



Student Guide

Virginia's First Virtual School

<http://www.hgs.k12.va.us>

*Sponsored by the
Virginia Department of Education and
Participating School Districts*

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Our Mission

*I*s to provide challenging learning opportunities for the gifted and talented students of far Southwest Virginia that are not available to them in their regular school program.

*W*e will accomplish this by strengthening their abilities and nurturing their social and emotional well being through mentoring, rigorous academic courses, service to the community, and leadership training within an entrepreneurial culture that encourages creativity, initiative, and problem solving.

What is the Linwood Holton Governor's School? (www.hgs.k12.va.us)

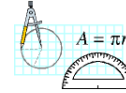
Advanced High School / College Education

Astronomy



Methods of Research

Principles of Physics



Probability and Statistics

Appalachian History



Human Anatomy & Physiology



History of World Civilization

History of Western Civilization

The Virtual School

This "virtual school" provides a regional Science-Mathematics-Humanities-Global Economics-Technology Program for gifted and talented students to supplement their educational program in preparation for college.

Who can take classes from the Governor's School?

This unique program is offered to gifted students (B average or above) within 15 separate school districts in Southwest Virginia. The "virtual school" will draw students from the counties of Bland, Buchanan, Dickenson, Grayson, Lee, Russell, Scott, Smyth, Tazewell, Washington, Wise, and Wythe, in addition to the cities of Bristol, Galax, and Norton.

What are the advantages?

- Dual credit through the Regional Community College Program. Enter college after high school graduation with several college credits. All tuition is paid and all textbooks are provided at no cost.
- Self-esteem builder for completing college work in high school.
- Join a community of Regional Gifted Learners in the "On-Line Environment" throughout the Region and State.
- Receive college credit for work, which may not be currently available from any accessible source in some high schools.

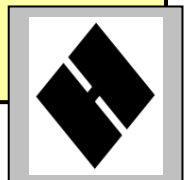
How do I become a student in the Governor's School?

Visit the A. Linwood Holton Governor's School website at <http://www.hgs.k12.va.us>. At the recommendation of your Guidance Counselor, follow instructions to the application form, download and complete for approval. Mail the completed application to the Governor's School at:

A. Linwood Holton Governor's School
P.O. Box 1987
Abingdon, Virginia 24212

Voice (276) 619-4326 ♦ Fax (276) 619-4328

Email: holton@hgs.k21.va.us





A. Linwood Holton Governor's School

Southwest Virginia Higher Education Center
One Partnership Circle
Abingdon, Virginia 24210
Voice (276) 619-4326 Fax (276) 619-4328

Faculty and Staff

Mr. Danny Dixon	.....	Director
Dr. Bruce Norton	.....	Computer Network Administrator
Mrs. Sylvia White	.....	Administrative Assistant
Dr. Steve Rapp	.....	Instructor, Astronomy I & II, Engineering & Robotics, I & II, and Principles of Physics I & II
Mrs. Karen Smith	.....	Instructor, Anatomy & Physiology I & II
Mr. Mark Hagy	.....	Instructor, Appalachian History, Western Civilization I & II, and World Civilization I & II
Dr. Bruce Norton	.....	Instructor, Probability and Statistics I & II
Ms. Melissa Wilson	Instructor, Methods of Research

E-Mail Addresses and Telephone Numbers

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E-Mail Address: ddixon@hgs.k12.va.us

Mrs. Sylvia White
Office Phone: (276) 619-4326
E-Mail Address: swhite@hgs.k12.va.us

Dr. Steve Rapp
Office Phone: (276) 619-4329
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Mrs. Karen Webb Smith
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A. LINWOOD HOLTON GOVERNOR'S SCHOOL

VIRGINIA'S FIRST
VIRTUAL GOVERNOR'S SCHOOL

ACADEMIC YEAR 2007-2008

ACADEMIC YEAR COURSES

(Spanning Both Fall 2007 and Spring 2008 Semesters)

Zero Period 7:20-8:10 a.m.

Probability & Statistics
Principles of Physics
Anatomy & Physiology
History of Western Civilization

Third Period 11:40-12:30

Anatomy & Physiology
History of Western Civilization
Engineering & Robotics

FIRST SEMESTER BLOCK COURSES

(Fall 2007 Semester)

First Period 8:20-9:50 a.m.

Astronomy
History of World Civilization

Second Period 10:00-11:30

Probability & Statistics
Anatomy & Physiology
Appalachian History

SECOND SEMESTER BLOCK COURSES

(Spring 2008 Semester)

First Period 8:20-9:50 a.m.

Anatomy & Physiology
Appalachian History

Second Period 10:00-11:30 a.m.

Principles of Physics
History of Western Civilization

Fourth Period 1:40-3:10 p.m.

Methods of Research

A. Linwood Holton Governor's School Application

Name: _____ Social Security No: _____
(Required for Dual Enrollment)

Home Address: _____
P.O. Box/Street City State Zip

Home Telephone: _____ Expected Year of Graduation: _____

High School: _____ High School Division/County: _____

Parent's or Guardian's Name: _____ Student Gender: Female Male
 Parent's Work Telephone: _____ Student Birth Date: _____

Parental Consent For Application Under the Dual Enrollment Program

I give permission for my son/daughter to enroll in the Virginia Community College System under the dual enrollment program at the community college within the region of their high school.

