

# Advanced Academic Programs (AAP)

## Overview of Available Elementary Services

ELEMENTARY SCHOOL  
Services Available for Grades K-6





LOCAL LEVEL FULL TIME  
SERVICE (IV) TEACHERS:

GRADE 3- Sara Hovey  
GRADE 4- Sarah Czarnecki  
GRADE 5- Michele Shirey  
GRADE 6- Sarah Sorenson

ADVANCED ACADEMIC  
RESOURCE TEACHER (AART):

Larissa Sheehan

# Sessions Outcomes

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

# 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.

# 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

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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

### FCPS Local Plan for the Gifted 2016-2021

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.

# 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 different pacing, increased depth and complexity, and removing scaffolds.
- 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.

# 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 - All K-12 Students

Elementary School: K-6	Middle School	High School
Access to Rigor (Level I)	IB Middle Years Program – Grades 6 -10 (selected schools)	
Subject Specific Advanced Differentiation (Level 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 (AP)</li> <li>• International Baccalaureate (IB)</li> <li>• Dual Enrollment Courses</li> <li>• Thomas Jefferson High School for Science and Technology</li> </ul>
Part-Time Services (Level III) Grades 3-6		
Full-Time Services - Grades 3-8 (Level IV)		

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

## **Advanced Academic Programs**

Grades K-12

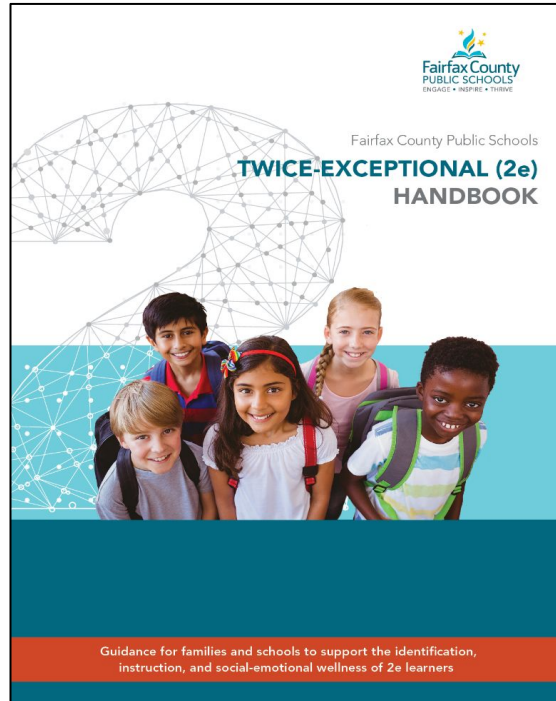
### **Young Scholars Model**

The FCPS **Young Scholars Model** seeks to identify and affirm, from an early age, students with high academic potential from groups historically underrepresented in advanced academic programming.

The goal of the model is to eliminate barriers for Young Scholars' access to and success in advanced academic opportunities in elementary, middle, and high 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](http://www.fcps.edu)  
and search **2e**

# Advanced Academic Programs

## AAP ELEMENTARY SERVICES

Grades K-6

## Advanced Academic Programs Overview

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## ELEMENTARY

Grades K-6

### AAP Access to Rigor: Level I

Access for all  
students

**All students** have opportunities to think critically, reason, and problem-solve.

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

# Critical and Creative Thinking Strategies

## ELEMENTARY

Grades K-6

AAP

Access to Rigor:

