



Extended Learning Program Handbook Gifted and Talented and High Ability Services

Salt Lake City School District

Mission Statement

Salt Lake City School District advocates for all students, provides the highest quality education and prepares students for a future of opportunities.

Vision

Excellence and equity: every student, every classroom, every day.

Extended Learning Program

ELP Mission Statement

The Extended Learning Program supports the mission of Salt Lake City School District (SLCSD) to cultivate a love of learning in a diverse and inclusive school community, committed to education excellence and integrity. In collaboration with families and community, we hold high expectations for all students, respond effectively to individual needs, and provide a safe, healthy environment in which every student can learn the academic, problem-solving and social skills required for success in college, career, and life. The district has designed and implemented an Extended Learning Program to meet the cognitive and affective needs of identified gifted students. Through ELP, a continuum of program options provides a beneficial learning environment and curriculum designed to meet the needs of gifted/talented and high ability students.

ELP Motto

Discovering Through Depth and Complexity

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Extended Learning Program Policies and Procedures

Utah Administrative Rule R277-707 Enhancement for Accelerated Students: LEA's (Local Education Associations) are provided resources to enhance the academic growth of students whose academic achievement is accelerated. Accelerated students means students participating in accelerated programs...with increased depth, complexity, or rigor, which may include above-grade level coursework, including: Gifted and Talented programs. Gifted and Talented programs identify students with outstanding abilities in general intellectual ability, specific academic aptitude, and creative or productive thinking. These instruments shall not be solely dependent upon English vocabulary or comprehension skills and shall take into consideration abilities of culturally diverse students and students with disabilities, including underrepresented students.

Salt Lake City School District Standard Educational Program Policy:

The Extended Learning Program (ELP) is a designated component of the Standard Educational Program Policy, as adopted by the SLCSDB Board of Education.

Salt Lake City School District Board of Education Policy, including ELP:

The Salt Lake City School District Board of Education will ensure all students regardless of which school they attend, have access to a quality education based on common standards that lead to proficient levels of achievement for all students. The district is committed to providing students with equal access and equal opportunity, and therefore does not discriminate on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation or veteran status in its programs or services.

Residency Requirements

- Students in **preschool to grade 3** must reside within Salt Lake City School District boundaries to be eligible to apply for the ELP assessment. Students who attend a SLCSDB school but reside outside SLCSDB boundaries are not eligible to apply.
- Students in **grades 4-7** are eligible to apply if they reside outside SLCSDB boundaries. The assessment fee is \$35.00.
- Children of SLCSDB employee are eligible to apply for ELP assessment; however, the \$35.00 assessment fee is required if the family resides out of SLC School District boundaries.
- Placement for elementary Magnet ELP remains accessible until a student completes sixth grade or transfers from the program. Students in grades k-3 who no longer reside in the Salt Lake City School District boundaries need to withdraw from ELP, with the exception of children of district employees. Employees do not need to live within the boundaries of the district to take advantage of the k-8 Extended Learning Program. Transportation is not available for Neighborhood ELP.

Administration and Staff

The SLCSDB ELP Department is administered by the District ELP Supervisor who has direct supervisory responsibility for the elementary Neighborhood ELP teachers and programs.

The SLCSDB ELP Department has the following employees who work under the direction of the district ELP Supervisor: ELP Administrative Assistant, ELP Psychologist and ELP Specialist.

Overview of the Extended Learning Program

Extended Learning Program services are provided to meet the needs of **identified gifted/talented and high ability** students. ELP services offer students the opportunity to engage in learning with greater depth, complexity, and rigor through differentiated curriculum and instruction. ELP coursework is extended beyond the general education classroom and is more abstract and complex, giving students greater depth of understanding. Skill development with higher order thinking skills in both critical and creative thinking is an important part of the students' experiences. Certified teachers with a Gifted and Talented Endorsement teach ELP classes.

The Extended Learning Program serves gifted/talented and high ability students in elementary and middle schools with two service models, Magnet ELP and Neighborhood ELP. Visit us on the ELP website for more information.

MAGNET ELP (MELP)

The Magnet Extended Learning Program is a district administered program in which students are identified by national normed assessment measures. Eligibility is determined at the district level.

