



2026-2027

Student Handbook

Serving the counties of Caroline, King George, Spotsylvania and Stafford
Est. 1998

125 University Boulevard, Fredericksburg, VA 22406

540-548-1278

www.cgsva.org



The Commonwealth Governor’s School

Dear CGS Students and Families,

The Commonwealth Governor’s School offers our students a rigorous curriculum supplemented by experiential and research learning. Our unique program provides students with the tools to maximize their learning during their time at CGS, while also preparing them to thrive in the post-secondary world.

We look forward to a great year of teaching and learning with you!

Sincerely,

Tracie Omohundro, Ph.D.
Director, Commonwealth Governor’s School

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Governing Board

Allison Sears - Chair, Caroline
Carrie Cleveland - Vice Chair, King George
Dr. Liza Warner, Stafford
Lawrence DiBella - Spotsylvania
Dr. Sarah Calveric - Executive Superintendent, Caroline

Member School Divisions

Caroline County Public Schools

16221 Richmond Turnpike
Bowling Green, Virginia 22427
804-633-5088
Dr. Sarah Calveric, Superintendent
Dr. Autumn Nabors, Director of Secondary Education
Nikki Kiger, Gifted Education Specialist

King George County Public Schools

9100 St. Anthony's Street, P. O. Box 1239
King George, Virginia 22485
540-775-5833
Dr. Jesse Boyd, Superintendent
Erin Kaple, Supervisor of Secondary Education

Spotsylvania County Public Schools

8020 River Stone Drive
Fredericksburg, Virginia 22407
540-834-2500
Dr. Clint Mitchell, Superintendent
Alan Hicks, Exec Director of Secondary Education
Jessica Lowery, Gifted/Advanced Programs Coordinator

Stafford County Public Schools

31 Stafford Avenue
Stafford, Virginia 22554
540-658-6000
Dr. Daniel W. Smith, Superintendent
Dr. Marcie Robertson, Chief of Schools
Melony Kiesau, Coordinator of Gifted Education

Site Locations

Colonial Forge High School

Stafford County
Terri Hampton, Principal
550 Courthouse Road
Stafford, Virginia 22554
(540) 658-6115

King George High School

King George County
Dr. Travis Burns, Principal
10100 Foxes Way
King George, Virginia 22485
(540) 775-3535

North Stafford High School

Stafford County
Dr. Brian Raska, Principal
839 Garrisonville Road
Stafford, Virginia 22554
(540) 658-6150

Riverbend High School

Spotsylvania County
Chawrdri Elliot, Principal
12301 Spotswood Furnace Road
Fredericksburg, Virginia 22407
(540) 584-4051

Spotsylvania High School

Spotsylvania County
Rob Marchetti, Principal
6975 Courthouse Road
Spotsylvania, Virginia 22551
(540) 582-3882

Stafford High School

Stafford County
Chelsea Tryon, Principal
63 Stafford Indian Lane
Stafford, Virginia 22405
(540) 371-7200

Faculty and Staff

Regional Office

(540) 548-1278

Dr. Tracie Omohundro, Director
Michelle Gordon, Coordinator
Brian McDonald, Network Engineer
Lauren Harrell, Regional Office Manager
Kristina Sullivan, Regional Counselor

Colonial Forge High School

(540) 658-6115

*Michael Thompson - Math
Jennifer Collins - Math
Todd Lewis - Science
Morgan LaRowe - Social Studies
Mike Singer - Science
Michael Snead - English
Ryan Stevenson - Science

King George High School

(540) 775-3055

*Craig Giles – Math
Jennifer Grigsby - Science
William Kibler - Social Studies
Kelley Ross - English
Regina Zengulis – Math

North Stafford School

(540) 658-6150

*Kathy Thompson - Math
Stephanie Canfield - Science
Cyndi Christopherson - English
Nacere Belgache - Science
Jared Oliver - Social Studies

Riverbend High School

(540) 548-4051

*Meredith Lohr - Science
Kevin Bywaters - Science
James Conlee - Math
Trent Garrison - Science
Carol Gick - Math
Michaela Godfrey - English
Larry Letellier - Social Studies
Rick Martinez - Social Studies

Spotsylvania High School

(540) 582-3882

*Heather Labelle– Science
*Jim McNamee - Math
Alex Bickerstaff - Math
Shawn Kelley - Social Studies
Patrick Maginnis - Social Studies
Brad Miller - Science
Mark Ulanowicz – Science
Dr. Vanessa Wood - English

Stafford High School

(540) 371-7200

*Jennifer Pogue - Science
Faith Calleson - Science
Karen Freeman - English
Linnea Haase - Math
Jeff Kumalae - Math
Jeff Rine - Social Studies

*Site Leader

Program Overview

Mission

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

The CGS School Community

The Commonwealth Governor's School (CGS) is an Academic-Year Governor's School serving gifted, talented, and highly motivated students in grades 9–12 from Caroline, King George, Spotsylvania, and Stafford County Public Schools. Using a school-within-a-school model, CGS provides a challenging, differentiated, and interdisciplinary academic program focused on critical thinking, collaboration, research, and problem-solving.

