



Application Packet

2021 Admissions



*Serving Clarke County, Culpeper County,
Fauquier County, Frederick County,
Rappahannock County, Warren County,
and Winchester City*



2021 Application Packet

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2020-2021	Mountain Vista Governor's School At-a-Glance
Mission	The mission of Mountain Vista Governor's School is to present a research-based, technology-enhanced, integrated program in Mathematics, Science, and the Humanities. The program will challenge students to reach their full potential as independent thinkers capable of assuming leadership roles in a constantly changing global society.
School Day	<ul style="list-style-type: none"> • 4.5 hour Governor's School daily instruction • 7:30 a.m. - 11:00 a.m.- student on-site day • 1 day a week for FLEX Experiences such as seminars, field experiences, special events • Web-communication systems to provide additional instructional time
Yearly Schedule	<ul style="list-style-type: none"> • Yearly academic calendar designed for best fit with participating divisions' calendars • Web-communication systems utilized when some students cannot be present due to weather, holidays, or other circumstances
Number of Students and Grade Levels	<ul style="list-style-type: none"> • Middletown Site—100+ high school students • Warrenton Site—100+ high school students • 10th, 11th and 12th grade program
Site Description	<ul style="list-style-type: none"> • Two sites at Lord Fairfax Community College (LFCC) <ul style="list-style-type: none"> ▪ Fauquier Campus to serve Culpeper, Fauquier, and Rappahannock ▪ Middletown Campus to serve Clarke, Frederick, Warren, and Winchester City • Lab facilities to support project-based and technology-enhanced learning opportunities
Curriculum Focus	<ul style="list-style-type: none"> • Science, Mathematics, Humanities, Research, Computer Science • Emphasis on interdisciplinary connections • Scholarly research with authentic application • Collaboration among faculty and students with community partnerships • Technology integration in all aspects of learning • Opportunity to earn college credit and Associate's Degree from LFCC as well as take selected Advanced Placement Examinations.
Instructor Qualifications	<ul style="list-style-type: none"> • Content-area expertise with extensive teaching experience • Advanced degrees including gifted education training/endorsement
Diploma/Transcripts	<ul style="list-style-type: none"> • School Division transcript/diploma with Virginia Academic-Year Governor's School Seal • Optional LFCC diploma and/or transcript for dual enrolled courses
School Counseling	<ul style="list-style-type: none"> • MVGS counselors work with students to complement base school counseling support
Community Support	<ul style="list-style-type: none"> • Lord Fairfax Community College • MVGS Foundation/PTO 501(c)(3)
Summer Programs	<ul style="list-style-type: none"> • New Student Orientation (August 2021) • Summer Enrichment Opportunities
Distance Learning	<ul style="list-style-type: none"> • Web-communication to expand time for student-teacher interaction • Possible use of on-line courses to meet individual needs • Virtual research experiences to enhance classroom learning environment
Application/Selection	<ul style="list-style-type: none"> • Standard Application Packet using a multi-criteria format • School divisions' selection committees select students to attend
Transportation	<ul style="list-style-type: none"> • School divisions provide transportation from base schools to LFCC

Mountain Vista Governor's School* 6480 College Street* Warrenton, VA 20197
540-347-6237*540-868-7238

Director: Dr. Rosanne F. Williamson rwilliamson@mvgshome.org
Most up-to-date information available at www.mvgshome.org



MVGS Three Year Program

Rising 10th graders will attend MVGS for three years.

Courses will be available to be dual enrolled for college credit through LFCC pending staff endorsements.

Prerequisites: Geometry; Algebra II Honors (prerequisite for Math Analysis) Co-requisites: General Biology

	Math	Science	Humanities	Research
First Year	<i>MVGS Math Analysis</i>	<i>*MVGS Chemistry</i>	<i>MVGS Humanities 10/English 10</i>	<i>MVGS Research 1: Fundamentals</i>

MVGS offers two science focus options for second and third year students: Physics/Engineering or Biology/Life Science.

