



Salt Lake City School District Extended Learning Program Handbook

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.

Salt Lake City School District

Vision

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

Extended Learning Program

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.

Extended Learning Program Motto

Discovering Through Depth and Complexity

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Extended Learning Program Policies: State, SLCSDB Board of Education, SLCSDB

- **Utah State Policy for Gifted/Talented**
Utah Administrative Rule R277-707-3.B Enhancement for Accelerated Students: LEA's (Local Education Associations) shall have a process for identifying students whose academic achievement is accelerated based upon multiple assessment instruments. 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.
- **SLCSDB Board of Education**
SLC School District Basic Educational Program Policy: The Extended Learning Program (ELP) is a designated component of the Basic Educational Program Policy, as adopted by the SLCSDB Board of Education.
- **SLC School District**
SLC 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.

Overview: Extended Learning Program (ELP)

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.

- In elementary schools, the Magnet Extended Learning Program (MELP) is a full day program. The Neighborhood Extended Learning Program (NELP) is a pull-out program that serves students in grades 4-6 in their neighborhood elementary schools with grades K-6, and serves students in grades 3-5 in elementary schools with grades K-5.
- In middle schools, the Magnet Extended Learning Program (MELP) serves students in grades 7 and 8 in up to five core subjects. The Neighborhood Extended Learning Program (NELP) serves students in up to two core subjects.

Eligibility for placement in an elementary or middle school ELP program is determined through a district process that includes nationally normed assessment measures.

High schools offer a variety of self-selected classes and programs, including Advanced Placement and the International Baccalaureate Program.

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.

Continuum of Education Services

Elementary				Middle School	
K-6	K-3	4-6	K-6	7-8	7-8
Collaboration with General Education Teacher	Discovery and Push-in Groups	Neighborhood Pull-out Program (NELP)	Magnet School Program (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 extend beyond concepts taught in the general education classroom.	Eligible students receive full-day advanced instruction to address academic and social needs in a self-contained classroom.	Eligible students receive advanced instruction in two or more classes to address academic and social needs.	Eligible students receive advanced instruction in five classes to address academic and social needs.

Identification and Eligibility

- **Definition and Characteristics of Gifted Students**

An academically gifted student is a student with outstanding ability, or a student who shows the potential for performing at remarkably high levels of accomplishment when compared with others of a similar age, experience, and educational environment. These students exhibit high performance capability in intellectual areas, excel in specific academic fields and may possess unusual leadership capacity. They require advanced services that cannot be provided in the general education classroom.

Adapted from National Excellence: The Case for Developing America's Talent, 1993

Bright and Gifted Students may show some or all of the following Characteristics.

	A Bright Student:		A Gifted Student:
1.	Has good ideas	1.	Has unusual, wild, and silly ideas
2.	Works hard	2.	May play around, yet tests well
3.	Listens with interest	3.	Demonstrates strong feelings
4.	Learns concepts with ease	4.	Already knows concepts
5.	Needs 6-8 repetitions for mastery	5.	Needs 1-2 repetitions for mastery
6.	Needs concrete ideas to develop understanding	6.	Enjoys problem-solving and abstract ideas
7.	Enjoys straight forward sequential learning	7.	Thrives on complexity
8.	Is pleased with own learning	8.	Tends to be a perfectionist, is often highly self-critical
9.	Completes assignments and turns them in, in a timely manner	9.	Often does not complete assignments
10.	Is a "teacher pleaser"	10.	May be bored or a non-conformist

- **Identification Measures**

Gifted/Talented and high ability students need advanced curriculum and instruction beyond the general education classroom. Identification of these students includes specific norm-referenced measures. These measures are designed for the identification of students who are academically gifted. Assessments include cognitive and academic achievement measures, and should not be administered more than once in a twelve-month period. Students may be assessed each year for possible ELP placement.

Identification measures for pre-kindergarten through third grade students are given individually. All assessment measures are nationally normed by age.

All grade four students enrolled in SLCS D schools are assessed at the beginning of the school year. The assessment results provide useful data to the school in helping to identify students for possible NELP placement and differentiation in the general classroom. The assessment results may also identify students for additional assessment for possible placement in a Magnet program. These results are saved in every student's cumulative record file at their school.

Students new to the Salt Lake City School District and students who move from a charter or private school to a Salt Lake City School District school are given the opportunity to be assessed for Magnet and neighborhood placement.