CGS is a four-year, half-day program in which students complete their core courses in English, mathematics, science, and social studies at the honors, Advanced Placement (AP), and/or Dual Enrollment (DE) level. Ninth- and tenth-grade students attend their home high school in the morning and CGS in the afternoon; eleventh- and twelfth-grade students follow the opposite schedule.

Students attend one of six CGS sites at Colonial Forge, King George, North Stafford, Riverbend, Spotsylvania, or Stafford high schools. Real-time interactive broadcast technology connects classrooms and teachers across the region, allowing students to learn as part of both a site-based and regional community. Students progress through the program as a cohort, building relationships with peers and faculty over four years.

The CGS Instructional Model

CGS instruction emphasizes hands-on, inquiry-based learning. Teachers collaborate within subject areas and across grade-level teams to develop interdisciplinary learning experiences that connect English, mathematics, science, and social studies. Students investigate complex questions, analyze information, solve authentic problems, defend ideas, and communicate their learning effectively.

Technology, including the CGS interactive broadcast system, supports instruction and collaboration across all six sites. Learning extends beyond the classroom through field experiences, interdisciplinary projects, community partnerships, and service-learning opportunities that connect academic content to authentic settings and experiences.

Each year, students complete a year-long culminating research project that integrates knowledge and skills from multiple disciplines. As students progress through CGS, these projects increase in complexity and develop skills in research, inquiry, collaboration, project management, written and oral communication, and presentation.

The CGS Student Experience

CGS students remain active members of their home high schools, participating in athletics, fine arts, student government, clubs, service organizations, and other activities while completing their core academic program at CGS. This model allows students to experience a specialized regional learning community while remaining connected to the broader high school experience. The CGS faculty is determined to provide the kind of coaching, mentoring, and individualization gifted and highly motivated learners need to achieve their fullest potential.

Academic Program

The CGS curriculum is designed to challenge students in four major academic content areas, through problem-based instruction, and research appropriate for gifted and highly motivated learners in the four core areas at the honors, Dual Enrollment, and Advanced Placement level.

Curriculum Sequence

	9th Grade	10th Grade	11th Grade	12th Grade
English	Honors English 9	Honors English 10	AP English Language and Composition*	AP English Literature and Composition*
Mathematics	Honors Algebra II	Honors Geometry with Trigonometry -or- DE Pre-Calculus*#	DE Pre-Calculus: with Special Topics*# -or- AP Calculus AB*	AP Calculus BC & Multivariate Calculus* -or- AP Statistics*
Science	AP Environmental*	AP Biology *	Dual Enrollment Chemistry*#	AP Physics 1*
Social Studies	AP European History *	AP U.S. Government *	AP U.S. History*	AP Human Geography*
Culminating	Advanced Research and Writing: Students participate in monthly Culminating Intersessions all four years			

*Weighted Classes; # College credit is available through a dual enrollment option.

Course Descriptions - [See Appendix 1](#)

Mathematics Pathways - [See Appendix 2](#)

Daily Bell Schedule

	11th / 12th Grade	Colonial Forge/ Stafford Sites	North Stafford Site	Riverbend Site	Spotsylvania Site	King George Site
	HS Start Time	7:30	7:30	7:35	7:35	7:25
Broadcast	Travel/Hub Students Arrive	Prior to 1st Block	Prior to 1st Block	7:45	7:55	8:00
8:05-8:45	1st Block	7:30-9:00	7:30-9:00 7:30-8:50 (Wed)	7:45-9:10	8:00-9:15	8:05-9:23
9:30-10:10	2nd Block	9:05-10:30	9:05-10:30 9:20-10:40 (Wed)	9:15-10:40	9:20-10:35	9:27-10:45
	Travel Students Depart	No travel	No travel	10:43	10:40	10:50
	9th /10th Grade	Colonial Forge/ Stafford Sites	North Stafford Site	Riverbend Site	Spotsylvania Site	King George Site
Broadcast	Travel Students Arrive	No travel	No travel	11:20	11:15	11:05
11:25-12:15	3rd Block	Lunch-10:40-11:00 11:05-12:25	Lunch-10:35-11:00 11:05-12:20 11:15-12:25 (Wed)	11:25-12:40	11:20-12:35	Lunch 10:46-11:10 11:14-12:30
12:50-1:40	4th Block	12:30-1:45	12:25-1:40 12:30-1:40 (Wed)	12:45-2:05	12:40-1:55	12:34-1:50
	Travel/Hub Students Depart	1:50	1:45	2:08	1:58	1:55
	HS Dismissal	2:00	2:00	2:20	2:20	2:25

Weekly Schedule

This is the general student schedule.

