

# 2017 Virginia Governor's Foreign Language Academies



*Guide for Students and  
Parents/Guardians*

## 2017 VIRGINIA GOVERNOR'S FOREIGN LANGUAGE ACADEMIES GENERAL INFORMATION FOR STUDENTS AND PARENTS/GUARDIANS

Welcome to the application process for the 2017 Governor's Foreign Language Academies, which include full-immersion programs for French, German, and Spanish; and partial-immersion programs for Japanese and Latin. The Governor's Foreign Language Academies are sponsored by the Virginia Department of Education (VDOE). The availability of any or all the Governor's Foreign Language Academies is dependent upon local and state funding.

Please be aware that students must be nominated by their schools, and that schools are limited in the number of students they may nominate. Students may not apply directly to the VDOE. Interested home-school students should submit an application to the public high school they are zoned to attend. Review the information carefully and speak with your world language teacher or school counselor to ensure that you meet all school and state deadlines.

The application process is a joint effort involving the student, the local public or private high school, the public school division, and the VDOE. This document contains general program information about the Governor's Foreign Language Academies. The application contains portions that you and your parents/guardians must complete, and portions to be completed by two teachers and your principal or headmaster. All parts of the application are available in Word and .pdf formats at the following Web site:

[http://www.doe.virginia.gov/instruction/foreign\\_language/language\\_academies/index.shtml](http://www.doe.virginia.gov/instruction/foreign_language/language_academies/index.shtml).

All applications must be complete and signed by the student and parent/guardian in order to be considered. It is important to note that incomplete applications will not be considered. Please review the information in this guide carefully and consult your school counselor or world language teacher for additional deadlines.

Included in this *Guide for Students and Parents/Guardians*:

- Introduction
- Academic Programs
- Program Descriptions
- Nomination Criteria for Applicants
- Student Selection Process
- Standards of Conduct
- Frequently Asked Questions
- Helpful Hints
- Attachments
  - A: Timeline for Submission of Application Documents
  - B: Application assembly and mailing instructions
  - C: State selection committee's evaluation criteria

**NOTE:** The Summer Residential Governor's Schools (SRGS) have a separate application process and timeline from the Governor's Foreign Language Academies.

The 2016 SRGS applications are available from the following Web site:

[http://www.doe.virginia.gov/instruction/governors\\_school\\_programs/summer\\_residential/index.shtml](http://www.doe.virginia.gov/instruction/governors_school_programs/summer_residential/index.shtml).

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## INTRODUCTION

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Since 1986, the Virginia Department of Education has sponsored Governor's Foreign Language Academies, summer residential programs for Virginia's most motivated high school world language students. As of August 2016, over 8,600 students have completed one of the programs.

The Academies are some of the most notable developments in world language study to have occurred in the Commonwealth of Virginia. They have come to signify what language instruction is all about – communication. The focus of the Academies is on using world languages in a functional and meaningful way. A distinguishing feature of the Academies is that everyone wants to be there and wants to learn. Excellent students and excellent faculty create a highly stimulating environment. Students and faculty work closely together, and the closing ceremony is always a bittersweet occasion. Most describe the language Academies as a mind broadening experience, and the participants leave as changed young people.

## ACADEMIC PROGRAMS

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Governor's French Academy Governor's German Academy Governor's Spanish Academy	June 24-July 15, 2017	Washington & Lee University Lexington
Governor's Japanese Academy Governor's Latin Academy	June 25-July 16, 2017	Randolph-Macon College Ashland

## PROGRAM DESCRIPTIONS

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The *Virginia Governor's Foreign Language Academies* are three-week summer residential programs for rising eleventh- and twelfth-grade world language students in the Commonwealth of Virginia. The programs are financed jointly by the Commonwealth of Virginia and local school divisions or private schools, pending available state funding.

Each Academy program is designed to provide a unique and exciting opportunity for outstanding students who are interested in pursuing language studies in an intensive environment. Each language Academy provides a curriculum that integrates classroom instruction with a wealth of co- and extracurricular activities. Typical morning classes may include history, literary topics, art history, and current civilization as well as language courses such as grammar or phonetics. Immersion students are generally introduced to a third, less-commonly taught language as one of their classes, and Latin students are introduced to ancient Greek. Additional activities may include seminars, intra- and inter-Academy competitions, cultural simulations, field trips, sports, and social activities. Evening and weekend activities that are integral to the goals of the program include recreation, special events such as concerts or plays, lectures by visiting scholars, movies, and student performances.

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### **French, German, and Spanish Academies (Full-Immersion)**

The three full-immersion programs provide an intensive experience and unique challenge for students who have excelled in language study to continue learning that language in a total immersion environment. Formal classes generally take place during the mornings. In these classes, the target language is used to present various topics. The topics vary depending on the faculty, but a sample from previous Academies includes History of France, The Media in Germany, Excerpts from Literature, Latin American Music, Life in France Today, etc. Native speakers are often a part of the faculty. If possible, students are introduced to an additional language not commonly taught in the schools. That language is chosen according to availability of instructors who must be able to speak the language of the Academy and use it to teach a third language. In the past we have offered Korean, Russian, or Arabic in French; Russian or Turkish in German; and Greek, Italian, Russian, or Japanese in Spanish. This is often cited as one of the most enlightening, valuable, and enjoyable features of the Academy. Sports, music, dance, theater, creative projects, cooking, field trips, production of a memory DVD, and other activities complement the instructional program.

