

Advanced Academic Programs

Screening and Identification for
Full-Time AAP Services

STUDENTS IN GRADES 2-7 MAY APPLY



Sessions Outcomes

- Understand the instruction provided in the Full-Time Advanced Academic Program
- Understand the components of Full-Time AAP Screening and how parents can contribute to the screening process

Fairfax County Schools (FCPS) Beliefs

- Each student is entitled to an excellent education that meets their individual needs.
- Students learn best when educators, families, and students work together.
- High expectations lead to high performance.
- All students need opportunities to use strengths and pursue interests.

Virginia Department of Education ‘Gifted’ Definition

“Gifted students means those students...
who demonstrate high levels of accomplishment or
who show the potential for higher levels of accomplishment
when compared to others of the same age, experience, or
environment.”

Virginia Department of Education

Gifted Regulation

All Virginia school divisions must:

- identify gifted students, and
- provide instructional services to meet their needs.

The Two Goals of FCPS Advanced Academic Programs



TALENT DEVELOPMENT

I'm excited to learn!

I'm discovering my goals, my strengths, and my identity!

We're learning POG skills TOGETHER!

I can advocate for myself and see my growth!

I'm igniting a future career aspiration!

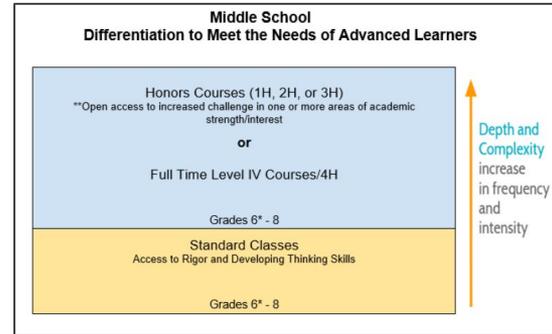
OPPORTUNITY UNLOCKS POTENTIAL!

Provide all students with access to AAP curriculum and strategies, scaffold for success	Identify and nurture strengths and interests; explore possible career connections	Apply culturally responsive teaching principles; cultivate attitudes and mindsets that empower	Implement the Young Scholars model; monitor access to and achievement in advanced academics
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Talent Development

- Instructional opportunities to use AAP strategies and curriculum to develop POG and identify emergent talent
- Identifying and exploring interest areas
- Attention to underrepresented populations through the Young Scholars model

The Two Goals of FCPS Advanced Academic Programs



Differentiation to Meet the Needs of Advanced Learners

- Students by name, strength, and by need - e.g. faster pace, less scaffolding, increased complexity, increased depth
- Ensuring access to differentiated curriculum as well as academic peer group
- Academic advising and psychosocial interventions and complementary support services for Young Scholars as needed

Advanced Academic Programs Overview

Young Scholars Model - K-12

Elementary School: K-6	Middle School	High School
Access to Rigor - K-6	IB Middle Years Program – Grades 6 -10 (selected 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.

Advanced Academic Programs Overview

Young Scholars Model - All K-12 Students

Elementary School: K-6	Middle School	High School
Access to Rigor	IB Middle Years Program – Grades 6 -10 (selected schools)	
Subject Specific Advanced Differentiation (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 Services		
Full-Time Services - Grades 3-8		

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

Full-Time AAP Services

Some advanced learners need a full-time advanced academic program, including differentiated instruction in all 4 content areas and a different placement in order to have 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
- A high degree of frequency and intensity of differentiation through acceleration, depth, and complexity of content and skills.

Screening Pathways

There are multiple pathways to screening.

Family Referral

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.

Local Norming Approach in Matching Students to Services

Local Building Norms:

- Started in FCPS in 2021.
- Research-based practice in the field of gifted education that shifts the focus from labeling students as gifted to matching students to services they need to grow.
- Tied to FCPS' belief that all students should have access to rigorous instruction *and* access to a cluster of academic peers.
- Use data from the local setting (individual schools) to determine which students may have outlier needs in that specific setting.

Grade 2 Universal Screener Referral

Do not wait until NGAT scores or Universal Screener notification to submit a referral. Sometimes the information can be delayed!

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.

Universal Screener notifications typically sent in December

Referral Form Clarification

Family Input

Referral Form

Submit the **Full-Time Referral Form** by the deadline on the AAP website

This form is **required** unless the student has a Grade 2 Universal Screener Referral. All grades 3-7 families will need to submit a referral.

