

# Advanced Academic Programs

Screening and Identification for  
Level IV (Full-Time) AAP Services for Identified  
Students in Grades 3-8

STUDENTS IN GRADES 2-7 MAY APPLY



# Fairfax County Schools (FCPS) Beliefs

- All students deserve an excellent education.
- Students learn best when educators, parents, and students work together.
- High expectations lead to high performance.
- All students need opportunities to use strengths and pursue interests.

# Two **Goals** of the Advanced Academic Programs

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

- **Talent development**
- **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.
- Working with students to identify and explore areas of interest.
- Attention to 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' needs to go beyond grade level standards by name and need.
- Ensuring access to differentiated curriculum and environment including increased depth and complexity, different pacing, and less scaffolding.
- Ensuring 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 for our students

### Young Scholars Program - All K-12 Students

Elementary School: K-6	Middle School	High School
Tier 1 access to AAP curriculum & strategies (I)	IB Middle Years Program – Grades 6 -10 (selected schools)	
Differentiated Lessons in areas of Academic Strength (II)	Honors Courses in areas of Academic Strength/Interest Grades 7-8	<ul style="list-style-type: none"> <li>• Honors Courses</li> <li>• Advanced Placement</li> <li>• International Baccalaureate</li> <li>• Dual Enrollment Courses</li> <li>• Thomas Jefferson High School for Science and Technology</li> </ul>
Part-Time Advanced Academic Program (III)		
Full-Time Advanced Academic Program (IV) - Grades 3-8		

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

# QUESTION

## What are full-time (level IV) 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, science, and social studies curriculum, and
- Math curriculum at least one year above grade level.

# QUESTION

**How can my child be screened for full-time AAP services?**

Families or teachers may submit the **Level IV Referral Form**

Go to [www.fcps.edu](http://www.fcps.edu) and search “AAP forms”

Submit the referral form **to the school** by the deadline on the AAP website.

Referral forms and optional materials are due by **December 15**.



# QUESTION

**How can my child be screened for full-time AAP services?**

Some students will automatically be screened based on ability test information. This is called the **Grade 2 “screening pool.”**

Parents should submit a referral form if they want to ensure their student is screened for AAP.

# QUESTION

**What part does ability testing play in the screening process?**

Best practices in matching students to AAP services includes looking at the whole student.

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

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

# QUESTION

## How do students get ability test scores?

### Ability tests:

- Grade 1: Naglieri Nonverbal Abilities Test (NNAT)
- Grade 2: Cognitive Abilities Test (CogAT)

Students may be included in the **Grade 2 screening “pool”** based on their scores on the Grade 1 NNAT and/or Grade 2 CogAT. These students will be automatically screened.

Update: Due to the ongoing COVID-19 pandemic, select students in Grade 3 will also take the Cognitive Abilities Test (CogAT) during the 2021-2022 school year.

# QUESTION

**What is the family's role in the screening process?**

Input from the family provides information that schools may not have.

There are several ways families can support the screening process.

# QUESTION

## What is the family's role in the screening process?

Referral Form

Submit the **Level IV Referral Form** by the deadline on the AAP website

This form is **required** if the student is not in the Grade 2 screening pool.

It is **helpful** to submit the form if your child is in the Grade 2 screening pool.

Schools will create the screening file and families may add materials to the file.

# QUESTION

## What is the family's role in the screening process?

### Parent/Guardian Questionnaire

#### 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 \_\_\_\_\_

# QUESTION

## What is the family's role in the screening process?

### Parent/Guardian Questionnaire

Does your child have a special learning need you want the committee to know about?

Parents may submit a page of additional information about a student's 2e needs.