Option I: Physics/Engineering Focus

Prerequisites: Math Analysis

	Math	Science	Humanities	Research and Elective
Second Year	<i>*MVGS Calculus 1 (Prepares students for AP Calculus AB test)</i>	<i>*MVGS Physics 1: Mechanics</i>	<i>*MVGS Humanities 11/English 11 (Prepares for AP Language and Composition test)</i>	<i>*MVGS Computer Science 1 or *MVGS Psychology or *MVGS Economics (offered alternate years) and MVGS Research 2: Individual Research Project</i>
Third Year	<i>MVGS Calculus 2/3: Multivariable (Prepares students for AP Calculus BC test)</i>	<i>*MVGS Physics 2: Electricity and Magnetism</i>	<i>*MVGS Humanities 12/ US Government</i>	<i>*Computer Science 1 or 2 or *MVGS Psychology or *MVGS Economics (offered alternate years) and MVGS Research 3: Capstone Project</i>

Option II: Biology/Life Science Focus

Prerequisites: Math Analysis, General Biology, Chemistry

Co-requisites: recommend physics either year

	Math	Science	Humanities	Research and Elective
Second Year	<i>*MVGS Statistics</i>	<i>*MVGS Biology 1: Collegiate Biology</i>	<i>*MVGS Humanities 11 /English 11 (Prepares for AP Language and Composition test)</i>	<i>*MVGS Computer Science 1 or *MVGS Psychology or *MVGS Economics (offered alternate years) and MVGS Research 2: Individual Research Project</i>
Third Year	<i>*MVGS Calculus 1 (Prepares students for AP AB assessment)</i>	<i>MVGS Biology 2: Advanced Topics (Microbiology and Ecology)</i>	<i>*MVGS Humanities 12/ US Government</i>	<i>Computer Science 1 or 2 or *MVGS Psychology or *MVGS Economics (offered alternate years) and MVGS Research 3: MVGS Capstone Project</i>

*Course prepares students for an AP assessment.

Note: MVGS Economics will fulfill the graduation requirement for Economics and Personal Finance



Application Checklist

This checklist is provided to assist you in completing your application to Mountain Vista Governor's School. You are responsible for ensuring that all of your application materials are completed and submitted to your counselor **no later than March 1, 2021**.

- ☐ **Read and follow all directions.**
- ☐ **Do not use staples.**
- ☐ Complete the application fully, clearly, and legibly.
- ☐ Make sure all student information is provided on the Student Application:
 - ✓ eighth grade or high school teachers' names
 - ✓ date and signature of applicant
 - ✓ date and signature of parent/guardian
- ☐ Provide your counselor with the Student Profile by February 16, 2021.
- ☐ Provide the teacher recommendation forms in a timely manner to:
 - ✓ this year's or last year's Math teacher
 - ✓ this year's or last year's Science teacher
 - ✓ this year's or last year's English or Social Studies teacher
- ☐ Type your essay, taking the necessary time to organize, compose, revise, and edit. Sign the honor statement.
- ☐ Check with your counselor to make sure that your teacher recommendations have been returned prior to February 22, 2021.
- ☐ Respectfully remind your counselor to attach the completed Student Profile to the other documents in your application packet before submitting them to the selection committee.
- ☐ **Relax.** Notification letters will be mailed on April 23, 2021.

Additional items required for home school, private school, and out-of-county students:

- ☐ Your parent must request that your official school transcript be mailed to:
Gifted Coordinator
Local School Division

The transcript must include:

- ✓ Courses taken and grades in all subjects from 7th grade onward, including grades from fall semester 2020
 - ✓ Most recent available standardized test results (ability and achievement).
- ☐ Your parent must complete the Certification of Intent to Enroll form and attach it to your application.



2021 Student Application

Please complete your application legibly in ink or type.

Name of Applicant _____
Last First Middle Nickname (if any)

Current Base High School _____ Current Grade Level _____

☐ Male ☐ Female Date of Birth (mm/dd/yy) _____ Student I.D. Number _____

Race/Ethnicity (Check all that apply) ☐ American Indian or Alaskan Native ☐ Hispanic or Latino
☐ Asian ☐ Native Hawaiian or Other Pacific Islander
☐ Black or African American ☐ White

Name of Parent(s)/Guardian(s) _____

Mailing Address _____
Street City State Zip Code

Home Phone Number () Work Numbers () ()

Parent Email(s) _____ Student Email(s) _____

Certification of Intent to Enroll form must accompany the application of any student not currently enrolled in a participating school division.