Students in these full-immersion programs will be expected to conduct all communications in the language(s) of their Academy and may be dismissed for intentionally or repeatedly speaking English. Students of the immersion programs should also make every effort to AVOID hearing and reading English (or any language not of their Academy), except in the situations mentioned below. Therefore, you may not bring English-language music or nonreligious printed material with you. This includes textbooks or grammar reference materials (other than dictionaries) with explanations in English.

Of course, students may use English in a few situations: when interacting with law enforcement or emergency personnel, when seeking health care, or during religious services. A student may bring personal religious material printed in English. Students may also write and receive letters from home in English. For other circumstances, immersion students will be provided with a "passport" that they may show to others, indicating that they do understand English but are not allowed to speak it.

At approximately 16 hours per day for 21 days, students speak, listen, read, write, and think in the target language at least 336 hours—more than double the amount possible during a typical high school course. You may think that speaking French, German, or Spanish for three weeks is formidable; however, over 5,100 students have successfully completed the immersion programs since the pilot French Academy in 1986.

The full-immersion Academies were designed to provide an immersion setting for students who have learned the Academy language in a traditional school setting. The focus is on the development of oral fluency and ease of expression. Students who have already experienced equivalent immersion opportunities or who are already fluent speakers of the Academy language should not apply.

A statewide selection committee will make the final determination as to the appropriateness of an applicant's participation in this regard. Nominees will be rated on a point system that takes into account a range of factors, including time spent abroad or in an immersion language camp, frequency of language use, and whether the student is a heritage speaker of the Academy language. The following could cause an applicant to be eliminated in the selection process:

- Prior residence in a country where the language of the Academy is spoken, especially since the age of 12;

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- Extensive travel experiences in a country where the language of the Academy is spoken, especially with regard to frequent opportunities for using the language;
- Extensive full-immersion experiences (24 hrs/day) with the language of the Academy, such as home-stay or travel/study programs in a country where the Academy language is spoken, or participation in an immersion language program such as Concordia Language Villages; or
- Residence in a family where the language of the Academy is spoken in the home, or regular contact with members of the extended family where the Academy language is used for communication.

**“Extensive” is defined as equivalent to an Academy in length and intensity; i.e., three or more weeks in a full-immersion setting.** Students with highly developed oral language skills do not find the rigors of the Academy as challenging or rewarding as students of lesser proficiency who, for the most part, have learned the language entirely in a classroom setting. Furthermore, it is difficult for staff to accommodate students whose language skills are already sufficiently developed. It is suggested that such students consider application to the partial-immersion Japanese Academy or another similar program such as a STARTALK summer language program. Information about the national STARTALK programs is available on the Web at <http://startalk.umd.edu>.

**NOTE:** Participation in elementary, middle, and/or high school immersion programs within a U.S. school setting does NOT eliminate students from consideration. These are not considered to be 24-hour per day full-immersion settings.

### Latin Academy

The Latin Academy provides an intensive experience for students who have excelled in the study of Latin to continue learning in a setting unavailable in the regular school environment. The Latin Academy is designed to provide a greater knowledge of the language and related cultural topics than are typically offered in the regular school curriculum. In the past, such topics as nonliterary Latin, philosophy, composition, sight reading, comedy, grammar, drama, ancient art, and numismatics have made up the program. Students will also be introduced to Classical Greek and have an opportunity to study and discuss some of the great literature and philosophy of the western world. Any, all, or additional topics as they relate to the ancient world may constitute the program this summer. Olympic games, sports, films, music, Greek dancing, guest speakers, cultural activities, field trips, and other topics may be featured during the Academy. A thematic approach will be used to unite all facets of the program.

### Japanese Academy (Partial-Immersion)

The partial-immersion program in Japanese provides a unique and exciting opportunity for interested students to be introduced to the Japanese culture and language, which is not widely taught across the Commonwealth. The students will be introduced to the history, literature, and culture of Japan as well as receive instruction in the language. Activities complementing the instructional program may include art, dance, music, crafts, sports, creative projects, food preparation, and field trips. **Intermediate classes may also be available to students who have studied Japanese, depending on the demand.** The staff will differentiate instruction to accommodate both those who have had some previous study of Japanese and those who have not. This Academy is not appropriate for fluent or proficient speakers of Japanese.

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## NOMINATION CRITERIA FOR APPLICANTS

Students must be nominated by their schools and all applicants must be residents\* of Virginia. Schools are strongly encouraged to review the selection criteria with students and to assist them in recognizing the competition they face at the state level. The school must order testing material and provide appropriate, proctored testing locations for students applying to the French, German, Latin, and Spanish Academies.

High schools submitting nominations may not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. Schools eligible to nominate students to the Academies include public high schools from a Virginia public school division and private schools accredited by one of the approved accrediting constituent members of the Virginia Council for Private Education. Home-school students may apply through the public school they are eligible to attend tuition free. A state selection process will determine who is accepted to participate.

The number of applicants per Academy allowed per school is based on the Average Daily Membership (ADM) in grades 10, 11, and 12 of that school, as of September 30, 2016.

