

Advanced Academic Programs (AAP)

Overview of Services

Island Creek Elementary School
Hayfield Secondary School



Session 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

Fairfax County Schools (FCPS) Beliefs

- All students deserve an excellent education.
- Students learn best when educators, families, and students work together.
- High expectations lead to high performance.
- All students need opportunities to use strengths and pursue interests.

Virginia Department of Education ‘Gifted’ Definition

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

Virginia Department of Education

Gifted Regulation

All Virginia school divisions must:

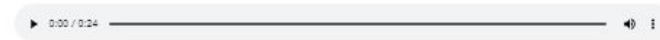
- identify gifted students, and
- provide instructional services to meet their needs.

The Virginia Department of Education requires schools to write a plan that details how gifted students will be identified and served. The plan must be approved by the local school board. The FCPS Local Plan for the Gifted can be found by going to www.FCPS.edu and searching “local plan.”



FCPS VA Local Plan for the Gifted

Information related to FCPS Advanced Academic Services



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.
- Attention to historically 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 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	<ul style="list-style-type: none"> • Honors Courses • Advanced Placement (AP) • International Baccalaureate (IB) • Dual Enrollment Courses • Thomas Jefferson High School for Science and Technology
Part-Time AAP - Grades 3-6		
Full-Time AAP - Grades 3-8		

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

Advanced Academic Programs

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.

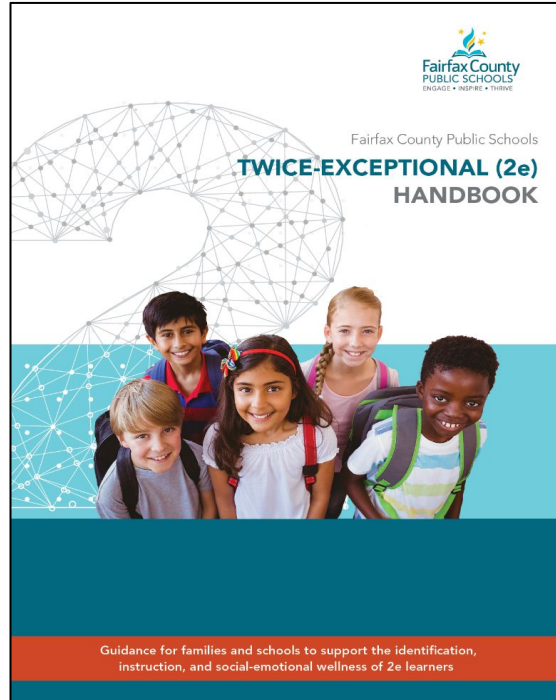
The goal of the model is to eliminate barriers for Young Scholars' access to and success in advanced academic opportunities in elementary, middle, and high school.

Some barriers may include: being twice exceptional, economically vulnerable, a multilingual learner, or a prospective first generation college student

Young Scholars can also receive subject- specific, part-time or full-time services.

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**.

Advanced Academic Programs **ELEMENTARY SERVICES**

Grades K-6

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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

