



ICAGEORGIA

International Charter Academy of Georgia



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About ICAG's Gifted Program

Research shows that students who meet the criteria established to identify students as gifted are indeed at-risk and in need of a specialized learning environment. At International Charter Academy of Georgia (ICAG), we understand that gifted students come from all socioeconomic and cultural backgrounds and possess unique abilities and/or potential and are, therefore, a unique segment of the school's student population. Gifted students' abilities differ from their peers to such a degree that differentiated curricula and instructional techniques are needed to nurture their growth and development. To meet the unique needs of our gifted and talented students, ICAG's gifted program offers an interdisciplinary curriculum that is qualitatively different from the regular education classroom. This programming varies in complexity of content, instruction, and assessment to challenge gifted students to achieve their highest potential.

Depending on the developmental level of the identified students, delivery of services may include interest assessments, exploratory experiences, curriculum compacting and differentiation, process skill instruction, curriculum acceleration, mentoring, access to advanced technologies, advanced levels of research, and assistance in locating appropriate audiences and outlets for their diverse presentations and products. Therefore, our gifted program is rooted in the belief that providing a broad spectrum of specialized services will maximize students' intellect and creativity.

The ICAG gifted program is an extension of the quality education offered to students and does not substitute or replace the excellent classroom instruction and enrichment already provided in the learning community.

Mission

The mission of International Charter Academy of Georgia's Gifted and Talented Program is to create competent, global citizens by providing authentic, culturally relevant learning experiences designed to deeply challenge and advance the knowledge, agency, and problem-solving skills of each learner.

Program Goals

At International Charter Academy of Georgia, gifted students have the opportunity to achieve district goals at the level commensurate with their talent. Students are also challenged to apply their knowledge and skills in complex and advanced ways so that they may continue to develop academically.



Overall Goals

ICAG will. . .

- provide challenging learning experiences beyond the regular curriculum
- develop and promote high level thinking and problem-solving skills
- develop creative expression
- provide opportunities to develop self-awareness, autonomy, and self-direction
- provide opportunities for sharing and exchanging ideas in a supportive environment

Performance Goals

Students will. . .

- acquire the knowledge and skills to make high quality decisions and act as responsible members of the local and school community
- acquire the knowledge and skills to communicate effectively within and beyond the classroom
- acquire the knowledge and skills to creatively evaluate, redefine, and generate divergent solutions and products
- acquire the knowledge and skills to recognize and solve problems
- acquire the knowledge and skills to gather, analyze, and apply information and ideas

Content Area Goals

Students will. . .

- acquire a solid foundation in communication, mathematics, science, social studies, and the arts
- apply knowledge of the disciplines to produce work that reflects individuality and creativity and is advanced in relation to other students of similar age and experience

Program Evaluation and Review

Evaluation of the gifted program and its curriculum is an ongoing process. This evaluation is the responsibility of all those who are involved in the process of gifted education. Surveys are used to obtain feedback from parents, students, and staff regarding the program's effectiveness. To determine eligibility and qualification for both students and staff, the ICAG gifted coordinator will review student assessment data on the NWEA (MAP), Georgia Milestone assessments, Torrance Test of Creativity, classroom average on core classes (ELA, math, science, social studies), and CogAT; note both student and staff accomplishments; and research developments in gifted and general education to assist in determining recommendations for gifted program enhancements.



Identification, Referral, Screening and Evaluation Procedures

Student identification for the gifted program involves four stages: referral, screening, evaluation, and placement.

Referral

Students who are identified for exhibiting gifted characteristics may be referred for further consideration and screening.

Students may be referred by:

- Any teacher who has had contact with the student including both the classroom or non-classroom teachers
- A parent/guardian
- The principal

All referrals must contact complete and return *Form A - Gifted Program Referral* to the gifted program coordinator.

Screening

Notification of referral to ICAG's gifted program will be sent to the parent/guardian along with *Form B - Consent for Evaluation* and *Form C Parent Inventory*. Upon receipt of the signed consent and parent inventory, screening will begin with the administration of the CogAT [see evaluation expectations below].

The gifted program coordinator will send notification of the screening results to the parent/guardian and referring school personnel.

Evaluation

ICAG will use the following instruments to determine gifted eligibility:

- General Mental Ability – CogAT
- Creativity – TTCT
- Achievement – Northwestern Education Association (NWEA)/MAP
- Motivation – Evidence of high-quality classwork and overall performance

The student must meet three of four criteria to be placed in the gifted education program including:

- (1) A General Mental Ability's score in the 99th percentile (grades K-2), 96th percentile (grades 3-5)
- (2) A creativity score in the 90th percentile i.e., 90 percent on a creativity assessment or rating scale



- (3) An achievement score in the 90th percentile on the MAP total reading or math section
- (4) A motivation score in the 90th percentile i.e., 90 percent on core classwork performance (ELA, math, science, social studies)

If a student does not meet 3 of 4 criteria, the parent/guardian and teacher will be notified, and notation will be made in the child’s permanent record.

