

**Environmental: Physical setting and work conditions to:**

- Change the actual place where students work
- Allow flexible time
- Provide opportunities for independent study and in-depth research
- Provide opportunities for mentorship

**Assessment: Gifted learners need various methods and opportunities to document mastery of curriculum such as:**

- Pre/post tests
- Self assessment through rubrics
- Creation of goal-based checklists
- Conferencing, commentary, and qualitative feedback (Cobb, 2012)

### **Gifted Program Teacher Professional Development**

In order to ensure continual improvement in the education of gifted learners, Gifted Education Specialists and General Education teachers participate in a variety of professional development opportunities throughout the year. Teachers participate in Gifted in-field Endorsement courses and AP training. Gifted Education Specialists meet as a Work Group with the Gifted Education Coordinator on a quarterly basis as part of a Professional Learning Community. The topics of these meetings include training on the administration of assessments, curriculum, and program review, and other pertinent information.

### **Full Time Equivalent (FTE)**

FTE reporting refers to the state funding mechanism based on the student enrollment and the educational services that local school systems provide for the students. The base amount of money received for each FTE student is determined by the Georgia General Assembly. Refer to O.C.G.A. § 20-2-161 for information concerning the Quality Based Education (QBE) formula. Gifted Education is one of 19 categories of instruction funded through the state's Full-Time Equivalent Funding Formulas. A Full-Time Equivalent Student (FTE) is defined as six (6) segments of instruction. To view state FTE funding rates and levels go to <https://www.gadoe.org/Technology-Services/Data-Collections/Pages/FY2019-FTEResources.aspx> and select a school year and a specific report.

Report QBE 001 shows the rate of QBE funding per FTE.

Report QBE 003 lists local school system FTE funding.

Report QBE 004 lists the QBE Funding at the state level.

Students who are served in an approved gifted education model are reported with the Gifted

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Education weight (PROGRAM CODE == "1") for each segment served on the FTE count day. The school system may claim students for gifted weight who are serviced on the day of the count only. Gifted students who are not provided with gifted program instruction on the day of the count must be reported according to the weight that indicates the actual services they receive on the FTE count day. For state funded FTE earnings, the count dates are the first Tuesday in October and the first Thursday in March. The FTE count days provide a “picture” or “point in time snapshot” of the scheduled instructional services provided to students on that specific date.

*Students who are referred during a school year, but who are not eligible for gifted services, need to be coded for the Student Records Collection that is transmitted in June. The students should have a gifted referral code (example: automatic, etc.) and the gifted eligibility code: “4. referred this school year, but not eligible.”*

### **CLASS SIZE**

**Source: Code: IEC 160-5-1-.08 – CLASS SIZE  
O.C.G.A. & 20-2-244 (H)**

Gifted Education class sizes are established by the State Board of Education. The current funding ratio for gifted education is 12. The maximum individual gifted education class sizes are listed below:

GIFTED EDUCATION PROGRAM MAXIMUM CLASS SIZE Elementary (K-5) 17  
Middle School (6-8) 21 High School (9-12) 21 Class size may be adjusted based on waivers included as a part of approved Charter System or Strategic Waiver System.

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