**VALLEY RIDGE GOVERNOR'S SCHOOL**

Residential Summer Program, June 25 - June 30, 2016

James Madison University, Harrisonburg VA

**For CURRENT 7th and 8th graders**

*This year’s Valley Ridge Governor’s School will be on the campus of James Madison University with a focus on the world of Journalism. This intensive journalism training is instructed by professionals in their field who provide hands-on activities and rigor for identified gifted students currently in 7th and 8th grade.*

*Students will arrive on Saturday, June 25 and depart noon on Thursday, June 30. Middle schoolers will meet their instructors on Sunday morning after breakfast. This is a residential program. All meals will be on campus and housing will be in a college dormitory. In addition to the daily classes, there will be opportunities for field experiences and evening recreational activities and events.*

*Classes will include high schoolers from around the state who are attending Camp at JMU. Valley Ridge Governor’s school students will room only with another middle-schooler. There will be a Governor’s School Director available 24/7 on campus and in the dorm.*

*Students will choose from one of the following strands:*

**Writing:** The backbone of effective journalism is strong reporting and writing. Lori Keekley, a journalism adviser at St. Louis Park (Minn.) High School and Dow Jones News Fund Distinguished Adviser, and Lindsay Benedict from McLean High School, will lead students in real-life reporting and writing.

**Photojournalism**: Photojournalism isn’t just about selfies. Photojournalist Bradley Wilson, who directs student media at Midwestern State University in Texas and has led dozens of photo workshops, will take students into the field to learn how to compose high-impact images for today’s media.

**Online Journalism:** Most of us get our news online and on our phone now. Lauren Feller of School Newspapers Online knows how to create effective sites for student journalists. She’ll show you how as you become the producers of our camp website.

**Sports Writing:** Writing about sports is more than just recapping games and reporting scores. Chris Waugaman, a nationally recognized journalism teacher at Prince George High School in Virginia, will show students how it’s done.

**Design/Redesign**: One of print productions’ major strengths is a canvas for design. Kelly Furnas, executive director of the Journalism Education Association, will walk you through some of the key concepts for effective design.

**Video Journalism:** Online videos are a key component to storytelling online. Emilee Hussack, a broadcast teacher at Harrisonburg High School in Virginia, will take students onto campus and beyond to report and tell stories for our camp website.

1. **There are five (5) parts to the application. Students are responsible for turning in everything except for the teacher recommendations.**
2. **Ask your English/Language Arts teacher, and one other teacher of choice, to complete**

**recommendations and return to the Challenge teacher.**

**3. Ask your Guidance Counselor to complete the Student Profile sheet.**

**4. Return the completed application to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**VALLEY RIDGE GOVERNOR'S SCHOOL**

**Residential Summer Program, June 25 - June 30, 2016**

**James Madison University, Harrisonburg VA**

**Personal Information**

Full Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Current Grade: \_\_\_\_\_\_

Date of Birth: \_\_\_\_\_\_\_\_\_\_Student Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Male \_\_\_\_ Female \_\_\_\_

Parent/Guardian Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Zip Code:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Parent/Guardian Cell:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have any food allergies or medical concerns:

T-Shirt size: SM MED LG XL XXL

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Division: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Contact Name: (Guidance Counselor or Gifted Coordinator): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Contact Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My first and second choice of course:

(1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part I: Essay**

*Include a brief essay on a separate sheet of paper that describes the following:*

**Topic:** What role does Journalism play in informing the public about current events?

How does new technology influence how journalists do their job?

**Part II: Teacher Recommendations**

*Give one Recommendation form to your English/Language Arts teacher, and another Recommendation form to a teacher of your choice to complete.*

English/Language Arts Teacher’s Name:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other Teacher’s Name:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Part III: Honors, Awards, and Activities***

*Use a separate sheet of paper for this section and attach to your application.*

1. *List any* ***academic achievements/honors*** *(including school clubs, science fair competition, band, chorus, musical, DI, etc.)*
2. *List any* ***Distinctions and Recognition/Awards*** *(including leadership positions, athletics, community service, activities through the church, Girl Scouts, Boy Scouts, etc.)*
3. ***Activities****: List any clubs or activities in which you are presently involved in outside of school.*

**Part IV: Statement of Interest**

*On a separate page, please write a brief statement about why you would like to be considered for this governor’s school opportunity. This statement should include what benefits you feel you may gain by participating, and also what skills you feel you have that make you a good candidate for this Journalism program.*

**Parental/Guardian Consent Section**

It is fully understood that, in submitting this application to the Valley Ridge Governor's School Summer Program, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Applicant’s Full Name) has permission to and will attend the program to be held from June 25 through June 30, 2016 unless prevented by sickness or other unforeseen circumstances.

Parent/Guardian Full Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RETURN COMPLETED APPLICATION TO:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

"It is the policy of Harrisonburg City Public School Board to comply with all applicable state and federal laws regarding non-discrimination in employment and educational programs and services. The Harrisonburg City Public Schools will not discriminate illegally on the basis of sex, race, religion, national origin, disability, or age as to employment or educational programs and activities."