Elementary Magnet ELP

- Magnet ELP serves students in a full day program at Emerson (1-6), Hawthorne (K-6), and Whittier (K-6) schools, taught by certified teachers who also have or are receiving a Gifted and Talented Education Endorsement.
- Students are found eligible for Magnet ELP through an assessment process.
- Application dates and assessment dates are posted on the ELP website.

Middle School Magnet ELP

- Magnet ELP serves students in up to four core subjects at Clayton, Hillside, and West High School.
- Students are found eligible for Middle School Magnet ELP through an assessment process.
- Application dates and assessment dates are posted on the ELP website.

NEIGHBORHOOD ELP (NELP)

The Neighborhood Extended Learning Program is in all Salt Lake City School District elementary and the following middle schools: Clayton, Glendale, Hillside, and Northwest.

Elementary Neighborhood ELP

- Neighborhood ELP serves students in a pull-out program in grades 4-6 in a student's neighborhood elementary school for up to 3 hours per week.
- Students are found eligible for Elementary Neighborhood ELP through an assessment process.
- All students in grades 4 and new-to-district grades 5 and 6 are assessed at their neighborhood school at the beginning of the school year.

Middle School Neighborhood ELP

- Neighborhood ELP serves students in core subjects.
- Students are found eligible for Middle School Neighborhood ELP through an assessment process. Neighborhood schools that offer Neighborhood ELP are Clayton, Glendale, Hillside, or Northwest.
- Application dates and assessment dates are posted on the ELP website.

High schools offer a variety of self-selected classes and programs, including Advanced Placement and the International Baccalaureate Program, which are not exclusive to students who have been in ELP classrooms. AP and IB are appropriate programs for **all students** desiring a challenging and rigorous educational experience.

Continuum of Education Services

Extended Learning Program Continuum of Education Services

The Extended Learning Program provides a continuum of services for gifted/talented and high ability students from kindergarten through grade eight.

Elementary				Middle School	
K-6	K-3	4-6	K-6	7-8	7-8
Collaboration with General Education Teacher	Neighborhood Discovery and Push-in Groups	Neighborhood Pull-out Groups (NELP)	Magnet Full Day Classrooms (MELP)	Neighborhood Program (NELP)	Magnet Program (MELP)
Collaboration with teachers to meet the individual needs of students who are in K-6, but who are not in a MELP or NELP class.	Students in grades K-3 may receive accelerated differentiation through small group activities with a NELP teacher. These groups change throughout the year.	Eligible students receive pullout services to enhance learning that extends beyond concepts taught in the general education classroom.	Eligible students receive full-day advanced instruction to address academic needs in a self-contained classroom.	Eligible students receive advanced instruction in two or more classes.	Eligible students receive advanced instruction in four classes.

Identification and Eligibility

Gifted/Talented and high ability students need advanced curriculum and instruction beyond the general education classroom. Students are identified for ELP services using nationally normed measures. Assessments are not administered more than once in a twelve-month period. Parents may choose to have their student assessed each year for possible ELP placement. All assessment measures are nationally normed by age.

Determining Eligibility for Magnet ELP Services

When determining eligibility, the following criteria are taken into consideration:
Evidence: (Assessment results) Identifies and supports the student as being academically gifted or talented, or as having the potential for performing at remarkably high levels of accomplishment.
Equity: Recognizes the diversity, exceptionalities, and economic and individual differences among students and schools within the Salt Lake City School District.
Need: Academic learning would be best supported with advanced gifted/talented and high ability instruction through ELP services.

Student Diversity

Processes for identification, selection, and eligibility are transparent and match the state’s requirements “to develop their high potential and enhance their academic growth; and identify students with outstanding abilities who are capable of high performance in the areas of general intellectual ability, specific academic aptitude, and creative or productive thinking.”

Twice-Exceptional Students

Any student who attends a SLCS D school, grades K-7, may be assessed for placement in an ELP program. Twice-exceptional students are students who are identified under both Special Education and ELP. Twice-exceptional students have been and will be placed in both Magnet and Neighborhood ELP classrooms.

It is important that the Extended Learning Program make assessment available to all student populations, including students who are culturally diverse, speak English as a Second Language, have a Special Education classification, and/or may be economically disadvantaged. Teachers and administrators may identify and recommend students for ELP assessment. Teachers and Administrators will follow the ELP Identification Outreach guidelines.