Students in grades four through eight who live outside district boundaries may apply to be assessed for possible Magnet placement. There is an assessment fee for out-of-district students. A parent/guardian of an out-of-district student who qualifies for Magnet placement must provide transportation for their student. No transportation service is available for out-of-district students.

All of the above assessment measures provide a comprehensive educational evaluation that meets the criteria defined in Utah State Office of Education Administrative Rule R300-711-3.

Eligibility for Magnet ELP Services

A three-prong criterion model:

- Criterion 1: **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
- Criterion 2: **Equity:** Recognizes the diversity, exceptionalities, and economic and individual differences among students and schools within the Salt Lake City School District, so that all students receive appropriate academic support.
- Criterion 3: **Need:** Academic learning would be best supported with advanced gifted/talented and high ability instruction through ELP services.

- **Procedures:**
 - Each student is assessed using nationally normed and recognized evaluation measures.
 - Students' scores are evaluated by the established eligibility criteria.
 - Results are reviewed by the District ELP Eligibility Determination Committee with all names and identifiers removed.
 - Eligible students are offered appropriate services independent of class sizes.
 - Parents receive assessment results and eligibility determination by mail.
 - Parents complete and submit a *Letter of Intent* for magnet placement by the required date.

- **Eligibility Criteria**

Once a student has completed the assessment, data are compiled and forwarded to an identification and placement committee that determines eligibility for ELP services. The assessment process uses a combination of the following eligibility criteria:

- Ability test scores
- Achievement test scores
- Academic records
- Teacher information
- Parent information

- **Appeals and Review**

The parent/guardian receives a letter and a Student Assessment Profile with their child's scores with the determination of eligibility for the Magnet ELP program. When the child's score does not meet eligibility criteria, and the parent/guardian believes that this is an incorrect judgment, a request may be made for an appeal, if the scores are close.

The parent/guardian writes a letter to the ELP Supervisor requesting an appeal/review. The letter should include reasons for the request and information that would merit placement in an ELP program. In addition, the parent may request the current teacher write a letter of recommendation. The parent/guardian request for an appeal/review must reach the District ELP Supervisor within ten days from the date on their child's Student Assessment Profile letter.

The Eligibility Review Committee, made up of employees from different departments in the Salt Lake City School District office, will review the assessment scores and consider the information submitted. The ELP Supervisor will notify the parent/guardian of the Eligibility Review Committee's decision.

- **Identification Outreach**

While many students test for ELP eligibility during the assessment windows, some 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. These students may be offered ELP services.

The ELP Department is committed to find and identify students who need placement in an ELP program. The procedures for identifying these students include the following:

- A classroom teacher or other school faculty member notes probable giftedness, high ability, and/or high achievement in a particular student.
- The classroom teacher consults with the school’s principal and the NELP teacher and collects data (i.e., observations, test scores, classroom work, etc.).
- The NELP teacher makes a formal observation of the student.
- The data are presented at the school Student Services Committee (SSC) meeting. The classroom teacher, the NELP teacher, the principal, and the district ELP Psychologist are invited to this meeting.
- The School Services Committee may then recommend the student for ELP assessment.
- The recommendation is sent to the ELP Department.
- The ELP Department will set a date for formalized assessment after receiving an application and disclosure statement from the parent/guardian.
- All information (assessment results, observations, and SSC recommendations) is sent to the district ELP Administrative Review Committee for final eligibility decision and school placement.

- **Twice-Exceptional Students**

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

Typical Characteristics of Twice-Exceptional Children	
	Source: Wikipedia
• Superior vocabulary	• Poor social skills
• Advanced ideas and opinions	• High sensitivity to criticism
• High levels of creativity and problem-solving ability	• Lack of organizational and study skills
• Extremely curious, imaginative, and inquisitive	• Discrepant verbal and performance skills
• Wide range of interests not related to school	• Poor performance in one or more academic area
• Penetrating insight into complex issues	• Difficulty with written expression
• Specific talent or consuming interest area	• Stubborn, opinionated demeanor
• Sophisticated sense of humor	• High impulsivity

- **Student Diversity**

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, and/or may be economically disadvantaged. Teachers and administrators may identify and recommend students for ELP assessment. Teachers/Administrators will follow the ELP Identification Outreach guidelines.

ELP Placement: Guidelines

The purpose of assessment is to identify gifted/talented and high ability students for ELP services. Placement in the Magnet program is determined by the ELP Department. 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. The ELP Department makes the final school placement decision.

