



2022-23 Specialty Centers Application Packet

For Henrico residents who do not attend Henrico County Public Schools

Application Checklist

REMOVE THIS
PAGE AND KEEP IT
FOR YOUR
REFERENCE.

- Review Application Timeline and Assessment Requirements (PAGES 2-3).
- Complete the Specialty Centers Application Cover Sheet (PAGE 4).
- Gather and attach Proof of Residency Documentation (PAGE 5).
- Complete the Student Activities Form (PAGE 6).
- Prepare responses to individual center essays, projects, auditions and assessments (PAGES 7-17).
- Give Transcript and Standardized Test Request Form to your school counselor (PAGE 18).
- Collect completed Transcript Request and Standardized Test Form.
- Complete and return Releases, Consents and Acknowledgments (PAGE 19).
- Check and sign the Waiver of Right to Access Confidential Information box on both Teacher Recommendation forms.
- Distribute Recommendation Forms (PAGES 20-21) to two of your teachers from seventh or eighth grade. One of the teachers you select should be from a core subject area such as mathematics, English, science or social studies. The second recommendation can be from another teacher in any of these subject areas as well as world languages and electives. **Those two recommendations will be used for all of the specialty centers to which you are applying.** Recommendations will be forwarded to your school counselor by your teacher.
- **Optional Third Recommendation Form:** You have the option of selecting a third teacher of your own choice to complete a Recommendation Form (Page 22). The following centers are accepting third optional recommendations:
 - Center for Allied Health
 - Center for the Arts
 - Center for Communications and Media Relations
 - Center for Education and Human Development
 - Center for Engineering
 - Center for Environmental Studies and Sustainability
 - Center for the Humanities
 - Center for Information Technology
 - Center for Leadership, Government, and Global Economics
 - Center for Spanish Language and Global Citizenship
 - International Baccalaureate at Henrico High School
 - International Baccalaureate at J. R. Tucker High School
- Contact the specialty center director if you have any questions (PAGES 23-25)
- Check your application. Make certain you have all necessary signatures. Place all pages in order behind the Application Cover Sheet. Have your school counselor review your completed application.
- Students who are Henrico residents but not enrolled in Henrico County Public Schools should mail or hand deliver a completed application to **each** specialty center to which they are applying by **January 10, 2022.**



Application Timeline

for
Students Not Currently Enrolled in Henrico County Public Schools

- November 15, 2021** The specialty center application is available online for students to download and to print.
- November 15, 2021** Testing registration opens. All specialty center applicants are required to register for mandatory testing. The 2022-23 specialty center assessment testing will include one mathematics, one reading and one writing section. All three sections of the test will be administered in one three-and-a-half-hour session. Parents must register in advance of testing at <http://tinyurl.com/henricoprivateschooltesting>. Testing dates are listed on page 3 of the application.
- January 10, 2022** Private school testing registration closes.
- January 10, 2022** **By January 10**, all applications should be hand delivered or mailed to **each** specialty center to which students are applying.
- March 11, 2022** Specialty center directors will contact applicants regarding acceptance, denied or waitlisted status by email.
- March 25, 2022** The deadline for applicants to declare intent or to accept waitlist offers is **March 25**. Students may accept an offer to attend one center and, if applicable, one waitlist offer. If an applicant received no offers to attend a center but received waitlist offers only, the student may accept up to two waitlist offers. Students may remain on waitlists until **April 1**.
- April 1, 2022** All waitlist offers will expire on **April 1**. All students offered a spot from the waitlist must inform specialty center directors of their intent to accept an offer of admission by **April 1**.

Reminder: Henrico County Public Schools' policy states that a child must reside in Henrico County with a parent or legal guardian to attend a Henrico County Public School. Burden of proof for documenting residency rests with the parent/legal guardian. As part of the application process, residency documentation must be submitted with all specialty center applications. A list of approved documentation is listed on page 5.

The specialty center application timeline and assessment dates are subject to change as Henrico County Public School continues to prioritize the health and safety of employees, student and families during the continuing coronavirus pandemic.

Updates and changes in the specialty center application timeline and assessment dates will be posted on the specialty center webpage at <https://henricoschools.us/specialty-centers/>. Parents and applicants are strongly encouraged to review the specialty center webpage regularly for the most up-to-date changes and notifications.



Assessment Requirements

To apply for admission to an HCPS specialty center, you will need to register to take the specialty center assessment test. The 2022-23 test includes three sections: reading, mathematics and writing. Students will be allocated one hour for each section of the assessment. Enrollment in testing sessions will be limited to 15 students. Additional testing information and safety protocols are posted on the specialty center website at <https://henricoschools.us/specialty-centers/>.

Parents must register in advance for the specialty center assessment at the following web address: <http://tinyurl.com/henricoprivateschooltesting>.

If you have questions, please contact Lesley Brown at the following email: lybrown1@henrico.k12.va.us.

Testing dates and scheduling procedure for Henrico residents who do not attend Henrico County Public Schools

Registration for testing will **open** on November 15, 2021; registration for testing will **close** on January 10, 2022.

Specialty Center Testing

Session 1	Wednesday, January 12, 2022	9:00 a.m.–12:30 p.m.
Session 2	Wednesday, January 12, 2022	1:30 p.m.–5:00 p.m.
Session 3	Thursday, January 13, 2022	9:00 a.m.–12:30 p.m.
Session 4	Thursday, January 13, 2022	1:30 p.m.–5:00 p.m.
Session 5	Wednesday, January 19, 2022	9:00 a.m.–12:30 p.m.
Session 6	Wednesday, January 19, 2022	1:30 p.m.–5:00 p.m.
Session 7	Thursday, January 20, 2021	9:00 a.m.–12:30 p.m.

