SUMMER ENRICHMENT PROGRAM

Session 1: June 22-26, 2020
9:00-12:00 and 1:00 - 4:00

Session 2: July 6-10, 2020
9:00-12:00 and 1:00 - 4:00

sep@wm.edu | 757-221-2166
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 or (757) 221-2166.

**PROGRAM TIMELINE**

- **June 1, 2020:** Course assignment decisions made; classes that do not meet the minimum enrollment requirement will be cancelled
- **June 8-12, 2020:** Session schedules and information packets mailed out to families
- **June 19, 2020:** Deadline for payment of outstanding tuition balances
- **June 22/July 6, 2020:** Classes begin
- **June 26/July 10, 2020:** Classes end

**PRECOLLEGIATE LEARNER PROGRAMS STAFF**

Mihyeon Kim, Ph.D., Ed.D.
Director, Precollegiate Learner Programs

Alysa Zieman
Coordinator, Precollegiate Learner Programs

Diana Ruffer
Office Manager, Center for Gifted Education

Contact Information
Phone: (757) 221-2166
Instructor: Colleen Ignacio
Course Codes:
20SUM1— 01 AM
20SUM1— 01 PM

In this fascinating world, with so many life forms, the human body is the most remarkable. The human body is an efficient and complex machine designed to adapt to the environment around it. Join us for an amazing journey exploring the human body! How many bones in the human body? What is the largest organ? What are neurotransmitters and how do they work? Where does a molecule of air go after it enters the body? What happens to those chicken nuggets you ate for lunch? How many chambers in the human heart? Find out the answers to these questions and MORE with hands on activities, anatomy models and songs! You won’t want to miss this exciting class!! Register NOW to learn about The Human Body: A Marvelous Machine!!

Water Wonders | K-2
Instructor: TBA
Course Codes:
20SUM1— 02 AM
20SUM1— 02 PM

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? What would you do on a day that is Cloudy with a Chance of Meatballs? Find the answers to these questions and more when you discover the wonders of water.

LEGO We Do | 1-2
Instructor: Tim Beatty
Course Codes:
20SUM1— 03 AM
20SUM1— 03 PM

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.

Fun with Math | 2-3
Instructor: Penny Smith
Course Code: 20SUM1— 04 AM

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 and gain an understanding of the wonderful world of mathematics.

The Art and Science of Optics | 2-3
Instructor: Ellen Walter
Course Code: 20SUM1— 05 AM

Optics, a branch of Physics, is the study of how light behaves and interacts with matter. By knowing how light works scientists and engineers create some really cool technologies that we rely on every day. Artists have also used their knowledge of how light behaves for centuries to create artwork. We will mix both art and science into our study of Optics creating many hands on projects.

Magic World of Biology and Chemistry | 2-3
Instructor: TBA
Course Codes:
20SUM1— 06 AM
20SUM1— 06 PM

The magical world of chemistry comes alive in this program, as you explore the magic of chemical changes in your body, learn how blood clots, and make a geyser in a bottle! Use glowsticks, mix chemicals, and boil eggs as you discover changes that occur in chemical reactions. Join us this summer in the magical world of biology and chemistry!
**Course Descriptions - Session 1**

**Session 1: June 24–28**

**AM Session: 9 a.m.–12 p.m.**

**PM Session: 1 p.m.–4 p.m.**

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**Elementary Engineering | 3-4**  
Instructor: Pennie Brown  
**Course Code:** 20SUM1—07 AM

Students will combine a study of six simple machines and simple engineering concepts to solve common engineering problems. Students will investigate the answer to the following questions: What makes a bicycle move forward? Which of the six simple machines are used in common bicycles? How do they work together to make a bicycle useful? Is it possible to make a bridge out of cardboard and stand on it? Can you build functional furniture out of common cardboard? How are triangles used in engineering? Can you drop an egg without breaking it? These questions and many more will be asked and answered in this exciting introduction to engineering!

**The Renaissance | 3-4**  
Instructor: Ellen Walter  
**Course Code:** 20SUM1—08 PM

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.

**Lego Engineering I | 3-4**  
Instructor: Pennie Brown  
**Course Code:** 20SUM1—09 PM

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.