			Monday	Tuesday	Wednesday	Thursday	Friday
AM	12th Grade	1 st	Science 12	Math 12	Labs, Field Experiences, Culminating, Speakers, Special Activities, Extra Instructional Time	Science 12	Math 12
		2 nd	English 12	Social Studies 12		English 12	Social Studies 12
	11th Grade	1 st	English 11	Social Studies 11		English 11	Social Studies 11
		2 nd	Science 11	Math 11		Science 11	Math 11
PM	10th Grade	3 rd	Math 10	Science 10		Math 10	Science 10
		4 th	Social Studies 10	English 10		Social Studies 10	English 10
	9th Grade	3 rd	Social Studies 9	English 9		Social Studies 9	English 9
		4 th	Math 9	Science 9		Math 9	Science 9

Students will be provided specific calendars by their teachers. When a field experience, guest speaker, special activity, weather closure, or two-hour delay changes the regular schedule, students should follow the calendar and directions communicated by CGS teachers and/or their school division. Students remain responsible for checking CGS email and course announcements for assignments, revised meeting times, and make-up expectations. Transportation operates according to the sending school division's status and directions.

Field Experiences

Field experiences are an essential component of the CGS curriculum. The impact of these experiences on CGS students' class attendance at their home-based schools will be carefully monitored. CGS students are responsible for any assignments missed while on a CGS field experience. A field experience permission form will be required. CGS and/or school divisions will provide transportation. Students who do not attend a scheduled field experience will be required to complete an additional assignment. Students who do not attend 85% of field experiences (Class of 2030 and beyond) will not be eligible for a CGS Medallion. See [Appendix 3](#) for more details about field experiences.

Broadcasts and Regional Interaction

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

Culminating Activity

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

The objectives and rationale for this activity:

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

As facilitators, the CGS teachers:

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

The final grade for the course will be calculated at the end of senior year. Students may monitor their progress using the information below.

Culminating Year	Fraction of final grade	Max points earned	Tracking Current progress
9	½ of final grade	12.5	
10	½ of final grade	12.5	$((9\text{th} \cdot .125) + (10\text{th} \cdot .125)) / 25$
11	½ of final grade	25	$((9\text{th} \cdot .125) + (10\text{th} \cdot .125) + (11\text{th} \cdot .25)) / 50$
12	½ of final grade	50	$((9\text{th} \cdot .125) + (10\text{th} \cdot .125) + (11\text{th} \cdot .25) + (12\text{th} \cdot .5)) / 100$

Course Management System

Canvas, a learning management system, is available to all CGS students. All CGS students will have access to a Canvas site for each of their CGS courses. CGS teachers will be responsible for maintaining the content associated with their classes. Canvas will provide students with the course syllabus, course materials, announcements, course assignments, course calendars, and opportunities to collaborate with other CGS students on joint projects. CGS parents will have limited access to their child's courses as a guest. If a teacher uses another platform, such as AP Classroom, there will be a link to that page.

AP Exams

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

Dual Enrollment

CGS offers Pre-Calculus and Chemistry as dual enrollment; college level courses through Richard Bland College. CGS pays the one-time application fee. Students receive a RBC student number and email address to use to request transcripts. The earned college credits are transferable to most Virginia colleges and universities.

Academic Support

In addition to the school based faculty, the regional staff is committed to providing academic support for CGS students. The Commonwealth Governor's School Program Counselor is a licensed school counselor available for all CGS students to receive support in the areas of academics, emotional/social development, and career/post-secondary planning. In addition, the Coordinator of Academic Support provides students with opportunities for remediation, recovery, and advancement. The Program Counselor and Academic Coordinator collaborate with parents, teachers, school counselors, administrators across the region to foster, promote, and improve student success and achievement in the CGS Program. To request an appointment with either the CGS Program Counselor or Academic Coordinator, contact the CGS Regional Office.

Program Operations

Academic Standing

Any CGS student whose grade point average (GPA) in the core subjects (English, Social Studies, Mathematics, and Science) falls below a 2.5 will be placed on academic probation at the end of a semester. Weighted grades will be considered in the GPA at each grade level. Students can also be placed on probation for not successfully passing the culminating course each year.

For CGS academic-standing purposes, GPA is calculated using grades from the four CGS core subjects: English, mathematics, science, and social studies. Weighted grade values are used. Academic standing is reviewed at the end of each semester. At the conclusion of any semester when the (cumulative or previous semester) GPA is below 2.5, the student will be placed on probation and meet with the academic team to develop a written 'Academic Plan for Success' that will include goals that will help him/her improve their grade point average.

Removal from probationary status will occur when the CGS student maintains at least a 2.5 grade point average or higher in core subject areas the following semester. Students may be removed from the program by the Director if lack of progress endangers their graduation status. (See entire Academic Standing policy on the CGS website.)

Students and families should review current grades in the applicable division grade-reporting system throughout each grading period. Questions about warning status, probation, grade calculations, or an Academic Plan for Success should be directed to the student's CGS advisor or CGS Coordinator of Academic Support. The complete Academic Standing policy and current guidance are available on the CGS website at cgsva.org.

Attendance

The CGS curriculum is rigorous and presented at an accelerated pace. Daily attendance is a key factor in academic success. CGS is on a block schedule and therefore one day of missed work is equivalent to two to three missed days of class. Students who are chronically absent may be placed on an attendance plan. The plan may require documentation from a qualified professional for absences to be considered excused and for missed work to be eligible for make-up, consistent with the student's school division attendance policy. Students and families must communicate promptly with the home school and CGS teachers regarding absences and required documentation.

