

Ask About ALPS

A Guide To the Advanced Learning
Placement For Students (ALPS) Program
In Jordan School District



To All Parents of Students in Jordan School District:

Jordan School District has established the Advanced Learning Placement for Students (ALPS) magnet program to meet the needs of academically gifted students at the elementary school level (grades 1-6) and at the middle school level (grades 7-9). The ALPS program is facilitated at Oquirrh Hills Middle School, Jordan Ridge Elementary School, Riverton Elementary School, and Westland Elementary School.

WHO SHOULD CONSIDER THE PROGRAM

If your child demonstrates some of the following characteristics, you should consider applying for this program:

- Demonstrates a vast knowledge base
- Makes connections and intuitive leaps
- Learns new things quickly
- Shows creativity and originality
- Exhibits depth and complexity of thought and perception
- Possesses an early, adult sense of humor
- Has academic scores that are consistently above grade level

IMPORTANT INFORMATION

- All students must qualify for the ALPS program through a testing process.
- Jordan School District conducts general ALPS testing once per year.
- There are three key entry grades: 1st, 4th, and 7th.
- When a child is placed in ALPS, he/she has the option of remaining in the program until the next key entry grade (4th and 7th grade).
- Current ALPS students must reapply in 3rd and 6th grade for placement in 4th and 7th grades.
- Placement in ALPS for 2nd, 3rd, 5th, 6th, 8th, and 9th grades is dependent on space availability.
- Parents may request the elementary school of their choice when submitting an application. However, this does not guarantee the request can be granted.
- If your child is accepted into the ALPS program and you are offered your second or third choice school, it is because there is no space available at your first choice school.
 - A second or third choice placement is offered instead of no placement in the program.
- If a student is placed in the waiting pool of applicants, parents will be notified if space becomes available in an ALPS classroom.
- Parents will provide transportation for their children to the magnet ALPS schools.
- ALPS students will be doing rigorous work.
- Should a child experience great difficulty in ALPS, he/she may be placed on probation and possibly be return to the neighborhood school using the reevaluation process. The reevaluation process involves the student, parents, teacher, school administrator, and the district Gifted and Talented Consultant.

IF YOU ARE INTERESTED IN THE ALPS PROGRAM

ALPS applications and testing dates are posted online by October 1st each year. You may download the application from the GT website, <http://jordandistrict.org>, or you can obtain a hard-copy from your local school office or from the Jordan School District Office in the Curriculum Department. The application is also available in Spanish.

WELCOME TO ALPS

Jordan School District's Advanced Learning Placement for Students (ALPS) is designed to provide greater depth and complexity, to infuse creativity and critical thinking into curriculum, and to provide appropriate learning experiences for the academically talented student. Educational excellence recognizes the need to focus on the academic, social, and emotional needs of the ALPS student while providing an accelerated academic pace.

In the ALPS program, learning becomes more independent and student directed. As children mature in the program they begin to identify their own interests and are given more choices. Integrated instruction is encouraged and parent involvement is stressed. Teachers and parents become facilitators of student learning. Students, under the direction of their teachers, make decisions, plan, and put into action independent strategies.

ALPS magnet schools include:

Jordan Ridge Elementary (Year-Round Schedule)

2636 West 9800 South
South Jordan, UT 8409
(801) 254-8025
<http://jordanridge.jordandistrict.org>

Westland Elementary (Traditional Schedule)

2925 West 7180 South
West Jordan, UT 84084
(801) 565-7508
<http://schools.jordandistrict.org/westland/>

Riverton Elementary (Traditional Schedule Beginning 2015-16)

13150 South 1830 West
Riverton, UT 84065
(801) 854-8050
<http://schools.jordandistrict.org/rivertonelem/>

Oquirrh Hills Middle School (Traditional Schedule)

