

The
Commonwealth



2019 - 20

Student
Handbook

A Regional Community of Learners

Serving the counties of Caroline, King George, Spotsylvania and Stafford

Celebrating Over Two Decades of Excellence!
Est. 1998

THE COMMONWEALTH GOVERNOR'S SCHOOL

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www.cgs.k12.va.us

The Commonwealth GOVERNOR'S SCHOOL

12301 Spotswood Furnace Road • Fredericksburg, Virginia 22407 • 540-548-1278 • Fax 540-548-1736

July 22, 2019

Dear Students and Families,

We enthusiastically welcome you to The Commonwealth Governor's School (CGS) community! We hope that the 2019-2020 school year will be a memorable one, filled with stimulating and diverse experiences, relevant learning opportunities, and meaningful peer and staff relationships.

CGS students are hosted across six campuses within the following four-county region: Caroline, King George, Spotsylvania, and Stafford. Each campus is comprised of talented educators who create interdisciplinary learning experiences that reflect the Governor's School's continued commitment to high academic standards and personal and intellectual growth.

We take great pride in the historical success of our students in academic, social, and extracurricular arenas. We recognize the power of partnerships in each child's individual achievements and celebrate the support provided by our parents, community/business partners, district School Boards, and CGS Governing Board. Working together, we will inspire, engage, and enrich the lives of every student.

As we begin the new school year, we invite you to visit the CGS website. www.cgs.k12.va.us, and your child's school website for the latest information, news, and announcements. Best wishes for a tremendous 2019-2020 school year!

Dr. Sarah Calveric
Superintendent, Caroline County Public Schools
Executive Superintendent
The Commonwealth Governor's School

The Commonwealth GOVERNOR'S SCHOOL

12301 Spotswood Furnace Road • Fredericksburg, Virginia 22407 • 540-548-1278 • Fax 540-548-1736

Dear CGS Class of 2023,

Congratulations, and welcome to The Commonwealth Governor's School (CGS) program! Not everyone is so lucky to become a CGS student. You've endured long hours constructing your application and portfolio, sat through placement tests, and looked your best for an interview. Take a moment to celebrate your achievement. It is a great accomplishment, and you should feel very proud of yourself.

I remember being in your position four years ago. Throughout elementary and middle school, learning came very easily to me. I knew I would have to work hard in CGS to maintain my good grades, since this program is more academically rigorous than any other program I had been a part of before. Some of you may feel that this applies to you as well, but don't fret: you have the most wonderful support system around you. Your classmates and teachers will become your family. Spending four years with these people gives you the opportunity to cultivate friendships that will last a lifetime. Whatever you're going through, you'll never be going through it alone.

CGS is a different experience for everyone. The program has so much to offer, so take advantage of it while you're here. You will learn time management and organization skills, research and study tactics, how to work and interact in a group setting. Whether you have a lot of experience in these fields or none at all, CGS will provide you the opportunity to grow, explore, and learn as much as you can. Set goals for yourself, and celebrate small achievements on the way. Perhaps you will find yourself doing better in a class you were once struggling with, or recognizing that you need to manage your time better; continue improving with this growth mindset, and you'll accomplish more than you once thought you could.

High school will be one of the most challenging, exciting, and engaging experiences of your life. Despite the cliché, time does go by fast, so make the most of it while you are here. Enjoy the experience, be there for one another, work as hard as you can, and have fun on every field trip. Again, I'd like to congratulate you on this accomplishment and welcome you to The Commonwealth Governor's School program. Best of luck to you in all your endeavors! It won't be easy, but it will be worth it!

Sincerely,

Ally Yablonski
Stafford Class of 2019

P.S. Want any more advice or have some questions for an alumna? Feel free to email me at yablonskiiallisonr@gmail.com!

THE COMMONWEALTH GOVERNOR'S SCHOOL

CGS GOVERNING BOARD:

Dr. Sarah Calveric, Executive Superintendent
Mr. John Copeland, Chair, Caroline
Dr. Sarah Chase, Vice Chair, Stafford
Mr. William Blaine, Chair, Spotsylvania
Mrs. Gayle Hock, King George

CGS SITE LOCATIONS:

Riverbend High School,
Spotsylvania County
Principal, Dr. Troy Wright
12301 Spotswood Furnace Road
Fredericksburg, Virginia 22407
(540) 584-4051 (telephone)
(540) 584-2964 (fax)

Spotsylvania High School,
Spotsylvania County
Principal, Mr. Kelly Guempel
6975 Courthouse Road
Spotsylvania, Virginia 22553
(540) 582-3882 (telephone)
(540) 582-3890 (fax)

Colonial Forge High School,
Stafford County
Principal, Mr. Greg Daniel
550 Courthouse Road
Stafford, Virginia 22554
(540) 658-6115 (telephone)
(540) 658-6120 (fax)

North Stafford High School,
Stafford County
Principal, Dr. Dan Hornick
839 Garrisonville Road
Stafford, Virginia 22554
(540) 658-6150 (telephone)
(540) 658-6158

Stafford High School,
Stafford County
Principal, Mr. Joseph Lewis
63 Stafford Indian Lane
Stafford, Virginia 22405
(540) 371-7200 (telephone)
(540) 371-2389 (fax)

King George High School
King George County
Principal, Dr. Jesse Boyd
10100 Foxes Way
King George, Virginia 22485
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CGS REGIONAL OFFICE

The Commonwealth Governor's School
Director, Mrs. Jennifer Grigsby
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SPOTSYLVANIA COUNTY PUBLIC SCHOOLS

8020 River Stone Drive
Fredericksburg, Virginia 22407
Telephone: 540-834-2500
Fax: 540-834-2556

Superintendent
Dr. S. Scott Baker

Executive Director Secondary Education
Mr. Keith Wolfe

Director of Prof Learning & Instructional Programs
Mrs. Kristine Lentz-Johnston

STAFFORD COUNTY PUBLIC SCHOOLS

31 Stafford Avenue
Stafford, Virginia 22554
Telephone: 540-658-6000
Fax: 540-658-5963

Superintendent
Dr. Scott Kizner

Chief Officer of High Schools & School Safety
Dr. Thomas Nichols

Facilitator of K-12 Gifted Education & Secondary Programs
Dr. Stephenie Fellingner

KING GEORGE COUNTY PUBLIC SCHOOLS

9100 St. Anthony's Street, P. O. Box 1239
King George, Virginia 22485
Telephone: 540-775-5833
Fax: 540-775-2165

Superintendent
Dr. Robert Benson

Coordinator of Gifted Services
Mrs. Amanda Higgins

CAROLINE COUNTY PUBLIC SCHOOLS

16221 Richmond Turnpike
Bowling Green, Virginia 22427
Telephone: 804-633-5088
Fax: 804-633-5563

Superintendent
Dr. Sarah Calveric

Director of Secondary Education
Mrs. Karen Foster

Gifted Specialist & Governor's School Coordinator
Ms. Nikki Kiger

Overview

Mission

CGS is an academic year governor's school whose mission is to provide gifted and highly motivated high school students a challenging, differentiated, and interdisciplinary academic program of study in the core subject areas of English, mathematics, science, and social studies using non-traditional activities supported by technology at their CGS site.

School and Community

Based on a school-within-a-school model, the half-day program at CGS utilizes real-time interactive audio/visual technology, field trips, and team teaching to create a regional community of learners. Students from Caroline, King George, Spotsylvania and Stafford school divisions are offered a rigorous program of study while interacting with other talented students in the region. Students from participating high schools travel to one of the six CGS sites: Colonial Forge High School, North Stafford High School, Stafford High School, Spotsylvania High School, Riverbend High School, and King George High School.