Elementary ELP placement can be in a Magnet full day program based on set eligibility criteria, or a partial-day pull-out program in the student's neighborhood school. Elementary Neighborhood (NELP) eligibility is determined by a site-based committee.

Placement for elementary Magnet ELP remains in force until a student completes sixth grade, withdraws, or no longer resides within the boundaries of the Salt Lake City School District.

- K-3 students who move outside the Salt Lake City School District boundaries need to withdraw from ELP.
- 4-6 students who live outside Salt Lake City School District boundaries need to reapply for the Magnet ELP placement.
- Priority for Magnet placement is given to qualified Salt Lake City School District students. Out-of-district students may be placed in August upon space availability (according to district guidelines) and in consideration of not overloading class sizes.

ELP Placement: Programs

- **Elementary Neighborhood Extended Learning Program (NELP)**

The Neighborhood Extended Learning Program operates in every elementary school in Salt Lake City School District. Each school's NELP teacher provides a pull-out program for a minimum of three hours each week per grade level for identified fourth, fifth, and sixth grade students.

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

Each individual school team, under the direction of the NELP teacher, using the Salt Lake City School District assessment scores, establishes criteria for placement in NELP and the school's population needs.

NELP teachers have a 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.

- **Middle School Neighborhood Extended Learning Program (NELP)**

The Middle School Neighborhood Extended Learning Program operates in every middle school in Salt Lake City School District, grades 7 and 8. Each middle school team, working with the ELP Supervisor, establishes criteria for student placement in NELP classes. School personnel determines the number of classes offered and the subjects for those classes.

The middle school NELP classes extend students' learning with more depth and complexity in the subject area of the content area. Teachers apply higher order thinking skills and advanced strategies related to the subject of the class.

- **Elementary Magnet Schools**

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

- **Elementary Magnet International Pathways (IP)**

The Magnet ELP's dual-immersion program, International Pathways (ELP/IP), is a full day Magnet program for students in grades K-6 and is housed at Emerson Elementary School. IP provides a two-way Spanish and English program and follows the Utah State Dual Immersion guidelines.

- **Middle School Magnet**

The Middle School Magnet ELP program, grades 7 and 8, is housed in four schools: Clayton, Hillside, and Glendale Middle Schools, and West High School. Grades 7 and 8 at West High School are only for qualified Magnet ELP students. The Middle School Magnet program extends learning in core subject areas. Students who desire a middle school Magnet placement must reassess in grade 6.

- **IB Preparatory Program**

The Extended Learning Program ends upon completion of grade 8. Students may choose to enroll in one of the two International Baccalaureate Programs held at Highland High School or West High School. Informational Meetings are held in the fall and winter to acquaint parents and students with the advantages of the International Baccalaureate Program and opportunities available at Highland and West. Highland and West have developed a curriculum for students in grades 9 and 10 who plan to enter an IB program in grade 11. The curriculum helps prepare students for the rigor of IB coursework and provide them with appropriate prerequisites. It is helpful but not required for students who plan on entering the IB program at Highland or West in grade 11.

- **High School**

In grades 9-12 students are able to choose Honors or Advanced Placement (AP) classes. Students may also choose International Baccalaureate, which begins in grade 11 and is housed at Highland High School and West High School.

Informational meetings are held each year to acquaint parents and students with the advantages of the International Baccalaureate Program.

Elementary MELP Review

Transfers During the School Year

Except under extreme conditions, transfer requests for the current school year will not be accepted after the end of the second trimester.

- A concern about the student is initiated with the teacher and principal at the school.
- The school takes some action to accommodate the needs of the students with academic intervention or social-emotional/behavioral support.
- Existing data is gathered and presented to the SSC.
- SSC makes a plan for structured intervention over a limited time frame.
- The teacher collects data about the response to the intervention.

- The SSC considers the results and makes a recommendation about changing schools.
- A transfer request is made to the ELP Department.
- The ELP Transfer Committee consisting of the ELP Supervisor, principals of the schools involved, school psychologist, ELP specialist, and building administrator will meet to consider the appeal and make a decision. Transfer requests will be honored based upon space availability, considering even distribution of students, and best interest of the student.
- Parents can appeal the decision of the committee to the Executive Director of the Teaching and Learning Department, whose decision will be final.