12949 South 2700 West
Riverton, UT 84065
(801) 412-2350
<http://oquirrhillsmiddle.org>

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SECTION 1

ALPS Philosophy

ALPS MISSION AND GUIDING PRINCIPLES

The following are the formal ALPS mission statement and principles used to guide the ALPS program. These guidelines were formulated and edited by the 1993 Superintendents' ALPS Task Force Committee. This committee was comprised of a wide representation of parents, teachers and administrators. The document was approved and ratified by Jordan District Board of Education, April 1993. The program was revamped in 2009-2010 by the Gifted and Talented Advisory Committee which was comprised of parents, teachers, gifted and talented specialists, school principals, and curriculum administration, and was approved by the Jordan District Board of Education in the 2009-2010 school year. Additional adjustments were implemented in the 2013-14 school year.

ADVANCED LEARNING PLACEMENT FOR STUDENTS (ALPS) INSTRUCTIONAL / HOUSING MODEL

Mission Statement

The mission of the Advanced Learning Placement for Students (ALPS) is to respond to the needs of students who demonstrate gifted and talented traits. Students will receive a specialized instructional setting that will enable them to achieve their potential as individuals, citizens, and leaders.

Guiding Implementation Principles for ALPS

- Students functioning in the top 5% of our District have needs as unique and diverse as the needs of children functioning in the lowest percentile ranges.
- We believe that the most appropriate classroom setting for advanced learners is with grade-level peers in specialized classes.
- We believe that the curricula of an ALPS class should help students be producers rather than mere consumers of knowledge by emphasizing the following:
 - Knowledge and understanding of the Utah Core Curriculum
 - Higher-level applications within the Utah Core Curriculum
 - Problem-solving
 - Enrichment
 - Depth and complexity
- We believe teachers of ALPS classes should understand the needs of advanced learners and have the skills and training to respond to those needs. ALPS teachers are required to have the appropriate state endorsement. Many teachers will have their GT Endorsement prior to being hired for the ALPS program, while others will obtain the endorsement during their first two years of teaching ALPS.
- We believe all students who wish to participate in ALPS should have the opportunity to qualify through the established testing process.
- We believe that administrators of ALPS magnet schools should facilitate the integration of ALPS students into the neighborhood boundary school population through coordination of cooperative activities and through efforts to secure appropriate curricular materials for advanced students.

- We believe that cooperative activities between the ALPS classes and the neighborhood boundary student classes are vital to the success of the total school program. This interaction will enrich the education and social experience of all students at the magnet school.
- We believe that parents of ALPS students should:
 - Make a commitment to be involved with their children's education
 - Be involved in the specialized classes
 - Be involved in the welfare of the school as a whole

Participation should be tailored to meet the needs of the ALPS teacher and the individual ALPS families.

ALPS PHILOSOPHY

Jordan School District's instructional programs for ALPS students are based on the principles that all students should receive an education appropriate to their individual capabilities, interests, and needs, and that students should have learning opportunities that help develop their abilities to the highest level.

Because ALPS students generally demonstrate high performance or capacity for high performance beyond age/grade level expectations, they are learners who require specialized learning experiences beyond the regular curriculum.

This is consistent with the federal description which defines gifted/talented students and their need for specialized learning experiences beyond the regular curriculum:

"...students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities."

(Elementary and Secondary Education Act)

The State of Utah defines gifted/talented students and their need for specialized instruction as follows:

Gifted and Talented children are those.....who by virtue of outstanding abilities are capable of high performance. These children require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their potential contributions to self and society.

(Utah State Office of Education)

Jordan District's philosophy is supported by current research and legislation and therefore includes:

- Identification and program services in a variety of areas.
- Program services for special groups within the gifted population such as programs for highly academically achieving students (ALPS).
- Efforts are made to encourage high achieving students from varying cultural and linguistic backgrounds to apply for ALPS.