Location of All Testing Sessions

Eastern Government Building
Henrico County Public Schools
Multipurpose Room
3820 Nine Mile Road
Henrico, VA 23223



Specialty Centers Application Cover Sheet

PLEASE COMPLETE THE FOLLOWING INFORMATION (TYPE OR BLACK INK)

Name

Last First Middle

Grade

_____ **Last HCPS School Attended** _____

Gender

Male Female

Date of Birth

Month Day Year

Ethnicity

African-American American Indian Asian Hispanic
 Multi-Ethnic Pacific Islander White

**Student contact
information**

_____ Cell _____ Email _____

Primary address

Street address

City

_____ **State** _____ **Zip** _____

Current school

_____ **Zone high school** _____

First contact

_____ **Relationship** _____

Phone

_____ Home _____ Work _____ Cell _____

Email

Second contact

_____ **Relationship** _____

Phone

_____ Home _____ Work _____ Cell _____

**Primary language
spoken at home**

**Check all courses
in which you are
currently enrolled.**

French IB French I French II French Foundations Earth Science
 Spanish IB Spanish I Spanish II Spanish Foundations Physical Science
 German Latin Japanese World History I
 Algebra I Geometry Math 8 Geography I

Specify any other courses that are related to the _____
specialty centers to which you are applying. _____

**Check each
specialty center
to which you are
applying.**

- Advance College Academy for Business Administration/*Highland Springs High School*
 Advance College Academy for Social Sciences/*Tucker High School*
 Center for Allied Health and Human Services/*Hermitage High School*
 Center for the Arts/*Henrico High School* (Choose up to two and indicate your in-person audition session on the blank. See pages 8-12 for in-person audition schedule.)
 Dance _____ (audition session) Theatre _____ (audition session)
 Visual Arts _____ (audition session) Musical Theatre _____ (audition session)
 Center for Communications & Media Relations/*Varina High School*
 Center for Education and Human Development/*Glen Allen High School*
 Center for Engineering/*Highland Springs High School*
 Center for Environmental and Studies and Sustainability/*Varina High School*
 Center for the Humanities/*Hermitage High School*
 Center for Information Technology/*Deep Run High School*
 Center for Leadership, Government, and Global Economics/*Freeman High School*
 Center for Spanish Language and Global Citizenship/*Tucker High School*
 International Baccalaureate/*Henrico High School*
 International Baccalaureate/*Tucker High School*
 Todd Allen Phillips Center for Medical Sciences/*Godwin High School*

**You must send
a completed
application to each
center you check.**

Proof of Residency Documentation

Henrico County Public Schools' policy states that a child must reside in Henrico County with a parent or legal guardian to attend a Henrico County Public School. Burden of proof for documenting residency rests with the parent/legal guardian. As part of the application process, residency documentation must be submitted with **all** specialty center applications. A list of approved documentation is given below.

Parents or legal guardians must submit at least **one** document from **each** of these three columns.

Column A

- Deed (may not have signatures)
- Current lease (w/signatures)
- Current mortgage bill
- Current tax assessment
- Current rent receipt
- Real estate contract (less than 90 days from date of application submission)

If they have a lease in their name or they are listed as an occupant, they must provide that lease—they cannot opt to provide other business mail as proof as opposed to a lease.

Column B

- A current utility bill, may include but not limited to:
- Electric bill
 - Gas or oil bill
 - Water bill
 - Home phone bill
 - Cable bill

“Current” is a bill/statement within the past 30 days.

Column C

- Valid driver's license
- Valid photo ID
- Valid passport

Copies of residency documents will be kept in the student's file; you should block out personal information such as balances.



Student Activities

Tell us how you spend your time outside of regularly scheduled classes. Briefly describe your activities in and out of school – hobbies, interests, sports, clubs, projects, etc. – **in order of importance to you.** If appropriate, include any leadership positions you have held or honors you received while participating. Use only the space available; do not attach additional sheets of paper.

Name of activity _____

Grades of participation
(Circle all that apply.)

6 7 8

Hours per week spent on activity _____

Description of activity and your role in activity

Name of activity _____

Grades of participation
(Circle all that apply.)

6 7 8

Hours per week spent on activity _____

Description of activity and your role in activity

Name of Activity _____

Grades of participation
(Circle all that apply.)

6 7 8

Hours per week spent on activity _____

Description of activity and your role in activity

Name of activity _____

Grades of participation
(Circle all that apply.)

6 7 8

Hours per week spent on activity _____

Description of activity and your role in activity

Individual Center Essays, Projects, Auditions and Assessments

PLEASE REMOVE PAGES 7-17 AND KEEP THEM FOR YOUR REFERENCE

Specialty centers have specific essays, projects, auditions and assessments as part of the admissions process. You must complete all requirements for each specialty center to which you are applying. Submission and assessment directions are included with descriptions on pages 7-17. All written essays should follow the format and directions described below.

Directions for All Written Essays

Use 12 pt. Times or Times New Roman with one inch margins and a double-spaced format. Print or type your full name and your current school's name on the top left hand side of each sheet of paper. Number your pages sequentially. Be specific in your written responses, and provide appropriate supporting examples.

Example	Last name, First name	Smith, John
	Current school's name	Wilder MS

Advance College Academy
(For both Business Administration at Highland Springs H.S. and Social Sciences at Tucker H.S.)

Habits of Mind © are defined as skills to work through real-life situations in order to gain a positive outcome. To be a successful Advance College Academy (ACA) student, you will need certain habits of mind: curiosity, creativity, flexibility, openness, persistence, responsibility, ownership of your own learning and the ability to think about your own thinking.

Choose your format: essay or video. Your video should be a maximum of three minutes in length.

In your essay or video, you should address the following two topics:

- Topic 1: Looking back at your middle school years, describe in detail some specific experiences that helped you develop or demonstrate two of these Habits of Mind ©.
- Topic 2: Moving forward, describe in detail which Habits of Mind © you have struggled with in middle school and need to improve upon or develop for high school.

Videos should be between two and three minutes in length and can be made with any device. Phones are the easiest. The video should be saved as a .mov or .mp4 before being uploaded. Students can email their video to csaablack@henrico.k12.va.us for ACA Business and to strierseron@henrico.k12.va.us for ACA Social Sciences, share a link using YouTube or Vimeo or submit their video on a flash drive with the other elements of their application.

Note: Essay responses should be in 12 pt. Times or Times New Roman font and double-spaced with one-inch margins. Your full name and current school should be at the top of the paper. **Please save your video with the following naming convention: Last name, First name, Middle School. (Example: SmithSaraShortPump)**

Center for Allied Health and Human Services
Hermitage H.S.

Essay 1: Explain your passion for a career in a medical field. What is the force behind this passion?

Or

Why do you want to pursue an education in the medical field?

Essay 2: Explain a challenge you have faced and how you have overcome that challenge.

Or

How do you plan on contributing to the growth and betterment of the medical field that you pursue?

