

# **Richmond School District LEAP**

*(Learner Enrichment & Acceleration Programming)*  
Also known as the Gifted and Talented Programming

The purpose of the LEAP program at Richmond School District is to encourage students not only to set goals and dedicate time to their areas of growth but also be pushed to continue to grow in their areas of strength. The goal is to ensure that each child develops holistically and to their full potential in all areas. For most students the classroom teacher weaves LEAP philosophy and content into the classroom through differentiation of curriculum, individualization of content, and setting appropriate growth goals. For some students, more intensive services are provided through math groups or book clubs that help students think more critically or deeply about the content areas. At this point a LEAP evaluation or LEAP referral is made, with the intent to work collaboratively between parents, staff, and students to ensure that we are meeting each student's needs. For more information, contact Amanda Hanrahan, School Psychologist, at 262-538-1360 x318 or via email [ahanrah@richmond.k12.wi.us](mailto:ahanrah@richmond.k12.wi.us).

**[Parent Resources](#)** - click for some resources for parents and students

## **LEAP Referral Process:**

Identification is an ongoing process at each grade level. The following is a list of ways a student can be nominated for a LEAP assessment.

- Parent / Guardian Nomination
- Teacher / Specialist Nomination
- Product / Performance Indicators for Visual and Performing Arts (art portfolio, vocal/musical performance video, theatrical performance video)
- Standardized Assessment Scores (MAP)

Here is the **[nomination form](#)** that needs to be completed in order for an evaluation to begin. Once a nomination is received, the school psychologist will complete a record review and begin the paperwork. Parent consent is required to begin an evaluation. The evaluation will take 6-8 weeks to complete. At the completion of the evaluation, a report will be generated, and a team meeting (School Psychologist, School Counselor, parents, classroom teacher(s)) will be scheduled to discuss the results. The cut-off date for gifted and talented nominations/grade-level or subject level accelerations will be May 1st. Any nominations received after the May 1st date will proceed the following school year and the 90 day timeline will begin the first day classes are in session.

## **Richmond School District LEAP**

As outlined above, the Richmond School District LEAP is primarily serviced within the classroom through differentiation of curriculum, individualization of content, and setting appropriate growth goals. Some students are identified to need more intensive services which are provided through math groups or book clubs that help students think more critically or deeply about the content areas. In order to determine the level of need, students can meet criteria for three different levels of programming. Level 1 is often met within the classroom with some small

group work. Level 2 is when consideration for advanced curriculum begins, but it is dependent on the student and their grade level or skill based competence. Level 3 is a strong indicator of need for acceleration or creation of a plan for future acceleration. Consideration to the academic, emotional and social needs of the child will be forefront when determining educational programming.

Children who are high performing in school are not all gifted or necessarily need acceleration. See the chart below from Bertie Kingore for differences between students who are High Achievers, Gifted Learners, and Creative Thinkers.

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off-task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Words hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answers the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...?
Needs 6-8 repetitions to master	Needs 1-3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Comprehends in-depth, complex ideas.
Enjoys the company of age-level peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers, but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects than will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert, abstracting beyond the field.	Is an inventor and an idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstormes well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

**Richmond School LEAP Identification Instruments**

(Can include but are not limited to)

**General Intellectual / Specific Academic:**

- KBIT2 (Kaufmann Brief Intelligence Test (Verbal and Figural)
- Wechsler Intelligence Scale for Children (WISC V)\*
- GATES (Gifted and Talented Evaluation Scale)

- GES (Gifted Evaluation Scale)
- TOMAGS (Test of Mathematical Abilities for Gifted Children)
- TEMA (Test of Early Mathematical Abilities)
- SAGES (Screening Assessment for Gifted Elementary and Middle School Students)
- Standardized Achievement Tests
- Outside Assessment to include WISC-IV and/or Stanford-Binet

**Leadership:**

- GATES ( Gifted and Talented Evaluation Scale)
- GES (Gifted Evaluation Scale)
- Specific Approved Letters of Recommendation
- Portfolio

**Creative Thinking:**

- GATES ( Gifted and Talented Evaluation Scale)
- GES (Gifted Evaluation Scale)
- TORRENCE (Test of Creative Thinking – Figural and Verbal)(Professionally Scored by SAS)
- Specialist Recommendation

**Visual / Performing Arts**

- GATES ( Gifted and Talented Evaluation Scale)
  - GES (Gifted Evaluation Scale)
  - Portfolio
  - Product
  - Performance
  - Specialist Recommendation
  - Specific Approved Letters of Recommendation
- \* Must be administered by a licensed psychologist

**RICHMOND SCHOOL DISTRICT LEAP ELIGIBILITY**  
**General Intellectual Ability**

**Level 3 Programming:**

**Two of the following criterion:**

- IQ composite score greater than or equal to 145
- Two or more scores at the 99th national percentile on district standardized tests
- Questionnaire results:
  - A score of 118 or higher on the intellectual subscale of the GATES-2, or
  - Scores at the 99th percentile on the intellectual subscale of the GES-4

**Level 2 Programming:**

**Two of the following criterion:**

- IQ composite score of 135-144
- Two or more scores at the 98th national percentile on district standardized tests
- Questionnaire results:

- A score of 113-117 on the intellectual subscale of the GATES-2, or
- Scores at the 97-98th percentile on the intellectual subscale of the GES-4

**Level 1 Programming:**

**Two of the following criterion:**

- IQ composite score of 130-134
- Two or more scores at the 97th national percentile on district standardized tests
- Questionnaire results:
  - A score of 108-112 on the intellectual subscale of the GATES-2, or
  - Scores at the 95-96th percentile on the intellectual subscale of the GES-4

**Specific Academic Area**

**Level 3 Programming:**

**Two of the following criterion:**

- Scores at the 99th percentile on district standardized testing in specific area
- A score of 131 or above on the TEMA-3 or 129 or above on the SAGES-3 (dependent on area)
- Questionnaire results:
  - A score of 118 or higher on the specific academic subscale of the GATES-2, or
  - Scores at the 99th percentile on the specific academic subscale of the GES-4

**Level 2 Programming:**

**Two of the following criterion:**

- Scores at the 98th percentile on district standardized testing in specific area
- A score of 121-130 on the TEMA-3 or 120-129 on the SAGES-3 (dependent on area)
- Questionnaire results:
  - A score of 113-117 on the specific academic subscale of the GATES-2, or
  - Scores at the 97-98th percentile on the specific academic subscale of the GES-4

**Level 1 Programming:**

**Two of the following criterion:**

- Scores at the 97th percentile on district standardized testing in math
- A score of 111-120 on the TEMA-3 or 110-119 on the SAGES-3 (dependent on area)
- Questionnaire results:
  - A score of 108-112 on the specific academic subscale of the GATES-2, or
  - Scores at the 95-96th percentile on the specific academic subscale of the GES-4

**Math Acceleration:**

Students who meet the qualifications for Level 2 Programming of Specific Academic Area in Mathematics will be considered for math acceleration. Please consult requirements and documentation related to math acceleration for more details.

## Creative Thinking

### **Level 3 Programming:**

#### **Two of the following criterion:**

- A score at the 99th national percentile on either the figural or verbal sections of the Torrance Tests of creative thinking
- Questionnaire Results:
  - A score of 122 or higher on the creative thinking subscale of the GATES-2, or
  - Scores at the 99th percentile on the creative thinking subscale of the GES-4
- Student generated evidence of creative thinking (projects, games, imagination, journals, etc...)

### **Level 2 Programming:**

#### **Two of the following criterion:**

- A score at the 97th or 98th national percentile on either the figural or verbal sections of the Torrance Tests of creative thinking
- Questionnaire Results:
  - A score of 113-121 on the creative thinking subscale of the GATES-2, or
  - Scores at the 97-98th percentile on the creative thinking subscale of the GES-4
- Student generated evidence of creative thinking (projects, games, imagination, journals, etc...)

### **Level 1 Programming:**

#### **Two of the following criterion:**

- A score at the 90-96th national percentile on either the figural or verbal sections of the Torrance Tests of creative thinking
- Questionnaire Results:
  - A score of 108-112 on the creative thinking subscale of the GATES-2, or
  - Scores at the 95-96th percentile on the creative thinking subscale of the GES-4
- Student generated evidence of creative thinking (projects, games, imagination, journals, etc...)

## Leadership

### **Level 3 Programming**

#### **Both of the following criterion:**

- A score of 118 or higher on the leadership subscale of the GATES
- Scores at the 99th percentile on the leadership subscale of the GES

**Plus one of the following criterion:**

- A student generated evidence of leadership
- Two letters of recommendation from a relevant teacher or professional

**Level 2 Programming**

**Both of the following criterion:**

- A score of 113-117 on the leadership subscale of the GATES
- Scores at the 97-98th percentile on the leadership subscale of the GES

**Plus one of the following criterion:**

- A student generated evidence of leadership
- Two letters of recommendation from a relevant teacher or professional

**Level 1 Programming**

**Both of the following criterion:**

- A score of 108-112 on the leadership subscale of the GATES
- Scores at the 95-96th percentile on the leadership subscale of the GES

**Plus one of the following criterion:**

- A student generated evidence of leadership
- Two letters of recommendation from a relevant teacher or professional

**Visual and Performing Arts**

**Level 3 Programing**

**All three of the following criterion:**

- Questionnaire results:
  - A score of 123 or higher on the artistic subscale of the GATES-2, or
  - Scores at the 99th percentile on the performing and visual arts subscale of the GES-4
- Letter(s) of recommendation from the specialist and/or relevant professional on fluency, originality, elaboration, and flexibility
- Portfolio of work

**Level 2 Programming**

**All three of the following criterion:**

- Questionnaire results:
  - A score of 113-122 on the artistic subscale of the GATES-2, or
  - Scores at the 97-98th percentile on the performing and visual arts subscale of the GES-4
- Letter(s) of recommendation from the specialist and/or relevant professional on fluency, originality, elaboration and flexibility
- Portfolio of work

**Level 1 Programming**

**All three of the following criterion:**

- Questionnaire results:

- A score of 108-112 on the artistic subscale of the GATES-2, or
- Scores at the 95-96th percentile on the performing and visual arts subscale of the GES-4
- Letter(s) of recommendation from the specialist and/or relevant professional on fluency, originality, elaboration and flexibility
- Portfolio of work