ALPS GOALS FOR INSTRUCTION

Goals for instruction must consider the diversity of advanced learners within identification categories. Needs of each learner must be addressed through specific learning experiences aimed at developing identified abilities. Appropriate differentiated instruction provides a match between the characteristics of the learners and the curriculum designed for the learner. Instruction includes an academic component which builds on and supplements the Utah Core Curriculum. Differentiated instruction occurs when the core curriculum is expanded and includes pacing, levels of depth and complexity, and expectations for students that are appropriate to individual learning needs.

ALPS instruction is differentiated instruction which includes, but is not limited to:

- Pre and post assessment to insure student growth
- In-depth content in reading, math, and language arts
- Science and social studies have grade level content integrated into reading and math instruction
- More complex understanding of generalizations, principles, theories, and the structure of the content areas
- Abstract concepts and thought processes
- Student products demonstrating practical applications of content

CHARACTERISTICS OF ALPS INSTRUCTION

Jordan District ALPS teachers use the Utah Core Curriculum for all subject areas to meet the needs of individuals and groups of children. The atmosphere of an ALPS classroom creates challenging and exciting interactions among bright, motivated, and autonomous learners.

- Curriculum will be taught using various models of gifted and talented instruction which may include:
 - Multiple Talents (productive thinking, communication, forecasting, planning, decision making)
 - Renzulli's Management
 - Type I activities: introduction to a topic
 - Type II activities: higher level exploration and analysis of the topic
 - Type III activities; higher level exploration and analysis of the topic; independent and small group work; in-depth investigation of the topic resulting in student-created products
 - Bloom's Taxonomy (remembering, understanding, applying, analyzing, evaluating, creating)
 - Multiple Intelligences
 - Thinking Hats
 - Webb's Depth of Knowledge
 - Other higher-level thinking models
- Themes will be used to integrate curriculum.
- Students will participate in gifted/talented special programs during the year.
- Emphasis will be placed on students achieving excellence in their work and taking responsibility for their learning.
- Students will assess their personal growth and progress through the use of rubrics and portfolios, as well as the creation of self-selected processes and/or products that demonstrate mastery.
- Rubrics and portfolios may be used for documenting, analyzing, and understanding student growth over time, with student reflections and self-assessment being part of the process.
- Parent support is essential for this specialized program.
- Guest speakers and community resources will be used to support curriculum.

SECTION 2

ALPS Advertisement and Identification Guidelines

ALPS ADVERTISEMENT

A concerted effort is made to inform parents of the ALPS program. A timeline, complete with the forms and methods of advertisement, is listed below. All information is printed in English and in Spanish.

September

- A flier with information in regards to ALPS is sent home with all students in grades K-8.
- Advertisement posters are sent to every elementary and middle school for display.

October

- Applications are posted to the GT website.
- An information meeting is held for parents in the evening at a central location.
- An information flier and pass-a-long cards are sent to every elementary teacher.

November

- Teachers are asked to distribute pass-a-long cards during parent/teacher conferences to parents/guardians of students who may be good candidates for the ALPS program.

December

- A Skylert is sent to parents of all students in K-8, reminding them of the ALPS application due date.
- Applications are due on a set date.

January

- Testing is conducted during the month of January.

ALPS IDENTIFICATION GUIDELINES

Guidelines

All students interested in the ALPS program must qualify for the program through a testing process. There are three key entry grades: 1st, 4th, and 7th. Qualifying students may remain in the program until the next key entry grade. Thus, current ALPS students in 3rd and 6th grades must retest to reenter the program in 4th and 7th grades.

Utah State Rules for gifted and talented identification require multiple identification measures. Jordan School District uses a three-pronged identification model for ALPS identification.

If your child is eligible for services under Section 504 or the Individuals with Disabilities Education Act, a parent/guardian may request predetermined, reasonable accommodations during testing.

Application

The ALPS application is posted by October 1 of each year and is available online, at the Jordan School District Office, and at local school offices. A fee is charged to process the application. The application fee can be waived for students who qualify for free or reduced lunch.

