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Jr High/Sr High Principal
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Assistant Jr High/Sr High Principal
Liann Hanson, Ph.D.
Oak Crest Elementary Principal
Kim DeWitte
Chatfield Elementary Principal
Chad Williams
Special Services Director



Ryan Laager, Ed.D., Superintendent

Chad Eischens
Activities & Recreation Director
Margot Hansen
Curriculum & Assessment Director
Jeff Heine
Buildings & Grounds Director
Chuck Keller
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Ken Wick
IT Director

LEAP Program Update

In an effort to provide a more intentional and rigorous Gifted and Talented program for students in Belle Plaine Public Schools, we have refined the criteria for admittance into the program. After visiting other surrounding districts to find out more about their Gifted and Talented programs, the decision has been made to use the criteria listed below to qualify students for Belle Plaine Public Schools LEAP Program.

Step	Chatfield: 2nd Grade	Oak Crest: 3rd - 6th grade
1	Students who score at or above 90th national percentile on their <i>aMath</i> or <i>aReading</i> FASTBridge Assessment will qualify to take the Cognitive Abilities Test (CogAT)	Students who score at or above the 95th national percentile on their <i>aMath</i> or <i>aReading</i> FASTBridge Assessment will qualify to take the Cognitive Abilities Test (CogAT)
2	Students who score at or above a composite standard age score of 118 or have an age percentile rank of at or above the 90th percentile will qualify to be in the LEAP Program	Students who score at or above a composite standard age score of 118 or have an age percentile rank of at or above the 90th percentile will qualify to be in the LEAP Program

**For more information on the tests listed above, please see the attached page (2.)

At this time, the second grade students that qualify for LEAP will see our Gifted and Talented instructor three times a week for 30 minutes. Looking ahead to our 2016-2017 school year and beyond, program and curricular details will be revised to include a more specific learning opportunity for the students identified for the LEAP Program. Program details will be shared as soon as they are finalized.

A parent always has the option to withdraw their child from the program if they so choose. If concerns or questions arise about program details or student progress, don't hesitate to call our LEAP Program instructor, Cerisse Murphy. Any other concerns can be addressed by building principals or our district curriculum director.

Your child's CogAT scores are listed below:

Student Name	Composite Standard Age Score	Age Percentile Rank	Qualify	
			Yes	No

Sincerely,

FASTBridge™

- aMath is a simple, efficient, computer adaptive measure of both broad and component math skills from kindergarten through 6th grade (K-6). aMath is highly researched and based on the recommendations of the National Math Panel (2008) and National Common Core Standards (2010). aMath includes fully automated administration and scoring of individualized assessments for purposes of universal screening and instructional leveling. It also provides skill-based diagnostic reports of strengths and weaknesses along with progress monitoring and instructional evaluation.
- aReading provides a useful estimate of broad reading achievement from kindergarten through twelfth grade. The questions and response format used in aReading is substantially similar to many state-wide, standardized assessments. aReading is a simple and efficient procedure that is fully automated. Browser-based software adapts and individualizes the assessment for each child so that it essentially functions at the child's developmental and skill level. The adaptive nature of the test makes it more efficient and more precise than paper-and-pencil assessments.

CogAT

- CogAT measures learned reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Reasoning skills develop gradually throughout a person's lifetime and at different rates for different individuals. Reasoning abilities are good predictors of success in school and are important outcomes of good schooling. CogAT does not measure such factors as effort, attention, motivation, and work habits, which also contribute importantly to school achievement.
- The Verbal Battery measures flexibility, fluency, and adaptability in reasoning with verbal materials and in solving verbal problems. These reasoning abilities play an important role in reading comprehension, critical thinking, writing, and virtually all verbal learning tasks.
- The Quantitative Battery measures quantitative reasoning skills; flexibility and fluency in working with quantitative symbols and concepts; and the ability to organize, structure, and give meaning to an unordered set of numerals and mathematical symbols. These reasoning skills are significantly related to problem solving in mathematics and other disciplines.
- The Nonverbal Battery measures reasoning using geometric shapes and figures. To perform successfully, students must invent strategies for solving novel problems. They must be flexible in using these strategies and accurate in implementing them.