Level I

## Critical and Creative Thinking Strategies

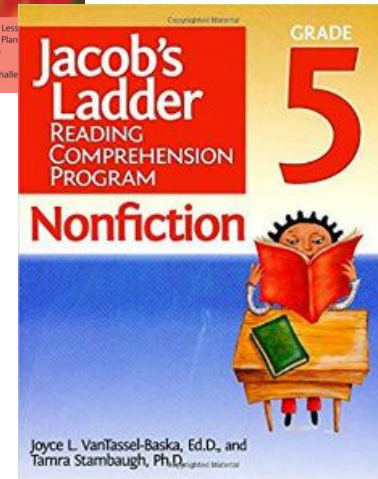
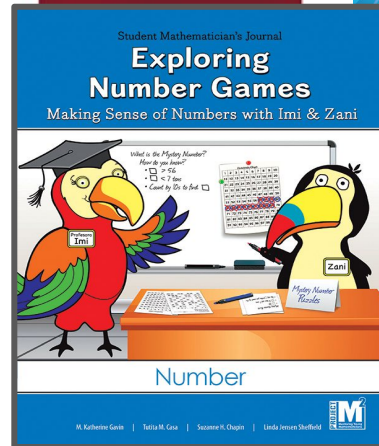
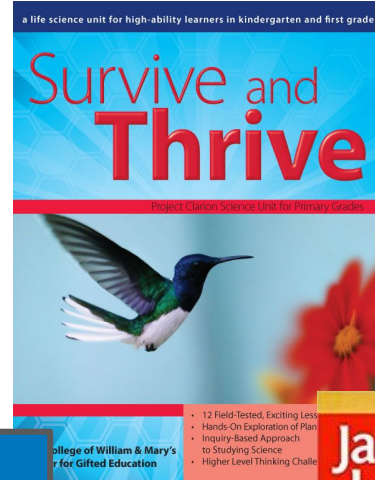


# ELEMENTARY

## Grades K-6

**AAP**  
**Access to Rigor:**  
**Level I**

**AAP Curricular**  
**Resources**



## ELEMENTARY

Grades K-6

**AAP**

**Access to Rigor:**

**Level I**

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

No referrals or screening process needed.

**Access for all  
students**

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## ELEMENTARY

Grades K-6

### AAP Subject Specific Advanced Differentiation: Level II

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

## **ELEMENTARY**

Grades K-6

### **AAP Subject Specific Advanced Differentiation: Level II**

Parents, guardians, and teachers may refer a child for Subject Specific Advanced Differentiation (Level II) AAP services.

- Submit a referral form to the AART.
- Parents/Guardians will be notified after 30 business days regarding eligibility for subject specific AAP services.
- In May, all students are also considered for school based 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

### AAP Part-Time Services:

Level III

Some students have advanced academic abilities in **multiple subject areas**. They need AAP part-time services.

AARTs and classroom teachers provide opportunities to work with a cluster group of students with similar academic needs in Language Arts, science, social studies, and/or mathematics.

## **ELEMENTARY**

Grades 3-6

### **AAP Part-Time Services:** Level III

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

- Submit a Level II/III referral form to the AART.
- Parents/Guardians will be notified after 30 business days regarding eligibility for Level III.
- In May, all students are considered for school based services for the next school year.

AAP part-time services continue through Grade 6. Students do not need to be evaluated each year.

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## ELEMENTARY

Grades 3-6

### AAP Full-Time Services:

Level IV

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

### AAP Full-Time Services:

Level IV

Parents, guardians, and teachers may refer a child to be screened for AAP full-time 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**.

AAP full-time services continue through Grade 8. Students do not need to be evaluated each year.

## ELEMENTARY

Grades K-6

## Universal Ability Testing

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.

Universal testing means that all students take an ability test. Universal screening test is just one part of a holistic approach to matching students to available AAP services in FCPS.