Magnet ELP Schools

Emerson Elementary School (DLI)	1017 East Harrison Avenue	Salt Lake City, Utah 84105
Hawthorne Elementary School	1675 South 600 East	Salt Lake City, Utah 84105
Whittier Elementary School	1600 South 300 East	Salt Lake City, Utah 84115
Clayton Middle School (DLI)	1470 South 1900 East	Salt Lake City, Utah 84108
Glendale Middle School (DLI)	1430 West Andrew Avenue	Salt Lake City, Utah 84104
Hillside Middle School	1825 South Nevada Street	Salt Lake City, Utah 84108
West High School	241 North 300 West	Salt Lake City, Utah 84103

After attending Emerson Elementary in the ELP DLI program there are two options if students would like to continue in the Dual Language Immersion program at the secondary level.

- Clayton Middle School offers both a Spanish Dual Language Immersion and Magnet ELP.
- Glendale Middle School also offers a Spanish Dual Language Immersion in a Neighborhood ELP setting.

Both of these programs feed into East High School, which also offers the Spanish Dual Language courses. Students who continue on the dual language pathway can eventually have the opportunity to enroll in the university level Bridge language courses in grades 10-12.

Elementary Extended Learning Program (Grades k-6)

Elementary Magnet ELP

The Elementary Magnet Extended Learning Program is a full day program for identified gifted/talented and high ability students who need advanced instruction. Magnet ELP is housed in three elementary schools: Hawthorne, Whittier, and Emerson. The teachers and students in the Magnet programs are part of the Student Support Plan (SSP) and ELP teachers share in planning programs and activities.

Principals at each school work closely with the ELP Department in establishing ELP programs according to district guidelines. Each principal of a school housing a Magnet ELP program has the responsibility for the Magnet ELP program and supervises teachers in that program. The principal of each school works closely with the district ELP Supervisor sharing information and determining needs of the Magnet ELP program and teachers.

○ Emerson

- Magnet ELP Dual-Language Immersion (DLI) is a full day program for students in grades 1-6 and is housed at Emerson Elementary School. A few of the features include:
 - Two-way Immersion provides two language groups (English and Spanish) with an opportunity to become bilingual and biliterate.
 - Students learn to read, write and speak both languages.
 - Becoming proficient in both languages is recognized as a significant intellectual and cultural achievement which prepares students to be powerful contributors in our global society.

○ Hawthorne

- ELP at Hawthorne offers unique educational opportunities that are supported by qualified teachers plus a large and cohesive parent organization. Hawthorne's goal is to promote a lifelong love of learning for intellectually gifted students and to give them the tools they need for effective problem solving, critical thinking, and communication. A few of the features include:
 - Jr. Great Books and College of William and Mary literature;
 - Math Olympiads (MOEMS®) and MATHCOUNTS competitions;
 - Shakespeare Festival;
 - Conversational Spanish instruction five days a week.

○ Whittier

- Whittier Elementary School is committed to providing an educational program that promotes the social, emotional, and academic growth of our gifted and talented students. Whittier provides rigorous and accelerated academics in an atmosphere that encourages scholarly habits and individual responsibility for learning. A few of the features include:
 - Problem-based learning utilizing depth and complexity;
 - Open and compassionate thinking;
 - Rigorous acceleration of the expanded core, and;
 - Student use of a spectrum of cognitive strategies;
 - Parent involvement and a cohesive supportive community; Cool-oquium, a lecture series which highlights how work in elementary school lays the foundation for future learning and expertise;
 - Latin taught in kindergarten.

Assessment and Eligibility Process for Elementary Magnet ELP (grades K-6)

The purpose of assessment is to identify gifted/talented and high ability students for ELP services. Placement in Magnet ELP is determined by assessments chosen by the ELP Department. The parent/guardian of an eligible student completes and submits a Letter of School Site Preference. Parents are given the opportunity to make a first through third choice of schools; however, this does not guarantee first or second choice of school placement. School placement is based on several determining factors including balanced class sizes. Location of residence is not a determining factor in magnet school eligibility or placement. The ELP Department makes the final school placement decision.

