

Find ELP information on the SLCS D

website: <https://www.slcschools.org/departments/teaching-and-learning/extended-learning-program-elp/>

Department: Teaching and Learning  
Extended Learning Program



## Updates to ELP Universal Assessment and Opt-In Assessment Information since the Covid-19

Universal assessment for Salt Lake City School District students in Pre-K4 and Kindergarten will be in January 2021 (subject to change).

Applications for preschool and kindergarten students who live within the Salt Lake City School District boundaries will be accepted until February 12, 2021.

Please access the ELP website for updates to the status of assessment dates.



**Page 1:** For parents/guardians who are interested in more information about applying, assessing, and placement for students who are not currently in the Extended Learning Program.

**Page 2 and 3:** For parents/guardians who have gifted/talented students who are placed in a magnet program, neighborhood program, or students receiving in-class support for high ability and gifted learners.

### Interested in learning more about gifted/talented services in Salt Lake City School District?

You may want to nominate your child for ELP assessments/services if . . .

- . . . your child is a rapid learner who puts thoughts together quickly
- . . . your child has an excellent memory or an unusually large vocabulary
- . . . your child has an advanced comprehension of word nuances, metaphors and abstract ideas

The Extended Learning Program provides academic services for identified gifted and high ability students who are found eligible for services through an assessment process.

**Application windows: grades 1 - 7, closed, Preschool -kindergarten, open through February 12, 2021.**

### Gifted Education in Salt Lake City School District: K-8 Extended Learning Program

**Elementary:**

**Magnet:** students attend one of three schools: Emerson (1-6), Hawthorne (K-6), or Whittier (K-6)

**Neighborhood (4-6):** students attend their boundary school.

**Middle School (7-8):**

**Magnet:** students attend one of four schools: Clayton, Glendale, Hillside, or West.

**Neighborhood:** students attend their boundary school. Students outside their school boundaries desiring a neighborhood or eligible for a magnet ELP placement need to apply for open enrollment to the desired middle school.

## E. Paul Torrance's Manifesto for Children

In 1983, E. Paul Torrance wrote these remarkable words:

Don't be afraid to fall in love with something and pursue it with intensity.

Know, understand, take pride in, practice, practice, practice.

Develop, exploit, enjoy your greatest strengths.

Learn to free yourself from the expectations of others and to walk away from the games they impose on you.

Free yourself to play your own game.

Find a great teacher or mentor who will help you.

Learn the skill of interdependence and gladly share your infinite creativity.

Don't waste energy trying to be well-rounded.

Do what you love and can do well.

### Who is E. Paul Torrance?

E. Paul Torrance is an American educational psychologist who identified qualities of creative individuals. They include:

- fluency, or the ability to think of many ideas rapidly;
- flexibility, the capacity to use ideas and tools in unusual ways; and
- originality, the capacity to think of novel ideas and products.

### The Divergent Thinker

Deirdre V. Lovecky, Ph.D

Permission granted to use excerpts from the article, The Divergent Thinker, at The Gifted Resource Center of New England

"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away." Thoreau, the quintessential divergent thinker of the 19th century.

History is full of divergent thinkers. Thoreau and his unusual ideas about freedom and responsibility have yet to become the status quo, but the ideas of others have changed the very way we view reality. For example, while we view Thoreau as a divergent thinker, we might not think of Einstein in quite the same way. Yet, because of his thinking, fundamental tenets about the universe have changed. In his own way, Einstein was a much greater threat to the status quo than Thoreau could ever be.

Divergent thinkers have a real preference for unusual, original and idiosyncratic responses. They are different in what they think about, and how they express this difference. Some can turn off the divergent thinking at times, but others cannot.

Divergent thinkers can be exceptionally creative. If the ability to think divergently is related to being creative, then all

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creative people are divergent thinkers, but not the other way around. It's the ability to direct the divergent ideas into something else that makes a person creative. Creativity is not just making something though. It can also be the process of enabling others to see one's vision of how things ought to be.

People who are divergent thinkers are novel thinkers. This means that they do not first think of the common assumptions most others use in making decisions. Because they think differently, they act differently. What seems to be common-sense to most people does not seem so to the divergent thinker.

It is particularly hard to be a divergent thinker when a child. While adults may value the finished creative product, they rarely value the rebellion necessary to create the product. Yet, to be original means looking beyond what is commonly accepted. Most adults, especially those in authority would rather divergent thinkers would turn it off except when creating in very circumscribed ways, for example for a set topic they have assigned.

Children who are extreme divergent thinkers tend to have emotional issues related to feeling different. Both self-image and interconnectedness to others can be problematic. These children can feel entirely alone, with no one to understand them, and they are at risk for depression and other emotional disturbances.

The goal of parents, teachers, and counselors is to help the child find some validation for the different self, while helping him or her to learn how to handle living in a less than appreciative world. Since, to the child, the ideas they have, their feelings, and what they can do are the unique self, valuing these as well as the child, means the child feels wholly valued. This valuing helps the divergently thinking child to feel connected to at least some other people, so that he or she feels sometimes understood, and not entirely alone. Even children can face great rejection and stress if they feel that there is at least one person who truly cares about them.

The long term task for divergent thinkers is to find a work to love, to develop a sense of self that the person can like and trust even if few others do, and to find some sources of validation that do not depend on conformity to an outside standard. To find and mold a suitable home and school environment, that nurtures the person as well as the talents, is an important goal for these children.

To read the entire article or find other links about gifted students, see The Gifted Resource Center of New England at <http://www.grcne.com/links.html>

This newsletter is published by the ELP Office. Contact us

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*It takes courage to be creative. Just as soon as you have an idea, you become a minority of one.*

*-E. Paul Torrance*

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United States Code, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.