The CGS program provides students with a four-year program (students are required each year to take all four subjects) through which they can achieve a deep conceptual understanding of a discipline as well as its integration with other disciplines. Teachers provide opportunities to experiment, analyze information critically, make conjectures and argue their validity, and solve real world problems both individually and in groups. Students develop technology skills for effective communication, investigation, and presentation. Community partnerships provide year-round, as well as service-learning, opportunities.

The CGS student body is composed of culturally diverse ninth through twelfth graders from twelve area high schools. These academically talented and highly motivated students have a strong commitment to their personal educational goals as well as the desire to be well-rounded individuals. They are leaders at their home-based schools in academics, athletics, fine arts, SCA, and clubs.

Curriculum

The CGS curriculum is designed to challenge students in four major academic content areas, through problem-based instruction appropriate for gifted and highly motivated learners and to focus on the community issues of environment, development, and service. High-speed Internet access, desktop videoconferencing, and e-mail enable students to reach worldwide resources for special interest projects and intensive research. Advanced Placement options are available. Students participate in foreign language, health/PE, electives, and extracurricular activities at their home-based high school. The CGS faculty is determined to provide the kind of coaching, mentoring, and individualization gifted and highly motivated learners need to achieve their fullest potential.

Providing a Four Year Sequence

	9TH GRADE		10TH GRADE		11TH GRADE		12TH GRADE
ENGLISH	Honors English 9		Honors English 10		AP English Language and Composition***		AP English Literature and Composition***
MATHEMATICS	Honors Algebra II		Honors Geometry with Trigonometry -or- Honors Math Analysis with Discrete Topics		Honors Math Analysis with Discrete Topics -or- AP Calculus BC***		AP Calculus BC*** -or- AP Statistics***
SCIENCE	AP Environmental***		AP Biology***		Dual Enrollment Chemistry***#		AP Physics 1***
SOCIAL STUDIES	AP European History***		AP U. S. Government***		AP U. S. History***		AP Human Geography***
SUMMER	Optional Daily Summer Sessions		Optional Daily Summer Sessions		Optional Mentorships Internships Research		

***Weighted Classes

College credit is available through a dual enrollment option.

Course Descriptions

English

ENGLISH 9: Honors English 9 (Course #1131G) Foundations of Community introduces students to the critical analysis of literature through challenging reading, writing, and discussion. Students study the defining characteristics of the forms and levels of discourse, both imaginative and expository. Students apply their skills to timeless problems of communities, their environment, and their development.

ENGLISH 10: Honors English 10 (Course #1141G) Basic concepts learned in the ninth grade course are applied to literary works of increasing complexity. Special attention is given to the relationships between and among individuals, their society, and their environment. Written and oral work increasingly emphasizes persuasive forms appropriate to public discourses and to problem-solving in human communities. Upon course completion, students will take the Standards of Learning Reading II test.

* **ENGLISH 11: AP English Language & Composition (Course #1196G)** The American Experience in a Global Context examines the American cultural experience and its connections to the world in coordination with eleventh-grade social studies. Students will extend and refine their skills in critical reading and writing. Upon course completion, students will take the Standards of Learning Writing II test and be prepared to take the AP English Language and Composition exam.

* **ENGLISH 12: AP English Literature & Composition (Course #1195G)** In this course students will apply their critical skills to imaginative literature from the Anglo-American tradition. Students will prepare to meet the demands of the AP English Literature and Composition exam and the 12th grade Standards of Learning. They will also enrich their understanding of global issues through a study of major cultural developments.

Mathematics

MATHEMATICS 9: Honors Algebra II (Course #3135G) *Prerequisite(s): Algebra I* This course presents an in-depth study of algebra topics, including the study of linear and quadratic equations, functions and systems, irrational and complex numbers, matrix theory, conic sections, and polynomials; sequences and series; and probability. Students will take the Standards of Learning Algebra II test.

MATHEMATICS 10: Honors Geometry with Trigonometry (Course #3143G) *Prerequisite(s): Algebra I, Algebra II* This course will consist of a range of geometry and trigonometry topics including logic and deductive reasoning, angles, parallel lines, congruence and similarity, triangles, quadrilaterals, polygons, circles, trigonometric functions, trigonometric identities, applications of trigonometry, areas and volumes, 3-D modeling through the use of 2-D views, and constructions. Students may take the Standards of Learning Geometry test if needed for graduation requirements.

-or-

Honors Math Analysis with Discrete Topics (Course #3162G) *Prerequisite(s): Geometry, Algebra II* This course will study functions and their properties including: exponential, logarithmic, rational, polar, trigonometric (triangular and circular), trigonometric identities, and applications of trigonometry. Also included will be parametric equations, vectors, sequences, series, and limits. Discrete topics will include the mathematics of choice, management science, and growth and symmetry.

MATHEMATICS 11: Honors Math Analysis with Discrete Topics (Course #3162G) This course will study functions and their properties including: exponential, logarithmic, rational, polar, trigonometric (triangular and circular), trigonometric identities, and applications of trigonometry. Also included will be parametric equations, vectors, sequences, series, and limits. Discrete topics will include the mathematics of choice, management science, and growth and symmetry.

-or-

* **AP Calculus BC (Course #3178G)** This course includes concepts and applications of differential and integral calculus; sequences and series; and elementary differential equations. Experiences with graphing calculators are included. Students will be prepared to take the AP Calculus AB or BC exam.

* **MATHEMATICS 12: AP Statistics (Course #3192G)** Students study problems of statistics in society. Topics include exploratory data analysis, sampling, probability, simulations, and hypothesis testing. Emphasis is placed on problem-solving and applications through research. Experiences with appropriate micro-computer software, graphing calculators, and projects are included. Upon completing the course, students will be prepared to take the AP Statistics exam.

-or-

* **AP Calculus BC (Course #3178G)** This course includes concepts and applications of differential and integral calculus; sequences and series; and elementary differential equations. Experiences with graphing calculators are included. Students will be prepared to take the AP Calculus AB or BC exam.

Science

***SCIENCE 9: AP Environmental Science (Course #4270G)** AP Environmental Science is designed to be the equivalent of a one-semester, introductory college course. Scientific principles and analysis are stressed and a laboratory component is included. AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Upon course completion, students will be prepared to take the AP Environmental Science exam.

***SCIENCE 10: AP Biology (Course #4370G)** This course is the equivalent of a two-semester college introductory biology course. The course follows the AP College Board criteria addressing three general areas of study: molecules and cells, heredity and evolution, and organism and populations. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and help students gain an appreciation of science as a process. Primary emphasis in an AP Biology course will be on developing an understanding of concepts rather than memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and the application of mathematics and critical thinking skills to better understand biological knowledge. Students will take the Standards of Learning Biology test. Upon course completion, students will be prepared to take the AP Biology exam.

*** SCIENCE 11: Dual Enrollment Chemistry (Course #4420G)** This course will be a college level chemistry course with a dual enrollment option. Students electing the dual enrollment option will be expected to complete college level course work with academic standards equivalent to other college courses. Students may take the Standards of Learning Chemistry test if needed for graduation requirements.

*** SCIENCE 12: AP Physics 1 (Course #4570G)** This is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics, including rotational dynamics and angular momentum; work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits, while giving students the option to take the AP Physics 1 exam.