Calendar

Each school division will follow its own calendar. On days when one school division is closed for a holiday or because of weather, the other school divisions will continue with instruction. School closings due to inclement weather will be announced on the individual school division's websites and the local radio and T.V. stations.

Diploma Seal (VDOE) and Recognitions (CGS)

Governor's School Seal: Students who complete at least their junior and senior years with CGS, earns a minimum cumulative 2.5 GPA in the four core subject area classes, and successfully passes the culminating course at CGS will receive the Virginia Governor's School seal on their diploma.

Early College Scholars: Students take coursework to meet the application requirements of the VDOE Early College Scholars Program.

CGS Medallion: Students who receive a diploma seal (and participate in 85% of field experiences - for the class of 2030 and beyond) will also receive a CGS Medallion.

CGS Pin: In the fall of the junior year, CGS students receive a CGS pin recognizing their achievements to date.

Codes of Conduct

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

Serious or repeated violations of a participating school division's Student Code of Conduct, conduct that jeopardizes safety, or behavior that substantially disrupts the CGS learning environment may result in removal from the program. Any removal decision will follow the process described in Scenario 3 under Withdrawal from CGS, including parent notification and applicable appeal rights.

Dress

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

Early College Scholars

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

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

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

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

Grading

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

Honor Pledge

The CGS Honor Pledge is an expression of the student's support of the Honor Code. The student should write and sign the following pledge on every graded assignment: **"I have neither given nor received any unauthorized assistance on this Assignment." (Followed by an original signature)** See [Appendix 4](#) for the full CGS Honor Code

Library Facilities

Students will utilize their CGS sites' library. Access to library computer resources is available from the CGS classroom. CGS students are to respect and comply with all the rules and expectations of the library facilities. Students are also eligible to access the UMW and RBC libraries when enrolled in AP and DE courses, respectively.

Lockers

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

Lunch

CGS students from Spotsylvania will have the option of eating lunch at their main schools or bringing their own lunch to eat on the bus. Caroline CGS students will eat lunch on the bus.

Main School Support

Each high school has a counselor and gifted education resource teacher to assist CGS students. Students are assigned a counselor by the main school. During the school year, CGS students can access the gifted education resource teachers at their main school.

Math League Competitions

CGS students participate in a variety of math competitions during the school year. Discuss how to participate with your math teacher.

Make-Up Work

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

Model UN

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

PTO

CGS has a very active Parent Teacher Organization (PTO). Students are encouraged to take advantage of all the activities sponsored by the CGS PTO. Parents are encouraged to join. PTO membership can be accessed at <https://cgs-ptosquare.site/>.

Science Lab Facilities

Students will utilize their CGS sites' science lab. CGS students are to respect and comply with all the safety and operational guidelines of those facilities.

Student Records

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

Summer Enrichment

Summer enrichment opportunities will be provided to CGS students in June/July. CGS students are encouraged to take full advantage of these fun, educational activities. Information pertaining to summer

enrichment offerings will be distributed to all students in April. Students interested in participating in summer enrichment programs will register in April. Enrollment in each activity will be based on which students register first.

Technology

CGS technology virtually creates and connects our regional community of learners and makes the world our classroom. Students are expected to maintain the highest integrity and ethical standards in the classroom and while online. This includes following the school division technology policies and the and CGS Computer, Broadcast, and Network Users Standards of Conduct ([Appendix 5](#)).

Artificial Intelligence (AI): Students may use traditional or generative AI tools only when a teacher has expressly authorized their use for the assignment. Students must follow the teacher's directions for disclosure and citation, verify the accuracy and appropriateness of AI-assisted content, protect confidential and personally identifiable information, and remain the author of the work submitted. Presenting AI-generated work as one's own, using AI to avoid assigned thinking or skill practice, or using AI on an assessment without permission is unauthorized assistance and may be treated as an Honor Code violation. See [Appendix 6](#) for the CGS Levels of AI Use

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

Students may also forward their CGS email to their school division email if forwarding is permitted. Open the CGS Gmail account, select Settings, then See all settings, choose Forwarding and POP/IMAP, and select Add a forwarding address. Enter the student's school division email address, complete the confirmation sent to that account, and return to the CGS account to enable forwarding. Students remain responsible for checking the CGS account directly and should not forward CGS email to a personal account. Contact CGS staff if the forwarding option is unavailable.

Textbooks

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

Transportation Schedules

Transportation is provided between students' home-based schools and CGS. Students may only drive to their site based on division policies. The departure times and arrival times will vary from site to site.

- Caroline County

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

- King George County

No transportation needed.

- Spotsylvania County

Students from Courtland High School and Massaponax High School will be transported to the Spotsylvania High School CGS site.

Students from Chancellor High School will be transported to the Riverbend High School CGS site.

- Stafford County

Students in Stafford County have been assigned full time to a high school with a CGS site. Students will be transported to their assigned school.

Website cgsva.org

This website provides information about the CGS program. It is updated on a regular basis. The CGS Guidelines for Web Documents Style and Design will be strictly enforced.

