classical/symphonic audition requirements are encouraged to do so. A drum-set will be provided if noted in the adjudication request however, the student is encouraged to provide their own drum set for the commercial/jazz audition.

Classical Pianists, Guitarists (acoustic), and Harpists should select two (2) pieces representative of two different style periods (Baroque, Classical, Romantic, and 20th Century, original composition). In addition, applicants will be required to perform three (3) scales selected by the judges from the twelve major and twelve minor scales (any form of minor will be acceptable). Pianists will perform scales hands together, four (4) octaves. A short sight-reading excerpt will be performed.

Commercial/Jazz pianists and Guitarists (electric guitar and bass) will be required to perform a jazz standard from a lead sheet and will improvise at least one chorus on the selection. Sight-Reading of a standard chord chart (lead sheet) is included to gain a sense of commercial/Jazz reading ability. In addition to the commercial/jazz audition, Pianists and Guitarists who are able to perform the classical/symphonic audition requirements are encouraged to do so.

Vocalists should select material from the Art Song (standard recital literature), Opera, or standard "Broadway Show" repertoire. Applicants should select two (2) songs of contrasting style periods and moods. In addition, applicants will be required to perform a series of vocal exercises (including scales) provided by the judges. Sopranos and altos must indicate voice part I or II on the application where indicated. Vocalists must provide their own accompanists/accompaniment and should not perform unaccompanied. The use of pre-recorded accompaniment is allowed. The applicant must provide their own CD/MP3/Cassette player with clear sound production. Memorization of music is encouraged but not required.

- B. Scales for instrumentalists will be requested by key name, not concert pitch, and should be played at the following tempo:
 - Wind Instruments
 - MM = 60 performed in eighth note patterns (slur up, tongue down)
 - String Instruments
 - MM = 60 eighth note patterns. Ascending: 2 slurred, 2 martelé; Descending: 4 slurred. Piano
 - MM = 80, 4 octaves, parallel in sixteenth note patterns Melodic Percussion
 - MM = 60, 2 octaves performed in eighth note patterns
- C. Auditions are scheduled for ten (10) minutes.
- D. Instrumentalists will be judged on technique, interpretation, tone, intonation, sight-reading, and scales.
- E. Vocalists will be judged on technique, interpretation, tone, intonation, musical effect, sight-reading, and diction.
- F. Applicants will be asked questions with reference to their art form and their role in group learning

ADJUDICATION INFORMATION - THEATRE

Applicants will read and be familiar with the Program Description for the 2018 Governor's School for Visual and Performing Arts. Applicants from diverse background with ability in varied theatrical genres are encouraged to apply.

- A. Applicants for Governor's School will perform one memorized monologue* approximately two minutes in length.
* For these auditions, the term monologue is defined as "a solo passage from a play." Poetry that is not from a play, and other nondramatic literature, may not be used, nor may the selection be taken from a book of monologues or from any unpublished work (including original material). Students must have read the entire play from which the monologue has been selected. Please avoid selections from period plays such as Shakespeare, Molière, and Marlowe.
- B. All applicants are required to participate in an improvisation with other performers in addition to their monologue. The adjudicators will set up these improvisations after applicants have finished their prepared materials, and they will ask applicants to make some adjustments and to answer some questions during this part of the audition.
- C. The audition will be scheduled for ten (10) minutes.
- D. Applicants will be adjudicated on the following:
1. Vocal Ability -- Did the performer demonstrate effective vocal control over variables, such as rate, pitch, force, and tone?
 2. Physical Ability -- Did the performer demonstrate effective control of physical variables, such as gestures, movement, business, and non verbal behavior? Was the body well used?
 3. Preparation for the Audition -- Did the performer select appropriate audition materials? Did the performer appear well rehearsed? Did the performer appear to have a thorough understanding of his/her character's objectives and functions in the play and of the style and mood of the dramatic literature being performed?
 4. Performance Decisions -- Did the performer choose, or create, good points of emphasis, personality attributes, performance rhythms, etc., to create a believable character? Was the performer a creative risk taker?
 5. Overall Impression -- Did the performer demonstrate stage presence, confidence, spontaneity, and creativity?
- E. Applicants are encouraged to select monologues portraying characters close to the applicant's own age. Performance will be done in comfortable, rehearsal clothes, not in costumes. Props and/or sets (other than a chair) will not be used.
- F. Applicants must do a vocal and physical warm-up on their own before auditioning.
- G. Applicants will be asked questions in reference to their art form and role in group learning.

ADJUDICATION SITES FOR ACCREDITED PRIVATE SCHOOL APPLICANTS

Each accredited private school is entitled one set of five adjudicants (one visual art, dance, instrumental music, vocal music, and theatre adjudicant). Adjudicants must be registered by the private school designee by November 20, 2018 through the online submission process.

Students may not register themselves for the statewide adjudication process.