Social Studies

*** SOCIAL STUDIES 9: AP European History (Course #2399G)** AP European History is a western civilization course designed to emphasize higher cognitive and critical thinking skills. Problem-solving strategies are utilized to teach basic social science skills such as map reading, research, comparison making, and assessing cause and effect. Through independent study and interdisciplinary projects, students study the most important trends, events, and personalities in European history from the Renaissance to the present. Students may take the Standards of Learning World History II exam if needed for graduation requirements. Students will have met the requirements for World History and will be prepared to take the AP European History exam.

*** SOCIAL STUDIES 10: AP U.S. Government (Course #2445G)** This government course is designed to enable students to identify and analyze political theory while examining the institutions, political process, and practices of local, state and national governments. Students identify topics of community, national, and international concern, gather data, and research possible solutions. Students will have met the requirements for U.S. Government and will be prepared to take the AP U.S. Government exam.

*** SOCIAL STUDIES 11: AP U.S. History (Course #2319G)** The U. S. History course is designed to present U. S. History within a global perspective. Emphasis will be on critical reading and writing. Students will gain an in-depth understanding of American history through selection and effective use of knowledge. Students may take the Standards of Learning U. S. History test if needed for graduation requirements, and will be prepared to take the AP U. S. History exam.

*** SOCIAL STUDIES 12: AP Human Geography (Course #2211G)** This course provides students with the opportunity to identify and analyze contemporary concerns and problems from local, national, and global perspectives. Using geographical tools and skills, they will consider issues pertaining to population distribution and composition, cultural patterns and processes, political organization, land use, industrialization and economic development, and urbanization. Students may take the World Geography Standards of Learning test if needed for graduation requirements, and be prepared to take the AP Human Geography exam

*** Weighted course**

Did you know...

ADVANCED STUDIES DIPLOMA

To earn an Advanced Studies Diploma, students must earn at least 26 standard units of credit and at least nine verified credit.

Discipline Area	Standard Units of Credit Required	Verified Credits Required	*Verified Credits Required
English	4	2	2
Mathematics	4	2	1
Laboratory Science	4	2	1
History and Social Studies	4	2	1
Foreign Language	3		
Health and Physical Education	2		
Fine Arts or CTE	1		
Electives	3		
Economics & Personal Finance	1		
Student Selected Tests		1	
Total	26	9	5

**Beginning with the 9th grade class in 2018-19.*

CGS Weekly Schedule

			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A M	11th Grade	A	English 11	Social Studies 11	Culminating, Labs, Field Experiences, Speakers, Special Activities, Extra Instructional Time	English 11	Social Studies 11
		B	Science 11	Math 11		Science 11	Math 11
	12th Grade	A	Science 12	Math 12		Science 12	Math 12
		B	English 12	Social Studies 12		English 12	Social Studies 12
P M	9th Grade	C	Social Studies 9	English 9		Social Studies 9	English 9
		D	Math 9	Science 9		Math 9	Science 9
	10th Grade	C	Math 10	Science 10		Math 10	Science 10
		D	Social Studies 10	English 10		Social Studies 10	English 10

Daily Schedule for Caroline/King George/Spotsylvania/Stafford Block Schedule

9th and 10th Grade	1 st Block at base school		2 nd Block at base school	Lunch & Travel	CGS Block C	CGS Block D	Travel
11th and 12th Grade	Travel	CGS Block A	CGS Block B	Travel (may include lunch)	3 rd Block at base school	4 th Block at base school	
Spotsylvania Base School Schedule	1 st Block 7:35-9:05		2 nd Block 9:10-10:40	3 rd Block 10:45-12:45 Lunch A 10:45-11:10 Lunch B 11:30-11:55 Lunch C 12:15-12:45		4 th Block 12:50-2:20	
Stafford Base School Schedule	1 st Block 7:40-9:20		2 nd Block 9:25-10:50	3 rd Block 11:20-12:35 Lunch A 10:25-10:45 Lunch B 11:15-11:35 Lunch C 12:05-12:25 Lunch D 12:55-1:15		4 th Block 12:40-2:15	
King George Base School Schedule	1 st Block 7:30 – 9:12		2 nd Block 9:17 – 10:55	3 rd Block 11:00-1:02 Lunch A 11:00–11:25 Lunch B 11:50–12:15 Lunch C 12:37–1: 02		4 th Block 1:07 -2:45	
Caroline Base School Schedule	1 st Block 7:25 – 9:03		2 nd Block 9:08 – 10:46	3 rd Block 10:46 – 12:52 Lunch A 10:46–11:09 Lunch B 11:38-12:00 Lunch C 12:29-12:52		4 th Block 12:57-2:35	

CGS Transportation

CGS students will not be allowed to drive from their home-based high schools to the CGS sites. Transportation is provided by each local school division between home-based schools and the CGS sites.

Caroline County

- Students from Caroline High School will be transported to the King George High School CGS site.

King George County

- No transportation needed.

Spotsylvania County

- Students from Courtland High School will be transported to the Spotsylvania High School CGS site.
- Students from Massaponax High School will be transported to the Spotsylvania High School CGS site.
- Students from Chancellor High School will be transported to the Riverbend High School CGS site.

Stafford County

- Students from Mountain View High School will be transported to the North Stafford High School CGS site.
- Students from Brooke Point High School, grades 10-12, will be transported to the Colonial Forge High School site; grade 9 will be transported to Stafford High School.

The departure times and arrival times will vary from site to site.

- Shuttle buses for eleventh and twelfth grade students will depart from the home-based school at approximately 7:30 a.m. Eleventh and twelfth grade students will depart from their CGS site at approximately 10:55 a.m.
- Shuttle buses for ninth and tenth grade students will depart from the home-based school at approximately 10:50 a.m. Ninth and tenth grade students will depart from their CGS site at approximately 2:00 p.m.

CGS students will receive their exact times for departure and arrival the first week of school. It is imperative for students to be prepared to load the bus at their designated times.

What do CGS students have to say about the program?

“CGS has been a great experience and it has changed my attitude and work ethics for the better. Thank you to the teachers who took the time to help me, you made all the difference.”

“It is a wonderful community that has helped me gain new confidence for the future. I am not nervous about going to college because CGS has given me the skills necessary to succeed no matter how much work I have to do.”

“Four long years of friendships, projects, and teachers—we’ve created an eternal bond among each other and no matter how far we go, we will remain in each other’s hearts.”

“We came for the challenge and stayed for the people. Our friends and teachers helped us get through our academic difficulties.”

“I want to thank all of the teachers for their unwavering dedication. I don’t think I could have felt more at home, academically, than I did in CGS.”

