

Summer Enrichment Program - 2018 -



Session 1: June 25–29 Session 2: July 9–13

Morning Classes: 9 a.m.–12 p.m.

Afternoon Classes: 1 p.m.–4 p.m.

Center for Gifted Education | William & Mary

P.O. Box 8795, Williamsburg, VA 23187

(757) 221-2166 | cfge.wm.edu



William & Mary
School of Education

CENTER FOR GIFTED EDUCATION

Center for Gifted Education

Established in 1988, the Center for Gifted Education (CFGE) at William & Mary is a learning community that values and fosters the talent development process and optional functioning of high-ability individuals over their lifespan.

Saturday/Summer Enrichment Programs

William & Mary's SEP is an academically challenging program with an emphasis on inquiry-based learning for students enrolled in grades K-12. The program is not meant to supplant the regular school curriculum; rather, it recognizes the importance of allowing able children to explore additional specialized areas of science, mathematics, humanities, and the arts. Course activities are compatible with the expected achievement of high-ability students at specific grade and age levels. Behaviors fostered by this program include the ability to:

- apply process skills used in individual field of inquiry,
- recognize problems and approaches to problem solving,
- understand and appreciate individual differences, and
- become a self-directed learner.

SEP is one of the precollegiate learner program offerings at William & Mary's Center for Gifted Education. For more information about this program and other precollegiate programs, please contact the Center for Gifted Education at (757) 221-6198.



PRECOLLEGIATE LEARNER PROGRAMS STAFF

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Contact Information

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PROGRAM TIMELINE

June 1, 2018: Course assignment decisions made; classes that do not meet the minimum enrollment requirement will be cancelled

June 4-8, 2018: Session schedules and information packets mailed out to families

June 22, 2018: Deadline for payment of outstanding tuition balances

June 25/July 9, 2018: Classes begin

June 29/July 13, 2018: Classes end

Course Descriptions

Session 1: June 25–29

AM Session: 9 a.m.–12 p.m.

PM Session: 1 p.m.–4 p.m.

Rising Grades K–1

CODE: 18SUM1-01 **PM**

HANDS ON MATH

Annette Coons

Students will explore math through puzzles, manipulative, crafts, and children's literature. Through creativity and critical thinking, students will sharpen their problem-solving and basic math skills. The course will focus on the concept of patterns through shapes, numbers, geometric patterns, classification, number groupings, money, fractions, measuring, and probability.

Rising Grades 1–3

CODE: 18SUM1-02 **AM**

CODE: 18SUM1-02 **PM**

LEGO WeDo

Tim Beatty

LEGO WeDo is a robotics system that combines science, math, and technology to facilitate hands-on, minds-on problem-solving skills, and creative thinking. Use a computer to program a LEGO robot that uses tilt and motion sensors. Create a crocodile that bites or a bird that dances when it senses motion. No previous experience with robotics or LEGO is needed.

Rising Grades 2–3

CODE: 18SUM1-03 **AM**

BEAUTIFUL MATH

Ellen Walter

This class will bring together art and math in a fun way. What we see as beauty in nature is sometimes simply beautiful order. While learning about pattern, symmetry, rotational symmetry, tessellations, the Fibonacci Sequence, and fractals, we will create hands on art projects and spend time each day in the computer lab visiting sites that correlate with our projects.

CODE: 18SUM1-04 **AM**

FUN WITH MATHEMATICS

Lillie O. Smith

Fun With Mathematics is a dynamic interactive approach to geometry where students explore the world of mathematics using tiles, cubes, and puzzles. The course incorporates hands-on activities to teach students mathematical concepts and ideas. Students explore various dimensions, create a pop-up, and gain an understanding of the wonderful world of mathematics.

CODE: 18SUM1-05 **PM**

THE RENAISSANCE

Ellen Walter

The Renaissance was a period of time between the 14th through 17th centuries in Europe. It was a rebirth of ideas and ideals from classical Greek and Roman times which produced a flowering in the arts, literature, and the beginnings of modern science. We will start our study in Ancient Greece and Roman times, move through the Middle Ages, and then study the Renaissance. We will learn about society, art, literature, and science from all these periods with many hands on projects.

CODE: 18SUM1-06 **AM**

WHAT'S THE MATTER

Laura Wade

Calling all scientists....ready to watch things change? In this course we will be exploring matter and energy. We will ask, how can we change the things around us? What energies & forces cause change? Can we do anything to stop matter from changing? We will conduct experiments on the states of matter (solids, liquids, and gases) and come to conclusions about how and why things change. Students will also act like scientists and prepare and present discoveries at a mock science conference.

Course Descriptions - Session 1

Rising Grades 3–5

CODE: 18SUM1-07 **AM**

CODE: 18SUM1-07 **PM**

CHARGED UP!