Critical and Creative Thinking Strategies

ELEMENTARY

Grades K-6

Access to Rigor AAP Services

Critical and Creative Thinking Strategies

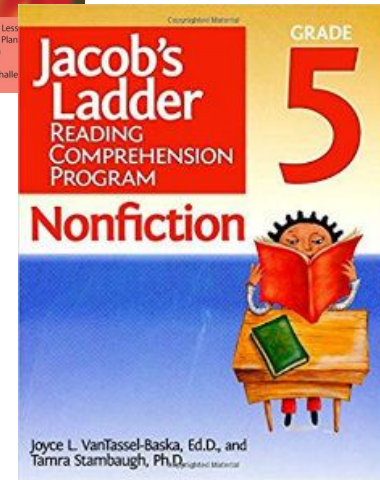
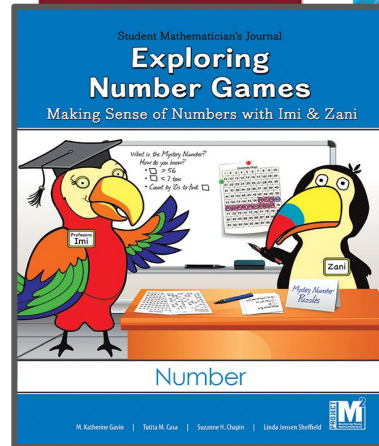
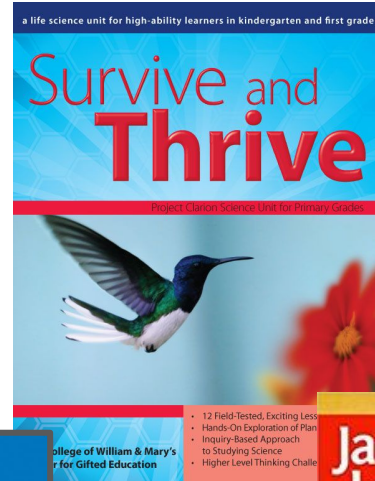
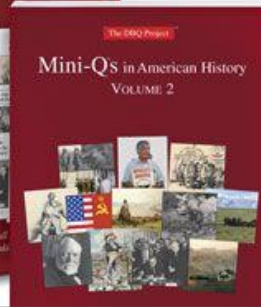
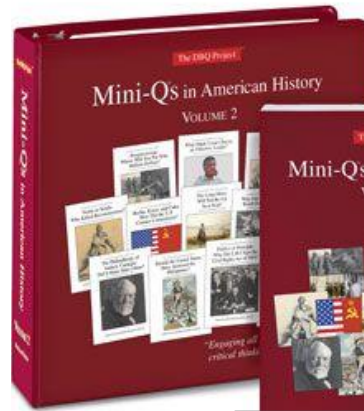


ELEMENTARY

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 screening process needed.

Advanced Academic Programs Overview

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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.

Advanced Academic Programs Overview

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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 cluster 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 may continue through Grade 6. Students can be re-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 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

Full-Time AAP Services

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

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 Retest Option

- Parents/Guardians may request the one-time retest of an ability test by contacting the school testing coordinator.
- There are fall deadlines to let your school know that you would like to activate your one-time retest option. Typically this deadline is in early September and will be posted on the FCPS AAP Website.

ELEMENTARY

Grades K-6

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.

Advanced Academic Programs

MIDDLE SCHOOL SERVICES

Grades 7-8

Advanced Academic Programs Overview

Young Scholars Model - K-12

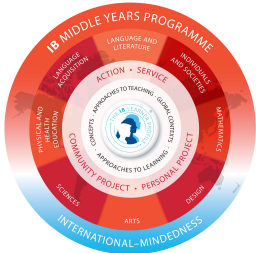
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MIDDLE SCHOOL

Grades 6-8 (in select schools)

International Baccalaureate Middle Years Program (IB MYP)



The International Baccalaureate (IB) Middle Years Program (MYP) is available in some FCPS middle schools.

The program encourages students to understand connections between content and the real world through critical and reflective thinking.

In schools that have IB MYP, all students participate.

Advanced Academic Programs Overview

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Subject Specific AAP - K-6	<div data-bbox="627 590 1180 849" style="border: 2px solid red; background-color: #e0e0e0; padding: 10px;"> Honors Courses in areas of Academic Strength/Interest Grades 7-8 </div> <ul style="list-style-type: none"> Honors Courses Advanced Placement (AP) International Baccalaureate (IB) Dual Enrollment Courses Thomas Jefferson High School for Science and Technology 	
Part-Time AAP - Grades 3-6		
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MIDDLE SCHOOL

Grades 7-8

Honors Courses in Areas of Academic Strength or Interest

Honors classes provide opportunities for students who want to be challenged in one or more subjects:

- English
- Science
- Social Studies
- Mathematics

Students may choose to enroll in 1, 2, 3, or 4 Honors classes.

MIDDLE SCHOOL

Grades 7-8

Acceleration in Mathematics Courses in Middle School

Acceleration in mathematics content:

- 7th grade students who want to take **Algebra I Honors** must meet criteria set by the FCPS math office.
- Algebra I courses are open to all 8th graders

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MIDDLE SCHOOL

Grades 7-8

Full-Time AAP Services

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, science, and social studies curriculum,
- Honors level Mathematics classes,
- Curriculum that is differentiated through acceleration, depth, and complexity of content.