CGS PTO Board 2019-2020

Executive Board:

President	Michael Hart	mrvanhalen@hotmail.com
VP Caroline/King George	Jeanie VanDevender	jmv3.jv45@gmail.com
VP Stafford	Mary Alice Adams	averyadams6@gmail.com
VP Spotsylvania	Vanessa Sekinger	v.sekinger@icloud.com
Treasurer	Marisha Lecea	ITreasureCGS@gmail.com
Secretary	Maria Arner	cgssecretary15@gmail.com

Committee Chairs:

Fall Social	Vanessa Sekinger	v.sekinger@icloud.com
	Lynda Francis	lyndasayer@hotmail.com
Snow Ball Decorating Co-Chairs:	Lori Smith	klmmsmith@comcast.net
	Elizabeth Utschig	eutschig@yahoo.com
	Sarah Goldsmith	sutschig26@gmail.com
Senior Scholarship	Kevin Powell	powellkr223@hotmail.com
Family Picnic	Evette Russett	PERussett@verizon.net
Senior Recognition	Mary Alice Adams	averyadams6@gmail.com
	Jodi Redman	redman@gmail.com
Teacher Grant	Vanessa Sekinger	v.sekinger@icloud.com
Membership	Denise Wallace	cgsmembership1@gmail.com
Merchandise Chair	Diane O'Hara	cgsmerchandise@gmail.com

Teacher Appreciation Chairs:

Colonial Forge	Cathy Close	davidcathyclose@msn.com
King George	Michael Hart	mrvanhalen@hotmail.com
North Stafford	Rachel Dunlap	rdbn@comcast.net
	Nichole Niles	nicole.niles3@verizon.net
Riverbend	Jack O'Brien	obrienj1@aol.com
Spotsylvania	Lori Taylor	lakesidetaylors@verizon.net
Stafford		

Meetings are the second Monday at the Central Rappahannock Library 7 p.m. in Room #2.

CGS Staff

Regional Office

(540) 548-1278

Mrs. Jennifer Grigsby - Director
Mr. Kevin Ramsey - Elec/Networking Engineer
Mrs. Donna Welch - Regional Program Manager

Colonial Forge High School Site Faculty

(540) 658-6115

Mr. Donald Briggs – Science
Mr. Paul Dugas - Science
Mr. Mike Grooms – Social Studies
Ms. Kris Hoppel – Math
Mr. James Mulreany - English
Mr. Mike Thompson – Math

North Stafford School Site Faculty

(540) 658-6150

Ms. Cynthia Christopherson – English
Mrs. Joan Darby – Social Studies
Mr. Kerlin Doss – Science
Ms. Amie Goldfarb – Science
Ms. Julia Pittman - Math
Mrs. Kathy Thompson – Math

Stafford High School Site Faculty

(540) 371-7200

Mrs. Faith Calleson - Science
Mrs. Jennifer Pogue – Science
Mrs. Eileen Raines – Math
Mr. Jeff Rine – Social Studies
Mrs. Winona Siegmund – English
Mr. Jeremy Utt – Math

Riverbend High School Faculty

(540) 548-4051

Mr. Kevin Bywaters – Science
Mr. Brian Cannavo – English
Mr. James Conlee – Math
Mr. Trent Garrison – Science
Mr. Lawrence Letellier – Social Studies
Mrs. Meredith Lohr – Science
Mr. Ernie Meier – English
Mrs. Sherri Oesterheld – Math
Mr. Robert Stack – Social Studies

Spotsylvania High School Site Faculty

(540) 582-3882

Mr. Shawn Kelley – Social Studies
Mrs. Constance Kronander – Math
Mr. Patrick Maginnis – Social Studies
Mrs. Jenn McLaughlin - English
Mr. Jim McNamee – Math
Mr. Brad Miller – Science
Dr. Steven Peppers – Science
Mr. David Sellers – English
Mr. Mark Ulanowicz - Science

King George High School Site Faculty

(540) 775-3055

Mr. Robert Bumgarner - Science
Ms. Ashley Davis – Science
Mr. Craig Giles – Math
Ms. Erica McGuinness – Social Studies
Mr. Daniel McNamara – Math
Ms. Kelley Ross – English

Gifted Education Resource Teachers

Caroline – Nikki Kiger

804-873-3631

King George – Amanda Higgins

540-775-5833

Spotsylvania/Chancellor – Ronda Dockery

540-786-2606

Spotsylvania/Courtland – Casey Cornell

540-898-4445

Spotsylvania/Massaponax – Al Burner

540-710-0419

Spotsylvania/Riverbend – Jean Young

540-548-4051

Spotsylvania/Spotsylvania – Patrick Maginnis

540-582-3882

Stafford/Brooke Point – Dewey Reynolds

540-658-6080

Stafford/Colonial Forge – Laura Spicer

540-658-6115

Stafford/Mountain View – Melony Kiesau

540-658-6840

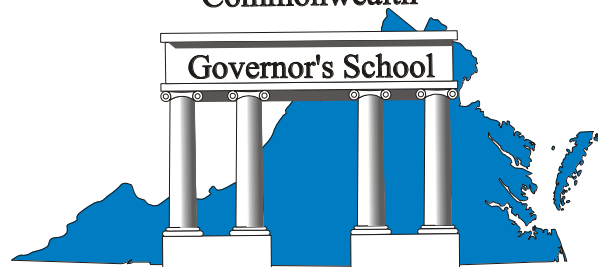
Stafford/North Stafford - Feli Cardenas

540-658-6150

Stafford/Stafford - Helga Purnell

540-371-7200

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Frequently Asked Questions

WHAT IS THE COMMONWEALTH GOVERNOR'S SCHOOL (CGS)?

- CGS is an academic year Governor's School that provides gifted, talented, and highly motivated high school students with challenging academic courses in a unique environment.
- Students take their core high school classes in English, math, science and social studies at CGS.
- Ninth and tenth grade CGS students attend their home based high school in the morning and then attend CGS in the afternoon.
- Eleventh and twelfth grade CGS students attend CGS in the morning and then attend their home based high school in the afternoon.
- All of the courses offered through CGS are either honors level, Dual Enrollment, or Advanced Placement courses.
- A team of highly qualified teachers work closely with CGS students for four consecutive years.
- Students are connected with other like students from three different counties through a broadcasting system.

WHERE IS THE CGS PROGRAM LOCATED?

- Students from twelve different high schools in Caroline, King George, Spotsylvania, and Stafford counties attend one of six CGS sites. The sites are located at Colonial Forge, King George, North Stafford, Riverbend, Spotsylvania, and Stafford high schools. Currently, the CGS program serves students from the four school divisions.
- Students who attend a high school without a CGS site are shuttled from their home based high school to their CGS site and back.

WHAT IS UNIQUE ABOUT THIS PROGRAM?

- Instructional methods used to teach the courses are different in many ways. Some of the unique features of CGS include:
 - * Hands on approach to learning
 - * Teachers create lessons through a multi-dimensional team approach that includes both grade level and subject area approaches.
 - * Field experiences to reinforce learning in the classroom
 - * Use of telecommunication system
 - * Use of cutting edge technology
 - * Interdisciplinary units approach to learning
 - * Cohort of students learning together for four years
 - * Year-long culminating research project

WHEN DO CGS STUDENTS FROM DIFFERENT SITES HAVE AN OPPORTUNITY TO INTERACT?

- CGS students across the region are brought together once a week in each of their four classes by way of the broadcast system. During the broadcast, students have the opportunity to learn from other master teachers from outside of their classrooms. Additionally, the students can communicate and interact with other like-minded students through a variety of avenues that include the broadcast system, blackboard, e-mail, field experiences, regional academic activities, and regional social activities.

CGS Honor Code

The CGS honor system strives to build trust and respect among students and faculty. Its purpose is to foster an environment of moral excellence within an academic community that shares a code of values. An inherent aspect of education is instilling a sense of honor, integrity, and high principles that extend to all facets of life. Learning depends on honesty. It requires students and teachers to analyze what they know and to set goals to expand both their knowledge and skill foundation. Since learning thrives on dialogue and debate, it flourishes in communities where trust, truthfulness, and respect prevail.