Withdrawal from CGS

Students exiting from CGS are expected to adhere to both the guidelines of The Commonwealth Governor's School as well as the scheduling change procedures of the local school division.

Scenario 1: Student Elects to Exit the CGS Program

There are three time periods designated for withdrawing from the CGS program: at the end of the first grading period, at the end of the semester, or at the end of the school year. A student should not be academically penalized for transferring out of CGS; however, if a student withdraws during the school year, he or she may not be granted full academic credit as a result of the differences in course schedules at participating high schools. If a student successfully completes a weighted course in the CGS program, weighted credit is to be issued. If a student transfers from CGS into an equivalent weighted course and successfully completes that course, the student is to receive weighted credit from their designated high school.

If a student wishes to exit from The Commonwealth Governor's School:

- The parent should contact the CGS Director and the student's CGS teacher advisor to review the student's academic record and to discuss what action is best for the student. A request to exit a student should be **made in writing to the Director** (email is acceptable).
- The student will be required to participate in an exit interview to provide feedback data for improving the CGS program with the Director or the CGS Program Counselor.

Once those two required components are completed, the CGS Director will notify the student's high school counselor, and the division gifted coordinator of the student exit. The student's schedule may then be adjusted to reflect non-CGS sections.

If a CGS student plans on exiting from the program for the following school year, the withdrawal request must be completed by **JUNE 1st**. All exit requirements must be completed prior to **JUNE 1st**.

Scenario 2: Student is Placed on Probation OR Student Is at Risk of Not Graduating with Cohort

Students who are placed on probation due to lack of academic progress will be removed from CGS by the Director if they do not show improvement that meets the requirements of their probationary status. Additionally, if a student is not on formal probation but is at risk of not graduating with their class cohort due to lack of academic progress, the student may be removed from the program by the Director to maintain the student's graduation plan.

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

- The student's CGS advisor or the Director will contact the parent to arrange an assessment of academic progress.

- This assessment may result in the development of an individualized CGS academic plan for success that contains specific objectives and outcomes. A designated time will be set for reassessment.
- If after this period the student has not made sufficient progress and it is determined that the student will be removed from CGS, an exit interview will be conducted to provide feedback data for improving the CGS program.

The CGS Director will notify the student's high school counselor of the removal decision and the school division's drop/add procedures will be utilized to transition the student back into the zoned school program.

Scenario 3: Student Violates Technology Agreement or Student Code of Conduct

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

- The Director will send a letter to the parents indicating the reason that their student has lost the privilege to continue in the CGS program.
- The parent(s) will have the right to appeal the decision first to their division superintendent and secondly to their local school board.

If the decision is upheld, the school division's drop/add procedures will be utilized to transition the student back into the student's zoned school program.

Acknowledgements

I have received and reviewed the **CGS Student Handbook**.

Release Form for Published Student Information

CGS may publish information about our school and its activities via print and online media. We may wish to include your child's name or photograph. This information might be published to recognize achievement or in conjunction with the display of your child's work. *I give permission for this information to be published.*

Participation in Broadcasting

As part of the CGS instructional program, CGS records regional broadcasts throughout the school year. We make these broadcasts available to students and teachers. The use of these archived videos is intended for educational purposes only. *I am aware that I/my child may be included in these archives.*

I have received and reviewed the **CGS Computer, Broadcast, and Network Users Standards of Conduct**

Student Name	_____
Student Signature	_____
Date	_____
Parent Name	_____
Parent Signature	_____
Date	_____

Appendix 1: Course Descriptions

In addition to the descriptions below, courses incorporate Instructional broadcasts across all sites; field experiences in each content area; purposeful course alignment to allow for interdisciplinary instruction; and a focus on research and writing through four-year culminating experience. The CGS Governing Board approves the curriculum in keeping with the general laws, and with the regulations and requirements of the Virginia Board of Education.

ENGLISH 9: Honors English 9 (SCED01001; CGS; Honors)

Students begin their critical analysis of literature through challenging reading, writing and discussion, with a focus on *Foundations of Community*. Students study the defining characteristics of the forms and levels of discourse, both imaginative and expository. Students apply their skills to timeless problems of communities, their environment, and their development.

ENGLISH 10: Honors English 10 (SCED 01002; CGS; Honors)

Students apply the basic concepts learned in the English 9 course to literary works of increasing complexity. Special attention is given to the relationship between and among individuals, their society, and their environment. Written and oral work increasingly emphasizes persuasive forms appropriate to public discourses and to problem solving in human communities. Students may take the Standards of Learning Reading and/or Writing test.

ENGLISH 11: AP English Language and Composition (SCED 01005; CGS; Advanced Placement)

Students examine the American cultural experience and its connections to the world in coordination with eleventh-grade social studies through the *American Experience in a Global Context*. Students will extend and refine their skills in critical reading and writing. Upon course completion, students may take the Standards of Learning Writing 11 test and prepare to take the AP English Language and Composition exam.