Students must complete both essays. Responses should be in 12 pt. Times or Times New Roman font and double-spaced with one-inch margins. Your full name and current school should be at the top of the paper. Students should limit their responses to **500 words per essay.**

Projects are continued on next page.

Individual Center Essays, Projects, Auditions and Assessments

**Center for the Arts
 Henrico H.S.**

Two-Part Audition for the Center for the Arts

- **Part One: Video Submission and Digital Portfolio Submission Due January 10, 2022**
- Homeschooled and private school students will email their Google links for both performance videos and visual arts portfolios to bit.ly/HCPSCFAApply by January 10, 2022. Students are also responsible for mailing or hand delivering a hard copy of their application.
- Videos cannot exceed two minutes in length.
- Examples of demonstration audition videos and portfolios as well as instructions for uploading your videos and portfolios will be posted on the CFA website at blogs.henrico.k12.va.us/CFA. Call 288-2718 or email Dr. Poxon at slpoxon@henrico.k12.va.us for assistance.

Procedures for In-person Auditions

Part Two: In-Person Audition on Saturday, February 5, 2022

Students will be assigned to an in-person portion of the audition held at Henrico High School. In-person audition times are scheduled according to discipline and years of experience. Write your audition session on page 4 of the Application Cover Sheet. Students should be prepared to remain for the entire time of the audition. Please call 228-2718 if you are unable to keep your audition time. All auditions will be held at Henrico High School's Center for the Arts on **Saturday, February 5, 2022**. The inclement weather date is Saturday, February 12.

All auditions are tentatively planned to be held in person; however, all auditions are subject to change as Henrico County Public Schools continues to prioritize the health and safety of employees, students and families during the continuing coronavirus pandemic. For more information, refer to the website for the Center for the Arts at <https://blogs.henrico.k12.va.us/cfa/>.

Students may audition for **one** or **two** curriculum areas but may enroll in only **one** area if accepted to the CFA. Call the CFA office at 228-2718 if you have questions about selecting an audition session.

- **If you are applying for ONE curriculum area**, please select the session which corresponds to your last name. This selection will determine if your audition is scheduled in the morning or the afternoon.
 - **All Dance applicants will** choose an audition session based on last name and years of dance experience.
- **If you are applying for TWO curriculum areas**, you will audition for both areas in either the morning (Sessions A & B) or in the afternoon (Sessions C & D). Please select the session which corresponds to your last name in at least one area. This selection will determine if both of your auditions are scheduled in the morning or in the afternoon.
 - **All Dance applicants** who are applying for more than one curriculum area **must** make the Dance selection first.
- Please check the correct session(s) on page 4 of the Application Cover Sheet.
- Students must check in for their audition(s) **ten minutes** prior to their scheduled audition start time and remain for the entire audition slot.
- Parents may not attend the audition. We will have a waiting area where parents can relax during their child's audition.

Projects are continued on next page.

Individual Center Essays, Projects, Auditions and Assessments

Dance Audition Instructions

Part One: Video Submission for Dance Due January 10, 2022

If you are interested in applying for Dance, you will choreograph your own dance for video submission. Your dance must include the three elements listed below. Students may use music that meets HCPS guidelines for their choreography project. The video cannot exceed **two minutes** in length.

Please begin your video with the slate. The proper slate for this dance audition is to share your name and the school that you currently attend. Immediately after you record your slate, you will record your dance.

Requirements for the choreography include the following:

1. Across the floor/traveling phase with suggested time of 30-45 seconds
 - Clearly demonstrate your ability to move through space.
 - Include jumps and quick-paced movements.
2. Floor work with suggested time of 30-45 seconds
 - Clearly demonstrate your ability to move in and out of the floor.
 - Include at least one roll to the floor and at least one inversion.
3. Center combination with suggested time of 30-45 seconds
 - Clearly demonstrate your ability to perform slow, sustained movements.
 - Include at least one extension and one balance.

Additional Instructions

1. When making the video, please be certain that you are showing your full body. If you are using your cellphone to record your video, ideally the phone should be placed horizontally, and your full body should be shown.
2. Wear clothes that you can move in. Have your hair pulled back and fixed so that it does not hinder movement.

Schedule

Part Two: In-Person Audition on Saturday, February 5

Session A	Last names A-M & 2 years or less dance experience	9:00 a.m.-10:30 a.m.
Session B	Last names N-Z & 2 years or less dance experience	10:45 a.m.-12:15 p.m.
Session C	Last names A-M & 3 years or more dance experience	1:30 p.m. -3:00 p.m.
Session D	All students N-Z & 3 or more years dance experience	3:15 p.m.-4:45 p.m.

Dress

Students should wear clothes they can move in: leotards, tights, leggings or jazz pants. No T-shirts, tank tops, sweat shirts, skirts, shorts or jewelry can be worn. Wear clothes that do not have large patterns, drawings, writings or advertisements on them. Bring any dance shoes that you own. No stocking feet or socks. Please have hair pulled back and fixed so that it does not hinder movement.

Audition

Dance applicants will be asked to participate in a series of movements from several techniques such as ballet, jazz and modern dance for approximately 90 minutes. Students will learn a short combination of steps that they will perform with a small group as part of the audition. No prepared solo dance is needed for the audition; all dance is taught at the time of the audition. Each student will also have a brief interview. Each applicant must plan to stay for the entire audition time slot. Dance auditions will take place in the **CFA Dance Studio**.

Individual Center Essays, Projects, Auditions and Assessments

Musical Theatre Audition Instructions

Part One: Video Submission for Musical Theatre Due January 10, 2022

If you are interested in applying for Musical Theatre, you will perform a song for video submission. Requirements for the song are listed below. The video cannot exceed **two minutes** in length.

Please begin your video with the slate. The proper slate for a song is to share your name, the school you currently attend, the song title and the show in which the song appears. Immediately after you record your slate, you will record your song.

Requirements for your song include the following:

1. Choose **one** song, preferably a musical theatre song from the Broadway or Disney canon. Please avoid choosing rap or songs from hip-hop musicals (such as *Hamilton*).
2. Church music or chorus music is also acceptable.
3. You will only need to perform a portion of the song; 16 or 32 measures is ideal.
4. Choose the portion of the song that best represents your talent, range and ability.
5. Your song must be memorized.
6. When making the video, please be certain that you are showing yourself from the tip of your head to your knees – a $\frac{3}{4}$ shot. If you are using your cellphone to record your video, the phone should be vertical not horizontal.
7. Please do not use special audio effects or visual filters to enhance your recording.
8. You will need to sing with accompaniment. A karaoke track without vocals is acceptable. A piano accompaniment is also acceptable. No a cappella singing is permitted.