This CGS Honor Code is designed to reflect and reinforce the honor code expectation of students' home-based schools.

Students: The students of CGS may not give or accept unauthorized assistance. Unauthorized assistance includes sharing oral and written information during examinations, tests, quizzes, or homework assignments; consulting written materials or copying another's work without the teacher's expressed permission. Tests may not be taken out of the examination room without the teacher's express permission and must be completed within the allotted time. Notes or other sources may not be consulted unless specifically authorized by the faculty member administering the examination. Cheating includes, but is not limited to, copying, plagiarism, unauthorized collaboration, and unauthorized divulging of information. Falsification includes the intent to mislead, as well as forgery of any signatures. Lying or stealing violates the principles of integrity and respect for self, others, and property. It is in each student's best interest to adhere always to the values of honest, integrity, and respect.

Plagiarism: All material submitted should be the student's own original work. Students are solely responsible for the analysis and research. Plagiarism is defined as the presentation of someone else's ideas or words as your own. When a student paraphrases, diction and phrasing should not duplicate or closely parallel the language of the source, but should show the student can process information and create new ideas based on what he/she has heard or read. Furthermore, if a student directly quotes someone else's analysis or line of reasoning, including arguments that the student may only have heard, and not seen in print, the student should acknowledge that information in a parenthetical citation or in a footnote.

The Pledge:

The Honor Pledge is an expression of the student's support of the Honor Code. The student should write and sign the following pledge on every graded assignment:

"I have neither given nor received any unauthorized assistance on this assignment." (followed by an original signature)

Violations and consequences:

- The CGS teacher will provide notification to the student's parents/guardians.
- An Honor Code violation report will be sent to the student's appropriate school administrator. The student will be subject to procedures and consequences as outlined by the home-based school's code of conduct.
- The student will not receive credit nor be allowed to make up the assignment.

Faculty: CGS faculty members serve as professional role models for life-long learning, as well as exemplify the values of honor, respect, and integrity. They have a responsibility for setting clear expectations under which their classes operate; i.e. when they encourage or prohibit cooperation among students.

Developed in the spirit of a regional community of learners by:

*Amber Mathur, CGS Class of 2003, Stafford High School
Victoria Glick, CGS Class of 2002, North Stafford High School
Cathleen Hannifin, CGS Class of 2002, Chancellor High School
Todd Rosenbaum, CGS Class of 2002, Massaponax High School
Ali Wyne, CGS Class of 2003, Stafford High School*



Taking Charge of Your Education...

ACADEMIC STANDING: Any CGS student whose grade point average (GPA) in the core subjects (English, Social Studies, Mathematics, and Science) falls below a 2.5 will be placed on academic probation at the end of a semester. Weighted grades will be considered in the GPA at each grade level.

At the conclusion of any semester when the GPA is below 2.5, the student and family will meet with their academic team to develop a written 'Academic Plan for Success' that will include goals that will help him/her improve their grade point average.

Removal from probationary status will occur when the CGS student maintains at least a 2.5 grade point average or higher in core subject areas the following semester. (See entire Academic Standing policy on the CGS website.)

ATTENDANCE: The CGS curriculum is rigorous and presented at an accelerated pace. Your daily attendance will be a key factor in your success. CGS is on a block schedule and therefore one day of missed work is equivalent to two to three missed days of class.

AP EXAMS: Students are strongly encouraged to consider taking all AP exams offered through the CGS program of studies and expected to take a minimum of four AP exams over the course of four years. This expectation is consistent with the Early College Scholars program required of all ninth graders and strongly encouraged for tenth, eleventh, and twelfth graders. Each individual school district participating in the CGS regional program may have an AP policy that is more stringent than the CGS policy.

CGS CALENDAR: Each school division will follow its own calendar. On days when one school division is closed for a holiday or because of weather, the other school divisions will continue with instruction. Caroline students will NOT be transported to the CGS King George site if Caroline schools are closed. Students will be given support instruction if their CGS site is closed but their home based schools are open. School closings due to inclement weather will be announced on the individual school division's websites and the local radio and T.V. stations.

Caroline County Public School Website: www.caroline.k12.va.us

King George County Public School Website: www.kgcs.k12.va.us

Spotsylvania County Public School Website: www.spotsylvania.k12.va.us

Stafford County Public School Website: www.stafford.schoolfusion.us

CGS DIPLOMA SEAL: Any student who completes at least their junior and senior years with CGS, earns a minimum cumulative 2.5 GPA in the four core subject area classes at CGS will receive the Virginia Governor's School seal on their diploma.

CGS PTO: CGS has a very active Parent Teacher Organization (PTO). Students are encouraged to take advantage of all the activities sponsored by the CGS PTO. Parents are encouraged to join. For information about joining the PTO, parents can access the PTO link off the CGS Website at www.cgs.k12.va.us.

CODES OF CONDUCT: The *Student Codes of Conduct* for participating school divisions are in effect. All CGS students are responsible for their actions in school and during all extracurricular activities and field experiences. All students are responsible for knowing their school divisions' conduct expectations and are expected to be exemplary role models.

COURSE MANAGEMENT SYSTEM: Blackboard, a course management system, will be available to all CGS students. All CGS students will have access to a Blackboard web page for each of their CGS courses. CGS teachers will be responsible for maintaining the Blackboard web pages associated with their classes. Blackboard will provide students with the course syllabus, course materials, announcements, course assignments, course calendars, and opportunities to collaborate with other CGS students on joint projects. CGS parents will have limited access to their child's Blackboard courses as a guest.

CULMINATING ACTIVITY: The culminating activity is a yearlong independent project that all CGS students complete. Students will complete their projects in the spring of each year. Each student, with the guidance of faculty advisors, will select a topic, identify a problem related to the topic, and design a plan for research. This topic will be the focus of an independent study with three major components: a *portfolio*, a *presentation*, and a *product*. Upon completion of the four sections of the culminating project, students receive 1 graded high school credit at the end of their senior year. **Students who fail to complete the culminating activity will be placed on academic probation and could be dismissed from the CGS program.**

The objectives and rationale for this activity are:

- To give students the opportunity to engage in independent study on topics of their choice,
- To encourage students to complete in-depth, academic research on issues in their areas of interest,
- To give students a creative outlet for their interests,
- To supply opportunities for students to improve critical thinking, writing and presentation skills, and
- To allow students to investigate real world problems and solutions.
- To provide an opportunity to present information to an audience beyond the CGS community.

As facilitators, the CGS teachers will:

- Serve as resource persons and provide guidance,
- Facilitate contact with experts beyond the CGS community, and
- Evaluate the process, product, and presentation.

DRESS: CGS students are involved in field activities and public presentations. Appropriate attire is expected whenever a student represents CGS in any public forum. Students need to be aware of and comply with the dress code of their home-based school and their CGS school if it is a different school.

DUAL ENROLLMENT: 11th grade chemistry is a college level course with a dual enrollment option. The earned college credit is transferable to most Virginia colleges and universities. Parents are responsible for a portion of the dual enrollment tuition.

EARLY COLLEGE SCHOLARS: CGS students are required to sign an Early College Scholars Agreement. The Early College Scholars program allows eligible high school seniors to complete their high school diploma while earning at least 15 hours of transferable credits toward a college degree, resulting in a more productive senior year and reducing the expense of college tuition for families. CGS students will earn these credits through Dual-enrollment and Advanced Placement courses at their CGS site.

