

Advanced Academic Programs (AAP)

Overview of Services

Jamie Mucciolo, AART
Kings Park Elementary





Grounding Activity

- What were your past experiences with gifted education?
 - What was the definition of gifted (or advanced academics or Talented and Gifted)?
 - How were services delivered?
 - What was the underlying philosophy of gifted education?
- What is the same and what is different about the experiences you shared?



Sessions Outcomes

- Understand Fairfax County Public Schools' philosophy on Advanced Academic Programs
- Understand how a student's needs for advanced learning are met through a variety of services in the continuum
- Understand Fairfax County Public Schools' identification processes for Advanced Academic services



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.



FCPS VA Local Plan for the Gifted

Information related to FCPS Advanced Academic Services

▶ 0:00 / 0:24 🔊 ⓘ

Each school division in Virginia develops a comprehensive plan for the education of the gifted. The FCPS Local Plan for the Gifted provides specific explanations of FCPS' implementation of Regulations Governing Educational Services for Gifted Students in Virginia.

[FCPS Local Plan for the Gifted 2022 - 27 \(PDF\)](#)



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.



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

Differentiation to Meet the Needs of Advanced Learners

- 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.



AAP Continuum of Services

AAP offers a continuum of services to challenge and engage all students K-12. Our goals are:

- Provide deeper learning and talent development opportunities to all students
- Identify and build upon student strengths and abilities
- Provide multiple entry points to meet diverse student needs through the continuum of services

We believe talent can be nurtured and developed in all students. AAP services for a student may change over time.



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	• 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 Grades K-12

Young Scholars Model

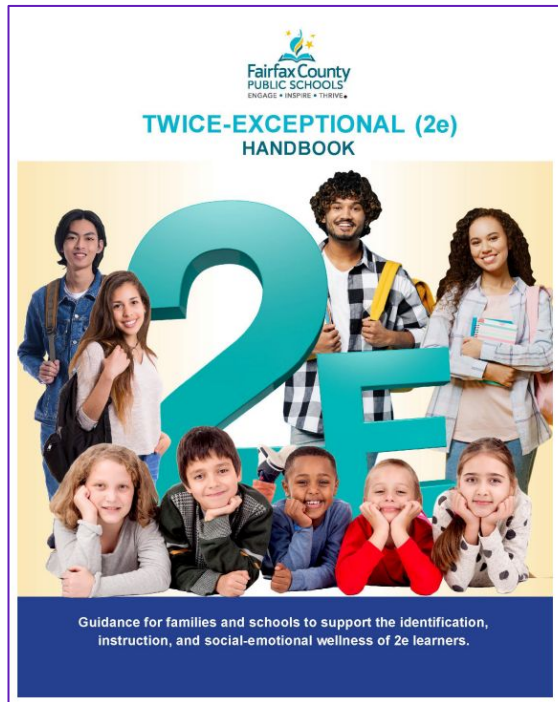


The FCPS Young Scholars Model seeks to identify and affirm, from an early age, students with high academic potential who may face barriers to their continued success in advanced academic opportunities as they progress from elementary through secondary school.



Advanced Academic Programs

Twice-Exceptional (2e) Students



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

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



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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).

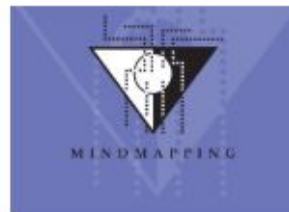
- Critical and creative thinking strategies are used in lessons
- Teachers use advanced academic curriculum each quarter



ELEMENTARY Grades K-6

Access to Rigor AAP Services

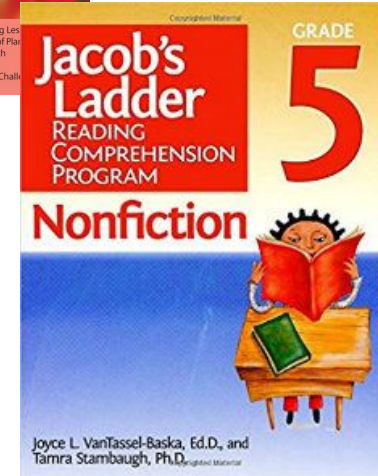
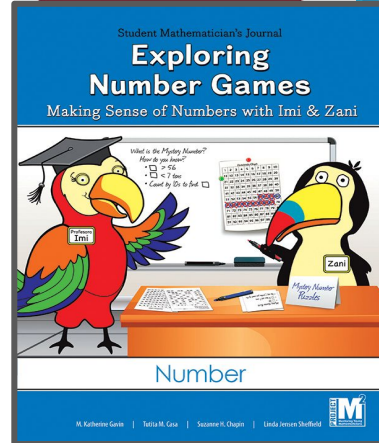
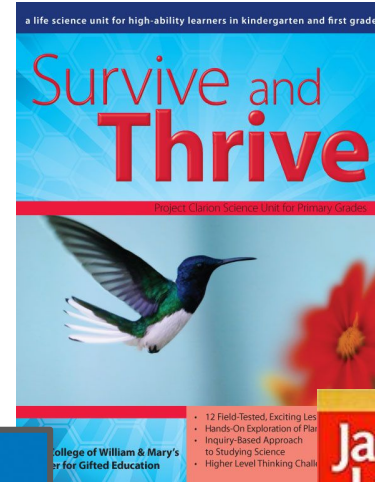
Critical and Creative Thinking Strategies