Schedule

Part Two: In-Person Audition on Saturday, February 5

Session A	Last names A–F	9:00 a.m.–10:30 a.m.
Session B	Last names G–L	10:45 a.m.–12:15 p.m.
Session C	Last names M–R	1:30 p.m.–3:00 p.m.
Session D	Last names S–Z	3:15 p.m.–4:45 p.m.

Dress

Musical theatre applicants should wear comfortable clothing for their auditions: leotards, tights, jazz pants or sweat pants with a close-fitting T-shirt. Bring jazz shoes for the dance audition if you have them. Otherwise, wear tennis shoes. No stocking feet or socks.

Audition

Applicants will participate in a dance audition as well as a vocal audition. Individual vocal auditions will consist of one prepared piece of music from a Broadway musical or show, popular music, school choral music, church choral music or any other solo vocal literature. Rap music is not acceptable for this audition. **Students must perform the song with the accompaniment.** No a cappella singing is permitted. Students may bring the sheet music as an accompanist will be provided, **or** students may bring an accompaniment instrumental or karaoke version **without vocalists** on a CD, MP3 player, flash drive or iPhone. All CDs or devices must be clearly marked and cued to start. Students will be vocalized to obtain range, aural memory and vocal tone. Each applicant must plan to stay for the entire audition time slot. Musical Theatre auditions will be held in the **Henrico High School auditorium.**

Individual Center Essays, Projects, Auditions and Assessments

Theatre Audition Instructions

Part One: Video Submission for Theatre Due January 10, 2022

If you are interested in applying for Theatre, you will perform a monologue for video submission. Requirements for the monologue are listed below. The video cannot exceed **two minutes** in length.

Please begin your video with the slate. The proper slate for a monologue is to share your name, the school that you currently attend, the monologue title and the play from which the monologue has been extracted. Immediately after you record your slate, you will record your monologue.

Requirements for your monologue include the following:

1. A monologue is a single person talking, usually from a play.
2. Classical or Shakespearean monologues should be avoided.
3. Your monologue must be memorized.
4. Songs or poems are not acceptable monologues.
5. When making the video, please be certain that you are showing yourself from the tip of your head to your knees – a $\frac{3}{4}$ shot. If you are using your cellphone to record your video, the phone should be vertical not horizontal.

Schedule

Part Two: In-Person Audition on Saturday, February 5

Session A	Last names A–F	9:00 a.m.–10:30 a.m.
Session B	Last names G–L	10:45 a.m.–12:15 p.m.
Session C	Last names M–R	1:30 p.m.–3:00 p.m.
Session D	Last names S–Z	3:15 p.m.–4:45 p.m.

Audition

Students should wear clothes they can move in: tights, sweats, leotards, T-shirts or tank tops. Please do not wear clothes that have large drawings, writings or advertisements on them.

Dress

Theatre applicants should prepare a monologue. A monologue is a cutting from a play that can stand on its own and does not require dialogue between two or more people. You will find books that contain monologues in your library or in bookstores. The monologue should be a minimum of one minute and a maximum of two minutes in length and should be memorized. Please avoid classical or Shakespearean monologues. Songs and poems will not be heard for this audition. Students will also participate in improvisational exercises with other applicants. Candidates will have a brief interview in which they will be asked about their interests in the center and their theatrical experiences. Each applicant must plan to stay for the entire audition time slot. Theatre auditions will take place in the **CFA Black Box Theatre** and the **CFA Theatre classrooms**.

Individual Center Essays, Projects, Auditions and Assessments

Visual Arts Instructions

Part One: Google Slides Portfolio for Visual Arts

If you are interested in applying for Visual Arts, you will submit a portfolio using Google Slides. **Your portfolio must contain a minimum of eight two-dimensional pieces.** If you are taking an art class, the majority of your work for your portfolio should be from that class. Requirements for your portfolio are listed below.

Requirements for your portfolio include the following:

1. Two pieces must include drawings from life (not your imagination or copies of pictures).
2. Other work can be from pictures or your imagination, but should demonstrate your best craftsmanship.
3. Try to include a variety of work including painting, drawing, printmaking and collage.
4. Try to include a variety of subject matter (for example: portraits, landscapes, still-life, design and abstract work).
5. Examples of three-dimensional art work are permitted and will need to be photographed at different angles; please be prepared to show your three-dimensional piece in the follow-up in-person portion of the audition.

Schedule **Part Two: In-Person Audition on Saturday, February 5**

Session A	Last names A–F	9:00 a.m.–10:30 a.m.
Session B	Last names G–L	10:45 a.m.–12:15 p.m.
Session C	Last names M–R	1:30 p.m.–3:00 p.m.
Session D	Last names S–Z	3:15 p.m.–4:45 p.m.

Audition

Visual arts applicants should bring a portfolio of their artwork. This work may have been produced in a school art program, through private lessons or at home. The portfolio should contain eight pieces of art. In your portfolio, you must include the following: two drawings (mandatory) from life (not your imagination or copies of pictures); six other pieces can be from your imagination but should demonstrate your best craftsmanship; variety of work including painting, drawing, printmaking and collage; variety of subject matter such as portraits, landscapes, still-life, design, abstract work; and three-dimensional art (not mandatory). If you are currently enrolled in an art class at school, please bring work from your art class. If you are not, complete the life drawings at home.

The applicant will have a brief interview and drawing exercise to complete while waiting. Students should be prepared to discuss their reasons for wanting an advanced visual arts training at the center. Each applicant must plan to stay for the entire audition time slot. Visual Arts auditions will be held in the **CFA Visual Arts Building**.

Individual Center Essays, Projects, Auditions and Assessments

**Center for
 Communications and
 Mass Media
 Varina H.S.**

Submit a project showcasing your video work, photography, writing, graphic design or website design which answers the following prompt:

Prompt: Why are you the ideal candidate/student for the Center for Communications and Media Relations? Create a campaign for yourself explaining why you are a great candidate for the CFC&MR.