To qualify for the Early College Scholars program, a student must:

- Have a “B” average or better
- Be pursuing an Advanced Studies Diploma; and
- Take and complete college-level course work (i.e., Advanced Placement, International Baccalaureate, Cambridge, or Dual-enrollment) that will earn at least 15 transferable college credits.

Students sign an Early College Scholars Agreement, which is also signed by the student’s parents or guardians, principal, and school counselor. Students who meet the terms of the agreement are recognized as Early College Scholars and receive a certificate of recognition from the Governor.

EMAIL: All CGS students will have their own CGS email account. New students will be assigned an email account when they enter the program for the first time. Students will be expected to use their CGS email strictly for CGS business and check it daily.

FIELD EXPERIENCES: Field experiences are an essential component of the CGS curriculum. The impact of these experiences on CGS students’ class attendance at their home-based schools will be carefully monitored. CGS students are responsible for any assignments missed while on a CGS field experience. A field experience permission form will be required. CGS and/or school divisions will provide transportation. Entrance fees and other expenses are the responsibility of the student. Students who do not attend a scheduled field experience will be required to complete an additional assignment.

FIRST ROBOTICS and LEGO LEAGUE: The acronym *FIRST* means: For Inspiration and Recognition of Science and Technology. The CGS *FIRST* Robotics team created a robot to compete in international competition. It is a wonderful opportunity to meet new people while learning how science and technology can be challenging, applicable, and rewarding. Members of the CGS *FIRST* Robotics Team mentor middle school students involved in LEGO league, as well as participate in high school LEGO League competitions. Students who are interested in joining *FIRST* Robotics and or Lego League can contact the coach, David Shotwell at dshotwell@cgs.k12.va.us

GRADING: The grading policies and grade reporting systems of each school division will be maintained.

HOME-BASED SCHOOL ASSISTANCE: Each home-based high school has a counselor and gifted education resource teacher to assist CGS students. Students are assigned a counselor by the home-base school. During the school year, CGS students can access the gifted education resource teachers at their home-base school (*see page 10 for a listing of your schools gifted resource teacher.*)

LIBRARY FACILITIES: Students will utilize their CGS sites’ library. Access to library computer resources is available from the CGS classroom. CGS students are to respect and comply with all of the rules and expectations of the library facilities. The use of school libraries is a privilege. DO NOT lose that privilege.

LOCKERS: CGS students will have lockers issued to them at their home-based school. They will NOT have a CGS site locker. Personal items need to be taken with students at the end of their CGS classes. CGS will not be responsible for any personal items left in the CGS classrooms.

LUNCH: All CGS students from Spotsylvania and Stafford will have the option of eating lunch at their home-based high schools or bringing their own lunch to eat on the bus. Caroline CGS students will eat lunch on the bus.

MATH LEAGUE COMPETITIONS: CGS students participate in the Virginia Math League and the American Math League. Discuss how to participate with your math teacher.

MAKE-UP WORK: The student is responsible for contacting his or her teacher regarding missed work. Consult course syllabus for specific make-up work policy.

MODEL UN: Students from the region participate in regional and state Model United Nations competitions. Students interested in joining should speak to their CGS Social Studies teacher.

ON-LINE LIBRARY: All CGS students will have access to an on-line library called Questia. This service is provided by CGS to enable students easy access to books and journal articles from home and school. Each student will be assigned a username and password at the beginning of the school year to take advantage of this service.

SCIENCE LAB FACILITIES: Students will utilize their CGS sites' science lab. CGS students are to respect and comply with all of the safety and operational guidelines of those facilities. The use of the school laboratories is a privilege.

STUDENT RECORDS: Each school division will be responsible for maintaining the records of CGS students.

SUMMER ENRICHMENT: Summer enrichment opportunities will be provided to CGS students in June/July. CGS students are encouraged to take full advantage of these fun, educational activities. Information pertaining to summer enrichment offerings will be distributed to all students in April. Students interested in participating in summer enrichment programs will register in April. Enrollment in each activity will be based on which students register first.

TECHNOLOGY: CGS technology virtually creates our regional community of learners and makes the world our classroom. Students are expected to maintain the highest integrity and ethical standards in the classroom and while on-line. *The CGS Computer/Teleconferencing Equipment and Network Users Standards of Conduct* will be strictly enforced. Both students and parents are expected to be aware of the code and to sign a code understanding form. Violation of this code can result in dismissal from CGS. No intentional damage to CGS equipment will be tolerated. Food and drink is NOT allowed in the CGS technology classrooms.

TEXTBOOKS: CGS students are responsible for issued textbooks and supplemental textbooks. Fees will be charged for lost or damaged textbooks.

TRANSPORTATION SCHEDULES: **CGS students will not be allowed to drive from their home-based schools to the CGS site.** Transportation is provided between students' home-based schools and CGS.

WEB SITE: The address for the CGS Web site is: <http://www.cgs.k12.va.us>. This web site provides information about the CGS program. It is updated on a regular basis. The *CGS Guidelines for Web Documents Style and Design* will be strictly enforced.

WITHDRAWAL FROM CGS: Students withdrawing from CGS are expected to adhere to both the guidelines of The Commonwealth Governor's School as well as the scheduling change procedures of the local school division. Criteria for withdrawing from CGS should be based on what is in the best interest of the student.

There are three time periods designated for withdrawing from the CGS program: at the end of the first grading period, at the end of the semester, or at the end of the school year. A student should not be academically penalized for transferring out of CGS; however, if a student withdraws during the school year, he or she may not be granted full academic credit as a result of the differences in course schedules at participating high schools.

If a student successfully completes a weighted course in the CGS program, weighted credit is to be issued. If a student transfers from CGS into an equivalent weighted course and successfully completes that course, the student is to receive weighted credit from their designated high school.

If a parent wishes to withdraw a child from The Commonwealth Governor's School:

1. The parent should contact the director and the student's CGS teacher advisor to review the student's academic record and to discuss what action is best for the student.
2. A request to withdraw a student should be made in writing to the director. The director is to send a copy of the letter to the home-based school principal and the school division's gifted education supervisor.
3. The student will be asked to participate in an exit interview to provide feedback data for improving the CGS program with the director.
4. The director will notify the student's high school counselor and the division gifted coordinator of the student exit. The school division's drop/add procedures will be utilized to transition the student back into the home-based school program.
5. If a CGS student plans on exiting from the program for the following school year, the withdrawal request must be done by **JUNE 1st**. Students and their parents need to notify their CGS advisor and the director prior to **JUNE 1st**. A conference and exit interview will occur between the student and the director.

If the student's CGS teachers and/or the director believes that remaining at CGS may not be in the best interest of the student:

1. The student's CGS advisor or the director will contact the parent to arrange an assessment of academic progress.
2. This assessment may result in the development of an individualized CGS plan for success that contains specific objectives and outcomes. A designated time period will be stated for reassessment.
3. If it is determined that the student will withdraw from CGS, an exit interview is to be conducted to provide feedback data for improving the CGS program.
4. The CGS director will notify the student's high school counselor of the withdrawal decision and the school division's drop/add procedures will be utilized to transition the student back into the home-based school program. *Cont'd...*

If the director and the building site principal determine that a student is to be withdrawn due to an infraction of the CGS *Computer/Teleconferencing Equipment and Network Users Standard of Conduct* and/or the local division's *Student Code of Conduct*:

1. The director will send a letter to the parents indicating the reason that their student has lost the privilege to continue in the CGS program.
2. The parent will have the right to appeal the decision first to their division superintendent and secondly to their local school board.
3. The student will be asked to participate in an exit interview to provide feedback data for improving the CGS program.
4. The school division's drop/add procedures will be utilized to transition the student back into the home-based school program.