If not attending a participating division public school:

☐ Private ☐ Out-of-County School ☐ Home School ☐ Department of Defense School

Names of the three eighth grade or high school teachers who will complete a recommendation:

Math Teacher Science Teacher English or Social Studies Teacher
1. _____ 2. _____ 3. _____

The decision to apply to Mountain Vista Governor's School is my own, and I want to participate fully in the program. The responses contained on all application documents are my own work.

Date

Signature of Applicant

I, the parent/guardian of the student above, am aware of and in support of the student's application to Mountain Vista Governor's School and give permission for the student's academic records to be reviewed and for appropriate standardized assessments to be administered by the school's personnel.

Date

Signature of Parent/Guardian

Date

Signature of Principal

Mountain Vista Governor's School does not discriminate on the basis of race, color, national origin, religion, sex, age, political affiliation, or veteran status in its educational programs or employment.

Essay Prompt

Name: _____

Student Number: _____

High School: _____

School Division: _____

Grade: _____

Consider the controversial topic of **High School Start Times** and the two accompanying sources of relevant information provided to you. Prepare a 500 word persuasive argument for or against later start times for presentation to your Superintendent and your School Board at an upcoming School Board meeting. Utilize only the information in the attached article and the graphics (no other sources) to demonstrate your analytical reasoning, your ability to argue persuasively, and your writing ability.

Consider the data being communicated by the article and the graphics attached to this prompt. Using specific examples from that data/text, construct a persuasive argument that is designed to convince your Superintendent of Schools and your School Board to either adjust or maintain current high school start times. In your essay you will need to have a clear persuasive purpose, which should be obvious and relevant to the school personnel who will hear your well-supported argument.

1. Write legibly, preferably using a word processing program.
2. Please attach this prompt sheet with signature, the rubric, and your essay to the application. Do not write or type your name on any of the pages of the essay. Do not staple the pages together; use a paper clip.
3. **Your writing will be assessed by your ability to:**
 - Interpret data and patterns accurately
 - Draw logical conclusions about the data
 - Persuasively argue your position on high school start times
 - Make predictions about the positive and negative effects of the school start time you propose
 - Construct a well-formed argument
 - Organize your response logically
 - Structure your essay formally, communicating clearly and using correct grammar
4. Evidence of advanced analytical reasoning, the quality of your writing, and your originality are more important than the length of your response. Please limit your paper to approximately 500 words.
5. **Sign the following honor statement:**

This essay is my own independent work. I have not received help from anyone with the interpretation of the graphics; the analysis of the data/text; drafting, editing, or revising the paper; or in any other way.

Student signature: _____

Do Later School Start Times Really Help High School Students?

Evidence supports later school starts for high school students.

Posted Feb 27, 2011 by John Cline, PhD

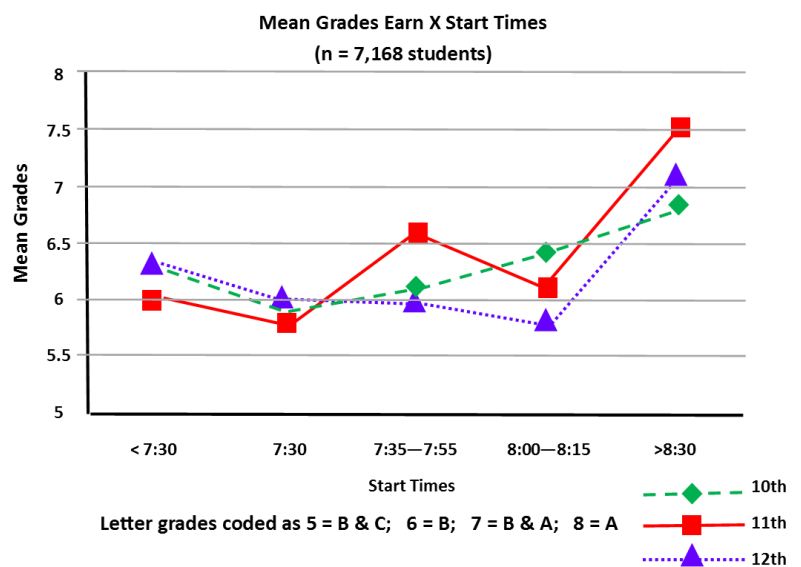
It is now well established that teenagers have a tendency toward later bedtimes and rise times. Most high schools in the US have early morning start times. For many high school students this results in a conflict between their sleep needs and the requirements of their school schedules. So, do later school times really help high school students? Based on accumulating evidence, the answer is unequivocally yes. Increasing numbers of studies conducted in various parts of the country show that a change in the start time of the school day can make a significant positive change in the lives of students.