Enrollment in grades 10-12 as of September 30, 2016	Number of nominees to the French, German, Japanese, Latin, or Spanish Academies
1-750	1 per Language
More than 750	2 per Language

*\*For information regarding residency, please refer to Superintendent's Informational Memorandum Number 140, issued by the Virginia Department of Education on July 27, 2007, available at [http://www.doe.virginia.gov/administrators/superintendents\\_memos/2007/inf140.html](http://www.doe.virginia.gov/administrators/superintendents_memos/2007/inf140.html).*

All nominees must meet the eligibility requirements below.

Eligible students:

- must be juniors or mature sophomores during the current school year, 2016-2017;
- must not have graduated before the opening of the Academy;
- must be eligible to attend public school in Virginia tuition free (i.e., be residents of Virginia as described in the Superintendent's Memorandum referenced above);
- must be nominated by a public high school from a Virginia public school division or by an accredited private school;
- may apply to only one Governor's summer residential program or foreign language academy per year;
- may attend only one Governor's summer residential program or foreign language academy during their high school career; and
- must be genuinely interested in attending the Virginia Governor's Foreign Language Academies and have the physical stamina as well as emotional maturity, stability, and self-discipline to live away from home for an extended period.

Students applying to the **Japanese Academy** must have completed at least level two of ANY world language prior to the beginning of the Academy but are not required to have previously studied Japanese. Students currently studying Japanese are also encouraged to apply.

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Students applying to the **Latin Academy** must have completed at least level two of Latin prior to the beginning of the Academy.

Students of the **French, German, and Spanish Academies** must meet the additional criteria below. Eligible students:

- must have completed at least level three of the language prior to the beginning of the Academy;
- must have developed good proficiency in using this language; and
- **must be willing to use the target language for all social and academic interactions.**

**NOTE: The immersion Academies are not designed for students with native or near-native fluency in the target language. Please see page 4 of this guide for a full explanation of past language experiences that could cause an applicant to be eliminated during the selection process.**

### **STUDENT SELECTION PROCESS**

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Students undergo a rigorous selection process that begins with nomination by their schools. Although open to all tenth- and eleventh-grade students in the Commonwealth (including home-school as well as out-of-state private school students whose parents/guardians are residents of Virginia), each school division or private school is limited to a specific number of nominees it may send forward per language. Following the VDOE's announcement in October of the availability of the respective programs for the summer, schools must choose which students they will officially nominate. (Please refer to Attachment A for specific deadlines.)

Only a world language department chairperson or designee may request testing materials and submit nominations. Students and parents/guardians may not make nominations. All nominations must be submitted by the school according to the instructions in the *Guide for Schools*, available online at [http://www.doe.virginia.gov/instruction/foreign\\_language/language\\_academies/index.shtml](http://www.doe.virginia.gov/instruction/foreign_language/language_academies/index.shtml). The person responsible for processing applications at the school level must see that all aspects of the application are properly completed, assembled, and submitted as an integrated packet. All nominations must be made on the forms provided by the Department of Education, available from the above Web site.

Following the release of information about the availability of the summer programs, students must complete the application, which requires two teacher recommendations including rating scales and written narratives; the principal's or headmaster's recommendation; a student transcript; and an essay or testing in the language, depending on the Academy.

The nominating school must submit a complete application packet for each nominee. Student application packets, which must include the sealed envelopes with their completed testing materials, if applicable, must be postmarked or hand-delivered to the VDOE by **January 27, 2017**. The process for assembling and mailing applications is described on the application, in a separate section of this guide, and in the *Guide for Schools* available from the Web site.

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**IMPORTANT:** Students (and their parents/guardians) whose applications are not sent forward for state-level consideration must be notified in writing by the school indicating that the student was not selected by the division as a nominee. Divisions may be asked to provide this list to the VDOE.

Following submission of the applications, the VDOE will process and verify completeness of applications and prepare the materials for review by a statewide selection committee. The selection committee, made up of teachers, supervisors, and other language experts, will meet to carefully examine all application materials and evaluate student writing and speaking samples and/or grammar tests. Selection is competitive and based solely on committee review and evaluation of the applicant's qualifications. The selection committee will recommend participants and alternates, based on the strength of the student's application and language abilities (where applicable). No individual nominee is guaranteed acceptance. See Appendix C for the selection committee's criteria.

In mid-April, the VDOE will mail letters to all nominees informing them of their status. Each Academy is limited in the number of participants and alternates it can choose. Students invited as participants or alternates must indicate by early May whether they intend to accept the invitation. Qualified alternates will be chosen to replace any students who decline the invitation.

By May 1, additional information relating to each Academy will be posted on the Web site of the host university. Included will be detailed information about what to bring and what to expect as well as a variety of forms that must be printed, completed, signed, and returned to the Academy director.

### **Testing for French, German, Latin, and Spanish Academy Nominees**

The testing materials must be requested separately by the world language department chairperson or designee at each school. The topics may not be requested by students or parents/guardians. The order form is available as Attachment A of the *Guide for Schools* or directly from the VDOE Academy Web page at

[http://www.doe.virginia.gov/instruction/foreign\\_language/language\\_academies/index.shtml](http://www.doe.virginia.gov/instruction/foreign_language/language_academies/index.shtml).

These testing materials should be requested by December 16, 2016.