Field Experience Guidelines

PURPOSE: A field experience is a school-sponsored and school-chaperoned activity, which provides an effective means of accomplishing the stated goals of the instructional program. Field experiences are an important part of the CGS experience. The purposes of these educational experiences are to:

- 1) provide community-based learning opportunities;
- 2) focus on the three CGS themes of environment, development, and service;
- 3) enable students to participate in real world problem-solving;
- 4) build a regional community of learners through face-to-face educational experiences;
- 5) reach into the community as both learners and contributors;

TRANSPORTATION: Transportation for field experiences will be restricted to school buses and commercially licensed carriers. When circumstances warrant an exception, a teacher or other duly licensed adult may be approved to drive a privately owned vehicle. In such cases, the owner's insurance will be considered as "primary" coverage in the event of an accident. Under no circumstances may a student be used as a driver for a field experience.

SAFETY: All reasonable, foreseeable aspects of danger must be addressed and safety precautions must be in place. Students will be covered by the insurance policy of their school division.

STUDENT CONDUCT: Students will be responsible to their school division's code of conduct and field trip regulations.

PERMISSION SLIPS: A permission slip signed by a parent/guardian is required each time that a student participates in a CGS sponsored field experience. Parents are to be notified of safety considerations and that they are responsible for medical treatment of any injuries.

FREQUENCY: Field experience opportunities will be offered to students on an average of two per month. Depending on the travel time and learning objectives, field experiences will be taken during regular CGS school time, half day or full day during school time, during the evening or on the weekends. No more than three (3) all day experiences will be offered during a semester.

FUNDING: Transportation costs will be funded by The Commonwealth Governor's School. Additional costs such as admission tickets, meals, snacks, etc., will be the responsibility of each student. No student will be denied access to a field trip due to the inability to pay any additional costs.

ADDITIONAL CHAPERONES: If the number of staff is not sufficient to safeguard students, parents will be asked to accompany the group. Additional adult chaperones shall be provided on the ratio of a minimum of one adult per fifteen students. Chaperones will be responsible for admission tickets, meals, snacks, etc.



Technology Usage Guidelines and Other Agreements

1. Computer/Teleconferencing Equipment and Network Users Standards of Conduct

THE INFORMATION SYSTEMS AND INTERNET ACCESS AVAILABLE AT THE COMMONWEALTH GOVERNOR'S SCHOOL ARE INTENDED FOR EDUCATIONAL PURPOSES ONLY. PARTICIPATION IN THE COMMONWEALTH GOVERNOR'S SCHOOL IS A PRIVILEGE, NOT A RIGHT.

Instruction in CGS is dependent on the use of video and computer technology. A student's participation in CGS is contingent upon the ethical and appropriate use of the CGS information system as outlined in this document. CGS students will be held accountable for following the expectations as outlined in their local division's Student Code of Conduct.

The term "information systems" as used herein includes, but is not limited to: hardware, software, communication lines and devices, graphing calculators, terminals, printers, CD-ROM devices, tape drives, scanners, and micro-, mini-, mainframe computers, iPads, and teleconferencing equipment.

The term "users" as used herein includes all staff members, students, volunteers, parents, and other individuals using any portion of the information systems.

These information systems are operated by faculty and students for the mutual benefit of all concerned, and all users are expected to assist in the successful operation of the facilities. Users should not do, or attempt to do, anything that might disrupt the operation of the network or equipment, and/or interfere with the learning of other students. The following guidelines are intended to help users understand appropriate use. All access to information systems shall be pre-approved by the director. The school may restrict or terminate any user's access, without prior notice, if such action is deemed necessary to maintain computing availability and security for other users of the systems. Other disciplinary action may also be imposed as stated in the participating school divisions' Student Code of Conduct.

ETHICAL CONDUCT FOR TECHNOLOGY USERS

With the use of information resources and information technology, all users are required:

- ◆ to recognize and honor the intellectual property of others.
- ◆ to comply with legal restrictions regarding plagiarism and the use and citation of information resources.
- ◆ to restrict the use of the information systems and resources to the mission or function of the school system; the use of computer systems for personal use unrelated to the mission or function of the school system or for private gain is prohibited.
- ◆ to help maintain the integrity of the school information systems; deliberate tampering or experimentation is not allowed. It is a violation to modify and/or copy any system folder or file, e.g. Start-up, Initialization, Configuration, and System (.bat, .sys, .ini) folders, files or control panel files.

EDUCATIONAL USE

The information systems are intended for educational purposes. Users are responsible for the ethical and educational use of their network accounts:

- ◆ School-related files are the only files to be saved on your account. Storing commercial software and/or games or hidden files on your account is not permitted.
- ◆ Saving to the hard disk drive is granted only by permission of the instructor.
- ◆ Storing and/or playing commercial games are not permitted.

RESPECT FOR OTHERS

Users should respect the right of others using the information system and/or network.

- ◆ Use assigned workstations.
- ◆ Be considerate when using CGS resources.
- ◆ Do not leave a workstation without logging off.
- ◆ Do not deliberately attempt to disrupt system performance or interfere with the work of another user.
- ◆ Leave equipment and room in good condition for next user/class.

RESPECT FOR SECURITY

Accounts on the systems at CGS are considered secure, although the absolute security of any data cannot be guaranteed. Teachers have access to student files for instructional or evaluative purposes. All files created and saved become the property of CGS.

- ◆ Use only your account/password. It is a violation to give access to your password to any other user.
- ◆ Reading, modifying, or removing files and/or mail owned by other users are not allowed without prior approval by the instructor or director.
- ◆ Hacking, the attempt to breach another person's e-mail or system security is prohibited.

RESPECT FOR PROPERTY

SOFTWARE INSTALLATION: Software may be installed on the school information systems (including all individual workstations) only with prior approval from the director.

SOFTWARE COPYRIGHT:

- ◆ All software used by CGS must hold a valid and legal license.
- ◆ Licensed/copyrighted software is not for loan.
- ◆ Copyrighted software shall not be downloaded from the Internet or further transmitted in any form without compliance with all terms of a pre-authorized licensing agreement. Infringement or violations of U.S. or international copyright laws or restrictions will not be tolerated.
- ◆ Any attempts to circumvent the licensing control or the copying of software from the network without the director's permission is prohibited.

HARDWARE:

- ◆ Report equipment problems immediately to the instructor.
- ◆ Leave workstations and peripherals in their designated places.
- ◆ Keep work areas neat and clean and free from food and drink.

MAIL USAGE

The e-mail communication system on the CGS network is a public communication system designed for educational use only and is subject to review and monitoring.

Failure to comply with all responsibilities will result in disciplinary action which may include suspension of e-mail privileges.

RESPONSIBILITIES:

- ◆ Electronic communication (e-mail) and use of the modem pool is restricted to educationally appropriate communications and must comply with the applicable division's Student Code of Conduct restrictions regarding language.
- ◆ It is the user's responsibility to maintain the integrity of the private electronic mail system. The user has the responsibility to report all violations of security.
- ◆ Users are responsible for all mail maintained and/or stored under their user accounts.
- ◆ The user is responsible for making sure all e-mail received by him/her does not contain pornographic material, inappropriate information, or text-encoded files that are potentially dangerous to the integrity of the hardware on school premises.
- ◆ Sending e-mail to general audiences is inappropriate. Students must obtain permission from the Network Administrator before sending out an e-mail that includes all CGS students or faculty.
- ◆ All mail communications must reflect the sender's account I.D.
- ◆ Real time messaging and on-line chat may only be used with the permission of the instructor or director.
- ◆ Do not share personal information in correspondence with unknown parties.
- ◆ Do not reveal your personal address or phone number or those of other students or staff.