**Intro to Computer Science | 4-6**  
Instructor: Ciara Pervall  
**Course Codes:**  
20SUM1—10 AM  
20SUM1—10 PM

This course blends instructor guided, online, and self-paced tutorials with a fundamental computer science curriculum that will help students digest complicated concepts. Code.org “Unplugged” activities will be given to promote an engaging and enriching learning experience. These activities are relevant and relatable to everyday living and can be implemented with or without the use of computers. Students will be introduced to various coding languages, computational practices, binary conversions, and more.

**Unraveling Genetics | 5-7**  
Instructor: Deanna Marroletti  
**Course Code:** 20SUM1—11 AM

Get your hands messy as we unwind DNA from fruit, make predictions 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 scientists today.

**LEGO Robotics I | 6-7**  
Instructor: Kelly Carpenter  
**Course Codes:**  
20SUM1—12 AM  
20SUM1—12 PM

Lego Robotics I provides students with a hands-on introductory opportunity to build and program in the exciting field of robotics. The course utilizes the Lego Mindstorm NXT kit to challenge students to complete activities requiring higher level thinking through: design, construction, and coding. Emphasis will be put on problem solving, application, and teamwork. Experience with robotics is not a requirement for this course.
## Course Descriptions - Session 1

### Session 1: June 24–28

**AM Session:** 9 a.m.—12 p.m.  
**PM Session:** 1 p.m.—4 p.m.

<table>
<thead>
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<th>Course Description</th>
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<tr>
<td>**It’s Debatable</td>
<td>6-8**</td>
<td>TBA</td>
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Do you like to argue? Have a passion for making your point? Come and find out how to effectively argue your points and show the world your ideas. Using the two basic types of academic argumentation, you will engage in building solid arguments and debate cases.

| **Nuclear Energy - Friend or Foe? | 6-8** | TBA              | 20SUM1—14 AM    |              |
| **Course Codes:** |            | 20SUM1—14 PM    |               |

Nuclear energy is one of the most powerful forces in the world, and we use it to create our electricity. But sometimes, this power gets away, and disaster strikes! This summer, learn about this powerful force and its deadly outcomes. Create experiments and make your case for or against nuclear energy – our friend or our foe?

| **Capturing American History | 6-8** | Carlo La Fiandra | 20SUM1—15 AM    |              |

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.

| **PreMed III: Debating Ethics in Medicine & It's Still Debatable: More Issues for Debate Practice | 7-9** | Deanna Marroletti | 20SUM1—16 PM    |              |

This combination class will cover the skills of effective debating, which are essential in medicine, business, law, and politics. Students will choose topics to practice debating using a clash battle format. Then they will select an issue to research and debate in formal Lincoln-Douglas style as a team. We will intersperse these debates with fun games that will help improve effective communication and argumentation skills.

For those interested in PreMed III, we will be specifically focused on issues that arise with advances in medicine and medical technology. Examples are commercial DNA testing and privacy, transplantation lists, gene therapies, and bioweapons. Students who have taken It’s Debatable in prior sessions will have an opportunity to bring other topics to explore, and may participate in the medical debates or venture into other areas, such as law or politics. These classes will run concurrently, with guest coaches joining us, schedules permitting.
Course Descriptions - Session 2

Session 2: July 6-10
AM Session: 9 a.m.–12 p.m.
PM Session: 1 p.m.–4 p.m.

Water Wonders | K-2
Instructor: TBA
Course Codes:
20SUM2—01 AM
20SUM2—01 PM

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? What would you do on a day that is Cloudy with a Chance of Meatballs? Find the answers to these questions and more when you discover the wonders of water.

LEGO We Do | 1-2
Instructor: Tim Beatty
Course Codes:
20SUM2—02 AM
20SUM2—02 PM

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.

Magic World of Biology and Chemistry | 2-3
Instructor: TBA
Course Code:
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The magical world of chemistry comes alive in this program, as you explore the magic of chemical changes in your body, learn how blood clots, and make a geyser in a bottle! Use glow sticks, mix chemicals, and boil eggs as you discover changes that occur in chemical reactions. Join us this summer in the magical world of biology and chemistry!

