**Tulsa Public Schools**

**Gifted/Talented Program Application**

***Parent Request and Consent Form***

***PreK****-****Kinder****-****1st Grade***

(To be completed by a Parent or Legal Guardian)

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Student’s Legal Name School Student #

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Birth Grade Address

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Phone Number Parent Name (Print)

1. I request that my child be considered for an educational program for gifted students. In my opinion, he/she has demonstrated high performance capacity and therefore needs an educational program which differentiates, supplements, and supports the regular educational program in meeting the needs of the gifted and talented child.
2. If my child is eligible for the program, the program will be described/explained to me prior to his/her entry into the program.
3. I give my permission for additional testing or other evaluation should this be necessary. I also consent to release this information for appropriate professional use.
4. Statement to parents: As the parent, guardian, or surrogate parent you have the right to
   1. Request, review and receive copies of all relevant records and be informed of all results of the evaluation,
   2. Challenge the content of these records,
   3. Keep your child’s records confidential,
   4. Participate in meetings to review your child’s programming options,
   5. Withdraw your child from the program by submitting a written request to the Site Gifted and Talented Committee, and
   6. Request a conference with the teacher who is providing Gifted/Talented programming.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Signature of Parent or Legal Guardian

Parent Observational Checklist for PreK-Kinder-1st Grade: Demonstrated Gifted Learning Behaviors

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age \_\_\_\_\_ Current grade: \_\_\_\_\_\_

**Person Completing Form: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The following is a checklist of characteristics of gifted young children. The examples after each item are there to help you to understand that characteristics. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think your child is like the item by using the scale to the right of each item.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Characteristics** | **Observed Every So Often** | **Occasionally**  **Observed** | **Observed Often** | **Consistently Observed** |
| ***1. Has quick accurate recall of information*.** | * (e.g. remembers complex happenings and describes them long afterwards in clear details; learns notes and words to songs quickly; remembers landmarks and turns on the way to familiar places) |  |  |  |  |
| * Examples |  |  |  |  |
|  |  |  |  |  |  |
| ***2. Shows intense curiosity and deeper knowledge than other children.*** | * (e.g. insatiable need to know and explore; later on he or she collects things and then learns all he or she can about them; remembers things in great detail) |  |  |  |  |
| * Examples |  |  |  |  |
|  |  |  |  |  |  |
| ***3.* *Is empathetic, feels more deeply than do other children that age.*** | * (e.g. feels unusual hurt or pain when he or she displeases someone; shows pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language) |  |  |  |  |
| * Example. |  |  |  |  |
|  |  |  |  |  |  |
| ***4. Uses advanced vocabulary*.** | * (e.g. correctly uses vocabulary adults would expect from older children; surprises adults and children with big words they use; knows more words than other children; stops to ask about new words then remembers them and uses them correctly later) |  |  |  |  |
| * Example |  |  |  |  |
|  |  |  |  |  |  |
| ***5. Began to read, write or use numbers early.*** | * (e.g. early interest in the alphabet and or numbers; liked to imitate writing as a toddler; copied letters, words or numbers; learned to read or count early without formal instruction; developed computational skills earlier than others) |  |  |  |  |
| * Examples |  |  |  |  |
|  | | | | | |
| ***6. Understood phrases or brief sentences as an infant.*** | * (e.g. listened intently; understood and acted on short sentences such as 'Give mum a hug' or 'Bring me the book and I will read to you') |  |  |  |  |
| * Example |  |  |  |  |
|  | | | | | |
| ***7. Began speaking first in words and sentences earlier than other children.*** | * (e.g. spoke first words before age one; went from saying individual words to speaking in sentences quickly or, spoke first words later than age one and quickly moved to speaking in complete sentences; carried on conversations with adults as if they were peers) |  |  |  |  |
| * Examples |  |  |  |  |
|  | | | | | |
| ***8. Early motor development.*** | * (e.g. very visually attentive during the first six months, watched people carefully; followed movement intently; walked early; fed himself or herself sooner than other children; active use of toys and puzzles) |  |  |  |  |
| * Examples |  |  |  |  |
|  | | | | | |
| **9. *Shows unusually intense interest and enjoyment when learning new things*.** | * (e.g. listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books) |  |  |  |  |
| * Examples |  |  |  |  |
|  | | | | | |
| **10. *Has an advanced sense of humor or sees incongruities as funny.*** | * (e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words) |  |  |  |  |
| * Examples |  |  |  |  |
|  | | | | | |
| **11. *Understands things well enough to teach others.*** | * (e.g. likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn't think the adult understands very well) |  |  |  |  |
| * Examples |  |  |  |  |
|  | | | | | |
| **12. *Is comfortable around older children and adults.*** | * (e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; likes to play board games designed for older children, teens or adults; often plays with and is accepted by older children) |  |  |  |  |
| * Examples |  |  |  |  |

***Comments:* Please list any academic awards, special interests, talents, competitions and/or extracurricular activities you feel would help the School Based Committee better understand your child.**