Identification Instruments

1. Parent Recommendation

- A completed and submitted ALPS application constitutes the parent recommendation.

2. Iowa Tests of Basic Skills (ITBS)

- The ITBS is a norm-referenced test administered one level above a student's current grade in reading and math.

3. Cognitive Abilities Test (CogAT)

- The CogAT measures students' reasoning abilities in the three areas most linked to academic success: Verbal, Quantitative, and Nonverbal, and is administered on a student's current grade level.

Qualification

Students who qualify for the ALPS program generally have national rankings above the 88th percentile.

SPECIAL CONSIDERATIONS FOR ALPS PLACEMENT

Reciprocal Placement

Students who were previously served in a similar gifted and talented special program, have appropriate scores, and transfer into Jordan School District after the year's testing is complete, may be placed in ALPS under the following circumstances:

- Proof of enrollment in a similar gifted and talented program
- Proof of a similar qualification process and scores
- Space availability

Reciprocal placement is valid for the current or following school year only. The student must then participate in the ALPS testing process in order to be enrolled in the ALPS magnet program.

Appeals Process

The Appeals Process provides the opportunity for reconsideration of a child's placement in the ALPS program. The appeals process is for those students who did not qualify under the set requirements for placement in the program, but may have special circumstances where additional testing and consideration may be appropriate. Parents must request the appeal after receiving the outcome of the initial attempt. If a child is offered placement by the Appeals Committee, it is according to **space availability**. School choice will be taken into consideration, but is not guaranteed. If there are no spaces available, a child will be placed in the waiting pool.

SECTION 3

ALPS Reevaluation Policy

ALPS REEVALUATION POLICY

Although the Advanced Learning Placement for Students (ALPS) program attempts to screen candidates carefully, it sometimes becomes necessary to reevaluate a student's placement in the program. At times it is in the best interest of the student to return to his/her neighborhood school. For this reason, the following procedures have been established.

A STUDENT'S PLACEMENT IN THE ADVANCED LEARNING PLACEMENT FOR STUDENTS (ALPS) PROGRAM MAY BE JEOPARDIZED FOR ANY OF THE FOLLOWING REASONS:

- Noncompliance with established policies of the Jordan School District and ALPS schools
- Consistent, unsatisfactory academic ratings
 - *Standard – Satisfactory or higher academic achievement and homework completion*
- Habitual disorderly behavior
 - *Standard – Satisfactory citizenship or above*
- Continued lack of self-motivation and independent work habits
- Consistent noncompliance with the provisions of the Mutual Agreement contained in the ALPS application

PROCESS FOR REEVALUATION OF ALPS STUDENTS

- Parents of a student with any of the concerns listed above will be contacted by the teacher, principal, or counselor. Appropriate interventions will be implemented. If documented interventions are unsuccessful, a formal conference will be scheduled at a mutually agreeable time.
- The concern(s) will be discussed, and a period of three weeks will be allowed after the conference to resolve the concern(s). Expected behavior will be agreed upon by the student, parent(s), teacher, principal and/or counselor, and the Jordan District Gifted and Talented Consultant.
- After the probationary three-week period, a second conference will be scheduled at a mutually agreeable time.
- If the problem(s) have not been resolved, the student's place in the program will be reviewed by the ALPS teacher, principal and/or counselor, parent(s), and the Jordan District Gifted and Talented Consultant.
- After reviewing the information, the above team will endeavor to come to consensus and make a decision in the best interest of the student.

PROCESS FOR APPEAL

- Parents may request an appeal hearing at the Jordan School District Office within three school days of the dismissal notification. In the event of an appeal, the student may remain at the ALPS school pending the resolution of the appeal.
- The Jordan School District Appeals Committee will hear presentations by the ALPS staff and parent(s). The Appeals Committee will make the final decision.