Application windows for Elementary Magnet ELP

1. Fill out an online application on the ELP website during the application window. Look for exact dates posted on the ELP website:
 - a. August to mid-October: Grades 1-5
 - b. August to mid-February: preschool-kindergarten

Assessment windows for Elementary Magnet ELP

1. Students attending an out-of-district school will assess at the district office. The ELP office will coordinate dates/times.
2. Students attending a SLCSd elementary school will assess at the school. Look for exact dates from school personnel:
 - a. November: Grades 1-5
 - b. January (universal) and March (opt-in): Preschool and Kindergarten

Identification Procedures

Students are assessed using nationally normed and recognized evaluation measures. Scores are evaluated by the established eligibility criteria. Results are reviewed by the District ELP Eligibility Determination Committee with all names and identifiers removed. The assessment, eligibility, and identification process consider the following information: cognitive ability test scores (verbal, quantitative, and nonverbal), and beginning in grade four, achievement test scores (reading and math). Eligible students are offered appropriate services independent of class sizes.

The custodial parent/guardian receives assessment results and eligibility determination by U.S. mail only; results are not given over the phone.



Elementary Neighborhood ELP

The Neighborhood Extended Learning Program operates in every elementary school in Salt Lake City School District beginning in grade 4. SLCSO provides a half-time Neighborhood ELP teacher for each school in the district as part of the District's Standard Education Plan. A full-time teacher works in two schools. Each school's Neighborhood ELP teacher provides a pull-out program optimally for three hours each week per grade level for identified fourth, fifth, and sixth grade students.

Neighborhood ELP teachers collaborate with the principal and general education classroom teachers, assess students for eligibility, participate in monthly professional development, and collaborate with teachers and staff.

The Neighborhood ELP teacher also serves students in the lower grades as a consultant, a push-in teacher, or through fluid Discovery Groups. This service model is planned in collaboration with general education teachers.

Neighborhood ELP teachers have or are currently in the process of completing requirements for the Utah Gifted and Talented Endorsement. They provide an interdisciplinary approach by integrating multiple subjects through thematic instruction. Student learning is extended beyond the general education classroom. Extension can be subject acceleration, pacing, complexity, depth in content and skill development in problem solving, higher order thinking skills and/or critical and creative thinking.

Assessment and Eligibility Process for Elementary Neighborhood ELP (grades 4-6)

Elementary Neighborhood ELP eligibility is determined by a school site-based committee using data from the district-wide universal screening in August/September. Each individual school team, under the direction of the Neighborhood ELP teacher, using the Salt Lake City School District assessment scores, establishes criteria for placement in Neighborhood ELP.

Identified Neighborhood ELP students meet with the Neighborhood ELP teacher in grade level groups optimally for three hours per week and experience curriculum that is an extension of the general education classroom with more depth, complexity and appropriate pacing.

Identified Neighborhood ELP students do not need to reassess to maintain their neighborhood placement in elementary school.

Neighborhood ELP teachers collaborate with the principal and general education classroom teachers, assess students for eligibility, participate in monthly professional development, and collaborate with faculty and staff.

Identification Procedures

Students are assessed using nationally normed and recognized evaluation measures. Scores are evaluated by the established eligibility criteria. Results are reviewed by the District ELP Eligibility Determination Committee with all names and identifiers removed. The assessment, eligibility, and identification process consider the following information: cognitive ability test scores (verbal, quantitative, and nonverbal), and beginning in grade four, achievement test scores (reading and math). Eligible students are offered appropriate services independent of class sizes, 15-20% of grade level.

Middle School Extended Learning Program (grades 7-8)

Middle School Magnet ELP

The Extended Learning Program is a district program in which students are identified by nationally normed assessment measures. Eligibility scores are determined at the district level. Identified students are found eligible for Magnet ELP and Neighborhood ELP.

The Middle School Magnet Extended Learning Program, grades 7 and 8, is housed in four schools: Clayton Middle School, Hillside Middle School, Glendale Middle School, and West High School. All students in grades 7 and 8 at West High School have been found eligible for Magnet ELP. The Middle School Magnet program extends learning in four core subject areas.

Students who desire a middle school Magnet ELP placement must assess in grade 6 or grade 7. This includes all students currently in an elementary Magnet ELP placement.

Eligibility Process for middle school Magnet ELP (grades 7-8)

Students in grades six and seven who live outside district boundaries may apply to be assessed for possible Magnet ELP placement. There is an assessment fee of \$35 for out-of-district students. The parent/guardian is assessed prior to the scheduled testing date. A parent/guardian of a Magnet ELP eligible student who resides outside district boundaries must provide transportation for their student. Transportation services are not available for out-of-district students.