Many high school students live in what Dr. Mary Carskadon calls a continuous state of jet lag. Dr. Carskadon has been involved in some of the most important research on the sleep need of teens. This research indicates that adolescents need about 8.5 to 9.5 hours of sleep a night. If you know any teenagers today, you realize that very few are getting anywhere near this amount. Starting school later could help students get more sleep. Starting classes later, closer to when their biological clocks are most ready for learning, could make a real difference in how much knowledge a teen acquires at school.

Several studies have been conducted over the past 15 years that indicate how a later start time for school can affect students. Most have been carried out in public schools although some research is happening at private schools as well.

Changes made in school start times in several locations in Minnesota in the 1990's showed early positive results. Keeping the length of the school day the same but changing the start of the school day from 7:15 AM to 8:40 AM or from 7:25 AM to 8:30 AM resulted in improved functioning for both urban and suburban students. Urban students had better attendance, decreased tardiness and fewer visits to the school nurse. Suburban students tended to keep their regular bed times and so added about an hour of sleep per night and were able to get more homework done during the day because of increased alertness and efficiency. In Massachusetts a change in middle-school start times for younger teens also proved beneficial. Students at a school with a 8:37 AM start time slept about one hour more, had less difficulty staying awake in school, and had better grades than students at a school with a 7:15 AM start time. A recent study at a private Rhode Island high school showed that shifting the start time from 8:00 AM to 8:30 AM increased the number of students getting 8 hours of sleep a night from 16% to 55%, improved attendance, and resulted in fewer visits by students to the health center. Mood improvements were also noted among the students. Perhaps most dramatic of all were results from a school district in Fayette County, Kentucky. In the 1990's, after a change in start time from 7:30 AM to 8:30 AM a decrease was found in car accident rates for 16 - 18 year olds in the Fayette County school district, while rates actually increased in the rest of the state for 17 - 18 year olds. Given the danger posed to young people from car accidents this is a strong reason in itself to change school start times. A great source for information on students and sleep can be found at the National Sleep Foundation web site.

There are, of course, some potential negative effects associated with later start times and longer sleep periods. It can be disruptive to parents' work schedules, result in shortened times for after-school activities such as sports and clubs, cause students to get home later in the day, and may also impact hours available for after school jobs. These challenges may be more difficult to accommodate in some settings than others. For example, parents in suburban schools may have greater difficulty coping with the changes in transportation and work schedules than those in an urban setting. But on the whole, the benefits outweigh the costs of making this change. By simply adjusting school start times, far fewer students will be sleepless in America.



Article: <https://www.psychologytoday.com/blog/sleepless-in-america/201102/do-later-school-start-times-really-help-high-school-students>
Graph: <http://www.cehd.umn.edu/carei/documents/WahlstromPresentationHandout.pdf>

What Is the Advantage of Having School Start Early?

by Marie Anderson

School days beginning after 8 a.m. have many benefits for students, especially those in middle and high school, according to Psychology Today. These benefits include better academic performance, fewer absences and even improved health. However, early start times do have some advantages that may be worth considering. Students who begin earlier have more time for after-school jobs and activities; schools may benefit by saving some money; and parents might find that an early start works better with their schedules.

Academics

While studies show there are academic advantages to later start times for adolescents, schools that begin early in the day still can excel academically. According to an article in the Baltimore Post-Examiner, Montgomery County Public Schools in Maryland has 30 high schools, and the three ranked highest by U.S. News and World Report for college readiness and algebra and English proficiency all begin classes at 7:25 a.m. Starting the day early also means more time for after-school tutoring and that student-athletes miss fewer classes to travel to after-school competitions.