ALPS Reevaluation Documentation

Jordan School District Advanced Learning Placement for Students

Date _____ Meeting # _____

Student Name _____ School _____

Grade _____ Years in ALPS _____ Teacher _____ Principal _____

Special Needs or Services (if any) _____

Reasons for Reevaluation *(Check all that apply.)*

Academic:

- ☐ Language Arts
- ☐ Math
- ☐ Reading
- ☐ Science
- ☐ Social Studies
- ☐ Other _____

Study Skills:

- ☐ Task completion
- ☐ Working independently
- ☐ Staying on task
- ☐ Completing and returning assignments, project, homework
- ☐ Other _____

Behavioral:

- ☐ Getting along with peers
- ☐ Self-control/responsibility
- ☐ Respects authority
- ☐ Co-operative outside of classroom
- ☐ Age appropriate behavior
- ☐ Other _____

Describe specific concerns:

Student Goals

Goal	School Support	Home Support

Comments:

Next Meeting Date: _____

(Must be at least three weeks after the first meeting.)

Student

Parent

Teacher

Counselor

Principal

District GT Consultant

ALPS Reevaluation Documentation
Jordan School District Advanced Learning Placement for Students

Follow-Up Meeting: _____

Date: _____

Student Goals

Goal	Outcome

Comments:

Recommendation(s)

- ☐ Remove from probation status, continue in the ALPS program.
- ☐ Return to boundary school or regular classroom.
- ☐ Continue probation status, revise goals, and schedule an additional meeting in three weeks.
- ☐ Other: _____

Student

Parent

Teacher

Counselor

Principal

District GT Consultant

SECTION 4

Responsibilities and Guidelines for ALPS

ALPS TEACHER RESPONSIBILITIES

ALPS TEACHER RESPONSIBILITIES

- Teachers will be licensed as an educator with a Gifted and Talented Endorsement or be working towards obtaining a Gifted and Talented Endorsement, to be completed no longer than two years of teaching an ALPS class.
- Teachers will attend networking meetings and other professional development opportunities.
- Teachers will use ALPS curriculum, which is a combination of on and above-grade level Utah Core Standards, higher level thinking skills, problem-solving training, integration, and differentiation.
- Teachers will implement a program which allows each child to work to his/her potential.
- Teachers will allow each child to express himself/herself creatively and constructively by providing a variety of processes and products from which students can choose.
- Teachers will assess students' strengths and abilities and use flexible grouping and curriculum differentiation to meet students' needs.
- Teachers will share expertise by teaching some units to other classes as appropriate.
- Teachers will encourage the pursuit of in-depth study at an appropriate independent or small group level.
- Teachers will include special programs to enhance the curriculum.
- Teachers will be aware of the characteristics of gifted children (perfectionism, underachievement, teacher pleaser, etc.) and be an advocate for those children.
- Teachers will be aware of and seek assistance for children with twice exceptional abilities such as an autism disorder, ADHD, or other leaning disabilities.
- Teachers will attempt to maintain the health and safety of each child.
- Teachers will encourage and incorporate parent volunteers into ALPS classrooms.
- Teachers will meet with parents at parent-teacher conferences, and be available for consultation by appointment.

ALPS STUDENT RESPONSIBILITIES

Student Conduct

- Students are expected to be productive and actively involved in learning activities.
- Appropriate behavior is expected.
 - All students have a right to learn without the distraction of others.

Motivation and Work Completion

- Students in the ALPS program should be motivated and responsible for their own work completion.
- Students should be engaged and willing to go above and beyond basic grade level requirements.

Absence and Tardiness

- Attending school each day and arriving on time are critical to student success in an ALPS program.

ALPS PARENT RESPONSIBILITIES

Notification

- Once your child has been accepted into ALPS, a space has been reserved for him/her.
- If for any reason you decide not to have your child participate in ALPS, please immediately notify the ALPS secretary (801-567-8381).
 - This will allow students in the waiting pool to be enrolled before the school year begins.