Advanced Academic Programs

HIGH SCHOOL SERVICES

Grades 9-12

Advanced Academic Programs Overview

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HIGH SCHOOL

Grades 9-12

Advanced Academic Programs

In high school, students may select advanced courses to meet their advanced academic needs. Advanced academic opportunities include:

- Honors courses
- Advanced Placement (AP) courses
- International Baccalaureate (IB) courses
- Dual Enrollment (DE) courses

There is a separate application process for Thomas Jefferson High School for Science and Technology.

HIGH SCHOOL

Grades 9-12

Honors Courses

Honors classes provide opportunities for students who want to be challenged in one or more subjects:

- English
- Science
- Social Studies
- Mathematics

Students may choose to enroll in 1, 2, 3, or 4 Honors classes.

HIGH SCHOOL

Grades 10-12 (in
select schools)

Advanced Placement



The Advanced Placement (AP) program provides students with opportunities to take college-level courses in high school.

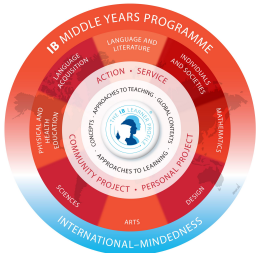
AP course curricula are designed by The College Board, in conjunction with university and high school faculty.

AP courses include an externally administered AP exam that may award a student college credit. Some AP courses, such as AP Computer Science Principles, AP Seminar and AP Research, include performance-based assessments.

HIGH SCHOOL

Grades 9-10 (in select schools)

International Baccalaureate Middle Years Program



The International Baccalaureate (IB) Middle Years Program (MYP) is available in some FCPS high schools.

The program encourages students to examine connections between content and the real world through critical and reflective thinking. All students complete a Personal Project in 10th grade and reflect on service experiences.

In schools that have IB MYP, all students participate.

HIGH SCHOOL

Grades 11-12 (in
select schools)

International Baccalaureate Diploma Program



The International Baccalaureate (IB) Diploma Program (DP) is available in some FCPS high schools.

This program develops students' knowledge through international mindedness, critical thinking, and reflection. The program encourages students to be curious, principled, and compassionate.

Students can take one or more IB DP courses, or they can pursue the full IB diploma. Diploma candidates take IB courses in all subject areas, complete an Extended Essay, and reflect on service experiences.

Colleges may award credit based on exam scores and individual university policy.

HIGH SCHOOL

Grades 11-12 (in
select schools)

International Baccalaureate Career-related Program



The International Baccalaureate (IB) Career-related Program (CP) is available in some FCPS high schools.

The IB CP provides an opportunity for students to explore career pathways while taking IB courses. Students take at least 2 IB DP courses; pursue a career-related pathway; and complete a Reflective Project, service learning, and language development.

Colleges may award credit based on IB DP course exam scores and individual university policy.

HIGH SCHOOL

Grades 11-12 (in
select schools)

Dual Enrollment Courses

Dual enrollment courses are taught at the high school by an FCPS teacher. College credit is offered through agreements with a college or university.

Students must meet the requirements set by the college or university to enroll in the course. They will work with their high school to register for the course.

Each high school determines if they will offer dual enrollment courses based on their needs.

Who to Contact

Elementary School:

- Advanced Academic Resource Teacher (AART): *Emily Mextorf*

Middle School:

- Advanced Academic Resource Teacher (AART)
- Director of Student Services
- School Counselor

High School:

- Director of Student Services
- School Counselor

AAP Office:

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

Advanced Academic Programs

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

STUDENTS IN GRADES 2-6 MAY APPLY



Timeline for Identification and Screening

December 15, 2024

- Advanced Academic Programs Full-Time Referral Form and optional materials for students in Grade 2 who are not Universal Screener referral candidates and students in Grades 3–7 due to AART
- PLEASE NOTE:
 - Universal Screener referral candidates are announced in early December.
 - If you would like your student screened you may submit a referral from August 21 to December 15, 2024. No exceptions to the referral deadline are made.