It is **helpful** to submit the form even if your student has a Grade 2 Universal Screener Referral.

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

Optional Work Sample Guidelines Grades 2-7

Family Input Work Samples for all screening pathways

- 2 pages maximum done by the student
- 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)

Optional Family Work Samples

Family Input Work Samples for all screening pathways

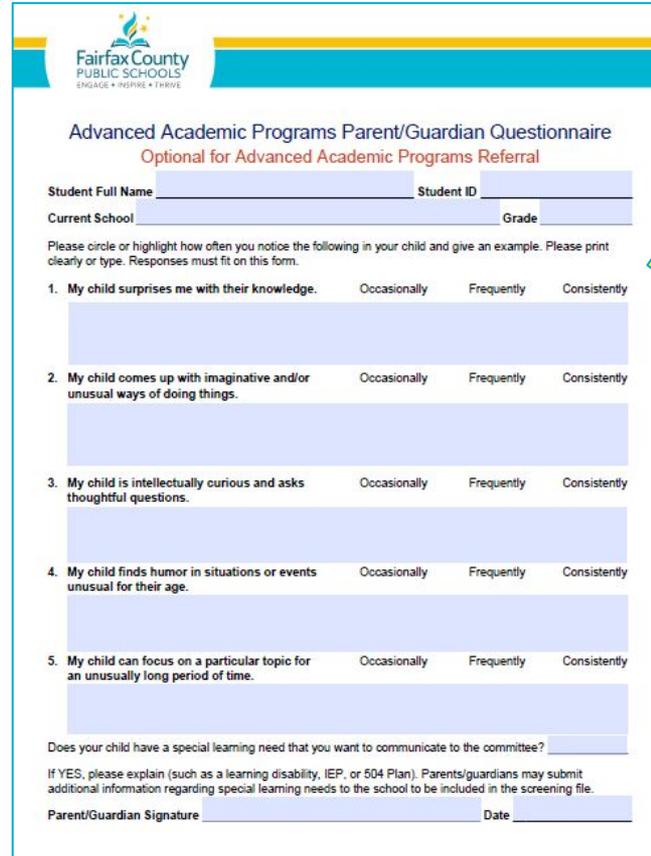
Keep in mind this is an academic program. Art samples are accepted, however, **samples from multiple content areas** are most helpful for the screening committee.

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

Parent/Guardian Questionnaire

To access forms:

- 1.) Go to www.fcps.edu and search “AAP forms.” OR
- 2.) Go to “Oak Hill Elementary Advanced Academic Program”

Fairfax County
PUBLIC SCHOOLS
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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

Circle or highlight the rating AND give an **example** underneath each question.

Optional Questionnaire

Family Input

Parent/Guardian Questionnaire

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

Families should submit the 504/IEP information about a student's 2e needs.

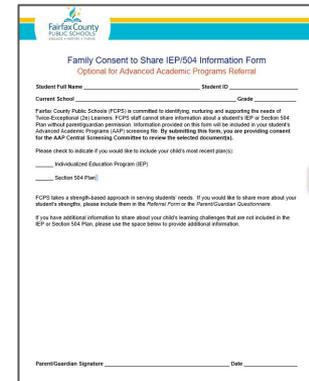
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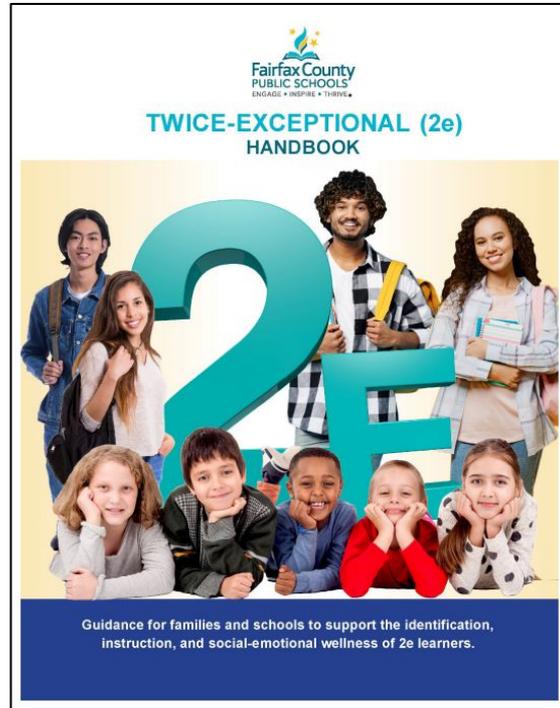
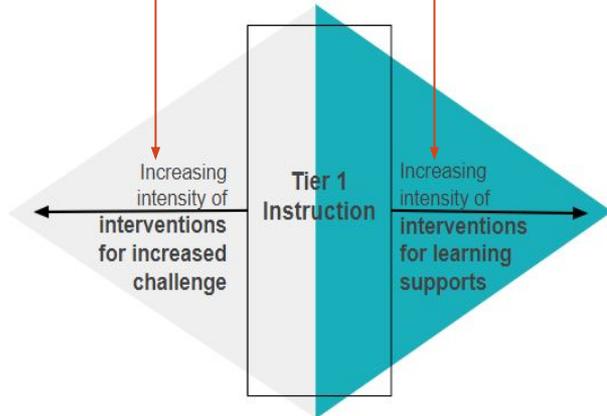
Parent/Guardian signature _____ Date _____