Lydia (Lassalle) Hoffman

Get charged up for a week of electrifying experiments! Take a journey through the history of electricity and how it changed the world. From the light bulbs to communication, students will build working models of world changing inventions, like the telegraph, motors, and speakers. Build your electrical knowledge, and build something new every day! Join us for a shocking good time!

Rising Grades 3–6

CODE: 18SUM1-08 **AM**

CODE: 18SUM1-08 **PM**

ENGINEERING: IT'S ALL AROUND US

Jeff Fry

Engineer, create, and build a variety of engineering projects that will test your skills and abilities. The students will be presented with various problems to solve and will choose from a variety of materials to create their solutions. Possible activities include pneumatic flying vehicles, cardboard bridges, rooftop egg drops, racing vehicles with various propulsion systems, ATV to navigate a course with sand, rock, and water vehicles and designing catapults. Come prepared to think outside of the box.

CODE: 18SUM1-09 **AM**

CODE: 18SUM1-09 **PM**

LEGO ROBOTICS I

Pennie Brown

Always wonder how things work? In this course, class participants will explore the ever-changing world of robotics. Using the new NXT robots, students will have the rare opportunity to build, program, and test the function of various robots. Students will explore ways to program robots to accomplish given tasks and be there to watch it happen. These aspiring scientists will use problem-solving and critical thinking strategies to take their basic knowledge to new levels. The final products are amazing! Your personal creativity is the only limit.

Rising Grades 4–6

CODE: 18SUM1-10 **AM**

THE GREAT BRAIN

Kevin Kendall

This course will teach the basics of how the brain is built and how it works. We will also learn about brain-based learning. Throughout the class, students will study a “great brain” from any field (science, art, engineering, literature, etc.) and create a PowerPoint presentation demonstrating the value of their Great Brain's contributions to his or her field and society as a whole. Students will also do a creative project/poster/sculpture/song, etc. to represent their Great Brain.

Rising Grades 5–7

CODE: 18SUM1-12 **AM**

CODE: 18SUM1-12 **PM**

ALGEBRAIC THINKING

Vicky Mignogna-Smith

The students who enroll in this course will be able to see the number line algebraically, use Alge Blocks to better understand variables, balance equations physically, graph coordinates in a game format, and find slope while doing a project.

CODE: 18SUM1-13 **AM**

PRE-MED I: SO YOU WANT TO BE A DOCTOR

Deanna Marroletti

Medical school, day one: This textbook is enormous, and I don't know how I am going to learn everything in just a few years! Get a head start with this survey class on the human body systems. Is wearing a stethoscope right for you? Let's begin with the human anatomy and functions, take vital signs, ponder ethical dilemmas, and diagnose some diseases. If you make it through the organ dissection lab, you are well on your way!

Course Descriptions - Session 1

Rising Grades 5–7

CODE: 18SUM1-14 **PM** **UNRAVELING GENETICS**

Deanna Marroletti

Tired of learning science from a textbook? Get your hands messy as we unwind DNA from peas, predict with Punnett squares, puzzle out pedigrees, manipulate mutations, and examine the tools used by scientists in the field. This class puts students into the role of a genetics researcher to explore heredity, genetic diseases, and other real world problems faced by geneticists today.

Rising Grades 6–8

CODE: 18SUM1-11 **PM** **CSI TOXICOLOGY**

Staff

Discover the exciting world of toxicology! Think CSI on TV is cool? Then this course is for you! You will learn about many toxic substances of current concern, both natural and man-made, and how they affect you and the environment. We will cover not only how these toxins/toxicants affect the body, but also the experimental techniques that are employed to investigate them. You will learn how to critically think about issues regarding toxic substances of concern and come to your own conclusions about them, based on sound scientific arguments and reasoning. This class will be highly interactive, and lively debates/discussions will surely ensue!

Rising Grades 6–9

CODE: 18SUM1-15 **PM** **ALL THE WORLD'S STAGE**

Linda Gallant

Enhance 21st century learning skills collaboration, creativity, critical thinking and problem solving as we explore elements of theatre production. Subjects covered include makeup/costume design, acting techniques, elements of script writing, and set design. Participants will record their projects into a video portfolio.

Rising Grades 7–9

CODE: 18SUM1-16 **PM** **THE GREAT BRAIN**

Kevin Kendall

This course will teach the basics of how the brain is built and how it works. We will also learn about brain-based learning. Throughout the class, students will study a “great brain” from any field (science, art, engineering, literature, etc.) and create a PowerPoint presentation demonstrating the value of their Great Brain's contributions to his or her field and society as a whole. Students will also do a creative project/poster/sculpture/song, etc. to represent their Great Brain.

Rising Grades 7-10

CODE: 18SUM1-17 **AM** CODE: 18SUM1-17 **PM** **FUN WITH COMPUTER PROGRAMMING**

Gurunath Kadam

Would you like to write your own computer program to make fun and colorful apps or games? This is your chance to learn the basics of programming, step-by-step, and code small fun projects! Python is a powerful programming language used in tech companies, like Google, Facebook and college worldwide. You will not only learn about basic construct, such as variables, loops and conditional statements, but also the advanced concepts of Object Oriented Programming (OOP).

