

# Advanced Academic Programs

Screening and Identification for  
Full-Time AAP Services, Grades 3-8

STUDENTS IN GRADES 2-7 MAY APPLY



Welcome to the Advanced Academic Programs' presentation on Screening and Identification for Full-Time AAP Services. This presentation will provide information about how current Fairfax County Public School students are screened for Full-Time AAP 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.

Fairfax County believes all students deserve an excellent education that meets their individual needs, and that students learn best when educators, families, and students work together as partners. We also believe that when schools and families have high expectations for achievement, students will rise to meet the challenge. All students have unique strengths and interests. FCPS teachers work hard to provide opportunities for students to use their strengths and pursue their 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** opportunities for **all students**
- **Differentiation** to meet the needs of **advanced learners**

Fairfax County Public Schools' Advanced Academic Programs has two main goals: talent development for all students and differentiation to meet the needs of advanced learners. There are many pathways for students to access AAP services and rigorous learning opportunities in FCPS through elementary, middle, and high school. There is no single pathway for AAP in FCPS.

## 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.
- Attention to historically underrepresented groups through the Young Scholars Model.

Our focus on talent development reflects our beliefs that ALL students in FCPS need opportunities to work with rigorous curriculum and go in more depth in areas of strength and interest, regardless of identification for AAP services. This is called Tier 1 instruction, which is core instruction for all students.

Students also need opportunities to develop ownership of their learning through reflection, goal-setting, and identifying areas of interest.

Additionally, while we recognize the importance of talent development for all of our students, we also know that support services, like those found in our Young Scholars model, are important. They help to identify and nurture students in groups who have been historically underrepresented in gifted programs nationwide, such as students who may become first generation college students, are multilingual, are twice-exceptional, or are economically vulnerable.

## **Differentiation to Meet the Needs of Advanced Learners**

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

- 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.

Differentiation to meet the needs of advanced learners reflects our beliefs that all students must be met by name and by need. If a student's needs in either a specific subject area or in multiple subject areas is different than most of the other students in the class, a teacher will need to differentiate instruction. Understanding whether a student's needs are different than most other students in the class is part of FCPS' local norming considerations. It is important for a student to have lessons targeted to their needs and a cluster group of students with similar academic needs as part of differentiated services.

FCPS does not label students as gifted since that can mean many different things. FCPS AAP offers a continuum of services to provide multiple entry points so that all students access the service that meets their cognitive and affective needs. Our goal is to ensure all students have access to a research-based, differentiated curriculum matching their profile and an academic peer group as part of their learning environment.

## 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.

FCPS began using local building norms in 2021. The use of local norms is a 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.

Using local building norms is tied to FCPS' belief that all students should have access to rigorous instruction and access to a cluster of academic peers.

Local norms use data from the local setting, or individual schools, to determine which students may have outlier needs in comparison to the majority of students in that specific setting.

## 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"> <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 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.*

This is an overview of the continuum of advanced academic services offered in Fairfax County Public Schools. The district provides opportunities for all students to develop talents and work at a level of challenge that best meets their needs. For more information about AAP services in Kindergarten through grade 12, view the presentation called Overview of Advanced Academic Program Services.

From your past experiences with other districts or from your time growing up as a student yourself, you may be familiar with programs that label a student as gifted -- where only certain students received special opportunities. FCPS' Advanced Academic Programs are not about labeling a student or only giving some students opportunities. It is about looking at a student's specific needs and matching students to services that meet their individual needs.

FCPS believes it is important for all students to have access to AAP strategies and curriculum, which is available through our continuum of AAP services. This presentation will answer some frequently asked questions about the screening and identification process for Full-Time AAP services for students in grades 3-8.

Please note that screening for Subject-Specific AAP and Part-Time AAP use a similar holistic screening of multiple data points – but the process happens entirely at the local school. Screening for Subject-Specific AAP and Part-Time AAP is also more flexible in deadlines for referrals than Full-Time AAP because eligibility for Full-Time AAP is identified by a screening committee at the district level. We will now specifically discuss the screening process for Full-Time AAP.

## 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.

Some students' development requires an environment where they can learn at a faster pace and with greater intensity of advanced curriculum than most of their peers need. It is important for these students to work with peers who have similar academic needs and with a teacher who understands advanced learners. Academic peer groups are important to ensure that students learn and grow in collaborative environments. Considering academic peer groups is part of identification for Subject-Specific AAP, Part-Time AAP, and Full-Time AAP.

Curriculum used in all AAP services is from the same menu, but Full-Time AAP services use the curriculum in all subjects and on a full-time basis. Full-Time AAP provides a curriculum with increased depth and complexity in Language Arts, mathematics, science, and social studies.



## Screening Pathways

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 AAP services.