## ELEMENTARY

Grades K-6

### Ability Testing

FCPS offers two ability tests to all students  
(universal screener):

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

### One-time Retest Option

- Parents/Guardians may request the one-time retest of either the NNAT or CogAT by contacting the school testing coordinator.
  - CogAT Retest Deadline: September 22
  - NNAT Retest Deadline: October 15



# Need Help? Please Contact

## Elementary Schools:

- Advanced Academic Resource Teacher (AART)

**Larissa Sheehan**

**[Itsheehan@fcps.edu](mailto:Itsheehan@fcps.edu)**

- Assistant Principal/School Testing Coordinator

**Natalie Vershaw**

**[nvershaw@fcps.edu](mailto:nvershaw@fcps.edu)**

## AAP Office:

- 571-423-4740
- [AAP@fcps.edu](mailto:AAP@fcps.edu)

# Secondary Advanced Academic Programs

## Middle School Contacts

- AART **Julie Green [jagreen@fcps.edu](mailto:jagreen@fcps.edu)**
- Director of Student Services
- School Counselor

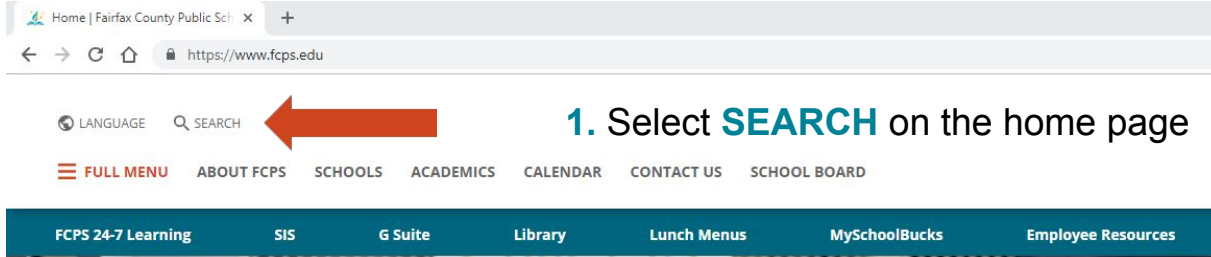
## High School Contacts

- Director of Student Services
- School Counselor

Please visit our website for additional information regarding opportunities available in middle school and high school.


For more information: [www.fcps.edu](http://www.fcps.edu).

[Bonnie Brae's AAP site](#) shares school specific information. Enter “AAP” from search field on Bonnie Brae’s homepage.



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**For our exiting families, a recording of tonight's session along with a copy of this slide deck, will be made available on Bonnie Brae's AAP site. Please reach out with with any questions!**

# Advanced Academic Programs

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

STUDENTS IN GRADES 2-7 MAY APPLY



# Topics

- FCPS Beliefs and FCPS AAP Program Goals
- A Continuum of Services Approach with Multiple Pathways for AAP
- Pathways for Full-time AAP Screening Consideration
- The Local School Role in Full-Time AAP Screening
- Optional Parent Contributions in Full-Time AAP Screening
- The Holistic Screening Process and the Role of Testing
- Communication About Decisions for Full-Time AAP

How can a student be considered for full-time AAP placement?

# QUESTION

**How can my child be screened for Full-Time AAP services?**

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 services.

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



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

# QUESTION

**How do I submit a referral for Full-Time services?**

Families or teachers may submit the **Full-Time AAP 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

## What is the Grade 2 Universal Screener Referral?

Some students will automatically be screened for Full-Time 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.

What does the school do to prepare a screening file for a student who is referred?

# QUESTION

**What will the school do to support the screening process for full-time AAP?**

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
- School Committee Gifted Rating Scale (HOPE)
- 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 Rating Scale (HOPE)

The school-based committee will complete the gifted rating scale (HOPE).

Students are rated in social and academic areas compared to students of similar age/background/experience.

Can I contribute information if my student is referred for full-time AAP?



# 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 **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 if your child has a Grade 2 Universal Screener Referral.