Transfers for the Next School Year

- Parents may call the ELP Department at the district office and request a Transfer Request form. Once the request has been completed parents return the form to the ELP Department Administrative Assistant. Before any transfer is completed, the ELP Supervisor will discuss transfer possibilities with principals of both the school that the student is requesting to leave and the school where the student may potentially be placed.

Out-of-District Transfers:

- Students entering grades 4-8 who live outside of district boundaries may test for a magnet placement. Students will not be admitted without CogAT and Iowa testing administered by the Salt Lake City School District within twelve months of the request for placement. Scores must meet eligibility criteria for magnet placement. CogAT Scores from other districts will be considered, if administered within the twelve month window of the application.
- Students testing for grades 4-6 must have proficient scores on the SAGE Language Arts, Math, and Science tests for the most recent school year. Out-of-district students in grades 4-6 who meet eligibility criteria will be offered placement only if class sizes are below the FTE staffing levels for the requested grade.

ELP Administrators, Teachers, and Parents

- **District Administrators**
 - The SLCS D ELP Department is administered by the District ELP Supervisor who has direct responsibility for the elementary NELP teachers and programs.
 - The SLCS D ELP Department has the following employees who work under the direction of the district ELP Supervisor:
 - ELP Administrative Assistant
 - ELP Psychologist
 - ELP Specialist
 - International Baccalaureate Specialist
- **School Principals and ELP Teachers**
 - The principals at each school - elementary, middle school, and high school, work closely with the SLCS D 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 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 program and teachers.
 - The SLCS D provides a half-time NELP teacher for each elementary school in the district as part of the District's Basic Education Plan.

- Identified Neighborhood ELP students meet with the NELP teacher in grade level groups of approximately 8-14 students for a minimum of three hours per week and experience curriculum that is an extension of the general education classroom with more depth, complexity and appropriate pacing. The pull-out program for students in grades 4-6 (K-6 schools) or 3-5 (K-5 schools) is the NELP teacher's first priority.
- NELP teachers collaborate with the principal and general education classroom teachers.

- **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 and 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, but makes no commitments that bind the organization. Members of the council meet monthly with a minimum of eight meetings per school year. At least one school board member, administrators, teachers, and parents participate on the Advisory Council.

Curriculum and Instruction

ELP teachers may choose from the following list of state and district approved materials:

- **Language Arts**
 - William and Mary Language Arts Units grades K-12
 - William and Mary Literature Navigators grades 1-12 Navigators
 - Jacob's Ladder
 - Michael Clay Thompson literature, writing, grammar, vocabulary
 - Jr. Great Books, grades K-6
- **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
- **Science and Social Studies**
 - William and Mary Social Studies and Science Units grades 4-12
 - Clarian Science Units grades K-4
- **Student Learning Objectives (SLOs)**
 - SLOs guide the instruction of gifted and high ability students in NELP classrooms.
 - NELP SLOs are found on the SLCSO web site.
 - The District ELP Supervisor supervises and evaluates NELP teacher's professional and SLO goals. The school principal supervises and evaluates Magnet teachers professional and SLO goals.

- **Stretch Goals (see ELP website)**

A committee of advocates and experts on the ELP District Advisory Council created “Stretch Goals” to provide additional benchmarks for SLCS D gifted-and-talented children. These benchmarks supplement and further the goals provided by the Salt Lake City Board of Education’s Student Achievement Plan. These benchmarks are not required of SLCS D students; instead, they are intended as achievable and enriching goals for gifted and talented students within the Salt Lake City School District.

- **Teaching Models and Strategies**

- TABA Model for concept development
- Literature Web
- Vocabulary Web
- Elements of Reasoning
- Reasoning about a Situation or Event
- Hamburger Model for Persuasive Writing
- Analyzing Primary Sources
- Sandra Kaplan Depth and Complexity
- DOK (Depth of Knowledge)
- Higher Order Thinking Skills (HOTS)
- Critical and Creative Thinking
- Questioning
- Rigor
- Scholarly Habits
- Independent Research Projects

- **Competitions**

Both Magnet ELP and Neighborhood ELP teachers may choose a competition or special program for their students; however, competitions and special programs are not required and should not be a focus for curriculum and instruction.

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

- **Resources**

- NAGC National Association for Gifted Children, www.nagc.org
- NAGC Pre-K-Grade 12 Gifted Programming Standards, <http://www.nagc.org/sites/default/files/standards/K-12%20standards%20booklet.pdf>
- UAGC 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), <http://sengifted.org/>