

Advanced Academic Programs (AAP)

Overview of Services and Screening Process

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Advanced Academic Resource Teacher



Two **Goals** of FCPS Advanced Academic Programs

FCPS AAP strives to develop the talents of all students and provide challenge through:

- **Talent development** opportunities for **all students**
- **Differentiation** to meet the needs of **advanced learners**

Talent Development

What does Talent Development look like in Fairfax County Public Schools?

- Instructional opportunities to use AAP curriculum and strategies, regardless of identification.
- Students identifying and exploring their areas of interest.
- Attention to historically underrepresented groups through the Young Scholars Model.

Differentiation to Meet the Needs of Advanced Learners

What does Differentiating for Advanced Learners mean in Fairfax County Public Schools?

- Meeting students by name and need.
- Access to differentiated curriculum and learning environment including: different pacing, increased depth and complexity, and removing scaffolds.
- Time to work with similar academic peer group to ensure peer-to-peer feedback to promote growth.
- Academic advising and complementary supports for success through implementation of the Young Scholars model.

Advanced Academic Programs Overview

Young Scholars Model - K-12

Elementary School	Middle School	High School
Access to Rigor - K-6	IB Middle Years Program – Grades 6 -10 (select schools)	
Subject Specific AAP - K-6	Honors Courses in areas of Academic Strength/Interest Grades 7-8	<ul style="list-style-type: none"> • Honors Courses • Advanced Placement (AP) • International Baccalaureate (IB) • Dual Enrollment Courses • Thomas Jefferson High School for Science and Technology
Part-Time AAP - Grades 3-6		
Full-Time AAP - Grades 3-8		

Adapted from the Integrated Continuum of Special Services by Sally Reis and Levels of Service by Donald Treffinger.

ELEMENTARY

Grades K-6

Access to Rigor AAP Services

**Access for all
students**

Students have opportunities to think critically, reason, and problem-solve during Tier 1 instruction (instruction for all students).

- Critical and creative thinking strategies are used in lessons
- Teachers use advanced academic curriculum each quarter

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ELEMENTARY

Grades K-6

Subject Specific AAP Services

Some students are strong in **one or more specific subject areas**. Classroom teachers may adjust instruction for students in these areas by:

- Providing different assignments and resources in those subjects
- Grouping students by their strengths, interests, and readiness in those subject areas

ELEMENTARY

Grades K-6

Subject Specific AAP Services

Parents, guardians, and teachers may refer a child for Subject Specific AAP Services.

- Submit a referral form to the AART.
- In May, all students are also considered for subject specific services for the following school year.

Subject Specific AAP Services are re-evaluated each year at the local school.

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ELEMENTARY

Grades 3-6

Part-Time AAP Services

Some students have advanced academic abilities in **multiple subject areas**. They need Part-Time AAP Services.

AARTs and classroom teachers provide opportunities to work with a cluster group of students with similar academic needs in multiple subject areas.

ELEMENTARY

Grades 3-6

Part-Time AAP Services

Parents, guardians, and teachers may refer a child for Part-Time AAP Services.

- Submit a referral form to the AART.
- In May, all students are also considered for school based services for the following school year.

Part-Time AAP Services continue through Grade 6. Students do not need to be evaluated each year.

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ELEMENTARY

Grades 3-6

Full-Time AAP Services

Some advanced learners need a full-time advanced academic program, including differentiated instruction in all 4 content areas and access to a peer group with similar academic needs.

Students eligible for Full-Time AAP services receive:

- Advanced Language Arts, mathematics, science, and social studies curriculum, and
- Curriculum that is differentiated through acceleration, depth, and complexity of content.

ELEMENTARY

Grades 3-6

Full-Time AAP Services

Parents, guardians, and teachers may refer a child to be screened for Full-Time AAP services.

- **Fall Screening** (only available to students who are new to FCPS since January) - referral and optional materials are due by **October 15**.
- **Spring Screening** - referral and optional materials are due by **December 15**.
- Parents/Guardians will be notified according to the published **Testing and Identification Timeline**.

Full-time AAP Services continue through Grade 8. Students do not need to be re-evaluated each year.

Advanced Academic Programs Overview

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Advanced Academic Programs

Screening and Identification for
Full-Time AAP Services, Grades 3-8

STUDENTS IN GRADES 2-7 MAY APPLY



Screening Pathways

There are three pathways to screening:

1. Family Referral
2. Staff Referral
3. Universal Screener Referral

All referrals result in the student being considered for Full-Time AAP services.