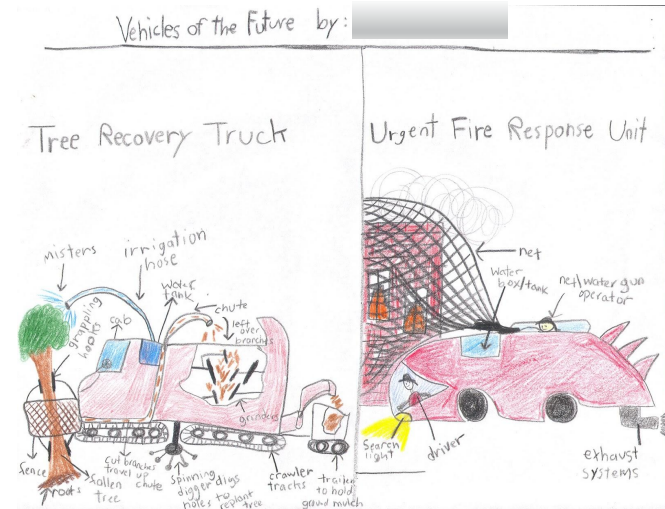
Schools will create the screening file and families may add materials to the file.

# QUESTION

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

Work Samples from families are optional. The school will submit 4 work samples.

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



# QUESTION

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

Work Samples from families are optional. The school will submit 4 work samples.

## Work Samples Guidelines:

- 2 pages maximum (front side only)
- Single-sided, 8 ½ x 11 pages (if possible landscape mode is preferred)
- No 3-D, video, or audio samples
- To ensure readability by committee members, it is not advisable to put 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)

# 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?

### 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?

Families 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 \_\_\_\_\_

What role does ability testing play in the holistic screening process?



# QUESTION

**What does holistic screening mean?**

Best practices in advanced academic identification include:

- universal screening
- holistic review of multiple data points, and
- use of tools that are inclusive of diverse cultures

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

# QUESTION

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

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. (Borland, 2012; Ho, 2018; Moon, 2017; Peters, 2022)

# 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 referred through the [Grade 2 Universal Screener Referral](#) based in part on their scores on the Grade 1 NNAT and/or Grade 2 CogAT. These students will be automatically screened.

# QUESTION

## Should I get additional testing for my student?

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.

What happens to the screening portfolio once it goes to the central committee?

# QUESTION

Can I see what was submitted to the central committee for my student?

We are happy to provide families a copy of the screening portfolio upon request after the files have been submitted for central selection 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 file.

If you would like a copy, email the AART (**after Feb. 15**) at your local school to let them know you would like a copy when it is ready.

# QUESTION

## Who decides if the student is eligible for Full-Time services?

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

No one person makes an eligibility decision. 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

**How will I know if my student is eligible for a full-time placement?**

An email about the eligibility decision for full-time services will be sent to the email address of the enrolling parent.

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 parents make decisions for full time placements.

# 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

**Will I get a report if my student is ineligible?**

Parents are notified if their student is ineligible.

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

Due to the volume of files and the holistic nature of the screening process, there are not individual reports about why a student is ineligible.

# QUESTION

## What does an ineligible decision mean?

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

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

It does not mean that a student isn't capable of advanced coursework.

FCPS does believe and expect that all students will engage in a variety of pathways to meet their advanced learning needs.

# QUESTION

**Are ineligibility 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 full-time AAP each school year if a parent would like them to be reconsidered.

Students can also be screened for school-based (subject specific and part-time AAP) services

# QUESTION

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

## Elementary Schools:

Advanced Academic Resource Teacher (AART)

## Middle Schools:

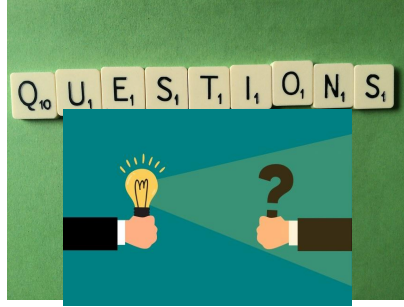
Advanced Academic Resource Teacher (AART)  
or Director of Student Services

## 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)

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**Please reach out with with any questions!**

**AART Contact Information: Larissa Sheehan [Itsheehan@fcps.edu](mailto:Itsheehan@fcps.edu)**