Course Descriptions

Session 2: July 9–13

AM Session: 9 a.m.–12 p.m.

PM Session: 1 p.m.–4 p.m.

Rising Grades K-2

CODE: 18SUM2-01 **AM**

WATER WONDER

Annette Coons

Have you ever seen a cold glass of water on a hot day? What are those droplets of water doing on the outside of the glass? Is the glass leaking? Why is it that a board floats on top of the water, but a rock sinks? What happens to sugar when mixed with water? Does it disappear? Find the answers to these questions and more when you discover the WONDERS OF WATER!

Rising Grades K–5

CODE: 18SUM2-02 **PM**

ALL THE WORLD'S STAGE

Linda Gallant

Bring your creative imagination and a willingness to participate, and this class will take you to places you have never been before. Participants will develop improvisation and collaboration skills while working on a play for performance at the end of the session.

Rising Grades 1–3

CODE: 18SUM2-03 **AM**

CODE: 18SUM2-03 **PM**

LEGO WeDo

Tim Beatty

LEGO WeDo is a new robotics system that combines science, math, and technology to facilitate hands-on, minds-on problem-solving skills, and creative thinking. Use a computer to program a LEGO robot that uses tilt and motion sensors. Create a crocodile that bites or a bird that dances when it senses motion. No previous experience with robotics or LEGO is needed.

with our projects.

Rising Grades 2–3

CODE: 18SUM2-04 **AM**

ENGINEERING WITH LEGOS

Pennie Brown

Using powered Legos and other items, students will learn many new and exciting science, technology, and engineering concepts. Science topics will include the study of magnetism and the six simple machines. Students will learn how a scientist thinks and how to solve problems that scientists face daily. Students will be consistently challenged in problem solving situations that include building a variety of designs and projects that demonstrate the concepts presented.

CODE: 18SUM2-05 **AM**

FUN WITH MATHEMATICS

Lillie O. Smith

Fun With Mathematics is a dynamic interactive approach to geometry where students explore the world of mathematics using tiles, cubes, and puzzles. The course incorporates hands-on activities to teach students mathematical concepts and ideas. Students explore various dimensions, create a pop-up, and gain an understanding of the wonderful world of mathematics.

CODE: 18SUM2-06 **AM**

WHAT'S THE MATTER

Laura Wade

Calling all scientists....ready to watch things change? In this course we will be exploring matter and energy. We will ask, how can we change the things around us? What energies & forces cause change? Can we do anything to stop matter from changing? We will conduct experiments on the states of matter (solids, liquids, and gases) and come to conclusions about how and why things change. Students will also act like scientists and prepare and present discoveries at a mock science conference.

Course Descriptions - Session 2

Rising Grades 3–4

CODE: 18SUM2-07 **AM**

THE ART & SCIENCE OF OPTICS

Ellen Walter

Optics is the study of light. Light is amazing! We wouldn't see anything without it. We will have a lot of hands-on fun as we learn the science behind how and why we see things as we do. We will use our art skills to create optical illusions, rainbows, tie-dyed shirts, camera obscuras, and old-fashioned toys: kaleidoscopes, thaumatropes, zoetropes, and phenakoscopes.

Rising Grades 3–5

CODE: 18SUM2-08 **PM**

CSI: Super Sleuth

Staff

Calling all future detectives! We are hot on the trail of some slippery criminals. Your crime-solving skills are needed! Analyze fingerprints, study shoe impressions, decipher handwriting, match fibers, authenticate a ransom note, and create a timeline of events based on witness accounts. It will take a team of great minds to get to the bottom of these mysteries. Are you up for the challenge?

Rising Grades 3–6

CODE: 18SUM2-09**AM**

CODE: 18SUM2-09 **PM**

ENGINEERING: IT'S ALL AROUND US

Jeff Fry

Engineer, create, and build a variety of engineering projects that will test your skills and abilities. The students will be presented with various problems to solve and will choose from a variety of materials to create their solutions. Possible activities include pneumatic flying vehicles, cardboard bridges, rooftop egg drops, racing vehicles with various propulsion systems, ATV to navigate a course with sand, rock, and water vehicles and designing catapults. Come prepared to think outside of the box.

Rising Grades 3–6

CODE: 18SUM2-10 **AM**

CODE: 18SUM2-10 **PM**

LEGO ROBOTICS I

Kelly Carpenter

Always wonder how things work? In this course, class participants will explore the ever-changing world of robotics. Using the new NXT robots, students will have the rare opportunity to build, program, and test the function of various robots. Students will explore ways to program robots to accomplish given tasks and be there to watch it happen. These aspiring scientists will use problem-solving and critical thinking strategies to take their basic knowledge to new levels. The final products are amazing! Your personal creativity is the only limit.