INTERNET/WORLD WIDE WEB USAGE

The term "Internet access" includes all methodologies used to connect to individual computer networks around the world.

The term "World Wide Web" (WWW) is an Internet service that organizes information using graphics and point-and-click technology. Each document can contain embedded references to images, audio, or other documents. Users can browse for information by following references. The term "home page" as used herein is a page of information accessible through the WWW. The page can contain a mixture of graphics and text and can include embedded references to other such pages.

RESPONSIBILITIES:

- ◆ The user exercising his/her privilege to use the Internet as an educational resource shall also accept the responsibility for all material received under his/her account.
- ◆ All users are prohibited from accessing portions of the Internet that do not promote the instructional mission of CGS.
- ◆ All home pages are subject to initial approval and on-going review according to the CGS Home Page Guidelines. All home pages should reflect the mission and character of the school. No CGS web page will specifically correlate an individual student's name with a visual image.
- ◆ CGS is NOT responsible for any financial commitments made by students. A parent or guardian will be solely responsible for such commitments.

INTENTIONAL MISUSE OR DAMAGING OF COMPUTERS AND/OR TELECONFERENCING EQUIPMENT AND NETWORKS

The term "damage" is used herein to mean hindering the function of any CGS technology device, teleconferencing and networking equipment.

Instruction in CGS is dependent upon the use of video and computer technology. ANY damage to CGS technology can severely disrupt the learning process. Therefore any student(s) who intentionally caused a malfunction of the computers, the local area network, and/or the wide area computer-video teleconferencing network of CGS shall be recommended by the director of CGS for dismissal from the program.

Students dismissed from the CGS program for matters of conduct shall be ineligible to reapply for admission for a period of not less than 365 calendar days from the date of dismissal.

2. Guidelines for Web Document Style & Design

The availability of Internet access at CGS provides an opportunity for students and staff to contribute to the school system's presence on the World Wide Web. The system's Web sites provide information to the world about school curricula, instruction, school-authorized activities, and other general information relating to our school and our mission. CGS will provide Internet access for the creation of Web pages. Creators of Web pages need to familiarize themselves with and adhere to the following guidelines and procedures. Failure to follow these guidelines or procedures may result in the loss of authoring privileges. These Web page guidelines will be updated on an annual basis, or more frequently if needed.

Content Standards: School director and county school administrators must approve pages prior to their being uploaded on to the CGS Web server by the Webmaster. The Webmaster is the one staff member designated to be responsible for the maintenance of the school's page(s). This person alone will have access to the page and the ability to make changes. (See Web Page Approval form)

Subject Matter: All subject matter on Web pages should relate to curricula, instruction, school-authorized activities, or general information that is appropriate and of interest to others, or it should relate to CGS or the schools within the participating school divisions. Therefore, neither staff nor students may publish personal home pages as part of County Web Sites, or home pages for other individuals or organizations not directly affiliated with CGS. Staff or student work may be published only as it relates to a class project, course, or other school-related activity.

Quality: All Web page work must be free of spelling and grammatical errors. Documents may not contain objectionable material or point (link) directly to objectionable material. Objectionable material is defined as material that does not meet the standards for instructional resources specified in CGS procedures. Regarding the question of quality of Web page material, appearance, or content, the judgement of the school director or school administrators shall be final.

Ownership and Retention: All Web pages on the CGS server(s) are the property of the school system. Web pages may be deleted when a student graduates or moves unless prior arrangements have been made with the school director.

Student Safeguards

1. Full individual student names or photographs will not be included.
2. Group photographs will only be labeled with the name of the class and/or subject area.
3. If a student's or staff member's name is published to recognize achievement or to display work, only the first initial and last name will be published with the expressed written consent of the individual and a parent or guardian for students.
4. Published E-mail addresses are restricted to staff members or to a general group E-mail address where arriving E-mail is forwarded to a staff member.
5. Web page documents may not include any information, which indicates the physical location of a student at a given time, other than attendance at a particular school or participation in certain activities.

Design and Technical Standards

Consistency: Each Web page added to the CGS Web site(s) must contain certain elements, which will provide general consistency for CGS Web pages.

1. At the bottom of the Web page, there must be an indication of the date of the last update to that page and the name or initials of the person(s) responsible for the page or update. It shall be that person's responsibility to keep the Web page current.
2. At the bottom of the Web page, there must be a link that returns the user to the appropriate point(s) or the CGS Web page.
3. All Web pages must be submitted to the school director or appropriate school administrator for review prior to their placement on the CGS server(s).
4. No computers other than the assigned building Web servers shall be configured as Web/FTP servers.
5. Users must exhibit care when creating Web pages with extensive tiled backgrounds or large graphics. Such files require extensive download time, are frustrating for modem users, and slow down the file servers.
6. The authorized teacher, who is publishing the final Web page(s) for herself or himself, or for a student, will edit and test the page(s) for accuracy of links and check for conformance with standards outlined in these guidelines.
7. Web pages may not contain links to other Web pages not yet completed. If additional pages are anticipated, but not yet developed, the text for such a link should be included. However, the actual link to said page(s) may not be made until the final page is actually in place on the CGS server(s). Structure your information to take advantage of the hypertext environment; this is, instead of putting everything on one page, break it into pieces that can logically stand on their own and link to them. Label links well (make them descriptive and accurate). Strive for high "scan ability" - the ability to scan a page and quickly see what is available from it.
8. All Web pages must be given names, which clearly identify them. The names of all documents shall coincide with current CGS naming practices and structures.
9. Any graphics, sounds, or video used on Web pages must conform to the format currently used or approved by the CGS.
10. Web pages may not contain any student address links or direct-response links back to students' Web pages.
11. Final decisions regarding access to active Web pages for editing content or organization will rest with the director or appropriate county school administrator.
12. The school address and phone number should appear on the starter page with identification as being a part of King George, Spotsylvania, or Stafford County schools.
13. Any changes/additions to Web pages must be submitted on a new disk and sent to the Webmaster with signed approval from the director or county school administrator.
14. All Web pages must abide by copyright standards and guidelines.
15. Additional consistency standards may be developed by CGS's representatives as the need arises.

3. Release Form for Published Student

CGS publishes a variety of information about our school and its activities in local newspapers. We may wish to include your child's name or photograph in these articles. This information might be published in order to recognize achievement or in conjunction with the display of your child's work. Your signature acknowledges permission for this information to be published in local newspapers.

4. Release Form for Electronically Published Student Information

CGS publishes a variety of information about our school and its activities on a portion of the Internet known as the World Wide Web. We may wish to include your child's first initial and last name or a group photograph on our web page. This information might be published in order to recognize achievement or in conjunction with the display of your child's work on the web. Your signature acknowledges permission for this information to be published on the World Wide Web.

5. Release Form for Videoconferencing

CGS records many of the daily videoconferences throughout the school year. We make these broadcasts available to students and teachers via a private web page. Use of these archived videos is intended for educational purposes only. Your signature acknowledges that you are aware your child may be included in these archives.