More Time for Activities

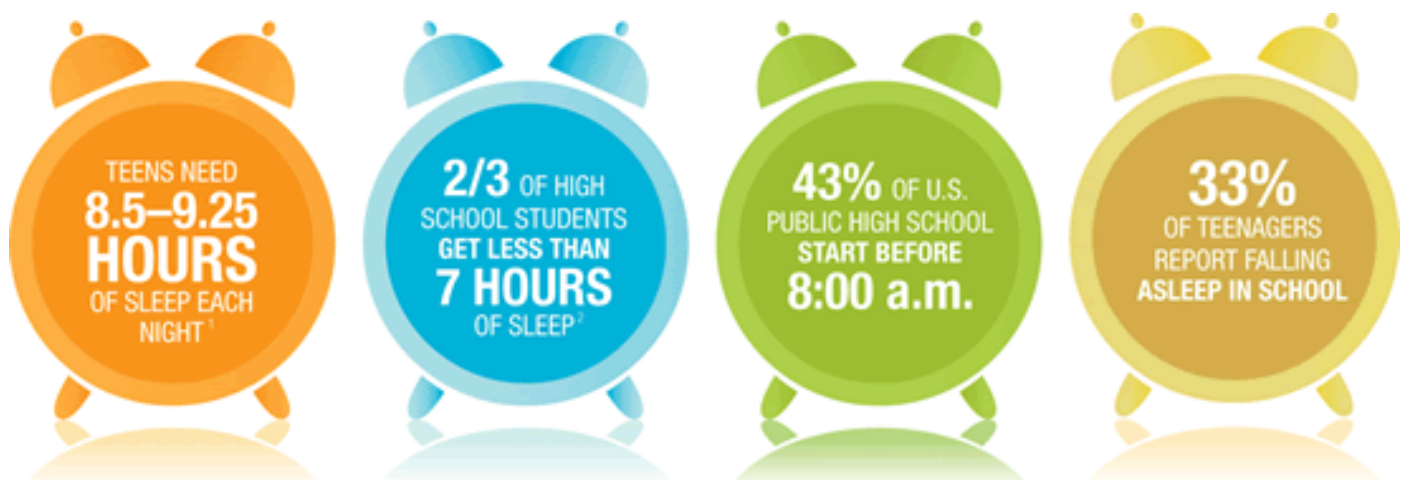
A 2001 study showed that school administrators cited extracurricular activities as a major reason why high school campuses would rather start earlier in the day. Sports needing to practice outdoors have more daylight, and students walking home from these activities can take advantage of the extra daylight for their safety. In some cases, students may need to travel, and an early start and release may mean more time in the evening for homework and family. High school students also have more time for after-school jobs.

Transportation Costs

Schools may also be able to save up to 30 percent on transportation costs by starting some campuses early and staggering start times within the district. This method saves money by allowing drivers to run more than one route at a time, so fewer buses and drivers are needed. Lubbock ISD in Texas is anticipating saving more than 1 million dollars by utilizing start times prior to 8 a.m. at some campuses. Suffolk Public Schools in Virginia estimates that by starting some campuses at 7:25 a.m. they will be able to save around \$680,000 a year. This schedule also means shorter bus rides for students and less time sitting in traffic.

Better for Parent Schedules

There are specific advantages for parents if younger grades have early start times. Starting school early may eliminate the need for morning childcare if parents are able to drop off their kids before work. They may drop them off at a center that buses them to their campus later in the morning. After school, the daycare picks up the students and parents retrieve their children in the evening from the center. This is necessary for some parents to have time to travel to work, especially if they have a longer commute.



<http://classroom.synonym.com/advantage-having-school-start-early-4526.html>

2021 Application Essay Rubric

Student Identification Number _____

Criteria	Possible	Reader A	Reader B	Reader C (if needed)	Composite Score
Interpretation of data and patterns	5				
Conclusions about the data	5				
Persuasiveness of argument	5				
Predictions about the effects of the start time proposed	3				
Construction and organization of the argument/response	5				
Usage/mechanics	3				
TOTAL	26				

All essays will be evaluated by two readers. In the event that an applicant's scores vary by more than three points, a third reader will evaluate the essay. The two highest scores will be recorded. Only the student identification numbers will appear on the essays.