CODE: 18SUM2-11 **PM**

LEGO ROBOTICS II

Pennie Brown

Know the basics? In Lego Robotics II, students will further their study of robotics. Starting where you left off in Level I, you will use the next NXT robots to explore the higher levels of robotic design. Using advanced problem-solving and critical thinking skills, students will advance to creating multi-task designs. Opportunities will also be available to participate in activities modeled after FIRST LEGO League competitions.

Rising Grades 4–5

CODE: 18SUM2-12 **PM**

ART SINCE 1945

Ellen Walter

In this class students will learn about the political and societal influences on Modern Art. We will study political events and their influence on society as well as the art, music, literature, and cinema from each decade. Each day we will "live" in that decade being immersed into it. We will create many hands on projects.

Course Descriptions - Session 2

Rising Grades 4–5

CODE: 18SUM2-13 **PM**

EXPLORE THE WORLD WITH ART AND SCIENCE

Angela White

Students will express themselves through art projects, like bungee painting, and use scientific skills, like observing and writing and conducting experiments, to explore the world around them. Curiosity is a prerequisite.

Rising Grades 4–6

CODE: 18SUM2-14 **AM**

MYSTERY RIVER

Deanna Marroletti

In this problem-based unit, students will encounter a real-world scenario in a fictional town. Hopewell's freshwater mussels are dying out. None of the town's leading researchers can agree on the cause. Our task is to explore the problem from every angle to form a reasonable explanation and propose a possible solution. Is the river polluted? Has a new predator been introduced into the habitat? Are the mussels being overharvested? We will use town documents, news reports, simulated interviews, and labs to get to the bottom of this puzzle and present our findings to a panel of "town officials" at the end of our investigation. The town is counting on you to help save this valuable resource in Mystery River!

Rising Grades 5–7

CODE: 18SUM2-15 **AM**

CODE: 18SUM2-15 **PM**

ALGEBRAIC THINKING

Vicky Mignogna-Smith

The students who enroll in this course will be able to see the number line algebraically, use Alge Blocks to better understand variables, balance equations physically, graph coordinates in a game format, and find slope while doing a project.

Rising Grades 6–8

CODE: 18SUM2-16 **AM**

CAPTURING AMERICAN HISTORY WITH A DIGITAL CAMERA

Carlo La Fiandra

This course is intended to bring out your creative inner self. Each day we will have a classroom discussion of one of five specific topics of colonial history in Williamsburg. The class will then explore the Historic area, which is rich in photographic possibilities. The Historic area will provide each student with the opportunity to create a unique photographic interpretation of the classroom topic. They will be supported and encouraged to capture, in their own creative manner, the vivid sights surrounding them using their digital camera. On the spot review and recapture of the digital images will be encouraged to provide the best possible learning experience. The topics of discussion will include the people and their buildings and gardens, the methods of commerce, the effects of the American Revolution, the courts and punishment system, and the evolution of our system of government.

Rising Grades 7–9

CODE: 18SUM2-17 **AM**

INTRODUCTION TO PLAYWRITING

Kevin Kendall

Shakespeare taught us that "all the world's a stage," but without great playwrights the "players" (actors) would be wandering through the world without a script. Students in this class will learn to write for the stage beginning with monologues (what Shakespeare called "soliloquys") and moving into dialogues and more complex scenes. Students will write both drama and comedy. Professional playwrights used as models will include Shakespeare, Arthur Miller, August Wilson, and Tom Stoppard. Students will also work with some screen adaptations of Jane Austen and selected scenes from popular "western" screenplays like True Grit and The Lone Ranger to build their skills in characterization through conversation. This course will use a variety of brainstorming strategies, including some improvisational theater exercises to get the creative ideas flowing. On the final day of the class, students will share selected pieces through a "reader's theater" type of forum, reading dramatically from their written scripts. No previous acting experience is required to succeed. Students will help each other present scenes that require two or more actors.

Course Descriptions - Session 2

Rising Grades 7–9

CODE: 18SUM2-18 **PM** **SHAKESPEARE IN PERFORMANCE**

Kevin Kendall

The course will be centered on acting and we will view multiple film versions of the same scenes from Hamlet, much ado, Macbeth, as you like it, Othello, Henry V, Richard III, and Midsummer Night's Dream, Taming of the Shrew (and the musical adaptation Kiss Me Kate) ... using DVDs and/or You Tube clips. Students will learn to analyze scenes for decisions made by directors (camera angles and set design) and those made by actors/directors regarding how a scene should be played.

Rising Grades 7-10

CODE: 18SUM2-19 **AM** **FUN WITH COMPUTER PROGRAMMING**

Gurunath Kadam

Would you like to write your own computer program to make fun and colorful apps or games? This is your chance to learn the basics of programming, step-by-step, and code small fun projects! Python is a powerful programming language used in tech companies, like Google, Facebook and college worldwide. You will not only learn about basic construct, such as variables, loops and conditional statements, but also the advanced concepts of Object Oriented Programming (OOP).