ENGLISH 12: AP English Literature and Composition (SCED 01006; CGS; Advanced Placement)

Students apply their critical skills to imaginative literature from the Anglo-American canon. Students enrich their understanding of global issues through a study of major cultural developments. Students prepare to take the AP English Literature and Composition exam.

MATHEMATICS 9: Honors Algebra II (SCED 02056; CGS; Honors)

Students conduct an in-depth study of algebra topics, including the study of linear and quadratic equations, functions and systems, irrational and complex numbers, matrix theory, conic sections, polynomials; sequences and series; and probability. Students will take the Standards of Learning Algebra II test.

MATHEMATICS 10: Honors Geometry with Trigonometry (SCED 02072; CGS; Honors)

Students explore a range of geometry and trigonometry topics including logic and deductive reasoning, angles, parallel lines, congruence and similarity, triangles, quadrilaterals, polygons, circles, trigonometric

functions, trigonometric identities, applications of trigonometry, areas and volumes, 3-D modeling through the use of 2-D views and constructions. Students may take the Standards of Learning Geometry test if needed for graduation requirements.

-or-

MATHEMATICS 10: DE Precalculus with Special Topics
(SCED 02110; CGS; Dual Enrollment MATH121, MATH151-RBC)

Students complete college level coursework. MATH121 topics include basic concepts of algebra, equations, inequalities, problem solving, and basic polynomial, rational, and exponential functions, with emphasis on graphing techniques, algebraic and numeric properties and applications. MATH151 topics include trigonometric functions, analytic trigonometry, applications of trigonometry and an introduction to limits. Upon successful completion of the course, students will receive 3 credits for MATH121 and 4 credits for MATH151 from Richard Bland College.

MATHEMATICS 11: AP Calculus AB
(SCED 02124; CGS; Advanced Placement)

Students complete a college-level calculus course. Students cultivate their understanding of differential and integral calculus through engagement with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. Using traditional CGS methods, students will explore practical applications of content through problem-solving and project-based learning. Students prepare to take the AP Calculus AB exam.

-or-

MATHEMATICS 11: DE Precalculus with Special Topics
(SCED 02110; CGS; Dual Enrollment MATH121, MATH151-RBC)

Students complete college level coursework. MATH121 topics include basic concepts of algebra, equations, inequalities, problem solving, and basic polynomial, rational, and exponential functions, with emphasis on graphing techniques, algebraic and numeric properties and applications. MATH151 topics include trigonometric functions, analytic trigonometry, applications of trigonometry and an introduction to limits. Upon successful completion of the course, students will receive 3 credits for MATH121 and 4 credits for MATH151 from Richard Bland College.

MATHEMATICS 12: AP Statistics
(SCED 02203; CGS; Advanced Placement)

Students study problems of statistics in society. Topics include exploratory data analysis, sampling, probability, simulations, and hypothesis testing. Emphasis is placed on problem solving and applications through research. Experiences with appropriate micro-computer software, graphing calculators, and projects are included. Students prepare to take the AP Statistics exam.

-or-

MATHEMATICS 12: AP Calculus BC & Multivariable Calculus
(SCED 02125; CGS; Advanced Placement)

Students complete a second year calculus course that follows the College Board's Mathematical Practices for AP Calculus (MPACs), which will expand on the student's knowledge of the Big Ideas from AB Calculus (limits, derivatives, integrals, and the Fundamental Theorem of Calculus). To master these enduring understandings, students are expected and required to be able to: reason with definitions and theorems, connect concepts, implement algebraic and computational processes, connect multiple representations, build notational fluency, and communicate. In addition to the BC topics covered (calculus of vector, parametric, and polar functions, advanced integration methods, applications, and approximations, and series), students will explore important multivariable calculus topics, including a

deeper investigation into the applications of vectors (dot and cross product, surfaces in 3D space, partial derivatives and differentials, and Green's Theorem). Students will be highly prepared to take the AP Calculus BC exam at the end of the course.

SOCIAL STUDIES 9: AP European History

(SCED 04056; CGS; Advanced Placement)

Students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing, primary, and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. Students prepare to take the AP European History exam.

SOCIAL STUDIES 10: AP U.S. Government

(SCED 04159; CGS; Advanced Placement)

Students complete a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course. Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. Students prepare to take the AP U.S. Government exam.

SOCIAL STUDIES 11: AP U.S. History

(SCED 04104; CGS; Advanced Placement)

Students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. Students prepare to take the AP U.S. History exam.

SOCIAL STUDIES 12: AP Human Geography

(SCED 04004; CGS; Advanced Placement).

Students explore systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students prepare to take the AP Human Geography exam.

SCIENCE 9: AP Environmental Science
(SCED 03207; CGS; Advanced Placement)

Students will complete the equivalent of a one-semester, introductory college course. Instruction focuses on scientific principles and analysis and includes a laboratory component. AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students prepare to take the AP Environmental Science exam.

