

# REGULATION

## RUMSON BOROUGH BOARD OF EDUCATION

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Pupil Grouping

### 2310 PUPIL GROUPING

#### Part 1: Student Placement in Grades 6-8 Math and English Language Arts

1. Content area teachers review each of their student's classroom data and academic performance and make a course level recommendation for the following school year in the area of Mathematics and English Language Arts.
2. Upon receipt of the State of New Jersey standardized test scores and end-of-year district benchmark data, student data is processed and a placement is made, based on the BOE approved rubrics.
3. Teacher recommendations from step 1 are compared to rubric placements from step 2 to identify any placement discrepancies. After any discrepancies are identified, the District Placement Team convenes to discuss identified students and adjust placements as appropriate. The District Placement Team is inclusive of district administrators and teachers and may include parents, if necessary.
4. Following the New Jersey Department of Education timeline for standardized test score release, placement letters are then mailed to parents.
5. Parents may elect to appeal the placement by notifying the building principal. Placement appeal tests will then be administered and the BOE approved rubrics will be applied.

#### Part 2: Student Placement in JET

1. In the Spring of grade 2, all students participate in a cognitive profile assessment. These results along with the district progress indicators below are used to determine if gifted programming is necessary the following school year beginning with grade 3.
  - a. Independent Reading Level
  - b. Nationally normed Reading Comprehension Percentile
  - c. Nationally normed Math Concepts and Application Percentile
  - d. On Demand Writing Sample
  - e. Teacher Completed- Gifted Rating Scale
2. Non JET students in grade 3 through 5 continue to be monitored in the fall and winter of to determine if JET programming is necessary.
  - a. The Gifted and Talented teacher meets with PLC teams in grades 3 through 5 after district benchmarks are administered and recorded in fall and winter to discuss any students who meet the mandatory criteria according to the JET 3-5 Rubric.
  - b. For those students, teachers complete a Gifted Rating Scale.
  - c. Once all information is gathered the Gifted and Talented teacher enters all relevant rubric scores to determine if gifted programming is necessary.
  - d. Parents are then contacted by the Gifted and Talented teacher and the homeroom teacher to discuss the results.

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- e. In some instances where all other criteria is met and the cognitive profile is the only score precluding a student from participation in JET, the quantitative or verbal subtest from a cognitive profile assessment may be readministered by the Gifted and Talented teacher to obtain updated scores.
- f. Parents are then contacted by the Gifted and Talented teacher and the homeroom teacher to discuss the results and need for programming.

### Part 3: Student Identification of K-2 Students within heterogeneous classrooms.

During these developmental years it is appropriate to allow for children to become acquainted with the learning process and social nuances of the school setting. Children develop and blossom at different rates and not in the same way. Developmentally appropriate, ongoing, observation-based assessment occurs where teachers observe their students during regular, everyday activities on a continuous basis throughout the year.

To identify and foster gifted potential, teachers in the K-2 classrooms, after approximately the first nine weeks of the school year, meet with the gifted and talented teacher to review data and if necessary, complete a checklist for each of his/her students that identifies characteristics of gifted learners. During the first trimester, staff will:

1. Gather both quantitative as well as qualitative data for all students inclusive of those students receiving special education services, students with 504 plans, those in I&RS, and English language learners using:
  - KOI observation inventories or similar
  - F & P assessment in guided reading
  - AIMS Web, a nationally normed benchmark in the areas of literacy and math
2. Benchmarking, formative assessment, and PLC data meetings serve the purpose of providing a functional assessment of the children, which enables the classroom teachers to understand and target the strengths and needs of individual children.
3. Kingore Observation Inventory (KOI) as an instrument to assist them in identifying and serving students with gifted potentials. These KOI assessment portfolios are critical to use when designing appropriate differentiated learning experiences for young learners.

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4. Through analyzing the results of the KOI, teachers are better able to make instructional decisions and provide strategies and activities that allow all students to experience success while providing an opportunity for advanced students to demonstrate the highest levels at which they are able to achieve.
5. The results of these multiple measures will be analyzed and used to identify indicators of giftedness in our Kindergarten, grade 1 and grade 2 students

### Part 4: Student Placement in 1-5 Classes

In order to balance homerooms in grades 1-5, teachers administrators and guidance department analyze student information inclusive of academic performance and need, social emotional development. Parents are provided with an opportunity to answer questions regarding what environment their son or daughter functions best via a survey sent by each building principal

### Part 4: Student Placement in Kindergarten

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1. Students are placed in five sections, balancing student ages (not all with early birthdays in one class), and balancing gender.
2. Parent input on Kindergarten screening survey, and parent email.
3. Teacher notes from Kindergarten screening

Adopted: 22 August, 2018

Revised: 18 November 2020