Application windows for Middle School Magnet ELP

1. Fill out an online application on the ELP website during the application window. Look for exact dates posted on the ELP website:
 - a. August to mid-October: Grades 6-7

Assessment windows for Middle School Magnet ELP

1. Students attending an out-of-district school will assess at the district office. The ELP office will coordinate dates/times.
2. Students attending a SLCS middle school will assess at the school. Look for exact dates from school personnel:
 - a. November: Grades 6-7

Identification Procedures

Students are assessed using nationally normed and recognized evaluation measures. Scores are evaluated by the established eligibility criteria. Results are reviewed by the District ELP Eligibility Determination Committee with all names and identifiers removed. The assessment, eligibility, and identification process consider the following information: cognitive ability test scores (verbal, quantitative, and nonverbal) and achievement scores (reading and math). Eligible students are offered appropriate services.

The custodial parent/guardian receives assessment results and eligibility determination by U.S. mail only; results are not given over the phone. The parent/guardian of eligible students complete and submit a *Letter of Intent* for Magnet ELP placement by the required date.

The custodial parent/guardian receives assessment results and eligibility determination by U.S. mail only; results are not given over the phone.

Middle School Neighborhood ELP

The Neighborhood Extended Learning Program operates at four middle schools, Clayton, Hillside, Glendale, and Northwest. Neighborhood ELP provides services in two or more core subjects.

Assessment and Eligibility Process for Elementary Neighborhood ELP (grades 7-8)

Application windows for Middle School Neighborhood ELP

2. Fill out an online application on the ELP website during the application window. Look for exact dates posted on the ELP website:
 - a. September to mid-October: Grades 6-7

Assessment windows for Middle School Neighborhood ELP

3. Students attending an out-of-district school will assess at the district office. The ELP office will coordinate dates/times.
4. Students attending a SLCS middle school will assess at the school. Look for exact dates from school personnel:
 - a. November: Grades 6-7

Identification Procedures

Middle School Neighborhood ELP eligibility is determined by established criteria using data from the identification process in the November assessment window. Most Neighborhood ELP placement is a direct result of this assessment, eligibility, and identification process including, ability test scores (Verbal, Quantitative, and Nonverbal), and achievement test scores (Reading and Math).

Eligibility Procedures for middle school Neighborhood ELP (grades 7-8)

Identified Neighborhood ELP students in grade 7 do not need to reassess to maintain their Neighborhood ELP placement for grade 8.

Each middle school team, working with the ELP Supervisor, establishes criteria for student placement in Neighborhood ELP classes at their individual middle school. School personnel determine the number of classes offered and the core subjects for those classes.



District-Wide Universal Assessments for all Students

Pre-kindergarten (Prek4)

All students enrolled in SLCS D Prek4 are administered the Raven's 2, online nonverbal cognitive assessment; this assessment is comprised of a series of progressive matrices that involve cognitive functions such as perception and attention to detail, inductive reasoning, classification and spatial ability, simultaneous processing, fluid intelligence, broad visual intelligence, and working memory. No English Language skills are needed to take this assessment. The assessment is administered in February.

The assessment results may also identify students for further assessment that will be used to determine eligibility for Magnet ELP services. The assessment results may also be used to help teachers differentiate in the general education classroom. Assessment results are accessible by school personnel and can be shared with parents through the student's classroom teacher.

Kindergarten

All students enrolled in a SLCS D kindergarten are administered the Raven's 2 online nonverbal cognitive assessment that is comprised of a series of progressive matrices that involve cognitive functions such as perception and attention to detail, inductive reasoning, classification and spatial ability, simultaneous processing, fluid intelligence, broad visual intelligence, and working memory. No English Language skills are needed to take this assessment. The assessment is administered February.

The assessment results may also identify students for further assessment that will be used to determine eligibility for ELP services for students who are going into first grade, as well as differentiation in the general education classroom. Assessment results are accessible by school personnel and can be shared with parents through the student's classroom teacher.

Grade Four and new-to-district grades 5 and 6

All students enrolled in grade four, and new-to-district students in grades five and six, are administered an online cognitive screening assessment (Nonverbal, Verbal, and Quantitative) at the beginning of the school year. The assessment results provide useful data to the school team in helping to identify students for possible Neighborhood ELP pull-out services, as well as differentiation in the general education classroom. The assessment data closely reflects the demographics of each school.

