

Advanced Academic Programs

Screening and Identification for
Level IV (Full-Time) AAP Services

STUDENTS IN GRADES 2-7 MAY APPLY



Advanced Academic Programs for our students

Young Scholars Program - All K-12 Students

Elementary School: K-6	Middle School	High School
Critical and Creative Thinking 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">• Honors Courses• Advanced Placement• International Baccalaureate• Dual Enrollment Courses• Thomas Jefferson High School for Science and Technology
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?

FCPS believes it is important for all students to have access to AAP strategies and curriculum, which is available in level I services. Some learners may need a different placement to have access to a full-time program with a different pace and different intensity of access.

Full-time services provide a **differentiated curriculum to students in Language Arts, social studies, science, and mathematics** on a full-time basis. Mathematics instruction is 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 and search “AAP forms”

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

QUESTION

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

Grade 2 Screening Pool

Some students are automatically screened based on ability test scores.

These students are in the **Grade 2 “screening pool”**.

QUESTION

How do students get ability test scores?

Ability tests:

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

Students may be included in the **Grade 2 screening “pool”** based on their scores on these tests. These students will be automatically screened.

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?

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

Fairfax County Public Schools Parent/Guardian Questionnaire <i>OPTIONAL for AAP Referral</i>			
Student Name _____	Current School _____	School Year _____	Grade _____
Please print clearly or type; responses may be pasted onto form. Questionnaire may not be edited or retyped and responses must fit on this form. Five pages of additional information may be submitted according to the published guidelines.			
Check the appropriate box: occasionally, frequently, or consistently. Give an example for each. <div style="float: right; text-align: right;"> <input type="checkbox"/> occasionally <input type="checkbox"/> frequently <input type="checkbox"/> consistently </div>			
My child surprises me with their knowledge. <div style="float: right; text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>			
<div style="border: 1px solid green; padding: 2px; margin-top: 5px;"> How? When? Tell us all about it! </div>			
My child comes up with imaginative and/or unusual ways of doing things. <div style="float: right; text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>			
<div style="border: 1px solid green; padding: 2px; margin-top: 5px;"> How? When? Tell us all about it! </div>			
My child is intellectually curious and asks thoughtful questions. <div style="float: right; text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>			
<div style="border: 1px solid green; padding: 2px; margin-top: 5px;"> How? When? Tell us all about it! </div>			
My child finds humor in situations or events unusual for their age. <div style="float: right; text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>			
<div style="border: 1px solid green; padding: 2px; margin-top: 5px;"> How? When? Tell us all about it! </div>			
My child can focus on a particular topic for an unusually long period of time. <div style="float: right; text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>			
<div style="border: 1px solid green; padding: 2px; margin-top: 5px;"> How? When? Tell us all about it! </div>			
Does your child have a special need that you want to communicate to the committee? <input type="radio"/> NO <input type="radio"/> YES If YES, please explain (such as learning disability). Additional information may also be submitted as part of the five pages.			
Parent/Guardian Signature _____			Date _____

QUESTION

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

Parent/Guardian Questionnaire: Information about Special Needs

Fairfax County Public Schools
Parent/Guardian Questionnaire
OPTIONAL for AAP Referral

Student Name _____ Current School _____ School Year _____ Grade _____

Please print clearly or type; responses may be pasted onto form. Questionnaire may not be edited or retyped and responses must fit on this form. Five pages of additional information may be submitted according to the published guidelines.

Check the appropriate box: **occasionally**, **frequently**, or **consistently**.
Give an **example** for each.

	occasionally	frequently	consistently
My child surprises me with their knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
My child comes up with imaginative and/or unusual ways of doing things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
My child is intellectually curious and asks thoughtful questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
My child finds humor in situations or events unusual for their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
My child can focus on a particular topic for an unusually long period of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
Does your child have a special need that you want to communicate to the committee? If YES, please explain (such as learning disability). Additional information may also be submitted as part of the five pages.			
<input type="radio"/> NO <input type="radio"/> YES			

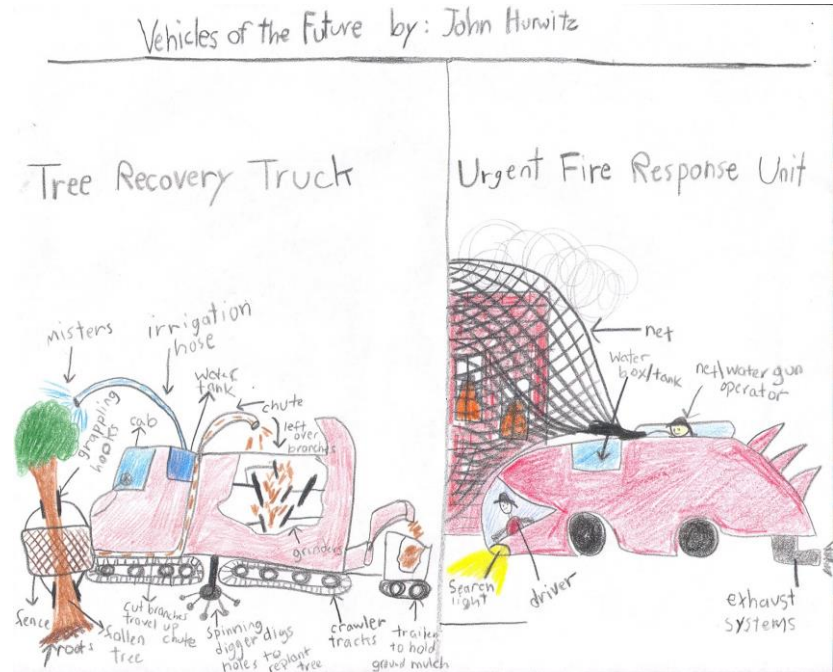
Parent/Guardian Signature _____ Date _____

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

QUESTION

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

Work Samples (up to 4 pages)



QUESTION

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

Work Sample Guidelines:

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

It is helpful to write a brief description on the sample.

QUESTION

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

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 will be looking for evidence of **exceptional critical and creative thinking, reasoning, and problem solving** showcased in the student work samples.

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 is the family's role in the screening process?

Awards & Letters of Commendation
(up to 5 pages)

Note: FCPS Staff may not write letters of commendation.

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 (up to 6 total)

QUESTION

What will the school do to support the screening process?

The Gifted Behavior Rating Scale (GBRS) with Commentary

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

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

**Who is on the
central screening
committee?**

The central selection screening committee is made up of FCPS staff with diverse roles such as:

- Classroom teachers
- AARTs
- Specialists
- School administrators
- School counselors
- School psychologists
- Central office staff

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 new to 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)

Middle Schools:

Director of Student Services

AAP Website:

Go to www.fcps.edu and search “AAP”

AAP Office:

Phone: 571-423-4740

Email: AAP@fcps.edu



www.fcps.edu