SCIENCE 10: AP Biology
(SCED 03056; CGS; Advanced Placement)

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

SCIENCE 11: DE Chemistry
(SCED 03102; CGS; Dual Enrollment CHEM101 and 101L - RBC)

Students will complete a one-semester college level chemistry course with a dual enrollment option. Upon successful completion of the college level coursework with academic standards equivalent to other college courses, students will receive 4 credits for CHEM 101 AND 101L from Richard Bland College. Students may take the Standards of Learning Chemistry test if needed for graduation requirements.

SCIENCE 12: AP Physics 1
(SCED 03156; CGS; Advanced Placement)

Students cultivate their understanding of physics by developing models of physical phenomena through this algebra-based, introductory college-level physics course and inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in these content areas: Kinematics, Forces and Translational Dynamics, Work, Energy, and Power & Linear Momentum, Torque and Rotational Dynamics, Energy and Momentum of Rotating Systems, Oscillations, and Fluids. Students prepare to take the AP Physics 1 exam at the end of the course.

CULMINATING: Advanced Research and Writing
(SCED TBD; CGS; No weighted credit)

The Culminating Research Course is a four-year process. In the 9th grade, students learn the basics of research, literature review, research question development and presentation skills. By 12th grade, students further develop writing skills and become independent researchers, focusing on the development of college-level research products. Students present their findings

to an expert-advisor, CGS staff, and the community. Students earn one non-honors elective credit (Advanced Research and Writing) at the conclusion of all four years of research.



The Commonwealth Governor's School

Math Pathways

As counselors are working with CGS students, please use the following guidelines for math course recommendations:

Grade	Pathway 1 Algebra 1 completed	Pathway 2 Algebra 1 & Geometry completed	Scheduling Notes
9th	CGS Honors Algebra II		All CGS 9th graders are cohorted together in CGS Honors Algebra II, regardless of the math course taken in 8th grade. Students on Pathway 1 may consider Geometry Honors as an elective in the home-based school with prior approval from the 9th grade CGS math teacher and director.
10th	CGS Honors Geometry with Trigonometry	CGS DE PreCalculus	With prior approval from the 9th grade CGS math teacher and director, students may consider an equivalent summer Geometry course. Students should NOT take AP Statistics as a non-CGS elective in 10th grade without prior approval from the site leader or director due to the CGS course sequence in grades 11 and 12.
11th	CGS DE PreCalculus	CGS AP Calculus AB	Students must take the full CGS curriculum in 11th and 12th grade to be eligible for a CGS seal. Students should NOT take AP Statistics as a non-CGS elective in 11th grade without prior approval from the site leader or director due to the CGS course sequence in grades 11 and 12.
12th	CGS AP Statistics	CGS AP Calculus BC or CGS AP Statistics	Students must take the full CGS curriculum in 11th and 12th grade to be eligible for a CGS seal. Students may take two math courses during 12th grade, but must take at least one CGS math course. Ex. Pathway 2 students may take CGS AP Calculus BC and school-based AP Statistics; Pathway 1 students may take CGS AP Statistics and school-based Calculus.

If you have specific questions, please reach out to the CGS Regional Office

Appendix 2: Math Pathways

Appendix 3: Field Experience Guidelines

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

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

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

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

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

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

Frequency: Field experience opportunities will be offered to students on an average of two per month. Depending on the travel time and learning objectives, field experiences will be taken during regular CGS school time, half day or full day during school time, during the evening or on the weekends.

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

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

Appendix 4: Honor Code

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

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

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

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

CGS Honor Pledge

The Honor Pledge is an expression of the student's support of the Honor Code. The student should write and sign the following pledge on every graded assignment: **"I have neither given nor received any unauthorized assistance on this Assignment." (Followed by an original signature)**

Violations and consequences

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

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

The CGS Honor Code was developed in the spirit of a regional community of learners by
Amber Mathur, CGS Class of 2003, Stafford High School
Victoria Glick, CGS Class of 2002, North Stafford High School
Cathleen Hannifin, CGS Class of 2002, Chancellor High School
Todd Rosenbaum, CGS Class of 2002, Massaponax High School
Ali Wyne, CGS Class of 2003, Stafford High School

Approved by the Commonwealth Governor's School Governing Board June 20, 2002.

Appendix 5: Computer, Broadcast, and Network Users Standards of Conduct

The CGS information systems are intended for educational purposes only. CGS instruction, including regional broadcasts, depends on the use of video and computer technology. A student's participation in CGS is contingent upon the ethical and appropriate use of the CGS information system as outlined in this document. CGS students will also adhere to the expectations as outlined in their school division's Student Code of Conduct.

The term "information systems" as used herein includes, but is not limited to, networks, servers, hardware, software, communication lines and devices, graphing calculators, computers, printers, scanners, tablets, and broadcasting equipment.

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

These information systems are operated by faculty and students for the mutual benefit of all concerned, and all users are expected to assist in the successful operation of the facilities. Users should not do, or attempt to do, anything that might disrupt the operation of the network or equipment, and/or interfere with the learning of other students.

The following guidelines are intended to help users understand appropriate use. All access to information systems shall be pre-approved by the director. The staff of the program and/or site may restrict or terminate any user's access without prior notice, if such action is deemed necessary to maintain computing availability and security for other users of the systems. Other disciplinary action may also be imposed as stated in the participating school division's Student Code of Conduct.