You may choose one of the following formats for your response (or a combination of any of these):

1. Create a PSA video which is between thirty seconds and one minute about yourself.
2. Write a feature or news article about yourself.
3. Write an ad script about yourself.
4. Design a website all about you.
5. Take at least five photos of yourself which showcase why you are the ideal person; each photo should have a caption which explains the 5 Ws and the H questions (who, what, when, where, why, how).
6. Design a print advertisement or magazine cover about yourself.

Please be certain to share which format you have chosen. Acceptable submission formats include .jpg, .mov, .mp4, .pdf, Adobe InDesign/Photoshop/Illustrator, Word, YouTube video link or QuickTime file. Remember, all submissions **must** be your original work. No exceptions. Private school/home-schooled students should submit projects on a flash drive with the other elements of the application.

Submissions will be worth **fifteen points**. You can earn up to five points for each of the following categories: professionalism and technical quality, effectiveness in answering the question, originality and creativity.

**Center for
 Education and Human
 Development
 Glen Allen H.S.**

Part One: Video Introduction

Students should create a video introduction of themselves that does the following:

- Introduces themselves.
- Explains why they are interested in the curriculum offered in the Center for Education and Human Development.
- Chooses an issue in education, psychology or sociology that interests them and explains why the issue is important or relevant to our society today. If they wish, students may express a stance on the issue if there is controversy over the topic.

Videos should be between two and three minutes in length and can be made with any device. Phones are the easiest. The video should be saved as a .mov or .mp4 before being uploaded. Relax, be yourself and make sure we can hear you.

Students can email their video to rmconway@henrico.k12.va.us, share a link using YouTube or Vimeo or submit their video on a flash drive with the other elements of their application.

Part Two: Paragraph on Extracurricular Activities

Write a paragraph expanding on one of your extracurricular activities that you listed on your application. Why is it important to you and what have you learned through your association with the activity? (Maximum 100 words).

Note: Essay responses should be in 12 pt. Times or Times New Roman font and double-spaced with one-inch margins. Your full name and current school should be at the top of the paper. **Please save your video with the following naming convention: Last name, First name, Middle School. (Example: SmithSaraBrookland)**

Projects are continued on next page.



Individual Center Essays, Projects, Auditions and Assessments

Center for Engineering
Highland Springs H.S.

In either a written or video format, explain why you are interested in attending the Center for Engineering at Highland Springs High School. Your written essay should be no more than 250 words. If you choose to make a video submission, your video should be no more than three minutes long and can be made with any device. Phones are the easiest.

The video should be saved as a .mov or .mp4 file before being uploaded. Students applying from private schools can email their video to wwbatkins@henrico.k12.va.us, share a link using YouTube or Vimeo or submit their video on a flash drive with the other elements of their application.

Note: Essay responses should be in 12 pt. Times or Times New Roman font and double-spaced with one-inch margins. Your full name and current school should be at the top of the paper. Please save your video with the following naming convention: Last name, First name, Middle School. (Example: SmithSaraElko)

Center for Environmental Studies and Sustainability
Varina H.S.

Part One : Video Introduction

Students should create a video introduction of themselves that does the following:

- Introduces themselves.
- Explains why they are interested in the curriculum offered in the Center for Environmental Studies and Sustainability.
- Chooses a topic within Environmental Studies and Sustainability (ESS) that interests them and explains why it is important or relevant in the study of ESS today. If they wish, students may express their experience with the topic.

Videos should be no longer than three minutes and can be made with any device. Phones are the easiest. The video should be saved as a .mov or .mp4 file before being uploaded. Relax, be yourself and make sure we can hear you.

Students applying from private schools can email their video to ewbyers@henrico.k12.va.us, share a link using YouTube or Vimeo or submit their video on a flash drive with the other elements of their application.

Part Two : Paragraph on Extracurricular Activities

Write a paragraph expanding on one of your extracurricular activities that you listed on your application. Why is it important to you and what have you learned through your association with the activity? (Maximum 150 words)

Note: Essay responses should be in 12 pt. Times or Times New Roman font and double-spaced with one-inch margins. Your full name and current school name should be at the top of your paper. **Please save your video with the following naming convention: LastnameFirstnameMiddleschool. (Example: SmithHarryElko)**



Individual Center Essays, Projects, Auditions and Assessments

Center for the Humanities Hermitage H.S.

Part One: Video Introduction

Students should create a video that does the following:

- Introduces themselves.
- Explains why they are interested in the curriculum offered in the Center for the Humanities.
- Chooses an issue in society, culture or the arts (the humanities) that interests them and explains why it is important or relevant to our society today. If they wish, students may express a stance on the issue if there is a controversy over the topic.

Videos should be between two and three minutes in length and can be made with any device. Phones are the easiest. The video should be saved as a .mov or .mp4 file before being uploaded. Relax, be yourself and make sure we can hear you.

Students can email their video to bdmarr@henrico.k12.va.us, share a link using YouTube or Vimeo or submit their video on a flash drive with the other elements of their application.

Part Two: Paragraph on Extracurricular Activities

Write a paragraph expanding on one of your extracurricular activities that you listed on your application. Why is it important to you and what have you learned through your association with the activity? (Maximum of 100 words)

Note: Essay responses should be in 12 pt. Times or Times New Roman font and double-spaced with one-inch margins. Your full name and current school should be at the top of the paper. **Please save your video with the following naming convention: Last name, First name, Middle School. (Example: SmithSharonTuckahoe)**

Center for Information Technology Deep Run H.S.

Part One: Video Introduction

Students should create a video that does the following:

- Introduces themselves.
- Explains why they are interested in the curriculum offered in the Center for Information Technology.
- Chooses a topic within information technology/computer science (IT/CS) that interests them and explains why it is important or relevant in the study of IT/CS today.

Videos should be between two and three minutes in length and can be made with any device. Phones are the easiest. The video should be saved as a .mov or .mp4 file before being uploaded. Relax, be yourself and make sure we can hear you.

Students can email their video to lmorris@henrico.k12.va.us, share a link using YouTube or Vimeo or submit their video on a flash drive with the other elements of their application.

Part Two: Paragraph on Extracurricular Activities

Write a paragraph expanding on one of your extracurricular activities that you listed on your application. Why is it important to you and what have you learned through your association with the activity? (Maximum of 100 words)

Note: Essay responses should be in 12 pt. Times or Times New Roman font and double-spaced with one-inch margins. Your full name and current school should be at the top of the paper. **Please save your video with the following naming convention: Last name, First name, Middle School. (Example: SmithSharonRolfe)**

Projects are continued on next page.