CODE: 18SUM2-20 **PM** **FUN WITH COMPUTER PROGRAMMING 2**

Gurunath Kadam

So you know Python programming now. How about building an app or a game? In Level 2 of this course, we will learn more about the modules and packages available in Python and more about the classes and functions. We will use Turtle library for drawing in Python and TKinter to create our own Graphical User Interface (GUI). With PyGame, we will create some exciting games!

Rising Grades 7-10

CODE: 18SUM2-21 **PM** **PRE-MED IV: MCAT MAGIC**

Deanna Marroletti

This is it. You've thought it through, and you are ready to jump into Medical School. With so many to choose from, how do you decide where to go? And how can you ensure that they are just as excited about accepting you into their fine institution? One way is to show what you know through an admission exam. As with any high-stakes test, there are ways to prepare and tricks to approach the material. This class will offer studying strategies, testing tips, and stress management techniques that will help with any big test, including the SAT and ACT that you'll encounter in high school, and GRE, LSAT, and of course, the MCAT because being a doctor is what you really want to do.

Program Information

Tuition: The tuition fee is \$350 per course. A deposit of \$50 must accompany the application packet. Deposits will only be refunded if a course is cancelled.

Minimum course enrollment: Approximately one month prior to the start of the session, the program staff will review course enrollment to ensure classes have met the minimum enrollment requirement. Courses that do not meet the minimum enrollment number of 10 participants will be cancelled.

Class placement and size: Class size will be limited to a maximum of 18 participants (with rare exceptions) to provide an optimal learning environment. Program staff will not process a participant's application until all required forms and the tuition deposit have been received. Class assignments will be made once a complete application is received. If a student has selected a course that has already reached its maximum capacity, or has been cancelled due to low enrollment, the student will be assigned to his or her second or third choice. If no alternate courses have been identified, a staff member will contact the student's parent/guardian to discuss available options.

Course withdrawals: Request to withdraw from a course must be made in writing prior to the start of the session. Tuition refunds will be provided for payments made minus the deposit. Refunds will not be provided for withdrawals occurring after the start of the session.

Dropping off and picking up: Students must be escorted to and from their classroom. Parents are asked to drop off and pick up their child(ren) from designated classrooms within 15 minutes of the start/end of the scheduled class time and to refrain from sitting in vacant classrooms, hallways, and stairwells. Anyone arriving to pick up a child, including the parent or guardian, will need to furnish a government-issued photo ID. This is a requirement at each pick-up regardless of whether or not the individual has previously picked up the child.

Permission for emergency medical treatment: For the safety of your child, parents/guardians must provide an individual health form for each program participant. A new form should be completed with each application packet even if the child has previously participated in SEP. Applications will not be processed unless accompanied by a completed and signed health form.

Medication: Program staff may not administer any medication to students, except for emergency use of an EpiPen for students with extreme allergies. If a child requires medication during program hours, a parent must be on site to administer it.

Faculty: Courses are taught by a variety of talented instructors, including teachers of gifted and talented learners, graduate students, faculty of William & Mary, and content-area professionals.

Discipline policy: The expectation is that students will take responsibility for their own behavior and act appropriately during class to foster a positive learning environment for all students. If a student becomes disruptive, a warning will be issued to the student and parent/guardian on the day of the infraction. If the inappropriate behavior recurs in a second session, the child will be removed from class and may be removed from the program. If a child is removed from the program due to inappropriate behavior, a refund will not be provided.

Lost and found: Personal items that are inadvertently left behind by students will be kept at the Center for Gifted Education for 30 days following the conclusion of the session. After this time, they will be donated to charity.

Lunch (*Summer Only*): Children enrolled in morning AND afternoon courses should bring lunch daily. These students will have a supervised lunch period. Therefore, parents need not return to campus during lunch time in such cases. We will take children to their next class. Please have students bring lunch daily.

Admission Requirements

Returning Participants

Completed program application form and all required documentation.

New Applicants

1. Test scores

Students who have scored in the 95th percentile or above on a nationally normed aptitude or achievement test are eligible. Application test scores at the 95th percentile or better must be in at least one of the following areas: reading comprehension, vocabulary, language total, math total, math concepts, math problem-solving, science, social studies, or the composite. Contact your child's school to determine if it has participated in a qualified test and if the scores may be made available to you.

If testing is required, a one-hour assessment of the student is conducted with a consulting school psychologist. The screening instruments include a test of verbal and nonverbal reasoning. Additional information from a parent inventory is incorporated with test results to provide a student profile. Students who have a strong composite profile are recommended for the program. To schedule an appointment, please contact Dr. Valerie McDonald, PhD by valeriemcdonald2@gmail.com or call (757) 209-8798. She is located at 1769 Jamestown Road, Suite 106, Williamsburg, VA 23185.