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?

additional information regarding special learning needs to the school to be included in the screening file.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

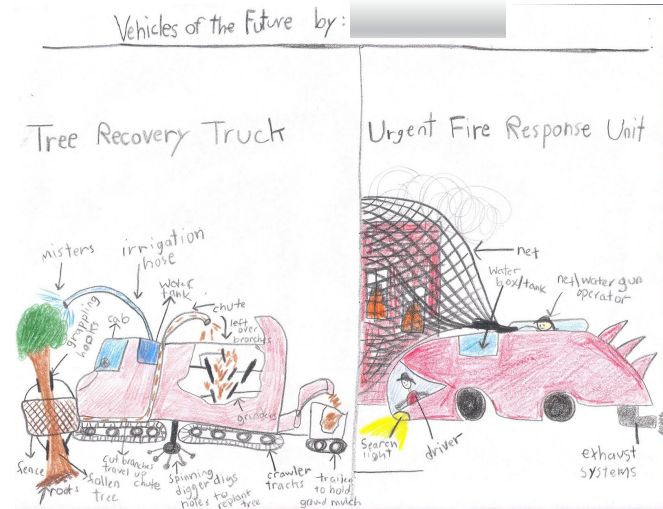
# QUESTION

What is the family's role in the screening process?

Work Samples

Families may submit **2 pages** of student work samples.

This is a change from past years.





# QUESTION

## What is the family's role in the screening process?

### Work Samples

### Work Samples Guidelines:

- 2 pages maximum
- Single-sided, 8 ½ x 11 pages
- No 3-D, video, or audio samples
- Multiple pages may be copied to one page
- Copies or originals are accepted  
(Samples will not be returned)

Update: Due to the ongoing COVID-19 pandemic, AARTs will accept work samples in the following formats: PDF and image files (e.g. jpg/png)

# QUESTION

## What is the family's role in the screening process?

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.

# QUESTION

## What is the family's role in the screening process?

Ability or Achievement Test Reports

A parent/guardian may seek private testing through a **state-licensed** clinical psychologist or through **George Mason University (GMU)**.

If testing was not done at GMU, a copy of the clinical psychologist's **license** must be included with the full report.

# QUESTION

**What will the school do to support the screening process?**

The **local school committee**, creates the screening file.

The school does not screen the file and make eligibility decisions. All files are screened by a central screening committee.

# QUESTION

**What will the school do to support the screening process?**

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

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

# QUESTION

**What will the school do to support the screening process?**

**Gifted Behaviors Rating Scale (GBRS)**

The school-based committee will complete the GBRS to rate **how often** the student demonstrates **exceptional**:

- Ability to Learn
- Application of Knowledge
- Creative/Productive Thinking
- Motivation to Succeed

compared to students of similar age/background/experience. They also write **commentary** with specific examples.

# QUESTION

**Who decides if the student is eligible for full-time services?**

A central screening committee reviews all screening files.

Central committee members attend training about how to view files holistically and fairly.

Each file is read independently by at least 6 committee members.

# QUESTION

**What is the most important document in the screening file?**

All materials are considered by the central selection screening committee

The file is looked at **holistically**. The committee members do not assign more **weight** or **value** to one document over another.



# QUESTION

**Are eligibility decisions final?**

Parents/Guardians may **appeal** the decision.

Information on the appeals process is in the ineligible decision letter.

Students in grades 2-7 may be screened for Level IV screening each school year.

# QUESTION

**When do eligible students begin full-time AAP services?**

**Spring Screening:** Begin full-time AAP services beginning the next school year.

**Fall Screening** (only available to students who are newly enrolled in FCPS): Begin full-time AAP services second semester

# QUESTION

**Who can  
answer  
questions  
about the AAP  
screening  
process?**

## Elementary Schools:

Advanced Academic Resource Teacher (AART)  
Kathy Van Dyke, [kkvandyke@fcps.edu](mailto:kkvandyke@fcps.edu)

## Middle Schools:

Advanced Academic Resource Teacher (AART)  
or Director of Student Services

## AAP Website:

Go to [www.fcps.edu](http://www.fcps.edu) and search “AAP”

## AAP Office:

Email: [AAP@fcps.edu](mailto:AAP@fcps.edu)



[www.fcps.edu](http://www.fcps.edu)