

## ELP Opt-In Application and Assessment Information

### Students who are currently in kindergarten or are preschool age (age 5 by September 1st, 2021):

- Applications are available now through February 12, 2021.
- Preschool assessments will be located at the district office from March 8-26, 2021.
- Kindergarten assessments will be located at neighborhood schools from March 9-26, 2021 (district office if not registered at a SLCSO school).
- Preschool and kindergarten students must reside in Salt Lake City School District boundaries for Opt-In/Application assessments. The only exception is a parent/guardian who is a district employee. (Please use your district email when applying).

### Students who are currently in grades 1—7:

- Applications are available from February 15 - April 30, 2021.
- Assessments will be located at neighborhood schools during the school calendar year from May 17 - June 3. After June 3, 2021, students will be assessed at the district office.
- Assessments will be located at the district office from May 17 - June 11, 2021 for students not registered in a SLCSO school.

### Notification of ELP eligibility:

Students assessed in November/December 2020:

Grades 6-7—letters were mailed to homes the second week of January 2021.

Grades 1-5—letters will be mailed to homes after January 29, 2021.

Students assessed in March 2021:

Preschool and Kindergarten: letters will be mailed after April 16, 2021.

Students assessed in May/June 2021:

Grades 1-7—letters will be mailed to homes after June 16, 2021.

**Please note:** The only application window for preschool and kindergarten age students is now through February 12, 2021. The only assessment window for preschool and kindergarten students is March 8-26, 2021.

This newsletter is published by the ELP Office. Contact us at 801-578-8573.

Michele Riggs, ELP Supervisor  
Lucy Jacob, School Psychologist  
Anneli Segura, Administrative Assistant

Visit the ELP Website for:

- ⇒ Applications
- ⇒ Parent resources
- ⇒ Educator resources



**I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."**

— Martin Luther King, Jr.



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.

**ALL appeals are due within 10 days of the date on your letter and will be considered on June 30, 2021. Access the appeal form on the ELP website.**



**Helping Your Gifted Child Succeed!**



NATIONAL ASSOCIATION FOR

**Gifted Children**



## How to recognize your child's talents and abilities



### Does your child exhibit some of these characteristics?

- Is unusually active and alert
- Learns quickly
- Shows an excellent memory
- Uses advanced vocabulary
- Engages in word play, mimicry, and storytelling
- Enjoys solving puzzles with numbers, words, and images
- Excels at improvising ways to solve problems
- Thinks in abstract, complex, insightful, and creative ways
- Responds to and demonstrates strengths in the arts
- Focuses intensely on single or varied interests at the same time
- Is highly inquisitive and asks probing questions
- Insists on doing things his or her way, yet can be loyal and modest
- Manifests deep, intense feelings and emotional reactions
- Is concerned with truth, equity, and justice
- Displays a keen sense of humor, at times better understood by adults
- Daydreams—lives in his or her own world
- Exhibits a vivid and precise imagination

Children  
deserve to learn  
something new  
every day



If so, your child may learn best by participating in programs designed for high-ability or gifted and talented learners.

Consult an educator or specialist who is knowledgeable about giftedness in children. Also, ask other families, organizations, and community leaders to guide you to resources for students with above average abilities.

# What can parents do for their child?

Each child has strengths in certain areas, whether in math; language arts; physical, natural, and social sciences; music; visual and performing arts; leadership; athletics; philanthropy; or some other field. To help bright children discover what they do best, we need to help them explore their interests and abilities.



## At home

- Be attentive to your child's comments and observations.
- Create an environment that promotes self-expression.
- Help him to develop skills and interests, for example, in plant science, animal care, electronics, carpentry, mechanics, law, design, and crafts.
- Encourage her to explore the beauty of diverse cultures—through language, poetry, story, song, dance, puppetry, cooking, and crafts.
- Promote exploration and discovery.
- Emphasize effort and progress rather than perfection.
- Show your child how errors can be opportunities to discover and learn.
- Model positive ways to address setbacks and solve problems.
- Instill ways to help your child understand and regulate emotional reactions.
- Promote a healthy lifestyle.
- Demonstrate how to serve your community.




## In the community

Find or create opportunities where your child can explore interests and nurture talent.

- **Universities and community organizations** offer after school, weekend, summer, and online enrichment programs.
- **Mentors and talent experts** can be guides and sources of knowledge and inspiration.
- **Activities and outside courses** can nurture talent and help establish friendships with those who share the same interests.
- **Group and individual projects or competitions** can help to build lifelong skills.



Encourage  
your child to  
explore



Explore the options



## At school

### How to advocate for your child's interests

Every child deserves to receive educational opportunities appropriate to her learning aptitudes and talents.



**If the school recommends** that your child participate in a program for gifted learners, consider enrolling him without delay.