There is no advantage based upon the type of referral source.

Full-Time Services Referral

Families or teachers may submit the **Full-Time AAP Referral Form**.

Go to www.fcps.edu and search “AAP forms.”

Referral forms and optional materials are due by **December 15** to the local school.

There are not exceptions to this deadline. If a family misses it, their student can be screened for Subject-Specific AAP or Part-Time AAP services and the family can submit a referral the following year.


Referral Form

Parents/Guardians may submit an Advanced Academic Programs Full-Time AAP Referral Form to initiate the screening and identification process.

Referral forms will be accepted:

Now–December 15th

Go to www.fcps.edu and search
“AAP forms”



Fairfax County
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Advanced Academic Programs

Full-Time AAP (level IV) Services Referral Form

Student Full Name _____ Date of Birth _____

Student ID _____ Current School _____

Grade _____ FCPS Classroom Teacher _____

FCPS Advanced Academic Resource Teacher _____

Parent/Guardian _____

Telephone _____ Email _____

Home Address _____

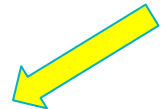
Screening for subject specific advanced differentiation (level II) and part-time AAP (level III) takes place at FCPS elementary school sites. Contact the local school Advanced Academic Resource Teacher for information.

In the space below, please provide information to explain why the student should be considered for full-time AAP services. Include information to support the committee's understanding of your student's learning needs. Suggestions include examples of critical and creative thinking, areas of strength, languages spoken by the student, a summary of how special learning needs, such as the need for an IEP or 504 Plan, might help the committee understand your student's profile of needs.

Name and Signature of Referral Source _____

Relationship to Student _____ Date of Referral _____

We are unable to accept forms without a signature.




Questionnaire

Though this an optional form, it is highly recommended.

Please **do not** just circle ratings.

We would like to see specific commentary for each behavior.

Please make sure to sign and date.



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Advanced Academic Programs Parent/Guardian Questionnaire

Optional for Advanced Academic Programs Referral

Student Full Name _____ Student ID _____

Current School _____ Grade _____

Please circle or highlight how often you notice the following in your child and give an example. Please print clearly or type. Responses must fit on this form.

1. My child surprises me with their knowledge. Occasionally Frequently Consistently

2. My child comes up with imaginative and/or unusual ways of doing things. Occasionally Frequently Consistently

3. My child is intellectually curious and asks thoughtful questions. Occasionally Frequently Consistently

4. My child finds humor in situations or events unusual for their age. Occasionally Frequently Consistently

5. My child can focus on a particular topic for an unusually long period of time. Occasionally Frequently Consistently

Does your child have a special learning need that you want to communicate to the committee? _____

If YES, please explain (such as a learning disability, IEP, or 504 Plan). Parents/guardians may submit additional information regarding special learning needs to the school to be included in the screening file.

Parent/Guardian Signature _____ Date _____

Grade 2 Universal Screener Referral

Some students will automatically be screened for Full-Time AAP services based on ability test information. This is called the **Grade 2 Universal Screener Referral**.

There is no advantage in being referred through the Grade 2 Universal Screener Referral pathway.

Local School Committee

The **local school committee** creates the screening portfolio.

The school does not screen the portfolio or make eligibility decisions. All portfolios are screened by a central screening committee. The central screening committee makes eligibility decisions.

Screening Portfolio

The **local school committee** will provide these required items:

- Screening Summary Sheet
- School Committee Gifted Rating Scale (HOPE)
- Progress Reports (1 ¼ years)
- Test Data Sheet (FCPS test scores)
- Work Samples (4 minimum, up to 6)

HOPE Gifted Rating Scale

The school-based committee will complete the HOPE Gifted Rating Scale.

Students are rated in social and academic areas.

School committee ratings compare each student to students of similar age, background, and experience at their current school. Doing this helps the central screeners understand your student's strengths and the availability of an academic peer group.

Ability Tests

Ability testing is one of several data points considered in student portfolios.

Ability testing is not weighted more than other items in student portfolios.

Researchers in advanced academics note that relying on quantitative data (test scores) alone for identification is not shown to be valid.