NOTE: As a general guideline, a student who does not meet the 3 out 4 criteria must wait a period of at least 24 months before being retested. A student may be re-assessed *only* if the student meets all screening criteria and receives a recommendation from the gifted coordinator.

Placement

After the evaluation process, the gifted coordinator and teaching team will determine eligibility for ICAG’s gifted program. The gifted program coordinator will complete *Form D Screening/Testing & Evaluation Process Results*.

The parent/guardian and referring school personnel will be notified of the evaluation results within 60 days of the parent consent. If the referred student qualifies for the gifted program, the gifted coordinator will obtain a signed and completed *Form E Consent for Gifted Program Placement* from the student’s parent/guardian. Notation of this decision will be made in the student’s permanent record.

At the beginning of each school year, the parent/guardian of will complete *Form F Consent for Continued Placement* to determine further participation in the gifted program.

Identification Protocol Procedure

The following identification procedure will be followed during the school year:

Semester	Referrals	Screening	Individual Evaluation	Notification of Placement
1 st Semester	Sept. 1 – Nov. 1	Sept. 8 – Nov. 8	Nov. 1 – Nov. 30	Nov. 15 – Dec. 15
2 nd Semester	Feb. 14 – March 17	March 17 – April 17	March 30 – April 30	No Later than May 15

Student Records

The gifted program coordinator will ensure that the Data Specialist (school registrar) maintains copies of each students’ record of gifted eligibility evaluation. All master records of evaluation for qualified students will be filed and maintained in a colored folder within the student’s permanent record file.



Additionally, all master records of the evaluation process for non-qualified students will be filed in a manila clasp envelope with the following information detailed on the outside of the envelope: *student's name, gifted referral, school year, current grade, DNQ (Did Not Qualify), date evaluation completed.*

Student Withdrawal

A student may be withdrawn from the gifted program for one of the two reasons:

1. A parent/guardian submits a request in writing to withdraw their child from the gifted program.
2. The student's teaching team determines that the student is experiencing difficulties (academic, social, emotional, or behavioral) which significantly interfere with his/her progress, or the progress of others, in either the gifted program or in the regular education classroom and is related to the students' participation in the gifted program.

The parent/guardian, student's teaching team, and/or gifted program coordinator may request a conference to discuss the student's academic, social, emotional, or behavioral challenges and withdrawal from the gifted program. At the conclusion of the decision, the parent/guardian will complete *Form G Consent for Withdrawal*. The team's decision to remove the student from the gifted program is final. A parent/guardian's refusal to sign form G will not change the student's eligibility to participate in the gifted program.

Transfer Student

Students who transfer to ICAG may be placed in the gifted program if they meet *all* of the following conditions:

- The student meets or exceeds the selection criteria
- The areas addressed by ICAG and the previous school's programs are similar i.e., both are general academic programs, or both are specific academic programs
- ICAG, the student and parent/guardian agree to such placement

Program Guidelines: Assignment Modification

Students in grades one to five may participate in ICAG's gifted program. Gifted students at ICAG will be "pulled-out" or removed from the regular education classroom for one to three days a week. Therefore, the provision of appropriate



educational experiences for gifted students is a difficult task that requires flexibility, creativity, understanding and a collaborative effort between the gifted program facilitator and the regular education classroom teacher.

The following guidelines are recommended for “pull-out” models:

- Appropriate instructional strategies utilized for gifted program students should include assignment modification through reducing and/or alternating.
- Whenever possible, regular education classroom teachers are encouraged to present modified assignments to gifted program students prior to their program service day.
- The gifted program coordinator and regular education classroom teacher should work in collaboration with the gifted program student to provide flexible scheduling for special activities scheduled on program service days.
- Each gifted program student should be allowed the opportunity to utilize an extra day to complete assignments missed on their program service day.
- Regular education classroom teachers should use their best judgment to determine the appropriate assignment modification strategy for each gifted program student.

Student Expectations

Research has consistently shown that identified gifted individuals possess a relatively well-defined set of three interlocking clusters of traits: above average ability, task commitment and creativity. The goal of the ICAG gifted program is to provide, a learning environment committed to fostering and developing those gifted characteristics, most especially in the area of task commitment. Task commitment in particular involves developing and displaying perseverance, endurance, hard work, and dedication as well as self-confidence—all of which are life-long traits.

Student Progress

The gifted program coordinator will report each students’ progress at the end of each semester during the school year. The gifted program coordinator will utilize pre and post-test measures to determine student gains on program learning objectives. Further, student products will be evaluated according to established criteria.

