



**RANDOLPH TOWNSHIP SCHOOLS  
RANDOLPH MIDDLE SCHOOL**

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**Mr. David Kricheff**  
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Dear Parent or Guardian:

The RMS Enrichment Program is designed to identify and address the needs of the gifted and talented population at Randolph Middle School.

The RMS Enrichment program is an interdisciplinary course of study encompassing multiple aspects of the major content areas: English Language Arts, Math, Social Studies, Science and Technology. The Enrichment Unit frameworks are compliant with state and national standards and predicated on best practice approaches for gifted education in that they are:

- Interdisciplinary and problem-based
- Abstract and advance higher-level thinking activities
- Flexible to incorporate student interests
- Geared to develop creativity, cognition, and research skills

Students must apply and be accepted into the Enrichment Program, which is offered as a semester cycle class.

Acceptance into the program is determined through the use of a matrix. Evaluation criteria includes a written student self-nomination, parent statement and two recommendations from current teachers, one of which must be an academic area teacher (English, math, social studies or science), in addition to other components as applicable and aforementioned within this document.

Attached is the application packet for the program. Students will complete their self-nomination in school and request two Teachers to complete the Teacher Recommendation forms. A parent or guardian will then complete the Parent Nomination form which may be submitted electronically. Once the all the elements of the application are received, the information will be evaluated and submitted to the administrative committee for review. Then all qualifying students will be scheduled for Enrichment for the next semester or academic school year depending upon the date of receipt of said application.

Thank you for your interest in the RMS Enrichment Program.

Sincerely,

David Kricheff  
Principal  
Randolph Middle School

# RANDOLPH MIDDLE SCHOOL ENRICHMENT PROGRAM ELECTRONIC APPLICATION PACKET

According to the State of New Jersey a Gifted & Talented student is “a student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

In accordance with NJ State law, the application process must include multiple measures, therefore the application documents include the following items, but are not limited thereto\*:

- Two (2) Teacher Recommendation forms: The student **does not** fill these out but must request **TWO** teachers to complete it on their behalf. ***Both recommendations must be from current school year teachers; at least one of the recommendations must be from a teacher in a core academic subject area (ELA, Math, Science or Social Studies),***
- Parent/Guardian Statement,
- A Self Nomination Form is also completed by each student applicant which is completed at school,
- Most Recent Standardized Achievement Test scores,
- Additional information will be obtained, when applicable, including but not limited to an interview, portfolio review, teacher observations and other instruments applicable to students who either have an IEP, a 504 or are an ESOL student:
  - A comprehensive definition of exceptional ability that encompasses a spectrum of cognitive, social, and emotional, artistic, linguistic, and logical-reasoning capabilities,
  - May acquire the new language at a faster than typical rate,
  - May demonstrate an ability to code switch or translate at an advanced level,
  - May display inventive leadership and/or imaginative qualities,
  - May read two years beyond grade level in the heritage language,
  - May problem-solve in creative, nonconforming ways.

Included in this Enrichment Packet, you will find the following...

1. Information about the enrichment program at RMS
2. Required Teacher Recommendation Forms (2)
3. Required Self-Nomination Form (interested students will complete this in school)
4. Required Parent/Guardian Statement

## Information about the enrichment program at RMS

1. The enrichment program at Randolph Middle School is a one semester (two marking period) course. The required financial literacy course is embedded within the curriculum and coursework.
2. The overarching theme of the program is Leadership: “Creating Leaders of Today and Tomorrow”. There are three units of study in each grade, from a different historical era:
  - a. Research into influential leaders as they relate to potential careers of individual student interest, talent or passion,
  - b. A variety of STEAM Project that relate back to technological developments of the historical era under investigation, in addition to Professional Multimedia Presentations and Public Speaking Skills, and concludes with
  - c. The Law & Mock Trials related to the details of the historical period under analysis
3. There is a 10 minute Reflect & Ponder homework assignment each day (defining what we accomplished in class each day and what still needs to be elaborated upon the next day)
4. If accepted into the program, students remain in the program so long as they maintain the high standards of performance within the program but may elect to take other courses of personal interest in lieu thereof that meet their individual needs,
5. Students who do not meet the minimum requirements for acceptance into the program initially, will be re-evaluated each semester thereafter during the remainder of their middle school experience,
6. Even if a student did not apply for the Enrichment course, all students at RMS are evaluated for admission into the program, and their data updated each semester as well. Those students who are deemed eligible are then notified, along with their parents, as to their qualifying status, and those students are invited to join the program,
7. Outside of Enrichment, some students receive specific acceleration in academic areas based on their ability, or take courses that align with their special gifts and talents and accelerate their talents in those areas.