Students with Individualized Education Programs (IEP) must be provided with testing accommodations as outlined in the IEP. A copy of the relevant page(s) of the IEP should be included with the student's application. This information will be kept confidential and is not available to the selection committee.

All full-immersion students use the same speaking and writing prompts but must respond in their respective languages; therefore, all immersion nominees from a particular school must be tested during the same block of time. Likewise, all nominees to the Latin Academy from a particular school must be tested during the same block of time. Both parts of the test (speaking sample and composition OR Latin grammar test and essay) must be completed in a supervised testing environment proctored by a school staff member who is not a speaker or scholar of the language being tested. Ideally, both parts of the test should be completed within the same block of time, not to exceed two hours. At the time of testing, the proctor will open sealed instructions containing topics and other information and give these to the student(s). Every effort should be made to deliver an audible and/or legible product of good content, organization, and structure. No one may provide assistance to the student in any way with either of these

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application components. If it is ascertained that this has happened, the applicant will be automatically disqualified.

Nominees to the Latin Academy must take a Latin grammar test and write an essay in English on a topic related to Roman society or mythology. **Students should come prepared with paper and pencils.**

Nominees to the French, German, and Spanish Academies must provide a speaking sample and write a composition in the target language. The speaking sample should be recorded on a CD in .mp3 format. **The student must provide his or her own writable CD and writing materials.** The proctor should ensure that the equipment works properly prior to beginning. We suggest verifying audibility immediately following testing. If an inaudible or otherwise unintelligible speaking sample is submitted, the selection committee has no alternative but to award the student a score of zero. **Immersion students should be advised that their speaking and writing samples carry the most weight in the selection process.**

If the school is unable to record on CDs or has a question about using the computer to do audio recording, the school designee or test proctor should contact the VDOE specialist for foreign languages for further instructions.

Nominees to the Japanese Academy must write two essays in English; the topic choices are included on the student application and the essays do not need to be proctored. Nominees to this Academy may be beginners and will not be tested in Japanese, however applicants will complete a language self-assessment to aid the program staff in planning for instruction.

**Acceptance and attendance at the Foreign Language Academies is a three-week commitment.** Careful consideration needs to be taken of family needs and personal commitments prior to the submission of an application. Since spaces are highly competitive, students who can make a full commitment to the program are given highest priority. A leave of absence may be granted ONLY for family and/or medical emergencies. Weddings, birthdays, family reunions, or other celebrations are **not** considered emergencies.

## **STANDARDS OF CONDUCT**

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Academy participants represent their school and school division or region. Each student acts as an ambassador of his/her area. Attendance at a Foreign Language Academy is a privilege that can be revoked. Academy students are expected to display common courtesy and respect for staff and fellow students at all times.

**Failure to comply with any of the following standards will result in immediate dismissal from the program.** Certain infractions may result in legal consequences as outlined in the *Code of Virginia*.

- Students shall not possess or use alcohol or illegal drugs. (§§ 4.1-305, 18.2-248, 22.1-277.08, Code of Virginia)
- Students shall not possess or use any kind of weapon. (§ 22.1-277.07:1 Code of Virginia)
- Students shall not smoke, use or possess any tobacco product. (§ 18.2-371.2, Code of Virginia)

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- Students shall not use or possess electronic cigarettes. (§§ 22.1-.279.6, 22.1-79.5, Code of Virginia)
- Students shall not leave campus or designated areas at any time without permission.
- Students shall not visit the residential areas of the opposite sex at any time, nor enter residence halls occupied by other groups on campus.
- Students shall not steal/borrow without the owner's permission.
- Students shall not treat faculty, staff, presenters, students, or others on campus in a disrespectful manner.
- Students shall not intentionally damage the property of others.
- Students shall not commit any act of violence.
- Students shall not bring a vehicle or ride in one unaccompanied by a staff member.

Participants are also subject to any law enforcement and/or disciplinary action that the sponsoring school division or private school chooses to invoke.

We are fortunate to serve some of the brightest and most motivated language students in Virginia. Therefore, disciplinary infractions are rare, and 98 to 99 percent of the students will finish the program with no problems. However, each summer we typically dismiss one or two students, most frequently for English spoken deliberately or repeatedly at a full-immersion Academy, or for cell phone use or possession. In all cases of disciplinary issues or concerns, parents/guardians will be informed as soon as possible.

Due to the highly structured nature of the program, we would like you to be aware of the following rules in advance:

You are expected to:

- be on time;
- be prepared with needed materials;
- show respect and consideration to others;
- contribute positively to the community spirit of the Academy;
- be responsible for your belongings;
- carry your ID or swipe card at all times;
- not go anywhere outside of the residence hall area unaccompanied by staff or without permission;
- not use telephones and e-mail; and
- NEVER be in dorm rooms or halls of the opposite sex.

If you are dismissed from an Academy prior to the closing, we will notify your school division superintendent or private school headmaster and will send copies of the letter to your public school principal, your nominating teacher, and your parents/guardians. Your local school may take additional disciplinary actions, at its discretion. Students that have been dismissed will not receive an Academy certificate and may not indicate their attendance on college applications. If a student is dismissed from the Academy, it shall be the responsibility of the parent or guardian to arrange for student transportation home or to assume the costs for transportation arranged by the Academy director.