2. Recommendations

For new applicants, a recommendation from a teacher, principal, or counselor must be included with the application packet.

3. Completed program application form and all required documentation.

Examples of Accepted Nationally Normed Tests

American Testronics	Differential Ability Scales (DAS)	Metropolitan Achievement Tests (MAT)	SRA
Brigance Basic Skills (Pre-K)	Differential Aptitude Tests (DAT)	Metropolitan Readiness Test	Stanford Achievement Test
California Achievement Tests	Iowa Tests of Basic Skills (ITBS)	Naglieri Nonverbal Ability Test	Stanford-Binet Intelligence Scale
Cognitive Abilities Test	Kaufman Assessment Battery	National Tests of Basic Skills	Terra Nova (CTBS)
Cognitive Assessment System (CAS)	Kaufman Brief Intelligence Test (K-BIT)	Otis-Lennon	Test of Language Development
Columbia Mental Maturity Test	Kaufman Test of Educational Achievement (K-TEA)	Peabody Individual Assessment Test	Universal Nonverbal Intelligence Test (UNIT)
Comprehensive Inventory Basic Skills (CIBS)	KeyMath	Ravens Progressive Matrices	Wechsler Intelligence Scale for Children (over age 6)
Comprehensive Test of Basic Skills (CTBS)	Kuhlmann-Anderson Measure of Academic Potential	Screening Assessment for Gifted Elementary and Middle School Students (SAGES-2)	Wechsler Preschool and Primary Scale of Intelligence Test (WPPSI-III) (under age 6)
Comprehensive Testing Power (CTP)	Leiter International Performance Scale	SAT	Wide Range Achievement Test
Degrees of Reading Power (DRP)	Matrix Analogies Test (MAT)	Slosson Intelligence Test (SIT)	

SEP APPLICATION FORM

Summer 2018 • Williamsburg, VA

SESSION 1 • June 25–29

Applicant: _____
Last
First
MI

D.O.B. (MM/DD/YYYY)
Age
Grade (Fall 2018)
Gender
Race (for statistical purposes only)

Home Phone #
Best Contact #
E-Mail

Home: _____
Street
City
State
Zip Code

School: _____
Name

Street
City
State
Zip Code

School Division/District Name: _____ Public Private

• Has the student previously attended SEP? Yes No *If yes, when:* _____

If the student has not previously attended, how did you hear about SEP? _____

• Has the student been formally identified for a school-based gifted program? Yes No

• Are you interested in participating in a carpool? Yes No

Help another child attend SEP by giving a tax deductible donation to support scholarships for families in need. If you are interested, please send a *separate* check for the amount of your donation made payable to William & Mary.

Include the account number 2552 in the memo section.

Course Preferences - Please include course code and title below (e.g., 18SUM1-01 PM <i>BUDDING BOTANISTS</i>).	
AM Session (9 a.m.–12 p.m.)	PM Session (1 p.m.–4 p.m.)
1st choice: 18SUM1- _____	1st choice: 18SUM1- _____
2nd choice: 18SUM1- _____	2nd choice: 18SUM1- _____
3rd choice: 18SUM1- _____	3rd choice: 18SUM1- _____

• Please indicate if a member of your family is a current William & Mary faculty/staff member or student: Yes No

• Please indicate if you are enrolling multiple children: Yes No

• Please indicate if you wish to be considered for a partial, need-based scholarship? Yes No

If so, please include a copy of your most recent, signed federal tax return. Requests will not be considered without this documentation.

Parent/Guardian's Signature: _____ Date: _____

Application Packet Checklist:

- _____ \$50 Deposit (checks & money orders payable to William & Mary)
- _____ Pick-Up Form
- _____ Health Form
- _____ Copy of Most Recent Health Insurance Card
- _____ Interview & Photograph Release Form
- _____ Internet Acceptable Use Procedures & Agreement
- For First-Time Applications (in addition to above items):**
- _____ Copy of approved testing report _____ Student recommendation form

Please submit the completed application packet by **June 1, 2018**. At this time, we will make final class assignment decisions and courses may be cancelled due to low enrollment.

Please send all application materials to:

Center for Gifted Education, SEP
P.O. Box 8795, Williamsburg, VA 23187-8795

OFFICE USE ONLY

Received: ____/____/____ Initials: _____ Amount: _____

Check/MO #: _____ Check/MO Date: ____/____/____

SEP APPLICATION FORM

Summer 2018 • Williamsburg, VA

SESSION 2 • July 9–13

Applicant: _____
Last First MI

D.O.B. (MM/DD/YYYY) Age Grade (Fall 2018) Gender Race (for statistical purposes only)

Home Phone # Best Contact # E-Mail

Home: _____
Street City State Zip Code

School: _____
Name

Street City State Zip Code

School Division/District Name: _____ Public Private

- Has the student previously attended SEP? Yes No *If yes, when:* _____
If the student has not previously attended, how did you hear about SEP? _____
- Has the student been formally identified for a school-based gifted program? Yes No
- Are you interested in participating in a carpool? Yes No

Help another child attend SEP by giving a tax deductible donation to support scholarships for families in need. If you are interested, please send a *separate* check for the amount of your donation made payable to William & Mary. Include the account number 2552 in the memo section.

