

REGULATION

RUMSON BOROUGH BOARD OF EDUCATION

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R 2464 GIFTED AND TALENTED STUDENTS

The Rumson School District shall inspire all pupils to believe in their own potential, pursue a passion for inquiry and knowledge, excel at learning, and act as responsible citizens in a diverse world.

Journey Into Expanded Thinking Program (JET)

The Journey Into Expanded Thinking Program (JET)

is designed to support the needs of all pupils with a concentrated focus on pupils who show exceptional abilities in the core academic areas. The primary learning environment is the regular classroom setting, however there are opportunities for selected pull-out instruction under the direction of the JET teacher.

The goals of the program are to:

- Identify pupils and provide for those who demonstrate exceptional academic abilities beyond the regular curriculum.
- Provide enriching opportunities for all pupils.
- Develop higher level thinking skills.
- Strengthen problem solving skills and decision making abilities.

The JET program is comprised of four levels:

1. Opportunities for all pupils to receive differentiated instruction within the regular classroom under the direction of the classroom teacher:
 - a. Rigorous programs;
 - b. Critical thinking lessons;
 - c. Classroom projects;
 - d. Flexible grouping;
 - e. Differentiated instruction.



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2. Opportunities for many pupils to receive additional challenge beyond the grade level curriculum:
 - a. Cycled project opportunities;
 - b. Exploratory offerings for pupils;
 - c. Local and national contests/competitions;
 - d. Extra-curricular activities;
 - e. Athletics;
 - f. Fine Arts Program.
3. Opportunities for some pupils:
 - a. JET math and/or ELA at grades three, four and five;
 - b. Accelerated and advanced math classes at the middle school level including pre-algebra, algebra, geometry, and Algebra II.
 - c. Enrichment language arts courses at grades six, seven and eight;
 - d. Competition-bases programs;
 - e. Spelling and Geography Bee;
 - f. Independent study;
4. Opportunities for select pupils:
 - a. Personalized learning plan;
 - b. Content-area acceleration;
 - c. Pull-out or push-in replacement instruction.



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The district program is aligned to the New Jersey State regulations on gifted and talented education. The State code states:

Those exceptionally able pupils who possess or demonstrate high levels of ability, in one or more content area(s), when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Key Points of the State Requirements

- This definition requires that pupils be compared with their peers in the local school district.
- The regulations do not establish State-level criteria for giftedness nor do they require that specific tests or measures be used to identify exceptional pupils.
- Local school districts should ensure that the identification methodology used is developmentally appropriate, non-discriminatory, and related to the programs and services offered.
- New Jersey Administrative Code requires local district Boards of Education to identify gifted and talented pupils and provide them with appropriate instructional adaptations and services.
- The identification process and appropriate educational challenges must begin in Kindergarten and be reviewed annually through grade twelve. Previously, department regulations did not specify that programs must address the needs of pupils in grades Kindergarten through twelve.
- The new rules require district Boards of Education to develop appropriate curricular and instructional modifications for gifted pupils. Programs must address appropriate content, process, products, and learning environment.
- Each curriculum framework published by the Department of Education (with the exception of mathematics) contains a chapter that addresses instructional adaptations for exceptionally able (gifted) pupils. The chapter defines terminology and provides examples of appropriate practices. The frameworks can be accessed on the Department of Education web site.



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- Local school districts will continue to be monitored as part of the regular school district evaluation process.

As with all areas of the curriculum, the district will continue to reflect and assess what is being done and make revisions accordingly.

Part 1: Student Placement in Grades 6-8 Math and English Language Arts, according to Reg. 2310 Pupil Grouping

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 recommendation 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, according to Reg. 2310 Pupil Grouping

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



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2. Non-JET students in grade 3 through 5 continue to be monitored in the fall and winter to determine if JET programming is necessary.
 - a. The Gifted and Talented teacher meets with PLC teams in grades 3 through 5 to review 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.
 - 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 for K-2 according to Regulation 2310 Pupil Grouping 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



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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 designing appropriate differentiated learning experiences for young learners.
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.

Additional Enrichment Opportunities

Differentiation:

All teachers are expected to differentiate and modify the regular curriculum to meet the needs of all pupils. Classroom teachers consistently plan specific activities to challenge pupils within the regular classroom.

In-Class Enrichment: K-2

Throughout the school year, the Enrichment teacher will visit K-2 classrooms to provide extension activities that relate to a specific unit of study. These extension activities are written collaboratively with the classroom teacher.

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