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

There is a screening process to find out if a student needs a different placement to meet their needs. There are three pathways for screening to be initiated for consideration for Full-Time AAP: a family referral, staff referral, and universal screener referral.

All referrals result in the student being considered for Full-Time AAP services. None of the referral sources has an advantage over the other. All screening portfolios are screened with the same holistic process, which considers multiple data points.

In the next slides, we will discuss each referral type.

## Full-Time Services Referral

Families or teachers may submit the [Full-Time AAP Referral Form](#).

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

Referral forms and optional materials are due by [December 15](#) to the local school.

There are not exceptions to this deadline. If a family misses it, their student can be screened for Subject-Specific AAP or Part-Time AAP services and the family can submit a referral the following year.

If a parent, guardian, teacher, administrator, or other person who knows a student feels that they need consideration for a different placement in order to have an academic peer group and greater intensity of advanced differentiation, they may submit a Full-Time AAP Referral Form to the local school. For parents or guardians who would like their student screened, this is the primary pathway to pursue your student is considered.

The referral form may be turned in to the local school from the first day of school through December 15. To find the referral form, go to [www.fcps.edu](http://www.fcps.edu) and search “AAP forms.”

There are not exceptions to this deadline, but if a family misses the deadline, their student can be screened for Subject-Specific AAP or Part-Time AAP at the local school, and the family can submit a referral for Full-Time services the following year.

For Subject-Specific AAP and Part-Time AAP consideration, referrals can be submitted at any time during the school year, and, all students are considered in the spring of each year for services the following year.

## Grade 2 Universal Screener Referral

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.

All FCPS students take an ability test. This is called “universal screening.” These tests are different than achievement tests that measure what a student has learned. Instead, these are tests of a student’s reasoning ability compared to other students of the same age. There is no preparation required to capture a valid score for these types of tests. Each year FCPS publishes a testing calendar and schools send notices to families to let them know when their student will be taking various types of tests. Some students will automatically be screened for Full-Time AAP services based on ability test information from FCPS’ universal ability screening. This is called the Grade 2 Universal Screener Referral.

The purpose of a Universal Screener Referral is to ensure students whose parents or guardians may not be able to refer are considered for Full-Time AAP services based on one aspect of available data. Families of students with a Universal Screener Referral receive a letter from the local school to let them know their student will be screened for Full-Time AAP services. Families may decline if they do not want their student screened.

Having a Grade 2 Universal Screener Referral does not mean a student will be eligible - it only means that they will be automatically screened. Testing is only one of many pieces of information considered when matching students to services and determining if a different placement is necessary to meet a student’s needs.

Families should submit a referral form by the December 15 deadline if they want to ensure their student is screened for Full-Time AAP. We emphasize that families should not wait for test scores to come back if you want your student to be screened. Please note that while referral forms for Subject-Specific AAP and Part-Time AAP can be submitted at any time, there are not exceptions to the December 15 deadline for referrals for Full-Time AAP.

## 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.

Once a student has a referral for screening, a screening portfolio will be created. For students who are enrolled in FCPS, the local school committee is responsible for creating the screening portfolio. The local committee includes teachers, the Advanced Academic Resource Teacher, an administrator, and other staff who know the student.

The local school does not make Full-Time AAP eligibility decisions. The local school gives the completed portfolio to the central screening committee. The central screening committee screens portfolios and makes eligibility decisions. The next slide will explain the materials schools will include in the portfolio.

## Screening Portfolio

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)

The local school committee will include the following required items in the portfolio: the Screening Summary Sheet, the school committee gifted rating scale (HOPE), Progress Reports from this year and last year, a Test Data Sheet with FCPS Test scores, and a maximum of 6 work samples, including those submitted by the parents or guardians. The school must provide at least 4 samples of work done at school. We will look closer at these items during this presentation, but first we will discuss our holistic screening process.

## Holistic Screening

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

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.

Best practices in advanced academic identification include using universal screening, which is when all students are given an ability test instead of only those who are referred. They also include looking at several data points about a student and their needs and considering them altogether through a holistic review, using tools that are inclusive of diverse cultures.

A screening portfolio for Full-Time AAP services is considered holistically. This means the central screening committee reviews each document in the screening portfolio to get a full picture of each student's abilities and potential. All materials are considered, and committee members do not assign more weight or value to one document over another.

For this reason, it is also not possible to provide an individual report about why a student was found eligible or ineligible because screeners are considering all of the information together to understand a student's needs and whether a different placement might be necessary.

Although committee members may notice that a student might be well-served by Subject-Specific AAP or Part-Time AAP instead of the Full-Time program, screening for those services happens at the local school and will not be included in ineligible letters from the full-time screening process.

Now, we will look closer at the items in 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.