Course Preferences - Please include course code and title below (e.g., 18SUM2-01 <u>AM ART: IT'S ELEMENTARY</u>).	
AM Session (9 a.m.–12 p.m.)	PM Session (1 p.m.–4 p.m.)
1st choice: 18SUM2- _____	1st choice: 18SUM2- _____
2nd choice: 18SUM2- _____	2nd choice: 18SUM2- _____
3rd choice: 18SUM2- _____	3rd choice: 18SUM2- _____

- Please indicate if a member of your family is a current William & Mary faculty/staff member or student: Yes No
- Please indicate if you are enrolling multiple children: Yes No
- Please indicate if you wish to be considered for a partial, need-based scholarship? Yes No
If so, please include a copy of your most recent, signed federal tax return. Requests will not be considered without this documentation.

Parent/Guardian's Signature: _____ Date: _____

Application Packet Checklist:

- _____ \$50 Deposit (checks & money orders payable to William & Mary)
- _____ Pick-Up Form
- _____ Health Form
- _____ Copy of Most Recent Health Insurance Card
- _____ Interview & Photograph Release Form
- _____ Internet Acceptable Use Procedures & Agreement
- For First-Time Applications (in addition to above items):**
- _____ Copy of approved testing report _____ Student recommendation form

Please submit the completed application packet by **June 1, 2018**. At this time, we will make final class assignment decisions and courses may be cancelled due to low enrollment.

Please send all application materials to:

Center for Gifted Education, SEP
P.O. Box 8795, Williamsburg, VA 23187-8795

OFFICE USE ONLY

Received: ____/____/____ Initials: _____ Amount: _____
Check/MO #: _____ Check/MO Date: ____/____/____

SEP PICK-UP FORM

Summer 2018 • Williamsburg, VA

A parent or guardian must complete this form. List below the people allowed to pick up your child from class. Your child's teacher will only release your child to the people listed on this form. Anyone picking up your child, including yourself, will need to furnish a government-issued, photo ID as proof of identity each time he or she picks up the child.

I give permission for the following people to pick up my child from the Saturday/Summer Enrichment Programs. I understand that a government-issued, photo ID will be required as proof of identity. I also understand that my child will **only** be released to people on this list who are able to provide proof of identity.

Please print or type names clearly. Be sure to include your own name as well as the names of others authorized to pick up your child. If you need to make changes at a later date, please submit an amended list.

_____	_____
_____	_____
_____	_____
_____	_____

Child's Name (please print): _____

Parent/Guardian's Name (please print): _____

Parent/Guardian's Signature: _____ Date: _____

Optional

Parent Release Form

Allowing students in grade 7 or higher to walk unattended to the parking lot.

Use the pick-up form above if you want your seventh-grade or older child to be picked up from the classroom. If, instead, you prefer to give permission that allows him or her to walk to the parking lot unescorted, you must complete and sign this optional section.

I give permission for _____ to leave the classroom and walk
(Student's Name)

unescorted to the parking lot. I will not hold the class instructor, the Saturday/Summer Enrichment Program, the Center for Gifted Education, or William & Mary responsible in any way for my child's welfare after he or she departs from the classroom.

Child's Name (please print): _____

Parent/Guardian's Name (please print): _____

Parent/Guardian's Signature: _____ Date: _____

SEP HEALTH FORM

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****PLEASE ATTACH A COPY OF YOUR MEDICAL INSURANCE CARD****

Student: _____
Last First MI

Parent/Guardian: _____
Last First MI

Relationship to Student Work Phone # Cell Phone #

Parent/Guardian: _____
Last First MI

Relationship to Student Work Phone # Cell Phone #

In case of emergency, please notify (if different from above):

Student's Medical Details

Does your child have any special needs? Yes No *If yes, please specify:* _____

Current medication(s) and reason(s): _____

Allergies: _____ Date of Last Tetanus/Diphtheria: _____

Family Physician: _____ Phone: _____

Family Dentist: _____ Phone: _____

Health Insurance Provider/Subscriber's Name: _____

Policy Number

Is there any further information that may have impact on the student's participation in SEP or on the provision of medical care to him or her in the event of an accident? (Include any special dietary restrictions, chronic health conditions, or learning disabilities.) Attach a separate page if necessary.

I give permission to the attending physician to hospitalize and secure treatment for my son/daughter/ward as a minor in the case of a surgical, medical, or psychiatric emergency; or any necessary medical treatment, provided the physician is unable to contact me reasonably soon, and according to his or her best professional judgment if further delay would in fact jeopardize the patient's health or life.