**If you are first to notice** that your child exhibits high-aptitude traits, consider taking the following steps:

- Keep a portfolio that reflects your child's skill development, awards, and extra-curricular activities.
- Ensure that your child's aptitudes and creativity are being challenged in the classroom.
- Explore alternate educational options offered to high-ability students within your school district.



**Join or form a parent support group** to serve as resource and to advocate for the well-being of gifted children.

### How to collaborate with your child's teacher

- Describe your child's behavior and share her activity portfolio.
- Inquire if there are opportunities for your child to develop his interests and abilities.
- Ask if your child has opportunities to work and play with intellectual peers. If not, seek alternatives outside of school.
- If necessary, request an evaluation to identify your child's skills, strengths, and weaknesses.

Help create a school environment that values cultural diversity by sharing your heritage with others:

- Volunteer in the classroom.
- Share your cultural traditions, foods, arts, and music.
- Offer traditional arts and crafts or language workshops for the school community.

Don't hesitate to request that a bilingual parent or teacher help you to communicate your ideas and concerns.

# What makes a quality program for high-ability and talented learners?

Administrators, teachers, and support staff should have training in gifted education.

## Within the school system

School districts should establish guidelines that address the needs of high-ability learners. Plans generally include:

- An identification process that considers performance and quantitative measures of general aptitude and academic ability.
- Research-based instructional practices found effective with advanced learners.
- Ongoing professional development for teachers, administrators, and support staff.
- Counseling and guidance services appropriate for high-ability and talented students.
- Systematic evaluation of programs and services.

## Outside of school

Quality community programs provide:

- Content and activities that allow advanced learners to develop their skills and creativity.
- Instructors that understand the traits of high-ability students.
- A positive environment that promotes peer and adult relationships.
- Opportunities for children to formulate and work toward achieving their goals.



Promote  
personal  
expression and  
creativity



# Resources for Parents Who Speak Spanish

Benito Mate, Y. (1996). *Desarrollo y educación de los niños superdotados*. Salamanca, España: Amarú Ediciones.

California Association for the Gifted. (1999). *Advocating for gifted English language learners: An activity handbook for professional development and self-study*. Lincoln, CA: California Association for the Gifted.

Gallagher, R. (2008). ¡Sí, sí se puede! Yes, yes we can! *Gifted Education Communicator*, 39(2), 32–39. Rancho Cordova, CA: California Association for the Gifted.

Gallagher, R., & Webb, J. (2010). *Educando hijos exitosos*. Tucson, AZ: Great Potential Press.

Sáenz, J. (2009). *Glosario: Sobre la posición de la Asociación Mexicana Para el Apoyo a Sobresalientes*, A. C., de AMEXPAS Sitio. [http://www.amexpas.net/archivos/glosario\\_de\\_terminos.pdf](http://www.amexpas.net/archivos/glosario_de_terminos.pdf)

*Talento, educación, tecnología*. [www.javiertouron.es](http://www.javiertouron.es)

Whitney, C. con Hirsch, G. (2001). *Ayudando a los niños dotados a volar: Una guía práctica para padres y maestros*. Tucson, AZ: Great Potential Press.

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## Websites

[www.amexpas.net](http://www.amexpas.net) (Mexican Association for the Gifted)

[www.byrdseed.com](http://www.byrdseed.com)

[www.colorincolorado.org](http://www.colorincolorado.org)

[www.sengifted.org](http://www.sengifted.org) (Includes articles in Spanish)

## For More Information

National Association for Gifted Children (NAGC)  
1331 H Street, NW, Suite 1001  
Washington, DC 20005

[www.nagc.org](http://www.nagc.org)  
202.785.4268 (Phone)  
202.785.4248 (Fax)



## Note to Educators & Administrators

Language barriers, cultural nuances, and lack of awareness are some of the reasons that high-ability students go unnoticed in schools today. You are an important link in helping to identify, nurture, and support gifted children. This brochure is intended to help parents understand the characteristics of gifted children; how they can support their child at home, at school, and at play; and how to work with the school to ensure their child receives appropriate educational services. Please distribute this brochure to parents in your school to ensure that cultural differences do not prevent a high-ability child from receiving the educational opportunities he or she deserves.

## Resources for Educators & Administrators

Castellano, J. A., & Frazier, A. D. (2010). *Special populations in gifted education*. Waco, TX: Prufrock Press.

Gándara, P. (2005). *Latino achievement: Identifying models that foster success*. Storrs, CT: National Research Center for the Gifted & Talented.

Gándara, P., & Contreras, F. (2009). *The Latino education crisis: The consequences of failed social policies*. Cambridge, MA: Harvard University Press. Retrieved from: <http://www.nea.org/home/17404.htm>

Matthews, M., & Castellano, J. (2014). *Talent development for English language learners: Identifying and developing potential*. Waco, TX: Prufrock Press.

Smutny, J. F., Haydon, K. P., Bolaños, O., & Estrada Danley, G. (2012). *Discovering and developing talents in Spanish-speaking students*. Thousand Oaks, CA: Corwin Press.