Yes No
(One must be checked prior to admission.)

Required by the VA Dept. of Education

- American Indian/Alaskan Native
- Black
- Asian or Pacific Islander
- Hispanic
- White
- Unspecified

Obtain three (3) signatures of faculty members who would recommend you for this school.
 One recommendation must be from subject area of class you wish to enroll.

1. _____ 2. _____ 3. _____

Please check the class(es) that you plan to take during the 2006-2007 academic school year.
(Shaded areas indicate when the course is not available.)

Course	Year Long 7:20 – 8:10	Fall Block 8:20 – 9:50	Fall Block 10:00 – 11:30	Spring Block 8:20 – 9:50	Spring Block 10:00 – 11:30	Spring Block 1:40-3:10	Year Long 11:40 – 12:30
<i>Astronomy</i>							
<i>Anatomy & Physiology</i>							
<i>Appalachian History</i>							
<i>Engineering & Robotics</i>							
<i>Principles of Physics</i>							
<i>Probability and Statistics</i>							
<i>Western Civilization</i>							
<i>World Civilization</i>							
<i>Methods of Research</i>							

All individuals realize that courses offered by the A. Linwood Holton Governor's School are taught at the college level and a conscientious and above average effort is required. All signatures are required for admission.

Student Signature: _____

Parent Signature: _____

Counselor/Principal Signature: _____

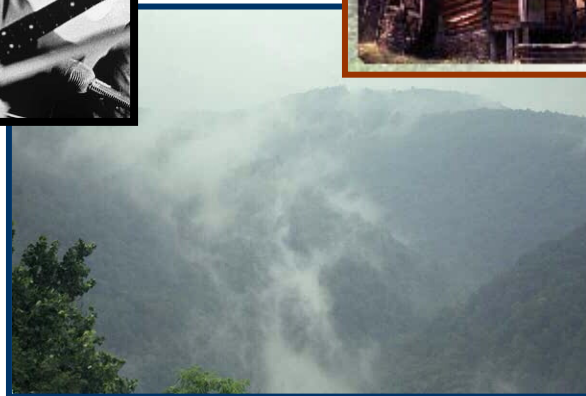
PO Box 1987 ♦ 1 Partnership Drive
 Abingdon ♦ VA ♦ 24212
 Voice (276) 619-4326 ♦ Fax (276) 619-4328

Historical research
Use of primary documents
Oral history
Archival work
Preservation

Appalachian History

Standards: Dual Enrollment (3 credit hours)
Schedule: (1 semester)
Pre-requisites: U.S. History (can be taken concurrently)

This course addresses the history of the Appalachian region (from Pre-Columbian period through the early 21st century) with a focus on southern Appalachia. Emphasis will be placed on such skills as historical research, use of primary documents, oral history, archival work, and preservation.





Astronomy

<i>Standards:</i>	Dual Enrollment (8 credit hours)
<i>Schedule:</i>	(2 Semesters)
<i>Pre-requisites:</i>	Algebra II
<i>Class Materials:</i>	TBD

Astronomy continues to enjoy a golden age of discovery and exploration.

With new technologies and innovative theoretical insights, the study of the universe has never been more exciting. In this course you will learn of these new adventures in the study of the oldest science. Not only will you discover new facts, but also you will grow to appreciate the cosmos that surrounds us and understand those mysterious phenomena of the heavens. You will complete projects such as building your own telescope and star finder to guide your understanding and knowledge of the universe.

ASTRONOMY I (Semester I)

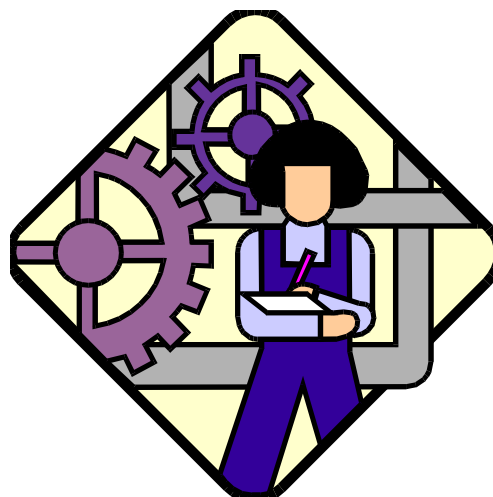
The first semester will emphasize a study of the planets and their moons, as well as solar system debris. There will also be an emphasis on the historical aspects of astronomy and the instruments used in its study.

ASTRONOMY II (Semester II)

The second semester will involve a study of the Sun and other stars. Neutron stars and black holes will command attention as well. Cosmology and the possibility of extra-terrestrial life will be explored.

Engineering & Robotics

<i>Standards:</i>	IP, Dual Enrollment (5 credit hours)
<i>Schedule:</i>	(2 semesters)
<i>Pre-requisites:</i>	Algebra I and II and Geometry
<i>Class materials:</i>	Robotics Kits



ENGINEERING (Semester I)

This course is designed to help you understand what an engineer is and what an engineer does. It will give you a strong foundation in engineering fundamentals and help cultivate your problem-solving skills. Hopefully, it will encourage you to do further study in some discipline of engineering.