Parent/Guardian's Signature: _____ Date: _____

SEP INTERVIEW & PHOTOGRAPH RELEASE FORM

Summer 2018 • Williamsburg, VA

The Center for Gifted Education at William & Mary is constantly striving to have the wonderful projects and experiences students take part in during our programs recognized. To this end, we routinely work with reporters from local news outlets on program publicity. We plan to invite members of the media to visit and engage with the students at some point during the program. We ask your permission as the student's parent or guardian to interview and take photographs of your child for possible inclusion in press materials. Please indicate your willingness to have your child interviewed and/or photographed by selecting the appropriate statement below.

Please initial and choose only one option below:

_____ I am willing to have my child **interviewed and/or photographed** and to have his or her photo and name included in the local newspaper, the Center for Gifted Education website, text of a William & Mary press release, or photograph caption.

_____ I am willing to have my child **interviewed** and to have his or her name included in the local newspaper or text of a William & Mary press release.

_____ I am willing to have my child **photographed** and to have his or her name included in the local newspaper, text of a William & Mary press release, or photograph caption.

_____ I prefer that my child not be interviewed or photographed.

Child's Name (please print): _____

Parent/Guardian's Name (please print): _____

Parent/Guardian's Signature: _____ Date: _____

Please note that until the time of publication, we are unaware of which class(es) and/or students will be included in press materials.

SEP INTERNET ACCEPTABLE USE PROCEDURES & AGREEMENT

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The Internet is an electronic highway connecting millions of computers and computer users from all over the world. The Internet offers

- electronic mail communications with people from all over the world,
- access to many library catalogs from all over the world,
- information and news from a wide variety of electronic sources,
- public domain software and shareware of all types, and
- access to world wide discussion groups.

Parental Permission

- Students under the age of 18 years must have a parent/legal guardian sign this form before the first use of the Internet.

E-mail

- E-mail accounts will be assigned to students only for the duration of the teacher-directed project.
- Hate mail, harassment, discriminatory remarks and other inappropriate behaviors are prohibited on the network.
- Receipt of inappropriate mail should immediately be reported to a teacher and to the SEP staff.

Copyright and Citations

- Any copyrighted materials are subject to the Fair Use provision of copyrighted materials as it relates to education.
- Internet materials used in reports or other documents must be cited. If there is no direct citation, the Uniform Resource Location (URL) must be cited.

Undesirable Materials

- Students, teachers, and assistants in the SEP program must accept responsibility for restricting access to undesirable materials.
- Students who gain access to undesirable Internet materials must report this material to their teacher.
- Teachers who gain knowledge of undesirable Internet materials must report this material to the SEP staff at the Center for Gifted Education.

Games

- Games may not be downloaded from the Internet without approval from the teacher or the SEP staff.

Listserves

- Listserves may not be subscribed to without approval from a teacher or the SEP staff.

Commercial Use

- Commercial use of the Internet by individuals participating in SEP is forbidden.

Network Etiquette:

You are expected to abide by the general accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not send abusive messages to other users.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
- Do not reveal your or anyone else's personal address or phone number.

Please note that e-mail is not guaranteed to be private.

I agree to the above stipulations and understand that any misuse or abuse of the Internet may result in the suspension or revocation of my Internet account.

Child's Name (please print): _____

Parent/Guardian's Name (please print): _____

Parent/Guardian's Signature: _____ **Date:** _____

STUDENT RECOMMENDATION FORM

Summer 2018 • Williamsburg, VA

Center for Gifted Education, SEP

P.O. Box 8795

Williamsburg, VA 23187-8795

Telephone: 757-221-6198 Email: sep@wm.edu

Parent/Guardian: Please complete Section A and give this form to your child's principal, guidance counselor, gifted program coordinator, or teacher.

Section A

Applicant: _____
Last First MI

Principal, guidance counselor, gifted program coordinator, or teacher: Please complete Section B and either mail it to the Center for Gifted Education at P.O. Box 8795, Williamsburg, VA 23187 or send it via e-mail to sep@wm.edu.

Section B

Recommender: _____
Last First MI

School: _____
Name Position Phone #

Street City State Zip Code

1. Number of years acquainted with student: ☐ 0-1 year ☐ 1-2 years ☐ 2-3 years ☐ 3-4 years ☐ 5+ years

2. What is your relationship to the applicant? _____

3. Indicate the level at which the student is currently working:

☐ at grade level ☐ 1 grade above ☐ 2+ grades above ☐ Don't know

4. Indicate the student's likelihood of success in a high-ability enrichment program:

☐ very likely ☐ likely ☐ somewhat likely ☐ unlikely ☐ very unlikely

	Very Superior	Superior	Above Average	Average	Below Average
Intellectual curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated academic ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-solving ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study and organizational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbal reasoning ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematical reasoning ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (please use back of this form for additional comments):

Recommender's Signature: _____ Date: _____