The local school-based committee, who knows your student, will complete the HOPE gifted rating scale to provide evidence of gifted behaviors observed. They will provide ratings in social and academic areas as compared to students of similar age, background, and experience. The school committee will consider how often they see behaviors compared to peers and note areas where your student may stand out. This helps the central screening committee understand your student's strengths. It also helps them to understand the availability of an academic peer group.

To see a blank copy of the HOPE rating scale, go to [www.fcps.edu](http://www.fcps.edu) and search "AAP Forms."

As a reminder, no data point is weighted in the student portfolio that the committee reviews. The HOPE is just one additional way for the committee to get an understanding of the student's needs as a whole and determining potential differentiated needs based on local building norms.

## 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.

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, or test scores, alone for identification is not shown to be valid.

Next, we will look at ways families can support the screening process.



## Family Input

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

There are several ways families can support the screening process.

Your input is helpful to the committee so that they can understand your student more fully. You have information about your student that schools may not have. There are several ways families can support the screening process. The next slides will explain optional materials families may contribute to the screening portfolio to help screeners better understand your student.

## 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 screening portfolio and families may add materials to the portfolio.

Families may start the screening process for Full-Time AAP services by submitting the Full-Time AAP Referral Form to the school. To find the form, go to [www.fcps.edu](http://www.fcps.edu) and search "AAP Forms."

The referral form is required for students unless they have a Grade 2 Universal Screener Referral. A referral form is also recommended, but not required, for students with a Grade 2 Universal Screener Referral because it is an opportunity for a family member to explain what they notice about their student.

After receiving the referral, schools will create the screening portfolio. If families would like to add optional materials to the portfolio, they should submit them to the school along with the referral form.

Let's look at some examples of optional materials families may choose to add to the student's screening portfolio



## Family Input

### Work Samples

#### 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)

Please follow these guidelines for any student work samples that you submit:

- Families may submit up to 2 pages of student work samples.
- Pages must be single-sided pages that are 8 ½ x 11 inches.
- We cannot accept 3-Dimensional or electronic work samples.
- To ensure readability by screening 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 that samples will not be returned. Please submit a copy if the work sample is something you want to be sure to have after the process is complete.

AARTs will accept electronic work samples in the following formats: PDF and image files.

Additionally, it is helpful to write a brief description on the sample noting what you would like the committee to notice.

## Family Input

## 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.

Since FCPS' services are academic, it is most helpful for the work samples provided by families to be in areas such as reading and writing, science, social studies, and math. Although art samples can show creativity or a strong sense of design, please keep in mind the committee is going to be looking for exceptional strengths aligned with advanced academic services.

The committee will be looking for evidence of exceptional critical and creative thinking, reasoning, and problem solving. Exceptional means that at that time, it stands out compared to students of similar age, background, and experience and the student may require more frequency of access or a different grouping to ensure continued growth.

It is important that data points considered in the screening portfolio are equitable and accessible to all students. For that reason, our focus is on school work samples. Starting in 2020, letters of recommendation and awards were discontinued as a screening component as opportunities outside of the school day are not necessarily the same for all students.

## Family Input

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

The optional parent guardian questionnaire is another way of sharing information about your student with the screening committee. For example, you may share how your student surprises you with knowledge, displays a sense of humor unusual for their age, or focuses on a particular topic. It is helpful to provide specific examples of what your student has said or done in each category in addition to marking the rating. To find the parent/guardian questionnaire, go to [www.fcps.edu](http://www.fcps.edu) and search "AAP forms."

## Family Input

### Parent/Guardian Questionnaire

Does your student 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 \_\_\_\_\_

One way to let the committee know about your student's needs is through the last question on the Parent/Guardian questionnaire: Does your student have a special need you want the committee to know about? This is where you could share information about a learning disability, autism spectrum disorder, or ADHD. The school may not provide information about 504s and IEPs to the screening committee; this can only be provided at the parent's or guardian's request. If a student is found eligible for Full-Time AAP services, the accommodations from their IEP or 504 Plan will continue to be used in the student's programming.

## 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.

Families are not encouraged to pursue outside testing unless they are seeking academic information about their student that they do not think they can access through the available testing data. The FCPS provided universal screener ability tests provide enough information for committee members to consider for that one aspect of the holistic review of a student's differentiation needs.

If available, families may submit additional Ability or Achievement Test Reports. Achievement tests include scores that show strengths in academic areas such as reading or math for things a student has been taught. Ability tests assess a student's thinking and problem solving. Since they are not measuring what a student has been taught, valid ability tests do not require preparation. The most helpful way to get a valid measure for your student is to ensure they do not feel pressured and that they get a good night's rest.