Individual Center Essays, Projects, Auditions and Assessments

**Center for Leadership,
Government &
Global Economics
Freeman H.S.**

Part One: Video Introduction

Students should create a video introduction that does the following:

- Introduces themselves.
- Explains why they are interested in attending the Center for Leadership, Government, and Global Economics.
- Chooses a current event (local, national or international) that interests them and explains why it interests them. If they wish, students may express a stance on the issue if there is controversy over the topic.

Videos should be between two and three minutes in length and can be made with any device. Phones are the easiest. The video should be saved as a .mov or .mp4 file before being uploaded. Relax, be yourself and make sure we can hear you.

Students can email their video to rfpeck@henrico.k12.va.us, share a link using YouTube or Vimeo or submit their video on a flash drive with the other elements of their application.

Part Two: Paragraph on Extracurricular Activities

Write a paragraph expanding on one of your extracurricular activities that you listed on your application. Why is it important to you and what have you learned through your association with the activity? (Maximum of 100 words)

Note: Essay responses should be in 12 pt. Times or Times New Roman font and double-spaced with one-inch margins. Your full name and current school should be at the top of the paper. **Please save your video with the following naming convention: Last name, First name, Middle School. (Example: SmithSamMoody)**

**Center for Spanish
Language and Global
Citizenship
Tucker H.S.**

Instructions for Assessment Session

Students who are applying to the Center for Spanish Language and Global Citizenship are expected to attend a separate assessment that focuses on their Spanish skills. The test will take ninety minutes to two hours. Students should bring a number 2 pencil. The assessment is a multiple choice exam that includes listening and reading comprehension, basic vocabulary, grammar and two essays—one in Spanish and the other in English. There will be an informal speaking prompt.

The use of reference material such as dictionaries and electronic devices will not be permitted during the assessment sessions, and all policies of the *HCPS Code of Student Conduct* will be in effect. The Center for Spanish Language and Global Citizenship reserves the right to reject the application of any student violating the rules of this session. Students are encouraged to bring reading material in case they finish early, and they may leave quietly when finished if their transportation provider is present. Any student requiring testing accommodations must have the appropriate school official submit a copy of the student's IEP modifications one week prior to testing.

The entrance exam for the Center for Spanish Language and Global Citizenship will held at **J. R. Tucker High School** from **9:00 a.m. to noon on Saturday, Feb. 5, 2022**. The inclement weather date is Saturday, Feb. 12, 2022. For additional information, questions and schedule conflicts, please contact Susan Hester, Center for Spanish Language and Global Citizenship director. You may reach her by email at shester@henrico.k12.va.us or by phone at 527-4600, ext. 7.

Projects are continued on next page.



Henrico County Public Schools

2022-23

HCPS

Individual Center Essays, Projects, Auditions and Assessments

**International
Baccalaureate
Henrico H.S.
Tucker H.S.**

Students and teachers in the International Baccalaureate Program aspire to ten Learner Profile traits which IB identifies as vital in guiding students to become more “internationally minded... recognizing their common humanity and shared guardianship of the planet” and become “more responsible members of local, national and global communities.” These traits are inquiry, knowledge, thinking and communicating, as well as being principled, caring, open-minded, risk-taking, reflecting and balanced.

Think about yourself. Choose an event in your life in which you think you really lived up to the best of what one of these traits represents. **In an essay, write about the event, and explain how it demonstrates that particular Learner Profile trait in your life.**

Note: Essay responses should be in 12 pt. Times or Times New Roman font and double-spaced with one-inch margins. Your full name and current school should be at the top of the paper.

**Todd Allen Phillips
Center for
Medical Sciences
Mills Godwin H.S.**

1. What is your specific interest in the Todd Allen Phillips Center for Medical Sciences, and how would you take advantage of one opportunity provided to you as a center student?
(Maximum of 100 words)
2. You were just accepted to your dream college. What are you most excited to learn? How would this learning opportunity contribute to or shape your academic goals? (Maximum of 75 words)
3. Choose **One**
 - A. How does mathematics apply to medicine? **Explain.**
 - B. Describe a challenge you experienced in learning a new skill. How did you overcome the challenge?
(Maximum of 75 words)
4. What did you do during the 2020-21 virtual school year outside of the school day with regularity?
(Maximum of 75 words)

Note: Students must complete all four essays. Responses should be in 12 pt. Times or Times New Roman font and double-spaced with one-inch margins. Your full name and current school should be at the top of the paper.



Transcript and Standardized Test Request Form

GIVE THIS FORM TO YOUR SCHOOL COUNSELOR

Student's Name _____

School _____

Counselor's Name _____

Please attach a copy of the student's middle school and/or high school transcript, including **middle school report cards** and **all standardized test scores**.

We appreciate your time and effort with regard to this request.

A separate transcript should be sent to each center to which the student is applying.

(Applicants should check **each** specialty center to which you are applying.)

- Advance College Academy for Business Administration/*Highland Springs High School*
- Advance College Academy for Social Sciences/*Tucker High School*
- Center for Allied Health and Human Services/*Hermitage High School*
- Center for the Arts/*Henrico High School*
- Center for Communications & Media Relations/*Varina High School*
- Center for Education and Human Development/*Glen Allen High School*
- Center for Engineering/*Highland Springs High School*
- Center for Environmental Studies and Sustainability/*Varina High School*
- Center for the Humanities/*Hermitage High School*
- Center for Information Technology/*Deep Run High School*
- Center for Leadership, Government, and Global Economics/*Freeman High School*
- Center for Spanish Language and Global Citizenship/*Tucker High School*
- International Baccalaureate/*Henrico High School*
- International Baccalaureate/*Tucker High School*
- Todd Allen Phillips Center for Medical Sciences/*Godwin High School*



Releases, Consents and Acknowledgments

PLEASE RETURN THIS PAGE WITH YOUR APPLICATION

Parental Consent and Records Release

I, _____, give my permission for my child, _____, to apply for enrollment in the specialty centers indicated on the Application Cover Sheet and for my child's application including grades, recommendations, test scores and other requested items to be reviewed by the selection committees. I have read, and I understand the schedules, procedures and expectations for each required assessment session at the respective specialty centers to which my child is applying. I have made sure my child understands the schedules, procedures and expectations for each specialty center to which he or she is applying.