ROBOTICS (Semester II)

The relevance of robotics technology has increased dramatically in the last few years. In the twenty-first century, simply co-existing with technology will not be enough. Students will need to be well prepared to meet the rapid assimilation of sophisticated technologies. Students will also need to be able to participate in controlling technological change because it will shape their lives and their children's lives. We will explore industrial robots, educational robots, as well as personal robots. You will even build your own robot!

Robotics topics to be covered may include:

- I. Introducing the robot revolution
 - A. Origin of the term “robot”
 - B. Real versus fictional robots
 - C. History of industrial robots
 - D. Automatic machines versus robots
 - E. Benefits and disadvantages of robots
 - F. Service robots
 - G. Personal robots
- II. Robots and Technological history
 - A. The eras of robot history
 - B. Technological change
 - C. Mechatronics
 - D. Robot population
 - E. Generations of robots
- III. Robot definition: What is a robot?
 - A. Various definitions and non-definitions

- B. Robot characteristics
 - C. Official definitions
 - D. Robot “relatives”
 - E. Teleoperators
- IV. Types of Robots: Classification
- A. Use of robot
 - B. Mobility
 - C. Motion control
 - D. Capability
 - E. Arm configuration
 - F. End effectors
- V. The Robot System
- A. Power supply
 - B. Controller
 - C. Actuators
 - D. Drive
 - E. Sensors
- VI. Robot Testing Procedures and Specifications
- A. Work envelope
 - B. Amount of mass lifted
 - C. Ability to follow a specific route
 - D. Determination of sensor frequency response
 - E. Time of operation cycle
 - F. Ability to move objects
 - G. Angle of turn in response to sound
- VII. Applications
- A. Hands-on construction
 - B. Critical thinking
 - C. Problem solving
 - D. Communication
 - E. Cooperation



Human Anatomy & Physiology

<i>Standards:</i>	Dual Enrollment (8 credit hours)
<i>Schedule:</i>	(2 Semesters)
<i>Pre-requisites:</i>	Biology and General Chemistry
<i>Class Materials:</i>	TBD

This course will present an integrated approach to human anatomy and physiology along with microbiology and pathology. The structure and function of the human body will be investigated. Upon completion of this two-semester study students should understand the scope and subdivision of anatomy and physiology as well as the chemistry of the human body as it relates to the health sciences. All students who are considering any field in the medical sciences will benefit from an in-depth knowledge of the internal and external body systems. The instructor will introduce terminology as well as applications used in the medical arena. Virtual laboratory activities and simulations will be integrated into this study to aid students in making the information their own.

HUMAN ANATOMY & PHYSIOLOGY I (Semester I)

Course emphasis will include gross anatomical relationships and the molecular, cellular, physiological and metabolic processes. Body organization, tissues, the integument, and skeletal system, the muscle system, and the nervous system will be examined. Members of the medical community will be guest lecturers and will help provide further understanding of medical concepts.

HUMAN ANATOMY & PHYSIOLOGY II (Semester II)

Course emphasis will include the physiological and pathophysiology of the skeletal, human body. The endocrine system, the circulatory system, the respiratory system, the digestive system, the urinary system, and the reproductive system will be examined. Medical professionals will lecture on the future of the medical arena.

Principles of Physics

<i>Standards:</i>	Dual Enrollment (8 credit hours)
<i>Schedule:</i>	(2 Semesters)
<i>Pre-requisites:</i>	Algebra II, Geometry
<i>Class Materials:</i>	TBD

The goal of this course is not to make you a physicist. It is to give you an idea of the way physicists view the world; to have the satisfaction of understanding and even predicting the outcome of activities happening all around you; to know enough about physics to have a rewarding career in a highly technological society; to be able to make informed decisions in an increasingly complex world, and perhaps most important of all, to learn to ask questions.

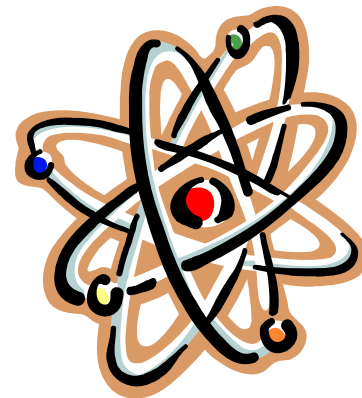


Principles of Physics I (Semester I)

The first semester covers fundamental principles of physics. It includes mechanics, gravitational and motion phenomena, work and energy, kinetic theory, elasticity of solids, gas laws, and thermal physics.

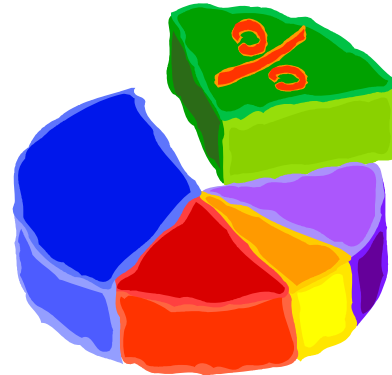
Principles of Physics II (Semester II)

The second semester increases the students understanding of natural laws by emphasizing the basic principles of physics, and develops their analytical skills critical for success in both educational undertakings and lifetime decision making through emphasizing the unity of physics.



