

To all Prospective Gifted English Students:

Welcome. If you wish to enroll in Gifted English I, your guardian and you need to sign this contract and submit the items below. By signing the contract, you commit to completing summer and off semester reading. The contract also signals your comprehension of the rigor of the course.

If you do NOT wish for your child to be enrolled in Gifted English, please complete the Opt Out Form on the opposite side.

You qualified for Gifted English based off your i-Ready score of a 90% or above. Please submit the following 3 things.

- 1) This signed contract**
- 2) A completed Gifted Pupil Parental Data Sheet GPPDS (attached)**
- 3) Parental Permission for Gifted Initial Placement**

Please take the time to read and consider the content of this contract before returning the 3 items with your Course Request Sheet on March 9th to the HMS Counselors.

- I will read at least one fiction and one non-fiction book (that has at least 150 pages) this summer.
- I will return my summer reading assignment on August 11th into Schoology or to Mrs. Stefanski in room 214.
- I will complete my off semester reading to Mrs. Stefanski by January 5th.
- I believe I am working at or above grade level in my present English class.
- I believe I can write in a clear style that is easily understood by my readers.
- I am willing to spend up to 5 hours a week reading and working on class projects designed to help build my Gifted/AP English reading and writing skills.
- I am willing to type all of my journals and essays.
- I am willing to get all projects to my teacher on time with no excuses.
- I am willing to bring my "A" game to class each and every day.

_____ I do wish for my child to take Gifted English 9

Sincerely,

Alicia Stefanski Alicia.stefanski@dcsms.org

Student's name _____

Student's signature _____

Guardian's signature _____

Gifted Opt Out Form

Dear Guardians,

Hernando High School is excited to welcome your child for the 2023-2024 school year. As we prepare for next year, we are working on student's course requests and classes. Your child has met the qualifications for Gifted English based off his/her i-Ready score while in 8th grade. The middle school programs currently do not offer Gifted English; however, the high school does offer Gifted English (Gifted English I, Gifted English II).

Gifted English is a rigorous course where students will read complicated texts and write extensively. Enclosed is a copy of the Summer Reading and Off Semester reading for the upcoming year for Gifted English. If you or your child do not feel like this is the English for them, please return this form with their Course Selection Sheet.

If you DO wish for your child to be enrolled in Gifted English, please complete the Gifted English contract on the opposite side of this form. Please return the requested form with your child's Course Request Sheet on March 9th.

_____ I do NOT wish for my child to take Gifted English 9

Sincerely,

Anne Goss

Counselor

Student's Name _____

Student's Signature _____

Guardian's Signature _____



DESOTO COUNTY SCHOOLS | GIFTED SERVICES
GIFTED PUPIL PERSONAL DATA SHEET (GPPDS)

Gifted Contact Person: EMILY NELSON

SCHOOL:

District: DESOTO

District Phone: 662.429.5271

STUDENT IDENTIFICATION

Name: _____ Age: _____ Sex: _____ Race: _____ Grade: _____

Student #: _____ Phone #: _____ DOB: _____

Parent/Legal Guardian (print): _____

Address: _____ City/State/Zip: _____

PARENTAL CONSENT

I have been informed of the identification process for the gifted programs. The Family Education Rights and Privacy ACT (FERPA) has been explained to me and I hereby consent to having my child tested in an effort to determine if a gifted eligibility can be satisfied according to criteria in the Gifted Program Regulations.

Signature: _____

Date: _____

GLSC DETERMINATION

Based upon the assessment data, the Gifted Local Survey Committee has determined that this student is: _____ Intellectually _____ Academically _____ Artistically _____ Creatively
Gifted Gifted Gifted Gifted

_____ Not eligible since the data do not indicate that the minimal criteria were met for a gifted eligibility

MEMBERS PRESENT

Print Name: _____

Signature: _____

Print Name: _____

Signature: _____

Print Name: _____

Signature: _____

Print Name: _____

Signature: _____

DATE OF DECISION: _____



DESOTO COUNTY SCHOOLS | GIFTED SERVICES
PARENTAL PERMISSION FOR INITIAL PLACEMENT

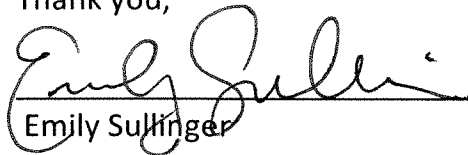
To the Parent or Guardian of _____

The personnel at Hernando High have recommended that your child be placed in a special program for Academically Gifted students to best meet his/her needs.