Parent/Guardian's Signature Date

Student Acknowledgment for Assessment Sessions

I, _____, an applicant to one or more specialty centers, have read the schedules, procedures and expectations for each required assessment session at the respective specialty centers to which I am applying. If a special assessment session is required, I will be at the appropriate specialty centers before the start time of each assessment session and will comply with expectations for each assessment session in which I participate. I understand that I am to follow the **HCPS Code of Student Conduct** at all times while on school grounds and during the assessment sessions.

Student's Signature Date

Student Pledge

I, _____, pledge that all work submitted as part of this application is entirely my own. I have not received any help in any way.

Student's Signature Date

Student's Name (Printed)



Student (Last Name, First Name—please print)

Date

Teacher (please print)

Subject/School

Teacher Recommendation

WAIVER OF RIGHT TO ACCESS CONFIDENTIAL INFORMATION

- We voluntarily waive right to information contained on this recommendation form.
- We do not waive right to access. (No access is available before completion of the evaluation process.)

Applicant's Signature Date Parent/Guardian's Signature Date

Important
Parent/Guardian and applicant must check and sign here.

This student is applying to one or more specialty centers, advanced programs designed to challenge highly motivated students. Criteria for students in these programs include the following:

- Student motivation and desire for rigorous coursework
- Ability to complete independent reading, writing and long-range projects outside of class
- Willingness and self-discipline to complete summer prerequisite work
- General ability to maintain a strong "B" average or higher

Overall Recommendation

Please rate the student in these categories according to the scale below:

Excellent=4
Above average=3
Average=2
Below average=1
Not observed=N

<input type="radio"/> Highly recommend	<input type="radio"/> Recommend with reservations					
<input type="radio"/> Strongly Recommend	<input type="radio"/> Do not recommend					
<input type="radio"/> Recommend		4	3	2	1	N
1. Desire and curiosity for learning		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Establishing and reaching goals		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Working with peers, especially in group situations		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Working well with teachers and other adults		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Study skills and work habits		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Original and independent thought		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Oral communication skills		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Written communication skills		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Retention of knowledge and skills		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Initiative and motivation		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Completing assignments on time		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Dealing with abstractions and generalizations		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Response to challenge, frustration and adversity		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Self-control and self-discipline		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Dependability and trustworthiness		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Written Recommendation

Student
 Check each specialty center to which you are applying.

Signature _____ **Title** _____
 Written recommendations are optional. Teachers may opt to write a letter or attach comments on the student's progress in class or readiness for advanced studies. Please sign and date your recommendation. Place the recommendation form in an envelope, seal the envelope, sign across the seal of the envelope and give the sealed envelope to the appropriate school counselor.

- | | | |
|---|--|---|
| <input type="radio"/> ACA for Business Administration | <input type="radio"/> Education | <input type="radio"/> Leadership |
| <input type="radio"/> ACA for Social Sciences | <input type="radio"/> Engineering | <input type="radio"/> Spanish Language |
| <input type="radio"/> Allied Health | <input type="radio"/> Environmental Studies | <input type="radio"/> IB/Henrico HS |
| <input type="radio"/> Arts | <input type="radio"/> Humanities | <input type="radio"/> IB/Tucker HS |
| <input type="radio"/> Communications | <input type="radio"/> Information Technology | <input type="radio"/> Todd Allan Phillips/ Medical Sciences |



Student (Last Name, First Name—please print) _____ Date _____

Teacher (please print) _____ Subject/School _____

Teacher Recommendation

WAIVER OF RIGHT TO ACCESS CONFIDENTIAL INFORMATION

- We voluntarily waive right to information contained on this recommendation form.
- We do not waive right to access. (No access is available before completion of the evaluation process.)

Applicant's Signature Date Parent/Guardian's Signature Date

Important
Parent/Guardian and applicant must check and sign here.

This student is applying to one or more specialty centers, advanced programs designed to challenge highly motivated students. Criteria for students in these programs include the following:

- Student motivation and desire for rigorous coursework
- Ability to complete independent reading, writing and long-range projects outside of class
- Willingness and self-discipline to complete summer prerequisite work
- General ability to maintain a strong "B" average or higher

Overall Recommendation

Please rate the student in these categories according to the scale below:

Excellent=4
Above average=3
Average=2
Below average=1
Not observed=N

<input type="radio"/> Highly recommend	<input type="radio"/> Recommend with reservations					
<input type="radio"/> Strongly Recommend	<input type="radio"/> Do not recommend					
<input type="radio"/> Recommend		4	3	2	1	N
1. Desire and curiosity for learning		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Establishing and reaching goals		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Working with peers, especially in group situations		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Working well with teachers and other adults		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Study skills and work habits		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Original and independent thought		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Oral communication skills		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Written communication skills		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Retention of knowledge and skills		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Initiative and motivation		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Completing assignments on time		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Dealing with abstractions and generalizations		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Response to challenge, frustration and adversity		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Self-control and self-discipline		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Dependability and trustworthiness		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Written Recommendation

Student
 Check each specialty center to which you are applying.

Signature _____ **Title** _____
 Written recommendations are optional. Teachers may opt to write a letter or attach comments on the student's progress in class or readiness for advanced studies. Please sign and date your recommendation. Place the recommendation form in an envelope, seal the envelope, sign across the seal of the envelope and give the sealed envelope to the appropriate school counselor.

- | | | |
|---|--|---|
| <input type="radio"/> ACA for Business Administration | <input type="radio"/> Education | <input type="radio"/> Leadership |
| <input type="radio"/> ACA for Social Sciences | <input type="radio"/> Engineering | <input type="radio"/> Spanish Language |
| <input type="radio"/> Allied Health | <input type="radio"/> Environmental Studies | <input type="radio"/> IB/Henrico HS |
| <input type="radio"/> Arts | <input type="radio"/> Humanities | <input type="radio"/> IB/Tucker HS |
| <input type="radio"/> Communications | <input type="radio"/> Information Technology | <input type="radio"/> Todd Allan Phillips/ Medical Sciences |



Student (Last Name, First Name—please print) _____ Date _____

Teacher (please print) _____ Subject/School _____

Optional Third Teacher Recommendation

WAIVER OF RIGHT TO ACCESS CONFIDENTIAL INFORMATION

- We voluntarily waive right to information contained on this recommendation form.
 We do not waive right to access. (No access is available before completion of the evaluation process.)