Probability and Statistics I, II

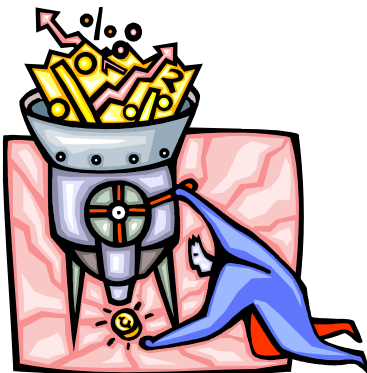
Standards: Dual Enrollment (6 credit hours)
Schedule: (2 Semesters)
Pre-requisites: Algebra II
Class Materials: Graphing Calculator



This course is designed to introduce students to fundamental techniques of probability calculation and statistical analysis. Students will learn basic mathematical tools for effective experiment design, experimental result analysis, and “real world” probability determination. Class discussion will emphasize how statistics and probability relate to daily news stories, contemporary debate topics, and day-to-day life.

For day-to-day life

Note: Students wishing to take Math 241/242 for college credit must have completed high school math through Algebra II and obtained the required score on the ASSET or COMPASS Placement Test, or completion and receipt of satisfactory scores on either the SAT or ACT test.



Methods of Research

<i>Standards:</i>	Local English Elective
<i>Schedule:</i>	(1 Semester)
<i>Pre-requisites:</i>	10 th Grade English
<i>Class Materials:</i>	TBD



Methods of Research

This course is designed to teach the fundamental concepts and skills in evaluating and conducting research. Major topics include: understanding and using basic research concepts, analyzing and critiquing research studies, using library and internet resources to collect information, designing and conducting an independent research project, writing and documenting findings, and using technology to complete and communicate project results.



Western Civilization

<i>Standards:</i>	Dual Enrollment (6 credit hours)
<i>Schedule:</i>	(2 Semesters)
<i>Pre-requisites:</i>	U.S. & World History
<i>Class Materials:</i>	TBD



Western Civilization I, II

This course is designed to introduce students to the history of humankind from the earliest period through the present with an emphasis on Western Civilization. Students will learn about the major cultures, ideas, people, and events that have influenced the development of modern Western society.

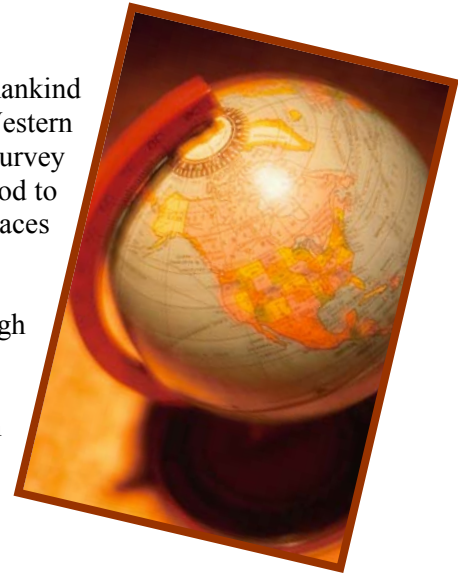
- This course surveys Western history from circa 3500 BC through 2000 AD.
- The course content will emphasize the major elements of Western history for this time period by means of lectures and readings.
- The following themes will be emphasized:
 - the significance of political and military history
 - the significance of religion and philosophy
 - the significance of science and technology
 - the importance of art
 - the importance of Social History in understanding the history of the West.
- The goal of Western Civilization I, II is to foster an understanding of contemporary Western history in relation to over five millennia of human history.

World Civilization

<i>Standards:</i>	Dual Enrollment (6 credit hours)
<i>Schedule:</i>	(2 Semesters)
<i>Pre-requisites:</i>	U.S. & World History
<i>Class Materials:</i>	TBD

The World Civilization course offers students an introduction to the history of humankind from prehistory to the twenty-first century. While the approach is similar to the Western Civilization course, this course has a global perspective. This course is designed to survey the Asian, African, Latin American, and European civilizations from the ancient period to the present. Students will find that World Civilization supplements rather than replaces the Western Civilization course.

- ❑ This course surveys human history from circa 4000 BCE through 2000 CE.
- ❑ The course content will emphasize the major elements of human history by means of lectures and readings on key civilizations from around the world.
- ❑ The following themes will be emphasized:
 - the history of major civilizations
 - the importance of cultural interaction and exchange between various civilizations for human history in general.
 - the significance of political and military history for world history
 - the significance of science and technology for world history
 - the importance of art in a global context
 - the significance of religion and philosophy for world history.
- ❑ The goal of World Civilization I, II is to foster an understanding of the contemporary world in relation to over five millennia of human history.



Grading Scale

All grades are based on the college level grading scale as all Governor's School courses, with the exception of *Methods of Research*, are taken for college credit.

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F
Incomplete	I

Work missed because of excused absences must be made up as quickly as possible. Make-up tests and quizzes must be scheduled with the teacher. Incomplete grades must be resolved before the end of the grading period.