**Teacher Recommendation: English/Language Arts**

To the student applicant: *Provide your teacher with an envelope.*

*“I hereby waive any rights I may have to examine this confidential information."*

Student Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher's Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_# of years you have known applicant: \_\_\_\_\_\_\_ Rank the applicant compared to his/her peers.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Low to High | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| Needs little external motivation to follow through in work. |  |  |  |  |  |
| Is capable of independent work, requires little direction from teachers. |  |  |  |  |  |
| Can be counted on to do what s/he has promised and usually does it well. |  |  |  |  |  |
| Can determine what information or resources are necessary to accomplish a task. |  |  |  |  |  |
| Shows realistic awareness of limitations, as well as possibilities, relating to time, space, materials, and abilities when working on group or individual projects. |  |  |  |  |  |
| Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, and things. |  |  |  |  |  |
| Organizes her/his work well and allows time to do all steps involved in a process. |  |  |  |  |  |
| Demonstrates social skills and maturity to work cooperatively and independently on challenging tasks. |  |  |  |  |  |
| Becomes absorbed and truly involved in certain topics or problems. |  |  |  |  |  |
| Is persistent in seeking task completion. |  |  |  |  |  |

Please print or type a brief paragraph and discuss any characteristics of the applicant you think are relevant to their participation in this program, include (but not limited to): working in teams, getting along with others, and behavioral issues. You may attach a separate sheet of paper.

Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Student must return application packet to the designated person in sufficient time to meet the application deadline*

**Teacher Recommendation: Student’s Choice**

To the student applicant: *Provide your teacher with an envelope.*

*“I hereby waive any rights I may have to examine this confidential information."*

Student Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher's Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teaching Position:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# of years you have known applicant: \_\_\_\_\_\_\_\_\_\_\_ Rank the applicant compared to his/her peers.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Low to High | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| Needs little external motivation to follow through in work. |  |  |  |  |  |
| Is capable of independent work, requires little direction from teachers. |  |  |  |  |  |
| Can be counted on to do what s/he has promised and usually does it well. |  |  |  |  |  |
| Can determine what information or resources are necessary to accomplish a task. |  |  |  |  |  |
| Shows realistic awareness of limitations, as well as possibilities, relating to time, space, materials, and abilities when working on group or individual projects. |  |  |  |  |  |
| Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, and things. |  |  |  |  |  |
| Organizes her/his work well and allows time to do all steps involved in a process. |  |  |  |  |  |
| Demonstrates social skills and maturity to work cooperatively and independently on challenging tasks. |  |  |  |  |  |
| Becomes absorbed and truly involved in certain topics or problems. |  |  |  |  |  |
| Is persistent in seeking task completion. |  |  |  |  |  |

Please print or type a brief paragraph and discuss any characteristics of the applicant you think are relevant to their participation in this program, include (but not limited to): working in teams, getting along with others, and behavioral issues. You may attach a separate sheet of paper.

Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Student must return application packet to the designated person in sufficient time to meet the application deadline.*

**Part V: Student Profile**

*Ask your guidance counselor to complete this sheet. You should include it in your application packet.*

|  |
| --- |
|  |

Please provide the following information as applicable to student:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SOL Scores | 4th grade | 5th grade | 6th grade | 7th grade |
| Reading |  |  |  |  |
| Mathematics |  |  |  |  |
| Science |  |  |  |  |
| Va. Studies |  |  |  |  |
| Other |  |  |  |  |

Identification: Is the student identified gifted in your division? yes no

If identified, in what area:

* General Intellectual Ability (GIA)
* Specific Academic Area (SAA)
  + English
  + Mathematics
  + Social Studies
  + Science
  + Other

Assessments: Provide percentiles for any of the following.

Achievement: Provide in what content area when possible.

*For example:* 87th IOWA Reading Total Area tested

95th IOWA Mathematics Area tested

\_\_\_\_\_\_\_\_\_\_IOWA \_\_\_\_\_\_\_\_\_\_\_\_\_Area tested

\_\_\_\_\_\_\_\_\_\_IOWA \_\_\_\_\_\_\_\_\_\_\_\_\_Area tested

\_\_\_\_\_\_\_\_\_\_Stanford \_\_\_\_\_\_\_\_\_\_\_\_\_Area tested

\_\_\_\_\_\_\_\_\_\_Stanford \_\_\_\_\_\_\_\_\_\_\_\_\_Area tested

\_\_\_\_\_\_\_\_\_\_Other: ( \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) \_\_\_\_\_\_\_\_\_\_\_\_\_Area tested

Ability:

\_\_\_\_\_\_\_\_\_\_OLSAT

\_\_\_\_\_\_\_\_\_\_NNAT/Naglieri

\_\_\_\_\_\_\_\_\_\_CoGAT

\_\_\_\_\_\_\_\_\_\_Other

Provide any other testing scores on the back and attach a recent transcript. Return to the student (to include with their application) in sufficient time to meet the application deadline.