### **Dress Guidelines**

To help ensure a respectful community of learners and an environment conducive to learning, the Academies establish these guidelines for student dress:

- Clothing should be neat, modest, comfortable and appropriate.

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- Shoes and shirts must be worn at all times.
- Shorts/skirts/dresses must be at least fingertip length.
- Clothing should avoid spaghetti straps, bare midriffs, cleavage, exposed undergarments, and offensive messages.
- Outdoor temperatures are usually warm so bring light, mostly casual clothing; however, the director will provide students with information about more formal activities.
- Air conditioning keeps academic spaces chilly, so warmer attire is recommended indoors.

### Residence Halls

Roommate assignments are made very carefully to ensure that you meet as many fellow students as possible. Male and female students will live in separate wings or floors of the residence hall and will be able to meet only in common meeting areas. Teachers and resident advisors (RAs) will live in the dorm with you and will be available at all times.

### What to Bring

Detailed information will be provided in the student packet to be posted on the Web site of the host site by the beginning of May.

### What NOT to Bring

Students shall not bring the following items:

Alcoholic beverages	Computers or electronic games	Televisions, VCR's, or DVD players
Bicycles, roller blades, or skateboards	Drugs – other than medication listed on the medical forms	Tobacco products including electronic cigarettes
Candles or incense	Expensive jewelry or other items	Telephones (including cell phones) or pagers
Cars or other vehicles	Pets	Weapons, "look alikes" for theatre, or laser pointers
<b>Full-immersion students shall not bring radios, iPods, or other similar devices.</b>		

### Correspondence/Communication with Home

You will not have access to telephones during the Academies, so we encourage parents/guardians and friends to send frequent letters and packages via postal mail. Students will be given time daily for correspondence. Students at the partial-immersion Japanese and Latin Academies, which are not full-immersion programs, may have limited access to e-mail at designated times.

Full-immersion students MAY write letters in English during time set aside daily for correspondence, as an exception to the usual rule. However, friends and parents/guardians of immersion students must not send magazines or other items in English, other than printed religious materials and the actual correspondence.

### Visitation

With the understanding that one of the purposes of the Academy is to achieve a cohesive, self-contained environment in which students can learn and come to know one another with a

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minimum of external distractions, participants are allowed neither to receive nor make visits during the three-week session. Please understand that these guidelines are established to ensure that all participants derive maximum benefit from the program.

### Cellular Phone Policy

Unauthorized use or possession of telephones, including cell phones, is not allowed. Each Academy seeks to promote community among its members and recreate the culture(s) of the target language. This means fostering an environment with limited distractions. Over the past 28 years, we have found that students appreciate the ability to concentrate on new relationships within the community and leave behind, if only for a brief time, the demands and interruptions that everyday life imposes. The relationships that students build at the Academies often last into adulthood, and many participants keep in touch and participate in informal reunions for many years.

***Student cell phones are not permitted for any reason, including for use as a camera.***

We believe that cellular phones impede the fundamental goals of the Academy experience. To that end, we expect that students and parents/guardians will respect our community formation process by leaving cell phones and similar wireless communication devices at home. This policy is often more difficult for parents/guardians to accept than for students, because they have become accustomed in recent years to being in constant contact with their children. For information regarding security measures in place to protect the safety of students, please see page 14 of this guide under the question “**What other services will be provided for participants?**”

If a parent has questions regarding the cell phone policy, please contact Dr. Lisa Harris at 804-225-3666 or [Lisa.Harris@doe.virginia.gov](mailto:Lisa.Harris@doe.virginia.gov) no later than June 9, 2017.

## FREQUENTLY ASKED QUESTIONS

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### What are the academic and social expectations for students?

Participants need to understand before they arrive that the primary purpose of the Academy is to offer them a challenging and enriching academic and social program. Each program will include clear expectations for students' class assignments, projects, and other activities. The majority of the student's day is structured with morning classes, afternoon activities, field trips, and evening events. Students will be interacting continually with staff members and other students, and must be able to adapt to an intensive environment. They may be shy or introverted, but they must not seek to insulate themselves from others all of the time. Academy students must be adaptable “team players” and are expected to contribute positively to the Academy community through their attitudes and choices.

Students are expected to take responsibility for their own learning by attending classes, completing assignments, participating in group study and practice, and being well prepared to learn each day. This program expects students to be physically as well as mentally motivated to participate fully in both academic and social activities. It is imperative that students assess their own mental and physical health, as well as their motives for attending the Foreign Language Academies, before applying for this program. Students must have the necessary stamina for life on a college campus, which includes extensive movement outdoors among the residence hall, classrooms, dining hall, recreation fields, and other locations throughout the day.

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Faculty and staff are employed as mentors, teachers, and resident advisors. The school maintains a very low student-to-teacher ratio; however, the program is not able to make a one-to-one assignment of student to staff member. For that reason, students should be in good or excellent health, be able to demonstrate necessary self-discipline, and, if necessary, to self-medicate.

### **How is the program administered?**

The Governor's Foreign Language Academies operate under the auspices of the Virginia Department of Education. While the Academies are in session, the host site program coordinator and/or Academy director has the responsibility for operating the specific program. The director's responsibility is to provide a challenging, academic program and to maintain an atmosphere conducive for participants to meet those challenges. All directors and staffs are dedicated to providing an educational opportunity for motivated students that is commensurate with the abilities and interests of those students. Some of the faculty and staff are themselves former foreign language academy participants.

