

**Hackensack Public Schools**  
**Gifted and Talented**  
**Parent Referral Packet**



**Hackensack Public Schools  
Gifted and Talented Parent Referral**

Students are identified for Gifted and Talented services via multiple measures. The district notifies parents if their child has been identified as Gifted and Talented. If you have not received this notification, but believe your child fits this description you can request an appeal.

In order to begin that process, please state your request in writing to the Principal of your child's school. In addition, you will need to fill out the questionnaire below. Your child's teacher will be asked to complete a questionnaire as well. This will be compared with standardized tests scores (such as PARCC and/or COGAT) as well as grades and class performance. The information will be reviewed and you will be informed of the committee's decision.

Your input is valuable and we greatly appreciate your efforts to help us ensure your child receives the best possible education.

**I. Student Background**

All questions must be completed to the best of your ability. *Do not leave items blank or use "not applicable" as a response.*

Student name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Parent/guardian name: \_\_\_\_\_

Is this student new to the district? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, from what school and district did he/she transfer? \_\_\_\_\_

Was he/she identified as G&T in previous school? \_\_\_\_\_ Yes \_\_\_\_\_ No

Name of previous school and address: \_\_\_\_\_  
\_\_\_\_\_

Please attach a copy of G&T test data (if available) or any other relevant information about the child's participation in the program. *If no information is available please check box*

Please share any information and/or circumstances (e.g. language/cultural barriers, ADD, ADHD, learning disabilities) that might affect test administration or results. If you know of none, please indicate that as well.

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**II. Characteristics Scales**

Complete the attached modified Renzulli-Hartman Scales for Learning, Motivational, Creativity and Leadership characteristics. **Please read the statements carefully and place an “X” next to each item that describes the student *most often*.**

**Modified Renzulli-Hartman Behavior Characteristics**

Adapted from Scales for Rating Behavioral Characteristics of Superior Students  
Joseph S. Renzulli/Linda H. Smith/Alan. J. White/Carolyn M. Callahan/Robert K. Hartman

**Part I: Learning and Motivational Characteristics**

	Has unusually advanced vocabulary for age and grade level; uses terms in a meaningful way; has verbal behavior characterized by “richness of expression,” elaboration and fluency.
	Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his/her age).
	Has quick mastery and recall of factual information.
	Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational and factual questions); wants to know what makes things or people “tick.”
	Becomes absorbed, truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get child to move on to another topic.) Prefers to work independently with little teacher direction.
	Is easily bored with routine tasks.
	Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed or products.
	Likes to organize and bring structure to things, people and situations.
	<b>Total “X’s” in this area.</b>

**Part II: Creativity Characteristics**

	Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.
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	Generates a large number of ideas or solutions to problems and questions; often offers unusual “way out,” unique, clever responses.
	Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious; often has a keen sense of humor.
	Is a high-risk taker; is adventurous and speculative.
	Manipulates ideas (i.e. changes or elaborates); concerned with adapting, improving or modifying.
	Is non-conforming; does not fear being different.
	<b>Total “X’s” in this area.</b>

**Part III: Leadership Characteristics**

	Carries responsibility well; can be counted on to do what he/she has promised and usually does it well.
	Is self-confident with others of his/her own age, as well as adults; seems comfortable when asked to show his/her work to the class.
	Tends to dominate; generally directs activities in which he/she is involved.
	Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with; well-liked by classmates.
	<b>Total “X’s” in this area.</b>

**Part IV: Bilingual/ESL**

**The following section is only completed for students who are identified as Bilingual or ESL**

	Acts as translator for family and friends.
	Picks up new words quickly.
	Desires to find the perfect word to describe an idea, thought or thing
	Tells stories in great detail, with embellishment in native language.
	Recognizes humor in more than one language
	<b>Total “X’s” in this area.</b>

Is there any special information about the student which should be considered by the selection committee? \_\_\_\_\_

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