Honor Code

All Governor's School students are expected to submit their own work on projects, tests, homework assignments, research papers, lab write-ups, and in-class assignments unless the Governor's School instructor specifically gives instructions allowing for group effort on a given assignment. All students must sign a *Code of Conduct*, which specifically outlines the honor code. Suspected Honor Code violations should be reported to the director immediately. The director will then make a decision as to the penalty. Penalties may include grade reduction, notification to parents, notification to home school principal, dismissal from the Governor's School or other actions as may be deemed appropriate.

Textbooks

The ALHGS does not charge fees for textbook use for any students. Textbooks will be supplied free-of-charge to all students for use during the course of the scheduled class. No books will be sold to students. Students are expected to exercise reasonable care in their use of all textbooks so that at the end of the course they only exhibit reasonable wear and tear.

Field Trips

Field trips will be scheduled during the spring at a time of least conflict with activities within the participating fifteen divisions. All field trips will be pertinent to the academic area(s) in which the student is studying.

Field Trip Forms

Parents of all students attending any trip shall sign and complete a Permission Form, an Emergency Medical Form, and a Participant Waiver and Hold Harmless release form, examples of which are on the pages that follow.



A. Linwood Holton Governor's School

Permission Form

The following guidelines must be adhered to while participating in any A. Linwood Holton Governor's School field trip. Violation of these standards may result in immediate return of the student as well as subsequent disciplinary action.

1. Any student who drives to the Southwest Virginia Higher Education Center must park his or her vehicle in the parking lot across the culvert (below I-81). Students will not be allowed access to personal vehicles until all school activities are completed.
2. No alcohol or other illegal substances are allowed. Any violation will result in immediate dismissal.
3. No cigarettes or tobacco products are permitted.
4. Females are not allowed in the male rooms at any time and males are not allowed in the female rooms at any time.
5. Students will be in their rooms by 11:00 p.m., unless otherwise stated.
6. Students will participate in all activities as arranged by the Governor's School.
7. Students will conduct themselves as young adults at all times and remember their actions are reflective of the home and the Governor's School.

I, _____ (please print), plan to participate in the Governor's School field trip. I have read and understand the rules stated above. I agree to abide by these rules and realize that I can be dismissed from the program for failure to comply with them.

(Student's Signature)

(Date)

I have read the guidelines above, and I give permission for my son/daughter to participate in the Governor's School field trip as scheduled. If needed, I can be reached during the day at _____ or the evening at _____.

(Parent's Signature)

(Date)

**THIS FORM MUST BE SIGNED AND RETURNED TO THE GOVERNOR'S SCHOOL
ALONG WITH THE EMERGENCY MEDICAL FORM.**



A. Linwood Holton Governor's School

Emergency Medical Form
(Please type or print)

STUDENT'S NAME _____ SEX _____ D.O.B. ____ / ____ / ____

ADDRESS _____

TELEPHONE (DAY) _____ (EVENING) _____

Please list any significant health problems that might be important to a physician evaluating this student in case of an emergency.

Please list any medications, allergies, etc. _____

Is student presently taking medication? _____ If yes, what type of medication? _____

Please list date of last tetanus shot. _____

During Governor's School, students will be participating in a variety of activities. If there are any activities that this student should not or cannot participate in, please list below.

Signature of parent or guardian _____

EMERGENCY AUTHORIZATION:

In The Event That I Cannot Be Reached In An Emergency, I Hereby Give My Permission To The Physicians Selected By The A. Linwood Holton Governor's School To Secure Proper Treatment For The Person Named Above.

SIGNATURE OF PARENT OR GUARDIAN _____

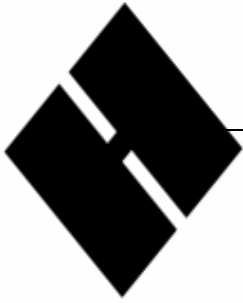
RELATIONSHIP TO STUDENT _____

INSURANCE COMPANY _____

INSURANCE POLICY NUMBER OR PHOTOCOPY OF CARD _____

DAYTIME EMERGENCY TELEPHONE _____

EVENING EMERGENCY TELEPHONE _____



A. Linwood Holton Governor's School

One Partnership Circle ♦ Abingdon ♦ Virginia ♦ 24210
Telephone 276.619.4326 ♦ Facsimile 276.619.4328