Additional Testing Information

Private Testing:

Group Tests:

Cognitive Abilities Test (CogAT)
Naglieri Nonverbal Test (NNAT)
Otis-Lennon School Ability Test (OLSAT)

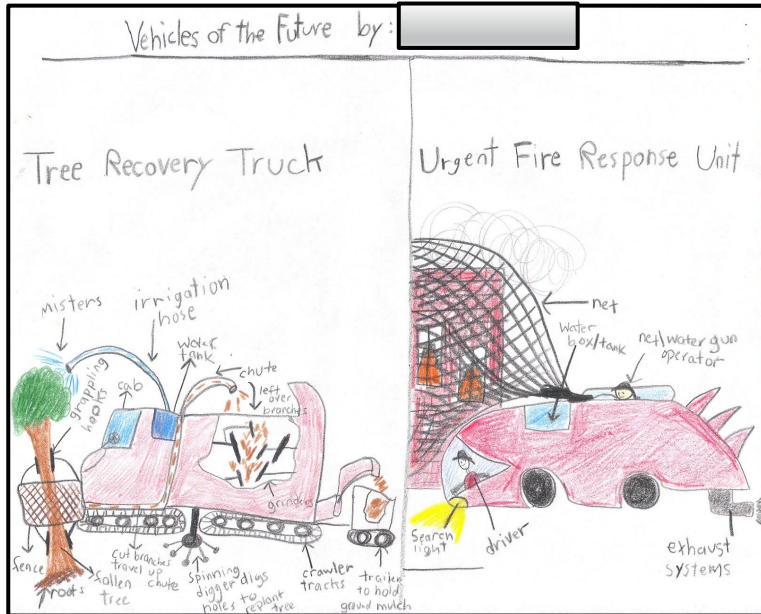
Individually Administered Tests:

Stanford-Binet Intelligence Scale
WISC V
Cognitive Assessment System (CAS)
Kaufman Assessment Battery
Differential Ability Scale (DAS)

Note: While private testing that follows guidelines may be submitted, testing is only one type of data considered. All ability tests are considered within the larger context of the overall screening portfolio. FCPS does not encourage families to seek additional testing beyond what FCPS provides to all students.

Work Samples

The committee looks for exceptional critical and creative thinking, reasoning, and problem solving showcased in the student work.



Name: [redacted] Produced at School

Birthday Balloons!

Ashley and Anne are having a joint birthday party in February! They are inviting 20 children and 14 adults. They want to serve pizza at the party. Each pizza has 8 slices in it. How many pizza pies should they buy so each person gets 1 slice? 5

Explain your thinking with numbers, pictures, and words.

$20 + 14 = 34$

$\begin{array}{r} 1 \\ 8 \\ \hline 16 \end{array}$ $\begin{array}{r} 2 \\ 16 \\ \hline 32 \end{array}$ $\begin{array}{r} 2 \\ 2 \\ \hline 4 \end{array}$ $\begin{array}{r} 2 \\ 2 \\ \hline 4 \end{array}$ $\begin{array}{r} 2 \\ 2 \\ \hline 4 \end{array}$ $\begin{array}{r} 2 \\ 2 \\ \hline 4 \end{array}$ With

5 pizzas, everybody can have 1 slice and there will be 6 slices left over.

$\begin{array}{r} 25 \text{ slices} \\ \hline 20 \\ 16 \\ \hline 32 \\ 2 \\ \hline 34 \end{array}$


9 pizzas because then there will be 4 slices leftover.

Work Samples

The United States Government

The United States government runs the country. It has three parts.


1. The Legislative



House Senate


Congress makes the laws.

2. The Executive



The President makes sure the laws are carried out.

3. The Judicial



The Supreme Court decides about the laws.

Fill in the circle beside the correct answer.

- Who runs the United States of America?
 - (A) the Congress
 - (B) the President
 - (C) the Supreme Court
- Who settles questions about the laws?
 - (A) the President
 - (B) the Congress
 - (C) the Supreme Court
- Who makes sure the laws are carried out?
 - (A) the Congress
 - (B) the President
 - (C) the Supreme Court
- Who makes the laws?
 - (A) the Supreme Court
 - (B) the President
 - (C) the Congress
- What are the names of the three parts of the government?
 - a. THE JUDICIAL - SCOTUS
 - b. THE EXECUTIVE - President
 - c. THE LEGISLATIVE - Congress