ELEMENTARY Grades K-6

Access to Rigor AAP Services

AAP Curricular Resources





ELEMENTARY Grades K-6

Access to Rigor AAP Services

All students in FCPS receive Access to Rigor Services as a part of their Tier I Instruction.

No referrals or identification process needed.



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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.
- Parents/Guardians will be notified after 30 business days regarding the committee decision.
- 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 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.
- Parents/Guardians will be notified after 30 business days regarding the committee decision
- 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 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.

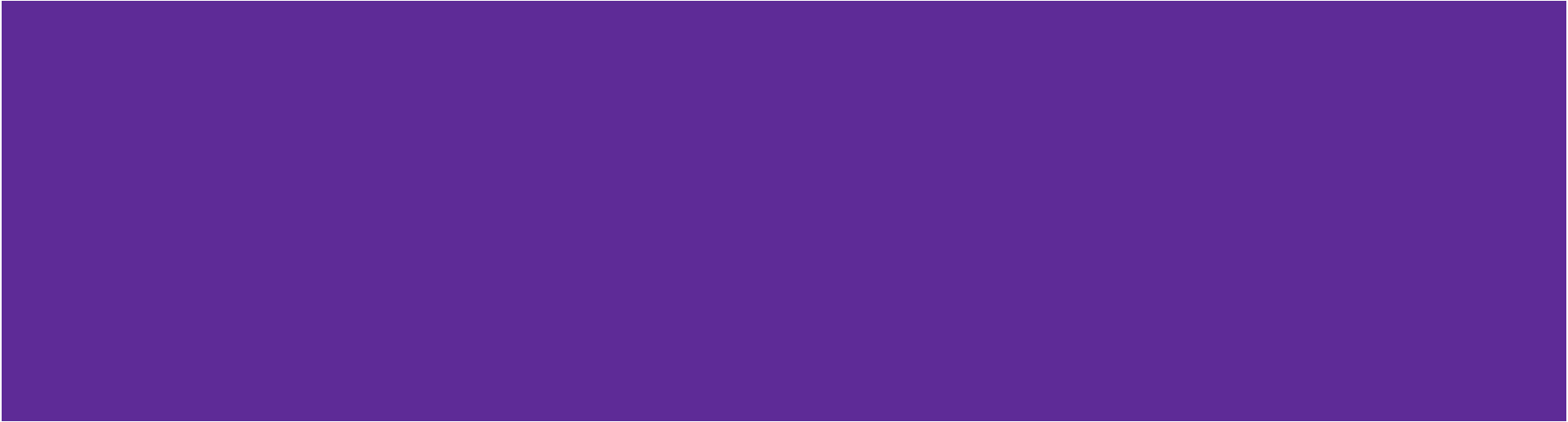
Middle School Questions? Who to Contact



Middle School:

- Rushel Grillo, Advanced Academic
Resource Teacher (AART)
rngrillo1@fcps.edu

Full-Time Screening & Identification





ELEMENTARY Grades 3-6

Full-Time AAP Services

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

- **Spring Identification**- referral and optional materials are due by **December 15**.
- **Fall Identification**- (only available to students who are new to FCPS since January) - referral and optional materials are due by **October 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.



ELEMENTARY Grades K-6

Universal Ability Testing

FCPS offers an ability test to all students (universal screening).

One-time Retake Option

- Parents/Guardians may request the one-time retake of an ability test by contacting the school testing coordinator.
- The deadline to request a one-time retake is September 30.



ELEMENTARY Grades K-6

Ability Testing

What part does ability testing play in the identification 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.