Participant Waiver And Hold Harmless

A. Linwood Holton Governor's School

1. In consideration for receiving permission to participate in any of the field trips during this current school year (herein referred to as **ACTIVITY**) hereby **RELEASE, WAIVE, DISCHARGE, AND COVENANT NOT TO SUE, AND AGREE TO HOLD HARMLESS** any and all purposes A. Linwood Holton Governor's School, all participating district county school boards, the A. Linwood Holton Governing Board, and their officers, servants, agents, volunteers, or employees (herein referred to as **RELEASEES**) **FROM ANY AND ALL LIABILITIES, CLAIMS, DEMANDS, OR INJURY, INCLUDING DEATH**, that may be sustained by me while participating in such activity, or while on the premises owned or leased by **RELEASEES**. I acknowledge there may be physically strenuous activities. I know of no medical reason why I should not participate.
2. I am fully aware that there may be inherent risks involved with **ACTIVITY**, and I choose to voluntarily participate in said activity with full knowledge that said activity may be hazardous to me and my property. **I VOLUNTARILY ASSUME FULL RESPONSIBILITY FOR ANY RISKS OF LOSS, PROPERTY DAMAGE OR PERSONAL INJURY, INCLUDING DEATH**, that may be sustained by me as a result of participating in said activity. I agree to indemnify and hold harmless the **RELEASEES** for any loss, liability, damage or costs, including court costs and attorney's fees, which may occur as a result of my participation in said activity. I further agree to indemnify and hold harmless the **RELEASEES** in the event that some problem or accident should occur, or that some Unforeseen Act of God or Nature, or any action or inaction by the **RELEASEES** resulting in injury or harm, or terrorist activity, should be encountered.
3. I understand that **RELEASEES** do not maintain any insurance policy covering any circumstance arising from my participation in this activity or any event related to that participation. As such, I am aware that I should review my personal insurance coverage.
4. It is my express intent that this Covenant Not to Sue and Agreement to Hold Harmless shall bind the members of my family and spouse, if I am alive, and my heirs, assigns and personal representatives, if I am deceased, and shall be governed by the laws of the Commonwealth of Virginia.
5. In signing this Covenant Not to Sue and Agreement to Hold Harmless, I acknowledge and represent that I have read the foregoing Covenant Not to Sue and Agreement to Hold Harmless, understand it and sign it voluntarily as my own free act and deed; no oral representations, statements, or inducements apart from the foregoing agreement that has been reduced to writing have been made. I execute this document for full, adequate and complete considerations fully intending to be bound by the same, now and in the future.

SIGNED this _____ day of _____

Participant: _____

Printed Name: _____

Parent or Legal Guardian: _____

(If Participant is under 18 years old)

WITNESS: _____

Printed Name: _____

One Partnership Circle ♦ Abingdon ♦ Virginia ♦ 24210
Telephone 276.619.4326 ♦ Facsimile 276.619.4328

Participant Waiver and Hold Harmless

EXAMPLE

School Closing Unrelated to Weather

The Governor's School will follow the schedule of the Washington County Public Schools. Your instructor will inform you of any closings due to semester or holiday breaks.

School Closing Due To Weather

The Governor's School will follow the inclement weather schedule of the Washington County Public Schools. Students should watch WCYB, Channel 5, television station for the official closing of Washington County, Virginia Public Schools. The Governor's School Administration will not issue a separate snow bulletin. Students are advised not to call the Governor's School office for closing information.

If a student's home school has a snow day when the Governor's School is open, the student is encouraged to attend Governor's School classes from home. If this is not possible, the Governor's School instructors will provide students with guidelines for home activities and/or work with students when they return to their home school so class work can be made up. Students should also access the archive to see what was covered in the class they missed.

If inclement weather begins during Governor's School class hours, students will be dismissed at the discretion of their respective home school. If a student's home school is operating on a delayed schedule due to inclement weather, the student should report to their Governor's School Class as soon as possible. If Washington County Schools are on a delayed schedule, usually a 2 hour delay, the Governor's School will be on a similarly delayed schedule.

Inclement Weather Make-Up Days

The Governor's School shall follow the make-up days as scheduled by the Washington County School System.

Answers to Many Often Asked Questions

A. Linwood Holton Governor's School

This school, named for former Governor A. Linwood Holton, a native of Big Stone Gap, is Virginia's first "Virtual" Governor's School. It uses the newest computer equipment and software to bring its advanced courses to the students of the 15 school systems that make up Southwestern Virginia.

Participating Counties

The Holton Governor's School serves students in 15 separate school districts and 42 high schools in Southwest Virginia including the counties of Bland, Buchanan, Dickenson, Grayson, Lee, Russell, Scott, Smyth, Tazewell, Washington, Wise, and Wythe, in addition to the cities of Bristol, Galax, and Norton.

Why is the A. Linwood Holton Governor's School a Virtual School?

Unfortunately, people in southwest Virginia often confront obstacles that others in the state do not have. In this area, the distance between schools, the rugged terrain, and our harsh winter weather serve as insurmountable barriers to providing a traditional, single-building Governor's School. Some students would have to ride more than an hour and a half, over narrow and curving roads, just to arrive at a central site. But we do need to provide gifted and talented students with more opportunities than they likely can find in their own schools. The compromise is a "virtual" Governor's School, which uses distance learning and Internet/telecommunications technologies to provide a curriculum especially designed for gifted and talented students.

Student Selection Process

Students from participating divisions may submit applications to the Governor's School. Our courses are designed for rising 11th or 12th grade gifted students who have completed the pre-requisites for the course they wish to take. If a rising 10th grade student has completed the required pre-requisites and is considered eligible by their division, they may apply as well.

Each division has their own selection process based on guidelines developed for Governor's School participants by the Virginia Department of Education. Selection will be consistent with local and state guidelines.

Guidelines for Selection

Test scores, attendance records, review of student characteristics and recommendations by teachers should be considered. Interest in science, mathematics, and technology and documented success in school-based programs may help to determine the level of qualification. Participation in the Governor's School is an honor and students recommended for participation should possess the following characteristics:

1. Strong academic preparation, with special emphasis in the areas of science and mathematics.
2. Test scores that reflect high ability and achievement in the areas of science, mathematics, and language.
3. Academic achievement as reflected by grades in those courses supportive of student's success in mathematics, science, and language.
4. Strong interest in continuing their education and careers in science and technology after high school.
5. Demonstrated qualities of responsibility, commitment, and self-discipline.

