Advanced Academic Programs (AAP)

Screening and Identification for
Full-Time (level IV) AAP Services
Grades 2 - 7 may apply

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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

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.

- The FCPS AAP continuum of services provides multiple pathways for advanced academics to meet student needs.

Two Goals of the Advanced Academic Programs

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 increased depth and complexity, different pacing, and less scaffolding.

- 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.

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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	• Honors Courses • Advanced Placement (AP) • International Baccalaureate (IB) • Dual Enrollment Courses • Thomas Jefferson High School for Science and Technology
Part-Time Services (level III)		
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.

Frequently Asked Questions

- What are full-time services?
- How can my child be screened?
- How is the screening portfolio created?
- FCPS AAP - A holistic screening process
- What happens once the screening portfolio is created?

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QUESTION

What are Full-Time (level IV) 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.

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.

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 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.

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.

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.

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

QUESTION

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

Required Elements:	Recommended Elements:
● Referral Form	● Up to 2 pages of work samples
	● Parent-Guardian Questionnaire

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 **by December 15th.**

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.

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QUESTION

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

Work Samples from families are optional.

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 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 _____

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 (N
- 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.

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QUESTION

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

The central screening committee is looking for evidence that 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.

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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.

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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 at your local school to let them know you would like a copy when it is ready.

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.

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

- Deadline to refer - October 15th

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

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Action Items (if you wish to refer)

ONE email or ONE folder delivered to the school office/ Mrs. Keninitz by
December 15th
Per FCPS: Late referrals not accepted

Label your folder/Subject Line of e-mail:
Students Name (First & Last)-AAPFull Time Referral 2023

Full Time Services Screening Information
Advanced Academic Resource teacher: Lauren Keninitz (lmkeninitz@fcps.edu)
Principal: Jessica Lewis

Screening Referral Checklist for families (**due on or before December 15th**)	
☐	**Required:** *Full Time Services (Level IV) Referral form* • *Emailed as an attachment to the Advanced Academic Resource Teacher (AART) and cc'ed to the principal at the local school.* • ***Email To:*** *lmkeninitz@fcps.edu* • ***Please CC:*** ○ *Principal: Jessica Lewis (Jrlewis@fcps.edu)* • *The email will count as a digital signature for the referral.*
☐	**Optional:** Parent/Guardian Questionnaire (highly encouraged) • This may only be one (1) page • Each question has additional commentary space for parents of up to 456 characters total.
☐	**Optional:** Two Pages of Student Work Samples • 2 pages • Check for readability before sending! • All samples **required to be 1-sided**, 8.5" x 11'' • Recommended: write a short description 2-3 sentences directly on the sample, explaining the context to each sample. • Submit as a PDF or paper copy (the school will scan).

QUESTION

Who can answer questions about the AAP screening process?

Elementary Schools:
Lauren Keninitz
Advanced Academic Resource Teacher (AART)

AAP Website:
Go to www.fcps.edu and search "AAP"

AAP Office:
Email: AAP@fcps.edu

www.fcps.edu