National and Local Norms in AAP Identification



- National norms compare students from a sample of students of same age across the entire country.
- Local norms compare students to their age-level peers in their local school and in their grade level.
- FCPS added the use of local norms to identification considerations in 2021 based on updated research in the field of gifted education.
- Looking for outliers in the local grade level group helps identify where students may need a different grouping for their differentiated instructional needs, in specific content areas or in multiple content areas.
- The identification process looks for outliers in the local context using multiple types of data.



National and Local Norms in AAP Identification Continued

Why Local Building Norms?

- Think about your child's soccer team or musical practice. Coaches or music directors identify the strongest performers within their own school community. In order to continue growing, these students often require a different approach.
- **Local building norms work the same way.** Rather than assigning a permanent label, FCPS identifies students whose current learning needs may require instructional grouping:
 - with additional depth or complexity in their assignments
 - that moves at a faster pace
 - with students who have similar instructional needs
- Local building norms help us identify students in each school who are performing at high levels and may need advanced academic services to be appropriately challenged.



Full-Time AAP Identification Pathways

There are three pathways to identification:

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.”

Spring referral forms and optional materials are due by December 15 to the local school. Please submit to the AART or principal.

Please note: There are ***no*** exceptions to the referral deadlines. If a family misses the deadline, their student can be referred for Subject-Specific AAP or Part-Time AAP services and the family can submit a Full-Time referral the following year.



Grade 2 Universal Screener Referral

Some students will automatically be considered 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. Having a Grade 2 Universal Screener Referral does not mean a student will be automatically eligible.



Local School Committee

The local school committee creates the portfolio.

The local school does not evaluate the portfolio or make eligibility decisions. All portfolios are reviewed by a central identification committee. The central identification makes eligibility decisions.



Portfolio Contents

The local school committee will provide these required items:

- 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)



Holistic Identification

Best practices in advanced academic identification include:

- universal screening (e.g. 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.



HOPE Gifted Rating Scale

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

School committee ratings compare each student to students of similar age, background, and experience at their current school. Doing this helps the central identification committee members 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 as valid.



Family Input

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

There are several ways families can support the identification process.



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.

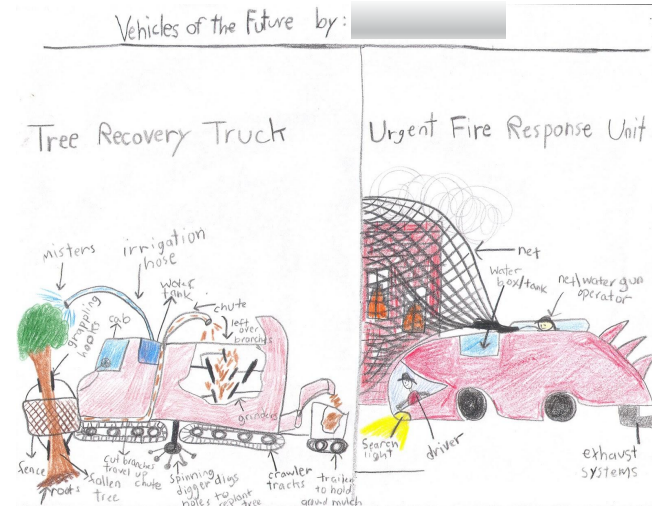
It is helpful to submit the form even if your student has a Grade 2 Universal Screener Referral.

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

Family Input

Work Samples, Part 1

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





Family Input

Work Samples, Part 2

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, Part 3

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

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

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.