6. Need for the alternative educational program offered in the Governor's School.

The student should generally be among the top of their student body in terms of academic preparation and test scores and be capable of pursuing a rigorous academic program with limited supervision.

Honor System

All A. Linwood Holton Governor's School students are expected to submit their own work in projects, tests, homework, research papers, laboratories, and in-class assignments unless their Governor's School instructor gives specific instructions permitting group work on a class assignment. A high level of ethical behavior is expected of A. Linwood Holton Governor's School students at all times.

What do you mean by "Internet Instruction?"

The Governor's School has several servers located in the Southwest Virginia Higher Education Center in Abingdon, which house our course content and facilitate communication between our instructors and their students. They can be accessed by our students from their school, home, or from any other place where they have a connection to the Internet.

- The content for your courses will be covered in the textbook(s) you are supplied and supplemented by CD's, and online resources, accessible to you at any time.
- In addition, many other educational tools and resources will be available to you on the school's website.
- Each student will receive a free electronic mail accounts through the Governor's School Mail Server.
- The technology will allow you to see and talk with people many miles away, at no charge, simply by using software on your computer. In fact, you and they will be able to share applications and collaborate on research and projects. For example, you could be working on a science paper with another student 50 miles away. You could use a camera to capture your picture and put it on the screen with your partner, as well as relevant images for your project.
- Each of you could contribute to and correct your paper by typing or deleting words, circling selected passages with your mouse, or even importing graphics into the paper – all in real time. It's like having a study partner at your house.
- You can keep in close contact with your teacher and classmates. Asking questions and getting help can be done simply by raising your hand (actually clicking on a raised hand) and the help can be either open or private (only between your teacher and you).
- Your teacher can post announcements to you or others in your class, distribute or collect your assignments via e-mail, distribute class notes you may have missed, provide you with a quiz which you can take online, and more.
- You will create and share class presentations with other students in the Governor's School or perhaps students from all around the world.
- You will conduct real research and consult with subject matter experts – people who can answer your hardest questions by E-Mail.

Should I really think about becoming a Governor's School student?

If you have done well in mathematics, history, and science, if you enjoy those subjects, and you really want to learn and do more in these areas, then the Holton Governor's School may be what you are looking for. Other traits of successful Governor's School students are flexibility and a willingness to do things in new and creative ways.

What kind of an academic experience should I expect?

You should expect a high quality, college level course that is probably the most interesting one you have ever taken. You will likely have to work harder than in most of your other courses but you will be so interested that you probably won't mind. Many of your assignments will challenge you to think for yourself and to come up with creative solutions to real problems. You will collaborate with other students, conduct research, complete projects, and publish your results for others to see and learn from. You will be proud of what you are learning and very glad that you took advantage of the opportunity to participate in our classes.

How do I apply?

Each school handles the distribution of applications in a slightly different way. If no one has approached you with the application, simply see your guidance counselor. If they do not have the application form, it can be downloaded from the A. Linwood Holton Governor's School Internet site by visiting <http://www.hgs.k12.va.us/Application.htm>. You will need to complete the application and then take it to three teachers and one administrator (principal, assistant principal, or guidance counselor) in your school for their signatures.

Where can I pick up an application, and when are they due?

You may pick up an application from your school's guidance department or from our website. Complete it carefully and turn it back in to the guidance department or the person they designate by the time that they specify. Make sure you work closely with your Counselor to schedule our classes and others you may need for graduation.

Who makes the decision on admissions?

Your guidance counselor will send in your application, along with details of your academic background to your district's gifted coordinator. A screening committee will determine the individuals accepted into the program. Your application is accepted or denied based on your own application, the comments of teachers and administrative staff at your school and indications of academic success and promise as reflected in GPA, test scores, etc.

When will I hear something about my acceptance into the Governor's School program?

Your Guidance Counselor and/or Gifted Coordinator will inform you of the status of your Governor's School admission application.

If I join this program, will my grades go down?

Studies conducted throughout Virginia have shown that students’ grades don’t change when they enroll in Governor’s School courses. Those who have attained A’s and B’s in the past will continue to do so.

Does the Governor’s School give more homework than I now have?

Occasionally, but you may find that the real difference is in the fact that your homework will not be repetitive, will often be long-range, and that it tends to stretch your mind rather than being the “same old stuff.” Another difference is that your homework is often related to mini-projects for your group and may require some planning on your part as to when particular parts are due.

What if I don’t know anyone?

At first, you may not know many people with whom you take classes or share research assignments. It’s the same feeling you might have in the first few days of college. The total group of Holton Governor’s School students will come from about 42 schools in southwest Virginia. Sometimes you will meet together with all or most of these students for activities. For the most part, however, the group of students with which you have the most contact will be small in numbers, and you will get to know everyone quickly. You may find that you’ll develop some friendships that will last for years. Just remember that at first everybody is feeling the same way.

What are the basic requirements to get in?