Transportation

- Students may be leaving their neighborhood school to attend an ALPS school.
- Transportation is not provided by Jordan School District.
- It is the parents' responsibility to deliver students on time and to pick students up promptly.
 - Carpool information will be made available for those wishing to set-up carpools.

Student Support

- Parents should attend parent-teacher conferences and communicate with the teacher at other times as needed in regards to their child's education.

In-School Parent Involvement (Volunteer)

- Parent involvement is a critical component of every ALPS classroom.
 - When parents help, teachers are able to spend more time with individual students.
- Parents can help support what a teacher does in many curricular areas.
- Parent involvement may include working with students, preparing materials, correcting papers, or other such activities.
- Your child's teacher will work with you to find volunteer activities that match your interests, schedule, and the teachers's needs.
- ALPS parents are also encouraged to be involved in school programs and activities.

Helpful Hints for Parent/Teacher Involvement

- Parents should be dependable. Please give adequate notification if you are unable to meet commitments. When a teacher does not receive necessary assistance, it has a direct impact on students and the curriculum.
- Parents will be trained on volunteer duties.
- It is recommended that parents refrain from using labels (i.e. my ALPS child or the ALPS teacher) to promote better in-school and community relationships.

Ideas for Parent Volunteers

- Lead a Junior Great Books discussion group or book club.
- Work with individuals and small groups to reinforce skills.
- Contact a resource person for an area of study.
- Gather art history information and other needed resources from county libraries.
- Gather materials to teach about one composer per month.
- Help with special programs (drama, debate, Creative Pursuit, etc.).
- Present special demonstrations or share talents of interest to the class, grade level, or school (occupations, travel, hobbies, etc.).
- Copy or gather materials for targeted lessons.
- Teach elements of a foreign language.
- Mentor students on individual and small group investigations.
- Volunteer from your home as needed and requested by the teacher.
- Help with hands-on-science activities.
- Supervise students on a field trip.
- Lead a current events discussion group.

GUIDELINES FOR ALPS SCHOOLS

Positive attitudes and effective communication are important in making school a satisfying experience for students, parents, and faculty. ALPS students are identified for advanced placement by a testing process. Students are taught by licensed educators who hold a gifted and talented endorsement or who are working towards an endorsement. Advanced learning strategies are used to meet the needs of high ability students.

Administration

- GT endorsed teachers must teach ALPS students with the Utah Core Curriculum, using research-based strategies for high ability learners.
- Elementary and Middle School courses with ALPS specified in their title must be taught by a GT endorsed teacher or a teacher actively seeking a GT endorsement.
- ALPS classrooms will be located as close as possible to the regular education classrooms of the same grade.
- An ALPS team leader will be assigned each year to assist in facilitation and coordination of the ALPS program.
- An ALPS PLC (Professional Learning Community) is encouraged in each school to help unify the program.
- The principal will take a pro-active role in implementing inclusion activities within the school.
- On-going professional development in gifted and talented will be organized by the district office and ALPS principals and attended by ALPS teachers.
- The principal will arrange opportunities to speak to the ALPS parents concerning the school and its unique programs and opportunities.
- The principal will speak to boundary parents to explain ALPS, emphasizing the benefits it brings to the school.
- Communication, understanding, and information regarding school-wide gifted and talented and enrichment programs should be included in school newsletters on a regular basis.

Teachers

- Teachers can encourage social integration among students in each grade level and between grade levels through flexible grouping in non-academic areas; lunch and recess should include all students on a grade level.
- Teachers should encourage students to make new friends and to include each other in their games and activities.
- Regular education teachers can talk to their students about ALPS to help them understand the purpose and processes of the ALPS program.
- ALPS and regular education teachers should collaborate together as grade-level teams each week during team planning time and professional learning communities, incorporating modifications for ALPS students.
- ALPS teachers will attend ALPS networking meetings and professional development when scheduled.
- ALPS teachers should be allowed, encouraged and arrangements made for them to attend UAGC and other gifted conferences when opportunities are available.