The personnel have considered all informal and formal assessment data in making the recommendation for this initial placement.

We will be glad to meet with you to answer your questions about this placement. Please call me at school, 429-4170, or email me at emily.sullinger@dcsms.org to schedule a conference.

Thank you,



Emily Sullinger

2/23/23

Date

Hernando High School
805 Dilworth Lane
Hernando, MS 38632

Consent for Initial Placement in the program for gifted students.

I give consent for my child, _____,
to be placed in the Academically Gifted Program.

Parent's Signature

Date

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Sincerely,

Alicia Stefanski Alicia.stefanski@dcsms.org

Student's name _____

Student's signature _____

Guardian's signature _____

Gifted English I Summer Reading Due: Friday August 11th.

By August 11th, place your typed responses in the box outside room 214 or upload a copy in your Gifted English Schoology course. Responses should be double spaced in 12 Times font in MLA format. Make sure you include the title of the books you read in your responses. If you have any questions regarding the assignment, contact me at Alicia.stefanski@dcsms.org. Do not forget, you also have an off semester reading assignment (on the back of this sheet) that is due Jan. 5th. Pick up another copy of the off semester reading when you drop off your summer reading. Or locate both assignments on my website.

Students are encouraged to read many books this summer. There is a strong correlation between reading regularly for pleasure (any reading...really, ANY reading, as long as it's a habit) and academic success, including building vocabulary, an understanding of sentence structure, and an increase in stamina for reading harder texts. It is also clear that the more you read the better you write. So, this summer don't stop reading. Try to read at least 30 minutes a day.

I. Read a fiction book that is at least 150 pages. The book should be of appropriate rigor and subject matter for high school students (For instance, *Hatchet*, *Diary of Wimpy Kid* are not appropriate for this assignment). Students should have not read the book before. Compose a letter of 200 words to a character in the book. Be sure to include the title of the book you read. It should be evident that you read the book in your response-include specific textual evidence either paraphrase or quotes. Students who have the same answer or students who plagiarize will receive a zero for the assignment.

Things to consider in your letter to a character

Imagine sitting down with a character and sharing your personal thoughts about the book. Your letter should be personal and sincere, more like a private conversation rather than book report or a fan letter. Share specific details both about the book and about your reaction to the book. For instance, what did the book show you about your world that you never noticed before? What did you realize about yourself as a result of reading this book? Why was this work meaningful to you?

Keep in mind that this is a reflective writing and that means you need to think about what you read and the meaning you gleaned from the character. *Do not summarize the book's plot!* Only YOU can explain that unique relationship you experienced while reading the book.

II. For this portion of the summer reading, students should read a nonfiction memoir/autobiography/biography, inspirational, spiritual, motivational, or self-help book of approximately 150 pages that they have not read before.

Searching one of these genres or searching the above genres with the addition of teenager will yield numerous titles. Parents may want to help students select a book that best fits the students' needs/interest. For instance, a student may want to read a biography on a historical figure or musician and think about what he/she can learn from that person's success and mistakes.

After reading the selection, students should write 200 words answering the appropriate questions that follow while incorporating textual evidence. If it is not evident that you read the book, you will not receive credit for the assignment. Evidence that you read the book could be how a quote, situation, or an insight could apply to your audience. Students who have the same answer or students who plagiarize will receive a zero for the assignment.

Think about who is the perfect audience for this book. Be sure to include the title of the book in your response. Write a letter to this fictional entity who would benefit the most from reading this book. How would this book benefit him/her? What could he/she learn from the book? How could he/she apply what you learned in the book to his/her life.