SITE I – George Mason University, January 5, 2019

Bishop Denis J. O'Connell High School	Georgetown Visitation	Randolph-Macon Academy
Bishop Ireton High School	Georgetown Day School	Sidwell Friends Academy
BASIS	Highland School	St. Albans
Christian Fellowship School	Ideaventions Academy	St. Stephen's/St. Agnes School
Commonwealth Academy	Madeira School	Seton School
The Dominion School	Mountain View Christian Academy	Shenandoah Valley Academy
Emmanuel Christian School	National Cathedral	Shenandoah Valley Christian Academy
Episcopal High School	Paul VI High School	Timber Ridge
Flint Hill School	Potomac School	Wakefield Country Day School
Foxcroft School	Pope John Paul the Great Catholic	Wakefield School
	Quantico High School	

SITE II – Radford University, January 12, 2019

Carlisle School	Massanutten Military Academy	Oak Hill Academy
Faith Christian School	Miller School of Albemarle	Roanoke Catholic
Guardian Angel Regional Catholic School	New Vistas School	Roanoke Valley Christian
Liberty Christian Academy	North Cross School	The Covenant School

SITE III – The Governor's School for the Arts, Norfolk, January 18 (evening) and 19, 2019

Alliance Christian	Fishburne Military School	Portsmouth Christian Schools
Amelia Academy	Fork Union Military Academy	Richmond Christian School
Appomattox Regional GS for Arts and Technology	Fredericksburg Academy	Richmond Academy
Atlantic Shores Christian	Fredericksburg Christian School	Saint Gertrude High School
Banner Christian School	Fuqua School	Southampton Academy
Benedictine High School	Greenbrier Christian Academy	St. Anne's - Belfield
Bishop Sullivan Catholic High School	Hampton Christian School	St. Catherine's School
Blessed Sacrament/ Huguenot	Hampton Roads Academy	St. Christopher's School
The Blue Ridge School	Hargrave Military Academy	St. Margaret's School
Boys' Home, Inc.	Holy Cross Regional School	Steward School
Broadwater Academy	Isle of Wight Academy	Stonebridge School
Brunswick Academy	Kenston Forest School	Stuart Hall
C. F. Richards Jr. Academy	Maggie L. Walker Governor's School for Government and International Studies	Tandem Friends
Calvary Christian School System	Middleburg Academy	Tidewater Academy
Cape Henry Collegiate School	Nansemond-Suffolk Academy	Tidewater Adventist Academy
Carlbrook School	New Community School	Trinity Episcopal School
Chatham Hall	Norfolk Academy	Victory Christian Academy
Chesapeake Bay Academy	Norfolk Christian School	Vienna Adventist Academy
Christchurch School	Norfolk Collegiate	Virginia Beach Friends School
The Collegiate School	Northstar Academy	Virginia Episcopal School
Crawford Day School	Our Lady of Walsingham Academy, Upper School	Williamsburg Christian Academy
Denbigh Baptist Christian School	Peninsula Catholic High School	Woodberry Forest
Eastern Mennonite High		

Adjudication Sites for Public School Applicants

Public school divisions' allocations are determined by a formula. Adjudicants must be registered by the division or private school designee by November 20, 2018 through the online submission process.

Students may not register themselves for the statewide adjudication process.

SITE I – George Mason University, January 5, 2019

Alexandria City	Falls Church City	Madison Co	Rappahannock Co
Arlington Co	Fauquier Co	Manassas City	Rockingham Co
Clarke Co	Frederick Co	Manassas Park City	Shenandoah Co
Town of Colonial Beach	Greene Co	Orange Co	Spotsylvania Co
Culpeper Co	Harrisonburg City	Page Co	Stafford Co
Fairfax Co	King George Co	Prince William Co	Warren Co
	Loudoun Co		Winchester City

SITE II – Radford University, January 12, 2019

Alleghany Co	Carroll Co	Highland Co	Roanoke City
Albemarle Co	Charlotte Co	Lee Co	Roanoke Co
Amherst Co	Charlottesville City	Lunenburg Co	Rockbridge Co
Appomattox Co	Covington City	Lynchburg Co	Russell Co
Augusta Co	Craig Co	Martinsville City	Salem City
Bath Co	Danville City	Mecklenburg Co	Scott Co
Bedford Co	Dickenson Co	Montgomery Co	Smyth Co
Bland Co	Floyd Co	Nelson Co	Staunton City
Botetourt Co	Franklin Co	Norton City	Tazewell Co
Bristol City	Galax City	Patrick Co	Washington Co
Buchanan Co	Giles Co	Pittsylvania Co	Waynesboro City
Buckingham Co	Grayson Co	Prince Edward Co	Wise Co
Buena Vista City	Halifax Co	Pulaski Co	Wythe Co
Campbell Co	Henry Co	Radford City	

SITE III – The Governor's School for the Arts, Norfolk, January 18 (evening) and 19, 2019

Accomack Co	Franklin City	Louisa Co	Prince George Co
Amelia Co	Fredericksburg City	Mathews Co	Richmond City
Brunswick Co	Gloucester Co	Middlesex Co	Richmond Co
Caroline Co	Goochland Co	New Kent Co	Southampton Co
Charles City Co	Greensville Co	Newport News City	Suffolk City
Chesapeake City	Hampton City	Norfolk City	Surry Co
Chesterfield Co	Hanover Co	Northampton Co	Sussex Co
Colonial Heights City	Henrico Co	Northumberland Co	Virginia Beach City
Cumberland Co	Hopewell City	Nottoway Co	Town of West Point
Dinwiddie Co	Isle of Wight Co	Petersburg City	Westmoreland Co
Essex Co	King and Queen Co	Poquoson City	Williamsburg-James City Co
Fluvanna Co	King William Co	Portsmouth City	York Co
	Lancaster Co	Powhatan Co	