Science Teacher Recommendation Form for Student Application

This box is to be completed by the applicant before the form is presented to the teacher (current or past year).

Student Name: _____
Last
First
M.I.

Teacher Directions:

- Check one box for each criterion, using the following rating scale: BA - Below Average A - Average E - Excellent (top 10%) O - Outstanding (top 5% - one of the best I've ever encountered)
- Mark one (and only one) box for every criterion. DO NOT mark between two categories.
NOTE: Not following this instruction hurts students in the application process.
- Please add comments in the indicated space below.
- Sign, date, and seal recommendation in envelope and return to _____ by February 22, 2021.

Name (Print): _____ Date: _____

Signature: _____ School: _____

Subject(s), Grade Level(s) and Date(s) you taught applicant: _____

Criteria	BA	A	E	O
1. Motivation and Initiative: <i>Curious, self-starter, shows initiative</i>				
2. Communication with Peers: <i>Demonstrates sensitivity, respect for others and opposing viewpoints, shares ideas, accepts criticism</i>				
3. Dependability: <i>Consistent, disciplined, supports others, works safely</i>				
4. Perseverance: <i>Demonstrates sustained commitment to problem solving</i>				
5. Class Participation: <i>Participates fully in laboratory work and discussions</i>				
6. Class Preparation: <i>Completes class assignments</i>				
7. Academic Interest: <i>An innovative thinker, intense interest in understanding nature</i>				
8. Academic Ability: <i>High aptitude and potential for success</i>				
9. Quality of Work: <i>Complete, reflective of deep understanding, accurate, creative in terms of planning</i>				
10. Logical Thinking and Questioning: <i>Extends questioning to include next investigation</i>				
11. Independence: <i>Demonstrates the ability to solve challenging problems or complete difficult tasks with minimal assistance from adults</i>				
12. Ability to synthesize and apply knowledge				
(For selection committee use only)				

Comments: It is **required** that you include comments about this student that will help the selection committee make a decision. You may use a separate sheet if needed (please do not staple).

Mathematics Teacher Recommendation Form for Student Application

This box is to be completed by the applicant before the form is presented to the teacher (current or past year).

Student Name: _____
Last
First
M.I.

Teacher Directions:

- Check one box for each criterion, using the following rating scale: BA - Below Average A - Average
E - Excellent (top 10%) O - Outstanding (top 5% - one of the best I've ever encountered)
- Mark one (and only one) box for every criterion. DO NOT mark between two categories.
NOTE: Not following this instruction hurts students in the application process.
- Please add comments in the indicated space below.
- Sign, date, and seal recommendation in envelope and return to _____ by February 22, 2021.

Name (Print): _____ Date: _____

Signature: _____ School: _____

Subject(s), Grade Level(s) and Date(s) you taught applicant: _____

Criteria	BA	A	E	O
1. Motivation and Initiative: <i>Curious, self-starter, shows initiative</i>				
2. Problem Solving: <i>Exhibits persistence in solving routine and non-routine problems, synthesizes and applies knowledge</i>				
3. Communication: <i>Justifies and defends mathematical arguments orally and in writing, shares strategies with others</i>				
4. Class Participation: <i>Participates fully in discussions and other activities</i>				
5. Class Preparation: <i>Always does assigned readings and homework</i>				
6. Interest in Mathematics: <i>Demonstrates an intense interest in and appreciation for the beauty of mathematics, makes connections between math topics and between math and other subjects, applies mathematical knowledge to real world problems</i>				
7. Academic Ability: <i>High aptitude in mathematics and potential for success</i>				
8. Quality of Work: <i>Complete, reflective of deep understanding, accurate, and creative in terms of strategies and thinking</i>				
9. Logical Thinking and Questioning: <i>Extends questioning to include next investigation</i>				
10. Independence: <i>Demonstrates the ability to solve challenging problems or complete difficult tasks with minimal assistance from adults</i>				
11. Team Work: <i>Dependable, disciplined, supportive of others, committed to tasks and groups, respectful of others and opposing viewpoints, willing to accept criticism</i>				
12. Ability to synthesize and apply knowledge				
(For selection committee use only)				

Comments: It is **required** that you include comments about this student that will help the selection committee make a decision. You may use a separate sheet if needed (please do not staple).