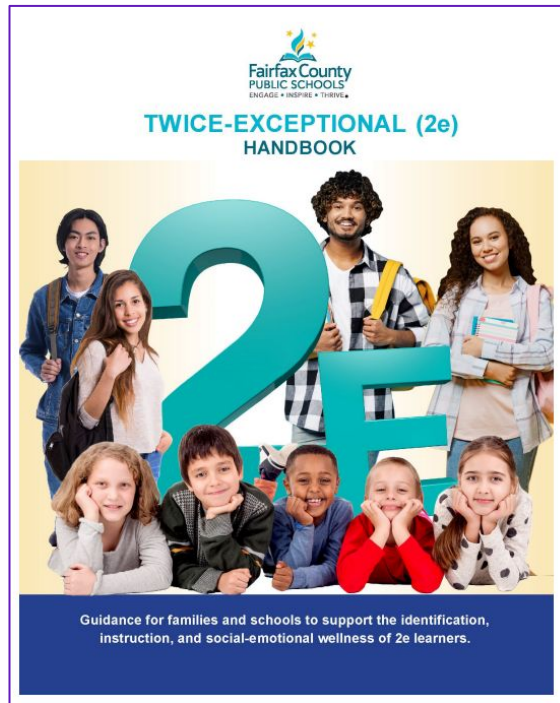
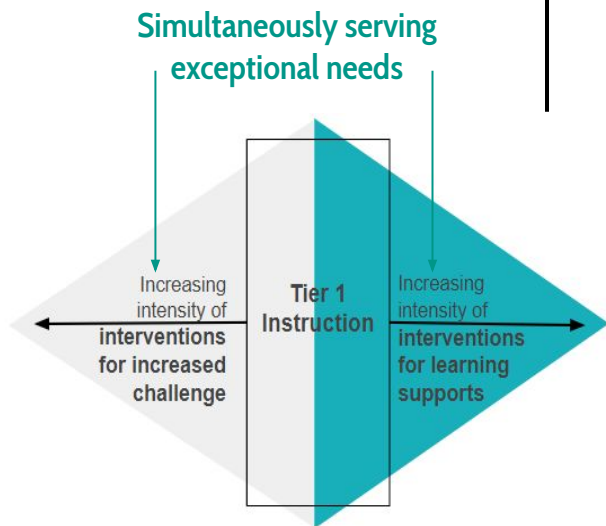
- | | Occasionally | Frequently | Consistently |
|---|--------------|------------|--------------|
| 1. My child surprises me with their knowledge. | | | |
| <input type="text"/> | | | |
| 2. My child comes up with imaginative and/or unusual ways of doing things. | | | |
| <input type="text"/> | | | |
| 3. My child is intellectually curious and asks thoughtful questions. | | | |
| <input type="text"/> | | | |
| 4. My child finds humor in situations or events unusual for their age. | | | |
| <input type="text"/> | | | |
| 5. My child can focus on a particular topic for an unusually long period of time. | | | |
| <input type="text"/> | | | |

Family Input

Parent/Guardian Questionnaire



Twice-Exceptional (2e) Students



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

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



Family Input

Twice-Exceptional Information

FCPS school staff cannot disclose information about a 504 Plan or IEP without permission from a student's family.

If there is information in your child's IEP or section 504 plan that you wish to share with the committee, please complete the *Family Consent to Share IEP/504 Information Form*.





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.



Reviewing Your Student's Portfolio

We are happy to provide families a copy of the portfolio upon request after the portfolios have been submitted for central identification review.

It is often helpful to see the information that was sent for central committee consideration and see the strengths-based notes and work samples in your student's portfolio.

If you would like a copy, email the AART at your local school to let them know you would like a copy when it is ready.



Central Identification Committee Process

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

The group of educators who read your student's file is called the central identification committee. Committee members attend training about how to view portfolios holistically.

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

Please make sure your email address is current in ParentVue and that your emails from FCPS do not go to a spam folder.

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.



Start Dates for Newly Eligible Students

Spring Identification

- December 15 referral deadline
- Begin Full-Time AAP services beginning the next school year.

Fall Identification

- October 15 referral deadline (only available to students who are newly enrolled in FCPS)
- Begin Full-Time AAP services second semester.



Ineligibility Notifications

Parents/guardians are notified by email if their student is ineligible.

Please make sure your email address is current in ParentVue and that your emails from FCPS do not go to a spam folder.

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

If you plan to appeal, it would be helpful to see the file that was submitted to the central committee. Please request that from the AART at your school.



Reasons for an Ineligible Committee Decision

Because of the high volume of portfolios and the holistic review process, individual reports explaining why a student was found ineligible for Full-Time AAP services are not provided.

Every file is carefully reviewed by multiple central committee members. An eligible decision means that based on the professional judgment of the committee the student:

- has access to an academic peer group in their current school setting, and
- can receive the appropriate level of academic challenge through Access to Rigor, Subject-Specific AAP, or Part-Time AAP.

Please note: Information regarding decisions for Subject-Specific AAP and Part-Time AAP will be communicated separately from our school rather than within the Full-Time AAP decision from central office.



Appeals Process

Parents/Guardians may appeal the decision by submitting new information that was not part of the original portfolio. It is helpful to review the portfolio that was submitted. Please request a copy of the portfolio from the AART.

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 considered 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.



Who to Contact

- Jamie Mucciolo
JMMucciolo@fcps.edu

AAP Office:

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

- Join us for grade level morning meetings!

- October 2 - Kindergarten
- October 9 - 3rd Grade
- October 16 - 2nd Grade
- October 23 - 1st Grade

8:30 - 9:30am in the KP Cafeteria

For more information: www.fcps.edu

FCPS Advanced Academic Programs

www.fcps.edu, Search AAP