On January 13, 2020, Governor Murphy signed the “[Strengthening Gifted and Talented Education Act](#)” codifying school district responsibilities in educating gifted and talented students as referenced in [N.J.A.C. 6A:8-3.1](#). The law went into effect for the 2020-2021 school year.

The law states that school districts must establish a process to identify students as gifted and talented using multiple measures. These students require modification to their educational program if they are to achieve in accordance with their capabilities. The [New Jersey Department of Education \(NJDOE\) Office of Standards](#) refers to standards developed by the National Association for Gifted Children (NAGC) to assist school districts in examining the quality of their programs and services for gifted learners in grades Pre-K to 12.

According to the Every Student Succeeds Act (ESSA), districts may use [Title I](#) funds to identify and serve gifted and talented students. In addition, districts may use [Title II](#) professional development funds to provide training on gifted education-specific instructional practices, such as enrichment, acceleration, and curriculum compacting.

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students are also considered for the program in accordance with the New Jersey Association for Gifted Children and the National Association for Gifted Children.

**Identifying gifted and talented students:** The focus of identifying a student’s general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

The NJDOE partnered with the NJ Association for Gifted Children and convened its first Strengthening Gifted and Talented Education Advisory Committee (SGTEAC). As a result, sub-committees were established in the following areas: 1) Strengthening Gifted Education Law Implementation; 2) Professional Development for Administrators, Teachers, Preservice Teachers; 3) Identification; 4) Programming Options and Services; and 5) Intersectionality of Cognitive and Affective Needs. Sub-committee members include GT teachers, administrators, principals, superintendents, and other experts throughout the State.

### **SOURCES:**

National Association for Gifted Children (NAGC). (2021). <https://www.nagc.org/>

New Jersey Association for Gifted Children (NJAGC). (2021). <https://www.njagc.org/>

Strengthening Gifted and Talented Education Act. (2020). [\(N.J.S.A. 18A:35-34 through N.J.S.A. 18A:35-39\)](#)

**If you have any questions please reach out to [dwisniewski@rtnj.org](mailto:dwisniewski@rtnj.org).**

**All documentation should also be sent to this email for consideration.**

**Once an application is completed, the administrative committee will review the submission and make a determination in time for the next semester session.**

# RANDOLPH MIDDLE SCHOOL ENRICHMENT PROGRAM TEACHER RECOMMENDATION

The teacher making this recommendation will return this completed form to Mrs. Wisniewski at [dwisniewski@rtnj.org](mailto:dwisniewski@rtnj.org).

Student \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Date: \_\_\_\_\_

Teacher \_\_\_\_\_ Content Area in which you provide instruction \_\_\_\_\_

Assessment criteria: Please circle the number that best describes the frequency in which the student displays the behaviors listed below in your classroom:

**Key:** 0 = Never      1 = Almost Never      2 = Sometimes      3 = Often      4 = Always

1.	Generates many ideas and solutions to problems and questions	0	1	2	3	4
2.	Has ability to grasp concepts rapidly	0	1	2	3	4
3.	Memorizes easily	0	1	2	3	4
4.	Demonstrates advanced understanding of abstract ideas and information	0	1	2	3	4
5.	Sees patterns and relationships quickly	0	1	2	3	4
6.	Excels in specific areas	0	1	2	3	4
7.	Exhibits highly creative/divergent thinking	0	1	2	3	4
8.	Functions above grade level	0	1	2	3	4
9.	Demonstrates originality in discussions, projects, and assignment approaches	0	1	2	3	4
10.	Has an intense curiosity and loves to learn	0	1	2	3	4
11.	Demonstrates ability to plan logically	0	1	2	3	4
12.	Produces work of high quality that expresses insight, creativity, and/or excellence	0	1	2	3	4
13.	Pays attention to detail/precision on projects	0	1	2	3	4
14.	Has long attention span; shows ability to focus and concentrate	0	1	2	3	4
15.	Shows initiative; is self-directed and organized	0	1	2	3	4
16.	Desires to excel	0	1	2	3	4
17.	Demonstrates task commitment on extended projects	0	1	2	3	4
18.	Is enthusiastic about learning	0	1	2	3	4
<b>TOTALS</b> (total possible: 72)						

**GRAND TOTAL** (total possible: 72)

Student's Homeroom Teacher: \_\_\_\_\_

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Assessment criteria: Please circle the number that best describes the frequency in which the student displays the behaviors listed below in your classroom:

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4.	Demonstrates advanced understanding of abstract ideas and information	0	1	2	3	4
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6.	Excels in specific areas	0	1	2	3	4
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10.	Has an intense curiosity and loves to learn	0	1	2	3	4
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<b>TOTALS</b> (total possible: 72)						

**GRAND TOTAL** (total possible: 72)

Student's Homeroom Teacher: \_\_\_\_\_