Everything “Matters!” | 2-3
Instructor: TBA
Course Codes:
20SUM2—04 AM
20SUM2—04 PM

Everything in the universe is made up of one thing – matter! But what is it? Learn about the states of matter by making mystery goop, investigate disappearing matter through evaporation, and change the shape of matter just by controlling the temperature! Be a hands-on scientist this summer and learn about amazing matter!

The Mystery of the Disappearing Beach | 2-4
Instructor: TBA
Course Codes:
20SUM2—05 AM
20SUM2—05 PM

When you build a sandcastle, you don’t expect it to last forever. Where is the beach going? Why is it disappearing? Discover the secrets of erosion and how it is caused – and what we can do to turn the tides.

Elementary Engineering | 3-4
Instructor: Pennie Brown
Course Code: 20SUM2—06 AM

Students will combine a study of six simple machines and simple engineering concepts to solve common engineering problems. Students will investigate the answer to the following questions: What makes a bicycle move forward? Which of the six simple machines are used in common bicycles? How do they work together to make a bicycle useful? Is it possible to make a bridge out of cardboard and stand on it? Can you build functional furniture out of common cardboard? How are triangles used in engineering? Can you drop an egg without breaking it? These questions and many more will be asked and answered in this exciting introduction to engineering!
Course Descriptions - Session 2

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Become a “Rock” Star! | 3-4
Instructor: TBA
Course Codes:
20SUM2— 07 AM
20SUM2— 07 PM

Get dirty this summer as you learn to become a geologist! Discover the origins of soil learn about change in geology as you investigate the makeup of rocks. Dig into the science of soil and how it shapes us. You could even say this class ROCKS!

Lego Engineering I | 3-5
Instructor: Pennie Brown
Course Code: 20SUM2— 08 PM

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.

Charged Up! | 3-5
Instructor: Lydia Lassalle
Course Code: 20SUM2— 09 AM

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!

Stop the Presses! | 4-6
Instructor: Penny Smith
Course Code: 20SUM2— 10 PM

Have you ever wondered just what your daily paper goes through before it gets to your door? How does “breaking news” get reported so quickly? How do the photographers always seem to get that perfect shot? Where do all the ads come from? In Stop the Presses, we will look at all the steps involved along the way as we turn out our very own newspaper! Our class paper will be entirely generated by students from start to finish! This course includes a field trip to a local newspaper company.

Intro to Computer Science | 4-6
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Playful Programming | 7-9
Instructor: Stephanie Caggiano
Course Codes:
20SUM2—16 AM
20SUM2—16 PM

This class introduces students to programming fundamentals using the Python programming language. Creative and fun game-like programming activities develop basic programming skills and concepts. Students will learn the basics of a programming language including variables, operators and logic. No prior programming experience is required.
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/ Report Card
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.

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

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

- **Last** 
- **First** 
- **MI** 
- **D.O.B. (MM/DD/YYYY)** 
- **Age** 
- **Grade (Fall 2020)** 
- **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: ____________________________

- 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.

### Course Preferences - Please include course code and title below (e.g., 20SUM1-01 PM BUDDING BOTANISTS).

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<tr>
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- 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, 2019**. At this time, we will make final class assignment decisions and courses may be cancelled due to low enrollment.
## SEP APPLICATION FORM
### Summer 2020 • Williamsburg, VA
#### SESSION 2 • July 6-10

Applicant: ____________________________________________

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D.O.B. (MM/DD/YYYY) | Age | Grade (Fall 2020) | Gender | Race (for statistical purposes only) |
|-------------------|-----|-------------------|--------|----------------------------------|

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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

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<td>3rd choice: 20SUM2-____ AM</td>
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- 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:** ____________________________

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<th>Amount:</th>
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**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, 2019**. At this time, we will make final class assignment decisions and courses may be cancelled due to low enrollment.

**Office Use Only**

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<th>Initials:</th>
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<td>Check/MO Date:</td>
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Please send all application materials to:

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

**Office Use Only**
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: ______________
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 2020 • 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: ___________________________
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.

Listservs
- Listservs 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: Please complete Section A and give this form to your child’s principal, guidance counselor, gifted program coordinator, or teacher. 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 A

Applicant: ___________________________  Last  First  MI

Students grade level: ______________________________  Parent email: _____________________________________________________

### 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

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<th>Above Average</th>
<th>Average</th>
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Comments (please use back of this form for additional comments):