The assessment results may also identify students for further assessment that will be used to determine eligibility for Magnet ELP services. Assessment results are accessible by school personnel and can be shared with parents at SEP conferences.

The Extended Learning Program has administrators, teachers, and others who are committed to equity for all students in the ELP program. Identifying more diverse students is an ongoing conversation and priority.



Identification Outreach Procedures

While many students test for ELP eligibility during the assessment windows, some gifted/high ability students may not have tested and will enter school in a general education classroom.

The purpose of Identification Outreach is to find and identify gifted/talented and high ability students who need ELP advanced instruction in a Magnet ELP classroom.

The ELP Department is committed to find and identify students who need placement in the Magnet ELP program. There are procedures in place for identifying these students, which include the following: A classroom teacher or other school faculty member notes probable giftedness, high ability, and/or high achievement in a student. The classroom teacher consults with the school's principal and the Neighborhood ELP teacher and collects data (i.e., observations, test scores, classroom work, etc.). The Neighborhood ELP teacher makes a formal observation of the student. The data are presented at the school Student Services Committee (SSC) meeting. The classroom teacher, the Neighborhood ELP teacher, the principal, and the district ELP Psychologist are invited to this meeting. The School Services Committee may then recommend the student for additional comprehensive ELP assessment. The recommendation is sent to the ELP Department. The ELP Department will set a date for formalized assessment after the online application window closes. All information (assessment results, observations, and SSC recommendations) is sent to the district ELP Administrative Review Committee for final eligibility decision and school placement. *See Appendix B for more information about Assessment Pathways for ELP Eligibility.*

Appeals Procedures

If a student's assessment scores do not meet eligibility criteria, and the student is not identified for Magnet ELP services, and the parent/guardian believes that this is an inaccurate reflection of their child's abilities, a request may be made for an appeal.

The parent/guardian submits the Magnet ELP Parent Appeal Narrative form on the ELP website and answers the questions about their student's advanced abilities that may not have been captured in the assessments. This form needs to reach the ELP Supervisor no later than ten (10) days from the date on the Student Assessment Profile letter, or by the deadline on the form. In addition, the parent may request that the current teacher write a letter of recommendation.

The multidisciplinary Eligibility Review Committee will review the assessment scores and consider the information submitted by the parent and teacher. The ELP Supervisor will notify the parent/guardian of the Eligibility Review Committee's decision by a letter mailed to the home. This decision is final.

Transfer Procedures

Transfer requests will be reviewed and considered, based upon space availability, across the Magnet ELP schools.

Parents/guardians of students transferring into SLCSd from an out-of-district school will need to contact the ELP office with assessment scores from their previous school.

To request a transfer, parents/guardians contact the ELP office at 801.578.8573.

Transportation Procedures

A parent/guardian of an out-of-district student who qualifies for Magnet ELP must provide transportation for their student. Transportation services are not available for out-of-district students.

Exit Procedures

Residing out of district boundaries

Students in grades 4-6 who do not reside in Salt Lake City School District boundaries after being placed in a Magnet ELP classroom will need to reassess for a Magnet ELP placement the next year. Priority for Magnet ELP placement is given to qualified Salt Lake City School District students. Placement for out-of-district students will be determined in May upon class size space availability (according to district guidelines) and in consideration of not overloading class sizes.

Magnet and Neighborhood ELP

Follow Intervention Procedures

Advisory Council

The ELP Advisory Council is a noncommercial, nonsectarian, and non-partisan organization that works with the school district to provide quality education for gifted/talented and high ability students. The council seeks to participate in the Shared Governance decision-making process establishing school policy, recognizing that the legal responsibility to make decisions has been delegated by the people to boards of education. The ELP Advisory Council cooperates with other organizations and agencies concerned with student welfare, whose role is to advise and make recommendations to the department based on capacity and resources. Members of the council meet a minimum of eight times per school year. Serving on the council are two school board members, school administrators, Magnet and Neighborhood ELP teachers, and parents.