March 2025

Central Screening Committee meets

April 3-4, 2025

Eligibility decisions sent

April 7-May 2, 2025

AAP orientations are held at Full-Time AAP sites (elementary school only).

May 1, 2025

Appeals due to the AAP office.

Full-Time AAP Services

Some advanced learners need a full-time advanced academic program, including differentiated instruction in all 4 content areas and a different placement in order to have a peer group with similar academic needs.

Students eligible for Full-Time AAP services receive:

- Advanced Language Arts, mathematics, science, and social studies curriculum, and
- A high degree of frequency and intensity of differentiation through acceleration, depth, and complexity of content and skills.

Screening Pathways

There are 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.

Full-Time Services Referral

Families or teachers may submit the **Full-Time AAP Referral Form**.

Go to 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.

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.

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.

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)

Holistic Screening

Best practices in advanced academic identification include:

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

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

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.

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.

Family Input

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

There are several ways families can support the screening 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 screening portfolio and families may add materials to the portfolio.

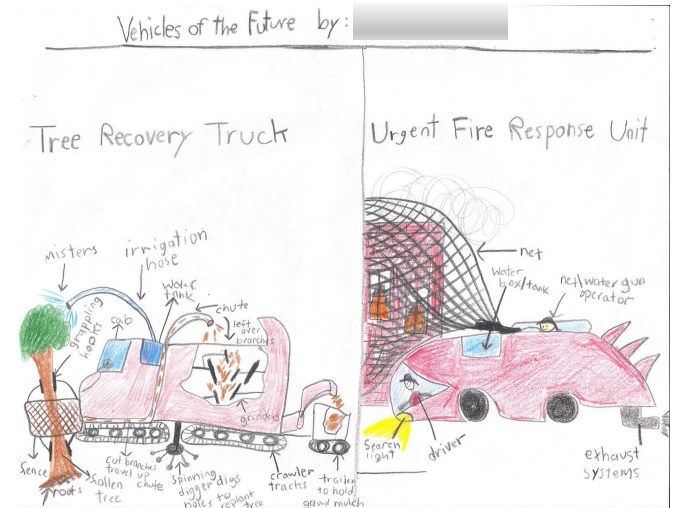
Family Input

Optional Work Samples

Families may submit **2 pages** of student work samples with their referral form.

Consider what work samples might show evidence of your student's ability to:

- Think critically and creatively
- Reason
- Problem solve



Family Input

Optional 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
- Helpful to write a brief description on the sample noting what you would like the committee to notice

AARTs will accept electronic work samples in the following formats: PDF and image files (e.g. jpg)

Family Input

Optional 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.

Family Input

Optional 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.

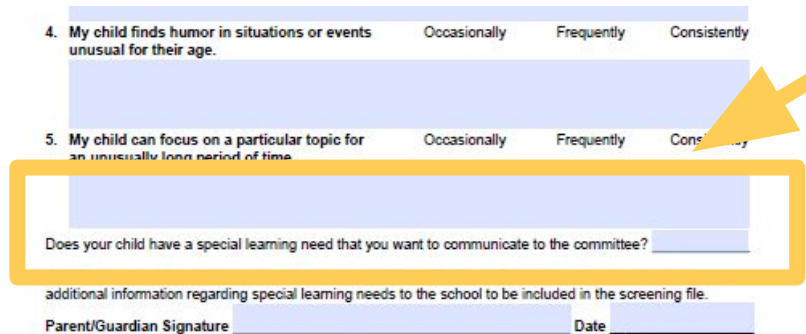
Parent/Guardian Signature Date

Family Input

Optional 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 _____

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 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 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.

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.

Start Dates for Eligible Students

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

Fall Screening (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 if their student is ineligible.

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

Due to the volume of portfolios and the holistic nature of the screening process, there are not individual reports about why a student is ineligible for Full-Time AAP services.

Appeals Process

Parents/Guardians may appeal the decision.

Students in grades 2-7 may be screened for Full-Time AAP services each school year if a parent or guardian would like them to be reconsidered.

Students will be screened for subject-specific and Part-Time AAP services. Eligibility decisions for that process come separately, directly from the school, at the end of each school year.

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.

For more information: www.fcps.edu

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