The Governor’s School does have some minimal requirements for admitting students. Following are the pre-requisites for each college-level course:

<i>Course</i>	<i>Pre-requisites</i>
Appalachian History	U.S. History
Astronomy	Algebra II
Engineering & Robotics	Physics, Algebra II
Human Anatomy & Physiology	Biology and General Chemistry
Methods of Research	Sophomore Level English
Principles of Physics	Algebra II and Geometry, or the equivalent
Probability and Statistics	Algebra II
Western Civilization	U.S. and World History
World Civilization	U.S. and World History

Do I have to reapply every year?

Yes, you will need to complete an application so that your current vital information will be available.

What percentage of Governor's School students go on to college?

Almost all of the students attending Governor's Schools in Virginia go on to colleges and universities just after graduation from high school. You may find that being a member of a Governor's School program actually attracts the attention of colleges, and the added prestige of being part of this unique gifted and talented program may bring you more offers of scholarship money and advanced standing.

How can I get more information?

Your guidance office will help you in making your decision, as will the Gifted Coordinator in your district office. You may get additional information from our website by visiting <http://www.hgs.k12.va.us> or you may simply call the Holton Governor's School office at 276-619-4326. We will be happy to talk with you about the program.

Code of Conduct

Students attending the A. Linwood Holton Governor's School will be expected to abide by the following:

The A. Linwood Holton Governor's School will provide a unique learning opportunity for those students selected to attend. Students who attend the A. Linwood Holton Governor's School are selected to attend with the expectations that they pursue both academic and personal excellence. Because the freedom to explore, question, and learn from others is an important part of that pursuit, students are given more freedom to make decisions, govern their personal conduct, and make use of the facilities and expertise of the staff that would be found in most high schools. The expectations are students will make good decisions in the use of that freedom. Consideration for others and adherence to school rules will be the guide for personal conduct. The rights, safety, privileges, and dignity of all people will serve as the criteria by which the appropriateness or inappropriateness of personal behavior will be evaluated, as well as will acts that place the student or others in personal danger. If behavior fails in these tests or inappropriateness is in violation of the law or regulation, it will not be condoned.

The A. Linwood Holton Governor's School program is not for students who do not take school attendance and schoolwork seriously, one that requires above average maturity and judgment. The relationships students develop with A. Linwood Holton Governor's School teachers and home school teachers provide a unique opportunity, but also require a level of discipline and judgment, which may not be demanded in a regular high school program.

Rules and Regulations

Students attending the A. Linwood Holton Governor's School will be required to adhere to the Code of Student Conduct that is in effect at their home high school as well as the Code of Student Conduct that is in place for the governance of the Governor's School.

Major discipline problems shall be handled by the student's home school. The Director of the Governor's School has the same authority as a school principal to exercise whatever disciplinary measures are appropriate to deal with student misbehavior at regional sites. Students who have serious or repeated behavior problems may be asked to withdraw from the Governor's School to participate in a program that is a better match with their level of maturity and learning preference.

Ethical Conduct for Electronic Learners

With the use of information resources and technology, it is the responsibility for all students to:

1. Recognize and honor the intellectual property of others.
2. Comply with legal restrictions regarding plagiarism and the use and citation of information resources.
3. Report equipment problems immediately to facilitator or instructor.
4. Keep work areas neat and clean.
5. Keep food and drinks away from computers and electronic equipment.
6. Compensate the school for any abuse of the equipment resulting in damage.

All A. Linwood Holton Governor's School students shall become familiar with the Ethical Code for Electronic Learners that exists and is currently used in their home schools.

Students will need to experience a curriculum with much forethought and advance planning. At the same time, the need to change schedules and approaches in order to adapt to the needs of the individual and group as a whole is essential. The curriculum should be ever evolving as a result of evaluation and new opportunities.

The curriculum content for the A. Linwood Holton Governor's School will be academically rigorous but will require a nurturing of the whole student with emphasized components such as service to the community, leadership training, and a culture of entrepreneurialship. Projects and activities of this program will be built around established interests and concerns of the community. Use of technology to enhance the delivery of the program is an essential component of all aspects of the Governor's School.

Students will study in cluster groups within their class. Planned study activities on weekends will provide opportunities for bonding, visiting distant areas of interest, and intensive study of specific ideas and internships.

Since two of the three pillars that support the A. Linwood Holton Governor's School's philosophy are entrepreneurship and leadership, these concepts will be integrated appropriately throughout the activities of the program and will be infused in the curriculum design.

The goals of the A. Linwood Holton Governor's School are as follows such that a student should have a program in which:

1. Academic content is rigorous and challenging. Application and real life experiences are an integral part of the curriculum with basic topics and skills integrated throughout all subjects.
2. Personal choices are encouraged. Independent studies, mentorships, internships, and community and academic service are integral components of the curriculum.
3. Communication (oral, written, and technical) is planned for and emphasized throughout the curriculum.
4. Project management is a stressed component with independent learning fostered with the teaching of skills for decision-making and project completion.
5. Divergent thinking is stressed through the encouragement of creativity and entrepreneurship.
6. New, meaningful products are produced with a focus on real world issues and problems.
7. Multi-disciplinary learning with integration of basic and technological skills is fundamental to the curriculum.

8. Character and leadership development are interwoven throughout daily activities. Activities might include seminars, conferences, and in-depth study through telecommunication.
9. Peer support and interaction are planned and prevalent.
10. Excellence is the tone set throughout the school.