### **What is the "typical" daily schedule?**

In order to allow students to make the most of the experience, every day Monday through Saturday includes classes until at least lunch; lectures, field trips, projects, and recreation time in the afternoon; and evening activities that do not end until shortly before lights out. Sunday mornings are free, but the afternoons and evenings will be packed with activities.

Individual Academy schedules and course descriptions will be provided in a student packet available in late May from the host sites' Academy Web pages. Prospective applicants should take note of the highly-structured nature of a typical day at the Academies. There is very little free time and you are expected to participate in all classes and activities.

In addition to classes, students will learn traditional crafts and/or dances, attend guest lectures, watch films in the language or relating to the culture, and may go on several field trips to learn more about the target culture(s) and history. Afternoon activities will include a variety of group projects that students will work on consistently over the three-week period. These vary by Academy, but often include video production, newspaper, theater, chorus/music, and the production of a memory DVD that will be distributed to students at the end of the experience. Many of these activities will be highlighted during the closing ceremonies.

Students will eat most meals on campus at the host site dining facility. The schedule is staggered to allow each Academy to eat together as an individual group. The dining hall offers a variety of food choices daily. Occasionally students may visit a local restaurant or participate in a specially prepared banquet reflecting the cuisine of the target culture.

### **Is there free time?**

A small portion of the daily schedule provides for free time. Students may prepare work, read, write letters, do laundry, etc. However, this time is very limited. Students should not expect to complete summer assignments (AP reading, etc.) during the program.

### **What kinds of recreational and social events are planned?**

Many different recreational activities are provided, including such activities as soccer, Frisbee, volleyball, and dance. Students will often have an opportunity to learn an activity that is new to them. Some events are planned for the enjoyment of the students and to assure a balance of

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activities. Dances, athletic events, variety shows, banquets, etc., are examples of the social events.

Supervised recreational activities will be available, and all students will be expected to participate. While there is some time for organized recreation almost every day, please realize that athletes will have to make adjustments to their usual training. Any Academy student may sign up for supervised jogging on Monday through Saturday mornings before breakfast; however, you will not have access to sports facilities during free time.

### **Are there field trips?**

Various field trips may be planned to augment the academic and cultural program. Destinations may include art museums, parks, and other cultural sites.

### **Are grades and credit granted?**

Students receive Certificates of Commendation at the close of each program. Although grades and credit are not given during the Academies, you will receive feedback on your work and should be prepared for some homework.

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

Students who attend private schools outside Virginia but whose parent(s)/guardian(s) are residents of Virginia may be nominated by their schools following the same procedure as for public and private schools in Virginia.

### **What is the cost to participants?**

Participants are expected to pay a \$75 materials fee for take-home items produced by and for the students during the Academies, including an Academy t-shirt, digital memory book, and other Academy-specific memorabilia. These items become valued keepsakes for Academy participants. Each student must also provide his/her own spending money and transportation to and from the program. In the event a student cannot afford these expenses, the school division or private school is encouraged to assist the student with these expenses. These extra-curricular activities fees may be waived or reduced for economically disadvantaged students and those students whose families are undergoing economic hardship and are financially unable to pay. Fee Waiver Application forms are included in the host-site welcome packet for students who are accepted to one of the Academies.

The cost of tuition, room and board, instructional materials, academic field trips, and other activities planned for the program will be paid from state and local funds, pending available funding. The 2017 per-student cost is expected to be no more than \$2,400. The public school division that nominates a student enrolled in that division stipulates that it will pay its share of the per-student cost, as determined by the school division's current composite index of local ability-to-pay. The state pays the remaining share. Information about the current composite index of local ability-to-pay for each public school division is available online at [http://www.doe.virginia.gov/school\\_finance/budget/compositeindex\\_local\\_abilitypay/index.shtm](http://www.doe.virginia.gov/school_finance/budget/compositeindex_local_abilitypay/index.shtm)

The local share for private schools is 50 percent of the tuition per student. Parents of private school nominees should contact the school to determine how the tuition will be handled. The state pays the remaining share. Parents of home-school students should refer to the following question, which addresses their participation.

### **Are these programs open to home-school students?**

Home-school students must submit a completed application to the principal of the public high

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school that they are zoned to attend. These applications then become part of the school's application and nomination process. However, according to the state Appropriation Act, public schools are obligated to contribute the local share of the tuition only for students enrolled in public schools. Parents of home-school students should confirm with the local school division how its share of the tuition will be handled. The state will pay the remaining share. According to the current Appropriations Act:

### Chapter 2, Item 136 C.28. Governor's School Payments

*b. Out of the amounts for Governor's School Payments, the Department of Education shall provide assistance for the state share of the incremental cost of summer residential Governor's Schools and Foreign Language Academies to be based on the greater of the state's share of the composite index of local ability-to-pay or 50 percent. Participating school divisions must certify that no tuition is assessed to students for participation in this program if they are enrolled in a public school.*

### **Will students be able to attend religious services during the Academies?**

Interested students may attend religious services within close walking distance of the residence hall, if available. Please understand that selections may be limited, although we will make our best effort to accommodate your needs. A teacher or RA also attending services will accompany the students. Students wishing to attend services must return a signed form giving parental permission to attend services off campus. This form will be provided in the information available to invited students in mid-May.