A parent/guardian may seek private ability 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 along with the full report. If you have ability or achievement tests from another school district where your student attended, you may also include this information.



## **Reviewing Your Student's Portfolio**

We are happy to provide families a copy of the screening portfolio upon request after the portfolios have been submitted for central screening 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 after February 13 to let them know you would like a copy when it is ready.

We are happy to provide parents or guardians a copy of the screening portfolio upon request after the portfolios have been submitted for central screening 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 of the screening portfolio, please email the AART at your local school to let them know you would like a copy when it is ready.

## 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.

A central screening committee is responsible for screening all portfolios submitted by schools. Each member of the central screening committee must attend training to learn how to view all the types of data within a portfolio holistically and consider the advanced differentiation needs for the student and whether a different placement is needed for that to happen. No one person makes an eligibility decision. Portfolios are 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.

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.

An email about the eligibility decision for Full-Time AAP services will be sent to the email address of the enrolling parent or guardian.

For students who are eligible for services, 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 Eligible Students

**Spring Screening (December 15 referral deadline):**  
Begin Full-Time AAP services beginning the next school year.

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

FCPS students screened for Full-Time AAP in the spring screening cycle may begin Full-Time AAP services the following school year.

Students who are new to FCPS may go through the fall screening cycle. If found eligible, they may begin Full-Time AAP services in the second semester

## **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.

Parents and guardians will also be notified if their student is ineligible through the central screening process. The notification will include directions for how to appeal the decision if a parent or guardian would like to submit additional information for review.

Due to the volume of portfolios and the nature of the holistic 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.

Howev If a student is not found eligible for Full-Time AAP services, the parents or guardians will receive a notification to the enrolling parent/guardian email address. This letter includes information about the appeals process.

Families may also submit a Full-Time Screening Referral Form each school year in grades 2-7 if a parent or guardian would like them to be reconsidered in a future year.

Students who were ineligible for Full-Time AAP services will automatically go through screening for Subject-Specific AAP and Part-Time AAP at the local school. Screening for Subject-Specific AAP and Part-Time AAP happen at the local school, not at the central level. Eligibility decisions for that process come separately, directly from the school, at the end of each school year.

## 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.

In general, an ineligible decision means that a student has access to both 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 and FCPS does believe and expect that all students will engage in a variety of pathways to meet their advanced learning needs.

## Who to Contact

### Elementary School:

- Advanced Academic Resource  
Teacher (AART)  
Larissa Sheehan-ltsheehan@fcps.edu

### AAP Office:

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

### Middle School:

- Advanced Academic Resource  
Teacher (AART)  
Julie Green-jagreen@fcps.edu

If you have questions about the FCPS Advanced Academic Programs and screening processes, please contact your student's school.

In elementary schools and middle schools, you may contact the Advanced Academic Resource Teacher or "AART."

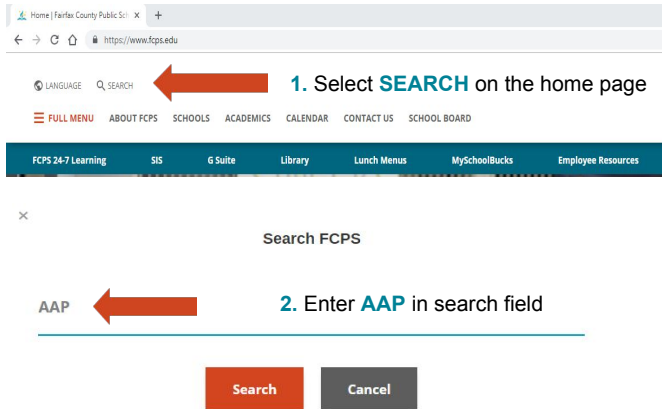
You may also call the AAP office at 571-423-4740, or send an email to AAP@fcps.edu



## For more information:

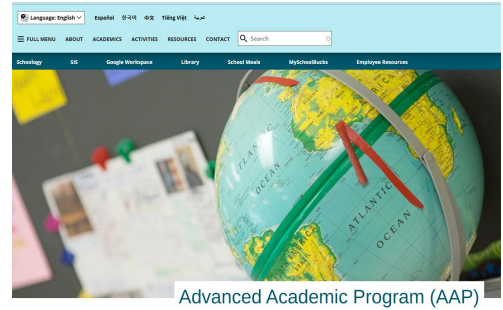
### FCPS AAP

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



### Bonnie Brae AAP

<https://bonniebraees.fcps.edu/academics/advanced-academic-program-aap>



From the [Bonnie Brae homepage](#),  
1. Select **SEARCH** on the home page  
2. Enter **AAP** in search field.

For more information about Advanced Academic Programs, go to [www.fcps.edu](http://www.fcps.edu) and search "AAP."