English or Social Studies Teacher Recommendation Form for Student Application

This box is to be completed by the applicant before the form is presented to the teacher (current or past year).

Student Name: _____
Last First M.I.

Teacher Directions:

- Check one box for each criterion, using the following rating scale: BA - Below Average A - Average E - Excellent (top 10%) O - Outstanding (top 5% - one of the best I've ever encountered)
- Mark one (and only one) box for every criterion. DO NOT mark between two categories.
NOTE: Not following this instruction hurts students in the application process.
- Please add comments in the indicated space below.
- Sign, date, and seal recommendation in envelope and return to _____ by February 22, 2021.

Name (Print): _____ Date: _____

Signature: _____ School: _____

Subject(s), Grade Level(s) and Date(s) you taught applicant: _____

Criteria	BA	A	E	O
1. Motivation and Initiative: <i>Curious, self-starter, shows initiative</i>				
2. Communication with Peers: <i>Demonstrates sensitivity, respect for others and opposing viewpoints, shares ideas, accepts criticism</i>				
3. Dependability: <i>Consistent, disciplined, supports others, works safely</i>				
4. Perseverance: <i>Demonstrates sustained commitment to problem solving</i>				
5. Class Participation: <i>Participates fully in activities and discussions</i>				
6. Class Preparation: <i>Completes class assignments</i>				
7. Academic Interest: <i>An innovative thinker, intense interest in understanding complex ideas</i>				
8. Academic Ability: <i>High aptitude and potential for success</i>				
9. Quality of Work: <i>Complete, reflective of deep understanding, accurate, creative in terms of planning</i>				
10. Logical Thinking and Questioning				
11. Independence: <i>Demonstrates the ability to solve challenging problems or complete difficult tasks with minimal assistance from adults</i>				
12. Ability to synthesize and apply knowledge				
(For selection committee use only)				

Comments: It is **required** that you include comments about this student that will help the selection committee make a decision. You may use a separate sheet if needed (please do not staple).



Student Profile

To be completed by your Counselor

Student Name _____ Student Number _____ Current Grade _____

Testing Data (from the most recent standardized tests). Please copy and attach this sheet for additional tests.

PSAT, SAT	Other Standardized Ability (i.e., Cog AT, I.Q.)	SOL Scores	Other Achievement Test(s) if Available (i.e., Stanford 10, ITBS, CAT, Woodcock Johnson, etc.)
Name _____	Name _____	Algebra I _____	
Date Administered _____	Date Administered _____	Geometry _____	Name _____
Evidence Based Reading Score _____	Grade Level _____	Algebra II _____	Date Administered _____
Evidence Based Reading Percentile _____	Total Quantitative Percentile _____	Biology _____	Grade Level _____
Mathematics Score _____	Total Verbal Percentile _____	Chemistry _____	Total Math Percentile _____
Mathematics Percentile _____	Composite _____	Earth Science _____	Total Science Percentile _____
		English 8 (Writing) _____	Total Reading Percentile _____
		English 8 (Reading) _____	Total Language Percentile _____
		World History I _____	
		World History II _____	

GPA Data: Include a transcript and current grade report with the application. _____ GPA (if available)

Attendance:

Current Year (First Semester): _____ Tardies _____ Absences _____ Previous Year: _____ Tardies _____ Absences _____

Special Data (REQUIRED): ☐ Gifted Identification ☐ IEP ☐ 504 Plan ☐ None

Counselor Name (please print)

Counselor Signature



Certification of Intent to Enroll

For Home School, Private, or Out of Division Students Only

Participating School Divisions: Clarke, Culpeper, Fauquier, Frederick, Rappahannock, Warren Counties and the Winchester City

Current School:

- ☐ Out-of-County _____
(School) (County) (State)
- ☐ Private _____
(School) (County) (State)
- ☐ Department of Defense School _____
(School) (County) (State)
- ☐ Home School _____
(County) (State)

*I hereby certify that I will enroll my son/daughter as a student in the appropriate public school in _____
School Division if my child is accepted into the Mountain Vista Governor's School program.*

Student Name (print)

Student Signature

Date

Parent Name (print)

Parent Signature

Date