Applicant's Signature Date Parent/Guardian's Signature Date

Important
Parent/Guardian and applicant must check and sign here.

This student is applying to one or more specialty centers, advanced programs designed to challenge highly motivated students. Criteria for students in these programs include the following:

- Student motivation and desire for rigorous coursework
- Ability to complete independent reading, writing and long-range projects outside of class
- Willingness and self-discipline to complete summer prerequisite work
- General ability to maintain a strong "B" average or higher

Overall Recommendation

Please rate the student in these categories according to the scale below:

Excellent=4
Above average=3
Average=2
Below average=1
Not observed=N

<input type="radio"/> Highly recommend	<input type="radio"/> Recommend with reservations					
<input type="radio"/> Strongly Recommend	<input type="radio"/> Do not recommend					
<input type="radio"/> Recommend		4	3	2	1	N
1. Desire and curiosity for learning		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Establishing and reaching goals		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Working with peers, especially in group situations		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Working well with teachers and other adults		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Study skills and work habits		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Original and independent thought		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Oral communication skills		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Written communication skills		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Retention of knowledge and skills		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Initiative and motivation		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Completing assignments on time		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Dealing with abstractions and generalizations		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Response to challenge, frustration and adversity		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Self-control and self-discipline		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Dependability and trustworthiness		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Written Recommendation

Student
 Check each specialty center to which you are applying.

Signature _____ **Title** _____
 Written recommendations are optional. Teachers may opt to write a letter or attach comments on the student's progress in class or readiness for advanced studies. Please sign and date your recommendation. Place the recommendation form in an envelope, seal the envelope, sign across the seal of the envelope and give the sealed envelope to the appropriate school counselor.

- | | | |
|---|--|---|
| <input type="radio"/> ACA for Business Administration | <input type="radio"/> Education | <input type="radio"/> Leadership |
| <input type="radio"/> ACA for Social Sciences | <input type="radio"/> Engineering | <input type="radio"/> Spanish Language |
| <input type="radio"/> Allied Health | <input type="radio"/> Environmental Studies | <input type="radio"/> IB/Henrico HS |
| <input type="radio"/> Arts | <input type="radio"/> Humanities | <input type="radio"/> IB/Tucker HS |
| <input type="radio"/> Communications | <input type="radio"/> Information Technology | <input type="radio"/> Todd Allan Phillips/ Medical Sciences |

Center Contact Information

**Advance
College
Academy
for
Business
Administration**

Chevon Artis-Ablack
 Director, Advance College Academy for Business Administration
 Highland Springs High School
 15 S. Oak Avenue
 Highland Springs, VA 23075
 328-4000
csaablack@henrico.k12.va.us

**Advance
College
Academy
for
Social
Sciences**

Sheralyne R. Tierseron
 Director, Advance College Academy for Social Sciences
 J. R. Tucker High School
 2910 North Parham Road
 Henrico, VA 23294
 527-4617
srtierseron@henrico.k12.va.us

**Center for the
Allied Health and
Human Services**

Barbara(Bobbi) J. Southard
 Interim Director, Center for Allied Health and Human Services
 Hermitage High School
 8301 Hungary Spring Road
 Henrico, VA 23228
 756-3020
bjsouthard@henrico.k12.va.us

**Center for
the Arts**

Dr. Stephanie L. Poxon
 Director, Center for the Arts
 Henrico High School
 302 Azalea Avenue
 Henrico, VA 23227
 228-2718
slpoxon@henrico.k12.va.us

**Center for
Communications
and
Media Relations**

Heidi H. Craft
 Director, Center for Communications & Media Relations
 Varina High School
 7053 Messer Road
 Henrico, VA 23231
 226-3139
hhcraft@henrico.k12.va.us

**Center for
Education
and Human
Development**

Ryan M. Conway
 Director, Center for Education and Human Development
 Glen Allen High School
 10700 Staples Mill Road
 Glen Allen, VA 23059
 501-3329
rmconway@henrico.k12.va.us



Center Contact Information

Center for Engineering

William (Billy) W. Batkins
 Director, Center for Engineering
 Highland Springs High School
 15 S. Oak Avenue
 Highland Springs, VA 23075
 328-4000
 wwbatkins@henrico.k12.va.us

Center for Environmental Studies and Sustainability

Eric W. Byers
 Interim Director, Center for Environmental Studies and Sustainability
 Varina High School
 7053 Messer Road
 Henrico, VA 23231
 226-8700
 ewbyers@henrico.k12.va.us

Center for the Humanities

Bruce D. Marr
 Director, Center for the Humanities
 Hermitage High School
 8301 Hungary Spring Road
 Henrico, VA 23228
 756-3017
 bdmarr@henrico.k12.va.us

Center for Information Technology

Lynne M. Norris
 Director, Center for Information Technology
 Deep Run High School
 4801 Twin Hickory Road
 Glen Allen, VA 23059
 364-8027
 lmnorris@henrico.k12.va.us

Center for Leadership, Government, and Global Economics

Robert F. Peck
 Director, Center for Leadership, Government, and Global Economics
 Douglas S. Freeman High School
 8701 Three Chopt Road
 Henrico, VA 23229
 673-3700
 rfpeck@henrico.k12.va.us

Center for Spanish Language and Global Citizenship

Susan H. Hester
 Director, Center for Spanish Language and Global Citizenship
 J. R. Tucker High School
 2910 North Parham Road
 Henrico, VA 23294
 527-4600, ext. 7
 shhester@henrico.k12.va.us



Center Contact Information

**International
Baccalaureate**

Priscilla L. Biddle
IB Coordinator
Henrico High School
302 Azalea Avenue
Henrico, VA 23227
228-2745
plbiddle@henrico.k12.va.us
or
Elizabeth (Ellie) M. Harper
IB Coordinator
J.R.Tucker High School
2910 North Parham Road
Henrico, VA 23294
967-2320
emharper@henrico.k12.va.us

**Todd Allan Phillips
Center for
Medical Sciences**

Kelly A. Ostrom
Director, Todd Allen Phillips Center for Medical Sciences
Mills Godwin High School
2101 Pump Road
Henrico, VA 23238
750-2600
kaostrom@henrico.k12.va.us