

## How has the ELP changed over time?

### Gifted Education in Johnston

By Kathy Paul, ELP Coordinator

The field of gifted education has evolved significantly in the past several years. These changes are reflected in how services are now provided to high-ability students. Take a look at the changes that have taken place within Johnston since 1986!

	<b>THEN (Mid-1980's)</b>	<b>NOW (2011 and Beyond)</b>
<b>Program</b>	Talented and Gifted (TAG) Program for top 3% of students	Extended Learning Program (ELP) with 3 levels of service - includes 30% of students at times
<b>Number of students served</b>	Grades 3-8 served, including 32 students	Grades K-12 served, including 150 students with Personalized Education Plans (PEP's), many in the "Strength Area" or "General Enrichment" category who are served from time to time, and others served through math levels starting in 5th grade
<b>ELP staff</b>	1 staff member	5.7 staff members
<b>How students are served</b>	<ul style="list-style-type: none"> <li>▪ Students pulled out of class for 2-3 hours weekly to work on topics/units</li> <li>▪ No correlation to grade-level curriculum</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students served in a variety of ways: through classroom, in ELP resource room, scheduled classes, and placement in advanced levels</li> <li>▪ Topics often extend current curriculum</li> </ul>
<b>Coordination with classroom teacher</b>	Contact with classroom teacher in the form of quarterly newsletter	Contact with classroom teacher through regular meetings, personal contacts, in-service, and e-mail
<b>Identification for program</b>	Identification is computerized program that selects students based on scores from ITBS, and teacher and parent recommendations	<ul style="list-style-type: none"> <li>▪ Identification is based on individual student need</li> <li>▪ Multiple criteria are gathered and multiple staff make placement decisions</li> </ul>
<b>Acceleration</b>	No acceleration (math or whole grade level)	Process in place for math or grade level acceleration
<b>Advancement through curriculum</b>	No students "tested out" of chapters or units; no extensions regularly planned	Students may advance through curriculum at different pace, with different content, or with varied processes
<b>Classroom placement</b>	One identified student per classroom, so every teacher would have a "bright student"	<ul style="list-style-type: none"> <li>▪ Students with similar levels of need placed in cluster groups</li> <li>▪ Placement carefully reviewed for students in Strength Area or General Enrichment levels</li> </ul>
<b>Parent support group</b>	Friends of Johnston Talented & Gifted (parent support group) formed	Friends of Johnston Extended Learning Program (same group with a new name) still active and growing

## ***How are ELP services funded?***

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It is no secret that school districts all over the country are being asked to do more for students with less funding than in years past. As our district population grows, so does the number of students and teachers served by the Extended Learning Program.

The district philosophy towards extended learning students is that needs be met as much as possible through the regular classroom, with the ELP staff serving as resources or facilitators in the learning process. This philosophy mirrors a national trend in service delivery. Our method of delivery provides for students to be served at three levels: General Enrichment, Strength Area, and Extended Studies. In past years, ELP staff have been able to maintain contact with students at the General Enrichment and Strength Area levels through pullout or in-classroom sessions or direct contact/planning with the teachers. Time requirements with our highest level of students mean the ELP teachers will spend limited time directly serving students at the General Enrichment and Strength Area levels.

### **Funding for ELP Services in Iowa - Excerpt from Iowa Code**

Funding for Gifted and Talented education is a combination of state and local district resources.

**281—98.20(257) Gifted and talented program.** Gifted and talented funding is included in the school district cost per pupil calculated for each school district under the school foundation formula. The per pupil amount increases each year by the allowable growth percentage. This amount must account for no more than 75 percent of the school district's total gifted and talented budget. The school district must also provide a local match from the school district's regular program school district cost and this portion must be a minimum of 25 percent of the total gifted and talented budget. In addition, school districts may have donations and grants, and the school district may contribute more local school district resources toward the program. The 75 percent portion, the local match, and all donations and grants shall be accounted for as categorical funding.

The purpose of the gifted and talented funding described in Iowa Code section 257.46 is to provide for identified gifted students' needs beyond those provided by the regular school program pursuant to each gifted student's individualized plan. The funding shall be used only for expenditures that are directly related to providing the gifted and talented program.

**98.20(1) Appropriate uses of categorical funding.** Appropriate uses of the gifted and talented program funding include, but are not limited to:

- a. Salary and benefits for the teacher of gifted and talented students. If the teacher is a part-time gifted and talented and a part-time regular classroom teacher, then the portion that is related to providing the gifted and talented program can be charged to the program, but the regular classroom portion could not.
- b. Staff development for the gifted and talented teacher.
- c. Resources, materials, software, supplies, purchased services that meet all of the following criteria: 1) meet the needs of K-12 identified students, 2) are beyond those provided by the regular school program, 3) are necessary to provide the services listed on the gifted student's individualized plan, and 4) will remain with the K-12 gifted and talented program.

**98.20(2) Inappropriate uses of categorical funding.** Inappropriate uses of the gifted and talented program funding include, but are not limited to, indirect costs or use charges, operational or maintenance costs, capital expenditures other than equipment, student transportation, administrative costs, or any other expenditures not directly related to providing the gifted and talented program beyond the scope of the regular classroom.