2018-2022 Five-Year Plan

The 2018-2022 Five-Year Plan for the Extended Learning Program allows us to continue to move toward greater diversity within the ELP programs. This plan gives us an opportunity to provide more access to all students through new screening and testing options. ELP educators have an opportunity to develop culturally responsive frameworks and teaching strategies to validate students with specific and unique needs. Six areas of focus guide the work in ELP:

- Student Identification and Assessment
- Social and Emotional Support in ELP
- Rigorous and Cohesive Academic Programs
- High Quality Teaching and Professional Development
- Communication
- Program Design

These areas of focus follow the six standards outlined by the National Association for Gifted Children (NAGC). “The *Pre-K-Grade 12 Gifted Education Programming Standards* were developed with input from a variety of stakeholders. The standards increase the focus on diversity and collaboration – two powerful principles that guide high quality programs and services. The standards use student outcomes for goals, rather than teacher practices, keeping them in line with the thinking in education standards generally. Because these standards are grounded in theory, research, and practice paradigms, they provide an important base for all efforts on behalf of gifted learners at all stages of development.

The Five-Year Plan can be accessed on the [Extended Learning Program](#) website.

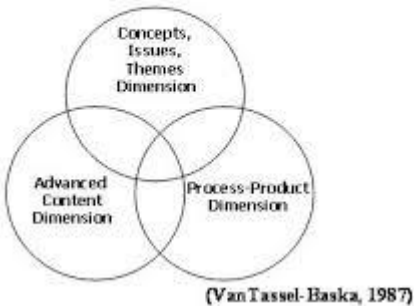
Curriculum and Instruction

Gifted Curriculum Model

What is the Integrated Curriculum Model?

The Integrated Curriculum Model (ICM) is an approach to teaching gifted students in a way that is sensitive to their needs. This model places an emphasis on advance content knowledge, relies on higher order thinking skills, and focuses learning on major issues that cross several disciplines. The ICM features three components: Overarching Concepts, Advance Content, and Process-Product.

The Integrated Curriculum Model for Gifted Learners



Overarching Concepts:

Reading, reflections, and discussions allow students the ability to develop ideas, themes, and determine related concepts and ideas among various fields of study.

Advanced Content:

This provides gifted students the opportunity to delve deeper into a content area, rather than "skim the top" as may occur in a regular education class. Advanced Content provides opportunities for students to use advanced skills and move through the curriculum in a more rapid pace, or deeper.

Process-Product:

In true gifted fashion, this aspect of the ICM allows students to explore a topic and conduct research relevant to their topic or engage in a problem-based learning experience.

ICM Features

Overarching Concepts	Advanced Content	Process-Product
Change	In-depth	Elements of Reasoning
Systems	Advanced Reading	Research
Patterns	Primary Sources	Problem-based Learning
Cause and Effect	Advanced Skills	Inquiry Skills

VanTassel-Baska, J. (2003). Content-based curriculum for high-ability learners: An introduction. In J. VanTassel-Baska & C. A. Little (Eds.), Content-based curriculum for high-ability learners (pp. 1-23). Waco, TX: Prufrock Press.

An example of the Integrated Curriculum Model in action:



What makes ICM appropriate for gifted students?

Developed as a means of further educating students who have the background knowledge, not to be used as a form of remediation

- Emphasizes teaching advanced content that further frame disciplines
- Provides higher order thinking and processing
- Students use terms interchangeably from one field of study to another, (i.e., a student may write about a pioneer and their point of view, rather than simply use the term "point of view" in a language arts class)
- The idea of ICM is to scaffold learning for students in a worldly manner, and allow the students the opportunity to explore deep understanding of content and concepts

Resources:

Content-Based Curriculum for High-Ability Learners, by Joyce Van Tassel-Baska
School of Education, William and Mary

State and District Approved Materials for ELP

Language Arts

William and Mary Language Arts Units, grades K-8
William and Mary Literature Navigators, grades 1-8
Jacob's Ladder
Michael Clay Thompson literature, writing, grammar, and vocabulary
Junior Great Books
Primary Education Thinking Skills (PETS)
Wonders extensions for effective advanced comprehension and engagement

Math

William and Mary materials for gifted education
Math Quest Simulation
Math Olympiads Problem Solving
Project M² – Mentoring Young Mathematicians
Project M³ – Mentoring Mathematical Minds
Math Counts
Math Pickle
Math Perplexors
Eureka extensions for effective advanced comprehension and engagement strategies

Science and Social Studies

William and Mary Social Studies and Science Units, grades 4-8
Clarian Science Units, grades K-4
NSTA/NGSS/Genetics Lab
Science and Social Studies extensions for effective advanced comprehension and engagement strategies
Science Olympiads
SLCSD Science and Engineer Fair

Interdisciplinary Projects

Teachers combine two or more academic disciplines into one activity. Students demonstrate interdisciplinary understanding when they integrate modes of thinking and knowledge from two or more disciplines in order to create products, raise questions, solve problems, and offer explanations of the world around them in ways that would not be possible through a single disciplinary means.

