

## Steps for a Parent Referral for Gifted Education

- ❑ Use the attached *Bright Child – Gifted Learner* list of characteristics during observations for assistance in noting the differences between a bright child and a gifted learner.
- ❑ Complete the Parent Referral form for your child and sign the consent for assessment as well as the consent to serve should your child be deemed eligible.
- ❑ Return original Parent Referral form to:

**St. Elmo Center for Gifted Education**  
**ATTN: Michelle Szentadorjany**  
**2101 18<sup>th</sup> Ave.**  
**Columbus, GA 31901**

According to Georgia Department of Education Rule 160-4-2-.38, a student may be referred for consideration for the gifted education program by any responsible person who has knowledge of a student's intellectual functioning; including, but not limited to, teachers, counselors, parents (Parent Referral packet), peers, administrators, self, and other.

**At any time during the school year**, a teacher or parent may refer for screening any student who exhibits traits, attitudes, and behaviors of a gifted child. Each teacher referral must be documented through the completion of the *teacher-referral packet*. In a departmentalized/teamed school setting, teachers will collaborate to make referrals based on their observations. **Teacher(s) will complete the required forms based on a minimum five-weeks observation period and will forward the forms to the Director of Gifted Education at St. Elmo Center for the Gifted.**

The criterion scores required for an automatic referral have no effect on teacher generated or other reported referrals that may be made. These referrals should be based on observations and other documented evidence of gifted characteristics.

Appropriate referrals will be compared to the list of students evaluated during the previous years. Documentation of below average academic achievement and/or performance, or a student's participation in gifted evaluation testing within the past two (2) calendar years may result in the student's name being removed from the referral/screening list. Teachers, counselors, parents, students, or others, who have referred a student for screening, will be notified of the decision.

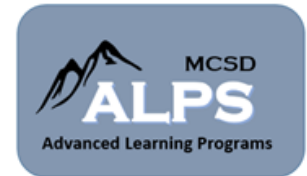
It should be noted that a significant difference between an obtained score and a required score, the possibility of detriment to the student's self-esteem, and social or developmental factors make it necessary to limit the number of times a child is evaluated for gifted placement. Reasonable consideration will be applied to the referral process for evaluation.

After the initial test cycle, additional information may be collected to further evaluate a student if (1) he/she failed to meet the criteria in mental ability but scored  $\geq 90$  percentile (2) he/she met the criteria in two areas, or (3) new evidence/documentation indicates advanced achievement/academic performance. Tests given the year of the initial referral will not be re-administered during the second year.



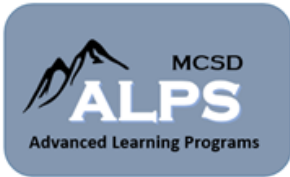
## Note the Difference

*Source: Janice Szabos, Challenge Magazine*



<b>A Bright Child:</b>	<b>A Gifted Learner:</b>
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly, or unusual ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inference
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Please note that not all of these qualities in their entirety may be present for a student to be strictly categorized in either way. These are just some qualities to look for when observing to see if a child is indeed gifted, a bright student, or both.



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**Director of Advanced Learning and Gifted Programs**  
 2101 18<sup>TH</sup> AVENUE  
 COLUMBUS, GA 31901  
 706-748-3115  
 (FAX) 706-748-3118

Date Rcvd. in Gifted Dept.  
 ID# \_\_\_\_\_  
 Received by: \_\_\_\_\_

**Parent Referral** for  
**Gifted Education Eligibility**

Date: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ DOB: \_\_\_\_\_

Student Full Name: \_\_\_\_\_ Ethnicity: \_\_\_\_\_ Gender: \_\_\_\_\_  
 (First) (Middle) (Last)

Previous School(s) \_\_\_\_\_

Parent(s)/Guardian(s): \_\_\_\_\_

\_\_\_\_\_ Street Address City State Zip

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_

Previously served in gifted program? If yes, where? \_\_\_\_\_

Are you military? \_\_\_\_\_ Yes \_\_\_\_\_ No If "yes,": Previous State of Residency: \_\_\_\_\_

*I give consent for my child, \_\_\_\_\_, (please print name) to be assessed to determine the need for receive gifted education services to be provided according to Georgia State School Board Rule 160-4-2-.38, Appendix A, and Muscogee County School District policies and procedures.*

X \_\_\_\_\_  
 Parent Signature Date

*I also give permission for my child to be served in the gifted education program provided by the Muscogee County School District should my child be deemed eligible after assessment by the MCS D Eligibility Team. I understand that I will receive a letter as to my child's eligibility status after assessment is complete.*

X \_\_\_\_\_  
 Parent Signature

Upon completion (in black or blue ink), please return original referral form to St. Elmo Center for Gifted Education. No copies or faxes can be accepted.

**PLEASE COMPLETE THE SCALE ON THE BACK OF THIS SHEET.**



## Characteristics Rating Scale

Please read the following characteristics and circle the appropriate number to indicate the degree to which you observe the characteristic in the above-named child. The number 1 indicates almost never and the number 5 indicates almost always.

- 1 2 3 4 5 Good problem solving/reasoning abilities
- 1 2 3 4 5 Rapid learning ability
- 1 2 3 4 5 Extensive vocabulary
- 1 2 3 4 5 Excellent memory
- 1 2 3 4 5 Long attention span
- 1 2 3 4 5 Personal sensitivity
- 1 2 3 4 5 Compassion for others
- 1 2 3 4 5 Perfectionism
- 1 2 3 4 5 Intensity
- 1 2 3 4 5 Moral sensitivity
- 1 2 3 4 5 Unusual curiosity
- 1 2 3 4 5 Perseveres when interested
- 1 2 3 4 5 High degree of energy
- 1 2 3 4 5 Preference for older companions
- 1 2 3 4 5 Wide range of interests
- 1 2 3 4 5 Great sense of humor
- 1 2 3 4 5 Early or avid reading ability
- 1 2 3 4 5 Concerned with justice and fairness
- 1 2 3 4 5 Judgment can seem mature for age
- 1 2 3 4 5 Vivid imagination
- 1 2 3 4 5 High degree of creativity
- 1 2 3 4 5 Tends to question authority
- 1 2 3 4 5 Shows high ability with numbers
- 1 2 3 4 5 Good at jigsaw puzzles and/or memory and logic games

You may wish to use the space provided below to provide examples to document some of your observation(s) that indicate this child possesses a high degree of these characteristics.

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**If you send examples of work, please do NOT send originals. You may send a photo copy.**