Students

- All ALPS students are identified by the Jordan District ALPS testing process.
 - All testing is facilitated at the district level.
- All students, including current ALPS students, in grades K, 3, and 6 are required to test for entry into 1st, 4th and 7th grades.
 - Qualified applicants for 2nd, 3rd, 4th, 5th, 8th, and 9th grades are placed according to available space.
- ALPS students should make a year's growth in abilities while in an ALPS class.

- SAGE scores of ALPS students will be assessed by the Gifted and Talented Consultant each year.
- Principals make recommendations to the district on the number of ALPS classes in each grade after they see the data of qualified students.
 - If more than one class is recommended for a grade, there must be as many qualifying students as the district grade FTE recommendations require.
 - Requests for additional ALPS classes must be approved by District Administration.
- Qualifying ALPS students are placed in ALPS schools according to testing outcome and space availability.
- Removal of ALPS students who are not performing academically or behaviorally must follow the established reevaluation processes and must include a consultation with the district Gifted and Talented Consultant.
- Parents can request non-qualifying siblings be placed in ALPS schools on a permit.
 - Sibling placement is determined by the site principal's decision based on space availability at the ALPS school.
- ALPS and regular education students should be given instruction in character education to help development of citizenship within the school.
- ALPS students will have recesses and lunch with other students on their same grade level.

Parents

- ALPS parents are encouraged to support their school by participating in school-wide, volunteer programs.
 - Parent volunteers should receive appropriate training for volunteer activities.
- A school orientation meeting and open house will be held each spring to talk to ALPS parents about the inclusion process and to meet ALPS teachers.
- Parents may wish to develop carpools to aid in transportation to the ALPS school.
 - The district office will provide lists of parents wishing to carpool.

Special Program/Activities

- Grade level student programs for parents should include students from the entire grade (regular and ALPS).
- When appropriate, field trips should be combined to include all students in the grade.
- School guidelines for additional class field trips should be the same for all students.
- Field trips should be considered as an extension of the regular classroom instruction and should not be considered a special honor, reward, etc.
- Special speakers and mini-classes should be shared with the entire grade whenever appropriate and possible.
 - Parents are encouraged to share their expertise and talents in this way.
- Special programs such as Creative Pursuit, debate, Monster Math, science fair, etc. will be an integral part of ALPS, as well as neighborhood school gifted and talented programs.
- With the increased number of special activities and programs available, careful attention to scheduling must be given so that grade level gym, music room, and computer times are shared in a fair and equitable manner.

Miscellaneous

- On name plates, school maps, etc., teacher names or grades will be used rather than using the ALPS label.
- As a school community works through the inclusion process, it is important for students, staff, and parents to be flexible and patient.
- Remember that great things happen for students when everyone works together with a positive attitude, effective planning, and communication.
 - Through a spirit of teamwork and cooperation, the inclusion process can be a successful one.

Section 5

Gifted and Talented Special Programs

GIFTED AND TALENTED SPECIAL PROGRAMS

The gifted and talented programs sponsored by Jordan School District are listed below. Each school and grade will determine the program(s) in which they will participate. Special programs are facilitated district-wide for all classrooms by the Gifted and Talented district personnel in the Curriculum Department.

District-Sponsored & Recommended Enrichment Programs

Creative Pursuit, Grades 3-6

The mission of Creative Pursuit is to provide students in grades 3-6 opportunities to develop their talents in creativity and critical thinking. Students work in content areas while using talent processes to create original products. Through working in a group, they experience cooperative learning and sharing.

Debate, Grades 4-9

Debate is a specific program in which students research an issue, take a stand and effectively present their case. School, district, and state competitions are available for grades 4-9.

History Fair, Grades 4-12

This program allows students in grades 4-12 to research a topic related to an annual theme, which is chosen by the National History Day board. Fourth and fifth grade students can compete in school and regional fairs. Students in grades 6-12 may also compete in state-wide and national competitions. There are several categories of competition to meet students' diverse interests and learning styles.