Ethical Conduct

With the use of information systems, all users are required:

- to recognize and honor the intellectual property of others.
- to comply with legal restrictions regarding plagiarism and the use and citation of information resources.
- to adhere to expectations established for the use of artificial intelligence (AI), to include, but not limited to traditional and generative AI.
- to restrict the use of the information systems and resources to the mission or function of the school system; the use of computer systems for personal use unrelated to the mission or function of the school system or for private gain is prohibited.
- to help maintain the integrity of the school information systems; deliberate tampering or experimentation is not allowed. It is a violation to modify and/or copy any system folder or file.

Educational Use

- Information systems are intended for educational purposes. Users are responsible for the ethical and educational use of their network accounts.
- CGS provides a student Google account that will be available until students graduate or leave the program.
 - School-related files are the only files to be saved on your account.
 - Storing and/or playing commercial software, games, and hidden files on your account is not permitted.
- Hard drives of CGS desktops are erased nightly, so saved files will not be available for future use.

Respect for Others

- Respect the work and rights of others using the information system and/or network.
- Use assigned workstations.
- Be considerate when using CGS resources.
- Log off workstations when finished or leaving.
- Do not deliberately attempt to disrupt system performance or interfere with the work of another user.
- Leave equipment in good condition for the next user/class.

Respect for Security

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

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

Respect for Property

Software

- Regional staff is solely authorized and responsible for the download and installation of software on school information systems (including all individual workstations).
- Software Copyright
 - All software used by CGS must hold a valid and legal license.
 - Licensed/copyrighted software is not for loan.
 - Copyrighted software shall not be further transmitted in any form without compliance with all terms of a pre-authorized licensing agreement. Infringement or violations of U.S. or international copyright laws or restrictions will not be tolerated.
 - Any attempts to circumvent the licensing control or the copying of software from the network is prohibited.

Hardware

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

Mail Usage

CGS students are assigned a CGS google account that includes the use of electronic communication (email). Failure to comply with all responsibilities will result in disciplinary action which may include suspension of e-mail privileges.

- CGS email is
 - designed for educational use only.
 - subject to review and monitoring.
 - restricted to educationally appropriate communications.
- Users are responsible

- to maintain the integrity of the private electronic mail system. The user has the responsibility to report all violations of security.
- for all mail maintained and/or stored under their user accounts.
- to notify staff of any communication that contains inappropriate or illegal information, or that is potentially dangerous to the integrity of the information systems.
- Email Safety
 - All mail communications must reflect the sender's account I.D.
 - Do not share personal information in correspondence with unknown parties.
 - Do not reveal your personal address or phone number or those of other students or staff.
- Students may not send communication that includes all CGS students or faculty.

Responsibilities

- The user exercising his/her privilege to use CGS information systems as an educational resource shall also accept the responsibility for all material received under his/her account.
- All users are prohibited from accessing information that does not promote the instructional mission of CGS.
- CGS is NOT responsible for any financial commitments made by users. A parent or guardian will be solely responsible for such commitments.

Intentional Misuse or Damage of Information Systems

The term "damage" is used herein to mean hindering the function of any CGS information system.

ANY damage to CGS information systems can severely disrupt the learning process. Therefore, any student(s) who intentionally causes damage may be recommended by the director of CGS for dismissal from the program. Students may also be responsible for financial or other restitution.

Appendix 6: AI Levels of Use

Commonwealth Governor's School

Levels of Allowable AI Usage

Levels of AI Usage	Description	When to Use	Citing AI MLA Style Center APA Style Center	AI Student Responsibility Checklist	My Work Is...
Level 0: No AI Use	All work is student-generated without AI support.		No citation is needed for minor edits.		"My work is fully original."
Level 1: Little AI Use	Small support like spelling and grammar checks.	Editing and fine-tuning your final work.	No citation is needed for minor edits.	Check if AI has improved clarity without changing ideas.	"My work is fully original, with AI used only for minor edits like grammar and spelling."
Level 2: Guided AI Use	Using AI for idea generation or outlining under teacher guidance.	When brainstorming or needing inspiration.	Mention AI use in a footnote. Example: "Ideas generated with AI support."	Ensure the ideas are still in your own words.	"My work includes ideas from AI to brainstorm or outline but is written in my own voice."
Level 3: Integrated AI Use	Integrating AI for creative tasks like draft writing or solving complex problems with teacher oversight.	When working on projects that require creativity.	Use of AI must be cited as you would any other source. May include a full transcript of student prompt history with AI along with the assignment.	Confirm that the final work reflects your thoughts and voice.	"My work combines AI ideas with my writing and editing, showing my personal understanding."
Level 4: AI-Intensive Projects	AI is central, such as for data analysis or simulations.	For science, coding, and advanced projects.	Use of AI must be cited as you would any other source. Must include a full transcript of the student's prompt history with AI along with the assignment.	Verify AI output for accuracy and originality.	"My work is highly collaborative with AI, but I've verified and edited all AI-generated content."

Adapted from VASS AI 25-26 and Stafford County Public Schools