### **What other services will be provided for participants?**

The students' health and security are of utmost concern to all staff members. Any illness or injury, whether slight or severe, must be reported immediately to a member of the staff. The director will notify the parents/guardians and keep them informed. Injured or ill students will be accompanied to campus health services or nearby medical facilities. It is the responsibility of parents/guardians to ensure that the Academy director has all necessary medical information, including insurance and inoculation information. Parents/guardians are responsible for the payment of all medical and emergency services rendered, including transportation to medical facilities. Any and all medications (including over-the-counter drugs) must be in original containers and must not exceed the amount needed for the duration of the Academy, and students must be able to self-medicate.

Students are accompanied by staff members at most times when moving about the campus. Staff members do have cell phones and are able to contact one another or emergency services in the event of a problem. Staff members will subscribe to the emergency alert text message system of the host institution, if one is available. Parents/guardians will receive contact information for the residence hall and director at check-in. For occasional short walks on campus, such as returning to the residence hall for forgotten items, students must be in groups of at least three and have prior permission from a staff member.

Accommodations are made for individuals with disabilities; please contact Dr. Lisa Harris, specialist for foreign languages, at (804) 225-3666 or [Lisa.Harris@doe.virginia.gov](mailto:Lisa.Harris@doe.virginia.gov) for more information concerning those arrangements.

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

No. A basic principle of the Academy atmosphere is the intensity and uninterrupted nature of the experience. Students and parents/guardians must understand before applying that the

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students are making a commitment to remain in the Academy for the entire length of the program and are expected to be present from the opening ceremony until the end of the closing ceremony on the last day. If parents/guardians or students anticipate conflicts of any kind, the students should not apply. They may not compromise the experience except in the case of a medical or family emergency. Medical and family emergencies include major illness, hospitalization, or death of an immediate family member or guardian.

### **Where does one get additional information about the Governor's Foreign Language Academies?**

The world language or gifted education coordinator in your school division, high school principal, head of private school, secondary school counselor, world language teacher, or the VDOE can provide details about the program. Applications and general information are available at [http://www.doe.virginia.gov/instruction/foreign\\_language/language\\_academies/index.shtml](http://www.doe.virginia.gov/instruction/foreign_language/language_academies/index.shtml).

### **HELPFUL HINTS**

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It is the responsibility of the student and parent/guardian to ensure that all requested personal information is complete, accurate, and legible. Students should request teacher recommendations and transcripts as early as possible. **Incomplete applications received by the VDOE will not be processed.**

### **Recommendations**

- Notify your language teacher or school counselor as early as possible that you are interested in being considered for nomination by your school.
- Review the entire application packet before completing the student portion.
- Complete all items and answer questions thoroughly.
- PLEASE TYPE OR PRINT CLEARLY. This application can be completed using a form-protected Word file available from the VDOE Academy Web site.
- Return the completed and signed student and parent/guardian sections to the person in the school responsible for the assembly and submission of the nomination materials.
- Request teacher recommendations from your current world language teacher and one other adult such as a non-world language teacher, coach, or advisor. Please allow them at least one week to complete the recommendation. The teachers should give the completed recommendations directly to the person responsible for the assembly and submission of the nomination materials.
- Please allow the school ample time to assemble and mail the packets by the postmark deadline. We recommend that the entire packet be completed at least one week prior to the postmark deadline; however, schools may set earlier deadlines. Please verify all deadlines with your school.
- Verify with your school that the entire application packet has been postmarked or hand-delivered to the Virginia Department of Education by Friday, January 27, 2017. Directions for packaging and mailing are included on the following pages (Attachment B), as well as in the Guide for Schools available from the VDOE Academy Web site.
- Include a stamped, self-addressed postcard with your name and the Academy to which you are applying if you would like verification of receipt by the VDOE.

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ATTACHMENT A

**TIMELINE FOR SUBMISSION OF APPLICATION DOCUMENTS**

✓	DATE	ACTIVITY
	October 2016	Applications made available by the VDOE on Web site and program announced to students by local schools.
	Mid-November 2016	Suggested deadline for student to notify world language teacher of interest in applying.
	Early December 2016	Suggested time for schools to convene local selection committees to choose nominees.
	December 16, 2016	<b>Deadline</b> for world language department chairperson to order testing materials for full-immersion Academies (French, German, Spanish) and Latin Academy.
	December 2016 to early-January 2017	Suggested time for schools to administer language tests for nominees to the immersion Academies and Latin Academy. (There is no test for the Japanese Academy.)
	<b>January 13, 2017</b>	<b>Deadline</b> for students to submit completed applications to local school and for schools to notify school division's gifted education coordinators and world language supervisors or private school headmasters of names of student nominees. (Schools may set earlier deadlines.)
	<b>January 27, 2017</b>	<b>Postmark deadline</b> for schools to mail or hand deliver assembled student application packets. <b>Deadline</b> for public school divisions to enter student information online through a secure Web site and mail signed verification report forms to the VDOE. <b>Deadline</b> for private schools to mail Head of School Tuition Certification.
	April 14, 2017	VDOE mails letters to all nominees notifying them of their status. Status reports will be sent to all division or private school gifted education and/or world language coordinators about one week prior to this date.
	April 28, 2017	<b>Deadline</b> for students to indicate their acceptance of the invitation to participate or intent to remain on the alternate list.
	May 1, 2017	Program participants access online detailed information from the Academy director.
	May 22, 2017	<b>Deadline</b> for program participants to mail required forms directly to the individual Academy director.