Monster Math, Grades 2-6

Monster Math is a competitive math program for grades 2-6. This program provides students the opportunity for mathematical problem solving in a cooperative and/or competitive learning environment.

Problems Solvers in Training, Grades K-1

Problem Solvers in Training gives young students the opportunity to solve complex problems. The handbook provides teachers with guidelines and strategies for teaching the problem solving process to their classes.

Reader's Faire, Grades K-3

Reader's Faire incorporates the elements of reader's theater to give young students the opportunity to perform through the oral tradition of storytelling without the need for memorization. Schools can select teams to participate in the "Faire" and perform their reader's theater selections.

Science Fair, Grades 4-12

Students use scientific processes to develop a science experiment. School winners participate in the Jordan District Science Fair. District winners in grades 5-12 may participate in the BYU Science Fair or in the University of Utah Science Fair.

Sparks of Ink, Grades K-6

The goal of this program is to encourage excellence in the writing process. Teachers are invited to submit outstanding writing from their students throughout the year. Each entered student will receive a special pencil and certificate, and their writing will be showcased in an online magazine.

Story Weavers, Grades 3-6

Story Weavers provides an opportunity for students in grades 3-6 to use their imagination, voice, and gestures to tell a story. Storytelling engages students in the enjoyable pursuit of literature and nurtures the preservation of the oral tradition of storytelling. The district sponsors a storytelling festival each year.

OTHER ENRICHMENT IDEAS/PROGRAMS

Service Learning

Service learning, a method of instruction that combines learning with service in the community, can foster mutual respect and caring between gifted students and their communities. Using examples from various service learning experiences conducted by young, gifted adolescents, students relate how service learning can be instrumental in infusing the qualities of caring in gifted youth. A K-12 best-practice model for service learning is one that incorporates the creative problem solving process, the cognitive apprenticeship model, cooperative learning, reflection, and celebration.

Future Problem Solving (FPS)/Scenario Writing

FPS is an outgrowth of the creative problem solving process and is available for grades 5-12. It is a competitive program that has a cost involved if schools wish to submit work for evaluation and competition. Students work in teams of 3-5 to use the FPS model to analyze and offer solutions to a futuristic problem. In Scenario Writing, students create an original story set in the future that addresses one of the annual FPS problems.

Academic Olympiads

Nation-wide academic contests are offered in the areas of math, science, social studies, geography, and language arts. Each contest consists of multiple-choice questions and/or product inventions and are available for grades 2-12.

Geography Bee & Spelling Bee

The Geography Bee and Spelling Bee are nation-wide contests with questions and answers provided by the National Geographic and the National Spelling Society, respectively.

Great Brain/Independent Study

In Great Brain/Independent Study, students select their own area of investigation. They ask questions, search for answers, and present their information with an original product. The product may be anything from artwork and poetry to a scientific demonstration or invention. Great Brain is available for grades 1-6.

Invent America!/Invention Convention

Invent America! Is a nonprofit educational program where students learn by creating their own inventions to solve everyday problems. Invent America! Is designed for students in grades 1-6 to develop and apply analytical and problem-solving skills.

Destination ImagiNation®

Destination ImagiNation® is a competitive, international, creative problem solving program for students in preschool through college. Students work in teams of up to seven members to solve both long-term and on-the-spot creative challenges. Students then present their solutions to these challenges at sanctioned Destination ImagiNation® tournaments. All curriculum areas, as well as real-life skills of budgeting, conflict management, teamwork, creativity, and time management, are learned through participation in the program.

Mock Trial/Model United Nations

Mock Trial is sponsored by Law-Related Education and Utah State Bar Association. It is a courtroom simulation where students act as defendants, witnesses, attorneys, and jury members to simulate cases. Classroom activities are available for grades 1-6. State competitions are available for grades 9-12.