Name _____ Date 10-11

More Work with Division

Class Practice

✓ **Divide and check.**

a. $4 \overline{) 325} \times 81$
 $\begin{array}{r} 325 \\ \times 81 \\ \hline 325 \\ 2600 \\ \hline 26375 \end{array}$

b. $6 \overline{) 471} \times 78$
 $\begin{array}{r} 471 \\ \times 78 \\ \hline 3768 \\ 32970 \\ \hline 36744 \end{array}$

c. $5 \overline{) 256} \times 51$
 $\begin{array}{r} 256 \\ \times 51 \\ \hline 256 \\ 1280 \\ \hline 13056 \end{array}$

✓ **Find the products.**

a. 407×43
 $\begin{array}{r} 407 \\ \times 43 \\ \hline 1221 \\ 16280 \\ \hline 17481 \end{array}$

b. $9,608 \times 93$
 $\begin{array}{r} 9608 \\ \times 93 \\ \hline 28824 \\ 864720 \\ \hline 893544 \end{array}$

c. $1,947 \times 81$
 $\begin{array}{r} 1947 \\ \times 81 \\ \hline 1947 \\ 15576 \\ \hline 157707 \end{array}$

d. 256×67
 $\begin{array}{r} 256 \\ \times 67 \\ \hline 1792 \\ 15360 \\ \hline 17152 \end{array}$

✓ **Solve these measurement problems.**

a. 3 lb. = 48 oz.
 $48 \div 3 = 16$
 16 x 3 = 48

b. 9 ft. + 3 in. = 41 in.
 $30 + 3 = 33$
 $33 + 8 = 41$
 3, 10 x 3 = 30

c. 3, 7 x 12 = 108
 2, 5 x 12 = 30

✓ **Number each column from smallest to largest.**

a. 2 foot b. 3 ton

1 inch 1 ounce

3 yard 2 pound

in. ft.

yd.

Family Input

Work Samples

Work Samples Guidelines:

- 2 pages maximum
- Single-sided, 8 ½ x 11 pages
- No 3-D, video, or audio samples
- To ensure readability by committee members, it is not advisable to copy more than one page of work on a single work sample page
- Copies or originals are accepted, but please note they will not be returned

AARTs will accept electronic work samples in the following formats: PDF and image files (e.g. jpg)

Family Input

Work Samples

Keep in mind this is an academic program. Art samples are accepted, however, **samples from multiple content areas** are most helpful for the screening committee.

The committee looks for **exceptional critical and creative thinking, reasoning, and problem solving** showcased in the student work.

Screening Committee Information:

Central Selection Committee Meets in March

- * Made up of teachers, administrators, and specialists across the county
- * Committee members attend trainings on viewing files holistically and fairly
- * Any committee member who knows the student may not review the file.
- * Each file is read independently by at least 6 committee members.

Eligibility Notifications

An email about the eligibility decision for Full-Time AAP services will be sent to the email address of the enrolling parent or guardian.

The notification will include directions for how to accept placement or defer services.

The school(s) will provide information about orientation dates and times to help families make decisions.

Ineligibility Notifications

Parents/guardians are notified if their student is ineligible.

The notification includes information about the appeal process if a parent or guardian would like to submit additional information for consideration.

Due to the volume of portfolios and the holistic nature of the screening process, there are not individual reports about why a student is ineligible for Full-Time AAP services.

Understanding an Ineligibility Decision

In general, an ineligible decision means the committee felt the student had:

- a broad academic peer group in their current setting and
- a match to AAP curriculum access in school-based opportunities.

It does not mean that a student isn't capable of advanced coursework. Advanced academic materials are used in all classes.

FCPS expects that all students will engage in a variety of pathways to meet their advanced learning needs based on their strengths and interests.

Appeals Process

Parents/Guardians may appeal the decision.

Students in grades 2-7 may be screened for Full-Time AAP services each school year if a parent or guardian would like them to be reconsidered.

Students will be screened for subject-specific and Part-Time AAP services. Eligibility decisions for that process come separately, directly from the school, at the end of each school year.

To Summarize:

What is my role in the process as a parent or guardian?

Initiate the screening process by submitting a Full-Time AAP referral form.

Collect work samples completed outside of school that showcase your child's thinking.

Complete and submit the Parent/Guardian Questionnaire.

All materials are due no later than DECEMBER 15, 2024.

Who to Contact

Elementary School:

Advanced Academic Resource
Teacher (AART)

Sara Balcanoff

sebalcanoff@fcps.edu

Middle School (Hughes):

Advanced Academic Resource
Teacher (AART)

Ashley Martin

ammartin@fcps.edu

AAP Office:

- 571-423-4740
- AAP@fcps.edu