Please make note below of additional dates provided by your school counselor or world language teacher.

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## ATTACHMENT B

**All completed application forms and supporting materials must be postmarked by Friday, January 27, 2017, to be considered. No exceptions will be made. The individual at the school responsible for assembly and mailing should return the application to:**

### U.S. MAIL

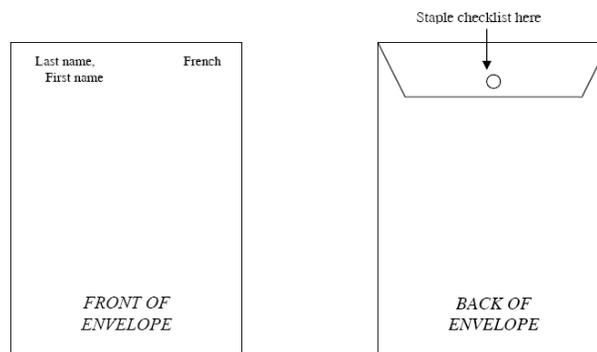
Dr. Lisa Harris  
Specialist for Foreign Languages  
Virginia Department of Education  
P.O. Box 2120  
Richmond, Virginia 23218-2120

### FEDEX/UPS

Dr. Lisa Harris  
Specialist for Foreign Languages  
Virginia Department of Education  
James Monroe Building – 23<sup>rd</sup> Floor  
101 North 14<sup>th</sup> Street  
Richmond, Virginia 23219

### Instructions for Assembly of Applications

- Use a separate manila envelope (approximately 9" x 12") for each student.
- Neatly label the FRONT of the envelope with a black marker as indicated below:
  - Student's name (last name, first name) in the UPPER LEFT HAND CORNER
  - Language Academy to which the student is applying in the UPPER RIGHT HAND CORNER
- Place ALL materials for that student into the envelope, except for the checklist.
  - Keep the checklist separate and use it to ensure that the application packet is complete.
  - Include all documents on the checklist (in order), including the cover sheet, speaking tape or CD, envelopes containing the composition(s), grammar test, signed student/proctor sheets, and optional reply card, as appropriate.
  - Do not use staples to keep any pages of the application together.
- Staple the checklist to the BACK of the sealed envelope as indicated below. Please do not tape, glue, or otherwise permanently affix the checklist to the envelope.



- Repeat the above process for each student.
- Place the labeled manila envelope(s) containing the assembled application(s) into a separate mailing envelope or box.
  - Please stack applications neatly and do not fold applications.
  - Address and seal the mailing envelope or box.
- Mail or hand-deliver to the address above.

**We recommend that the school keep a copy of the student application on file (except for testing materials) until the Academies have ended.**

# 2017 VIRGINIA GOVERNOR'S FOREIGN LANGUAGE ACADEMIES GENERAL INFORMATION FOR STUDENTS AND PARENTS/GUARDIANS

## ATTACHMENT C

### Selection Committee Evaluation Criteria

#### French, German, Spanish Academies

##### Teacher Recommendations:

- Average of points given by the two teachers recommending
- Teachers' general comments and answers to specific questions

##### Application:

- Student answers to questions; honors, activities
- Academic status (principal's form and transcript with emphasis on target language)
- Language travel/experience (no points given if extensive, i.e., equivalent to the Academy)

##### Composition in target language:

- Content
- Clarity of Expression
- Organization
- Vocabulary
- Grammatical Accuracy

##### Speaking test in target language:

- Amount of communication
- Quality of communication (fluency)
- Pronunciation
- Vocabulary
- Structure

#### Latin Academy

##### Teacher Recommendations:

- Average of points given by the two teachers recommending
- Teachers' general comments and answers to specific questions

##### Application:

- Student answers to questions; honors, activities
- Academic status (principal's form and transcript with emphasis on Latin)

##### Composition in English on Roman topic:

- Content
- Force of reasoning
- Originality and creativity
- Organization: Flow of thought and structure
- Breadth of vocabulary
- Spelling and grammatical accuracy

##### Grammar test

#### Japanese Academy

##### Teacher Recommendations:

- Average of points given by the two teachers recommending
- Teachers' general comments and answers to specific questions

##### Application:

- Student answers to questions; honors, activities
- Academic status (principal's form and transcript with emphasis on language)

##### Essay in English:

- Content
- Force of reasoning
- Originality and creativity
- Organization: Flow of thought and structure
- Breadth of vocabulary
- Spelling and grammatical accuracy

#### Avoid these common errors:

Application postmarked after January 27, 2017

##### General procedures not followed:

- Application pages out of order
- Missing information/sections
- Second recommendation is from another world language teacher
- Missing signatures or Xeroxed signature pages
- Items for same student sent separately
- Cover sheet not completed
- Wrong application form used

##### Testing procedures not followed:

- Proctor is a speaker/scholar of the language being tested
- Missing signatures on student/proctor sheets
- Dates/times differ on student/proctor sheets
- Students at same school tested on different days (all immersion should be on same day; all Latin should be on same day)