The screenshot shows a form titled "Family Consent to Share IEP/504 Information Form - Optional for Advanced Academic Programs Referral". It includes fields for Student Full Name, Student ID, Grade, and Current School. A large section contains a consent statement: "Public-Choice Public Schools (PCPS) is committed to identifying, meeting and supporting the needs of Twice-Exceptional (2e) Learners. PCPS staff cannot share information about a student's IEP or Section 504 Plan without your explicit permission. Information provided on this form will be made available to your student's Advanced Academic Programs (AAP) screening file. By submitting this form, you are providing consent for the AAP Central Screening Committee to review the selected document(s). Please check to indicate if you would like to include your child's most recent plan(s): Individualized Education Program (IEP) Section 504 Plan(s)". Below this is a note: "PCPS takes a strength-based approach in serving students' needs. If you would like to share more about your student's strengths, please include them in the Parent Notice or the Parent/Guardian Questionnaire. If you have additional information to share about your child's learning challenges that are not included in the IEP or Section 504 Plan, please use the space below to provide additional information." At the bottom, there are fields for Parent/Guardian Signature and Date.

Twice-Exceptional (2e) Students

Simultaneously serving
exceptional needs



Twice-exceptional (2e) students have exceptional abilities and exceptional learning challenges.

FCPS 2e Handbook:
Go to www.fcps.edu
and search **2e**

All About the Screening Portfolio

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.

All About the Screening Portfolio

Screening Portfolio Contents

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)

All About the Screening Portfolio

Holistic Screening

Best practices in advanced academic identification include:

- universal screening (giving all students an ability test vs. only giving students who are referred an ability test),
- holistic review of multiple data points, and
- use of tools that are inclusive of diverse cultures.

Holistic means all of the parts of a portfolio are considered together and none are weighted in decision making.

All About the Screening Portfolio

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.

Students' HOPE Scale can differ year-to-year.

All About the Screening Portfolio

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

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, the clinical psychologist's **license number** must be included with the full report.

All About the Screening Process

Central Screening Process

Each student portfolio is read by many people who carefully consider whether they see evidence that a different placement is necessary to meet a student's needs for advanced differentiation.

A central screening committee reviews all screening portfolios. Central committee members attend training about how to view portfolios holistically and fairly.

No one person makes an eligibility decision. Each portfolio is read independently by multiple committee members.

All About the Screening Process

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 in April.

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.

All About the Screening Process

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.

All About the Screening Process

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.

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.

Reminders!

Full-Time Services Referral

Advanced
Academic
Program



Referral forms and optional materials are due by **December 15** to cclahr@fcps.edu with **“Child’s Name AAP referral”** in the subject line. Please send as separate attachments in one email.

To access forms:

- 1.) Go to www.fcps.edu and search “AAP forms.”
OR
- 2.) Go to “Oak Hill Elementary Advanced Academic”

DEADLINE: December 15th midnight (no exceptions)



Advanced Academics Resource Teacher

- Cathy Lahr
cclahr@fcps.edu

AAP Office:

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

**THANK
YOU**