- Envision
- Brydseed.com
- PETS
- Project/Problem Based Learning Units

Student Learning Objectives (SLOs)

SLOs guide the instruction of gifted and high ability students in elementary Neighborhood ELP classrooms.

The Neighborhood ELP SLOs are:

Critical and Creative Thinking
Research
Persuasive and Argumentative Writing
Narrative Writing

Teaching Models and Strategies

- William and Mary Models
 - Literature Web
 - Vocabulary Web
 - Elements of Reasoning
 - Reasoning about a Situation or Event
 - Hamburger Model for Persuasive Writing
 - Analyzing Primary Sources
- TABA Model for concept development
- Sandra Kaplan's Depth and Complexity Icons
- Hess' DOK (Depth of Knowledge/Bloom's Taxonomy)
- Higher Order Thinking Skills (HOTS)
- Critical and Creative Thinking
- Questioning
- Scholarly Habits
- Habits of Mind
- Independent Research Projects/PX/University of Learning
- Backwards Design
- Multiple Intelligences
- Mock Trials
- Socratic Circles
- Six Thinking Hats
- SCAMPER

Competitions

Magnet and Neighborhood ELP teachers may choose a competition or special program for students. Competitions and special programs are not required and should not be a focus for curriculum and instruction. Approved competitions are:

- Future Problem Solving (FPS)
 - Scenario Writing
 - Scenario Performance
 - Community Problem Solving
- Math Olympiads
- Creative Pursuits
- State Debate and Speech Programs
- Utah History Fair
- Science Fair

- Science Olympiads
- SLCS Science and Engineering Fair

Resources

- Salt Lake City School District Extended Learning Program, www.slcschools.org
- NAGC National Association for Gifted Children, www.nagc.org
- NAGC Pre-K-Grade 12 Gifted Programming Standards, www.nagc.org
- Utah Association for Gifted Children, www.uagc.org
- Hoagies Gifted Education Page, www.hoagiesgifted.org
- Davidson Institute, www.davidsongifted.org
- World Council for Gifted and Talented Children, www.world-gifted.org
- Supporting Emotional Needs of Gifted (SENG), www.sengifted.org



Appendix A

<i>ELP Assessment and Eligibility Timeline</i>		
Assessment Dates	Students	Assessment and Eligibility
August/September	Grade 4, and new-to-district grades 5 and 6, district-wide universal assessment (all students, no application required) Location: each elementary school	Universal assessment for possible eligibility in elementary Neighborhood ELP placement. (Parent/guardian of eligible student receives Neighborhood ELP results by end of September) Parents may be contacted regarding further assessment, if the score is at the 98 th percentile.
November	Grades 1-7 (Opt-in, online application required) Location: each elementary or middle school	Opt-in assessment <ul style="list-style-type: none"> • Magnet ELP placement in grades 2-6 • Magnet or Neighborhood ELP placement in grade 7-8 (Parent/guardian receives Magnet ELP eligibility results in January)
January	Kindergarten district-wide universal assessment (all students, no application required) Location: each elementary school	Universal assessment for possible eligibility for a complete battery of assessments used to determine eligibility for Magnet ELP services (Parent/guardian of student eligible for complete battery receives a phone call from ELP office for March assessment)
January	Prek4 district-wide universal assessment (all students, no application required) Location: each preschool site	Universal assessment for possible eligibility for a complete battery of assessments used to determine eligibility for Magnet ELP services (Parent/guardian of student eligible for complete battery receives a phone call from ELP office for March assessment)
March	Preschool and kindergarten (Opt-in, online application required) Location: district office or CLC	Opt-in assessment <ul style="list-style-type: none"> • Magnet ELP placement in kindergarten and grade 1 (Parent/guardian receives Magnet ELP eligibility results in April)
September-May	Identification Outreach, Grades k-8	Identification Outreach assessment <ul style="list-style-type: none"> • Possible Magnet ELP placement • Team approach with supporting data

Appendix B

