

Advanced Academic Programs

LEVEL IV SERVICES: CENTRAL SCREENING AND SELECTION

for FCPS Families of Students in Grades 2-7

AART Name

AART email address

School Name

Advanced Academic Programs

<https://www.fcps.edu/academics/academic-overview/advanced-academic-programs>



Who is Mr. Misch?

- 1) State Department Dependent
- 2) UVA grad in Philosophy and a Masters in Teaching
- 3) Teacher w/FCPS for 27 years:
 - a) 22 years as a 5/6 grade teacher
 - b) 5 years as an AART and STEM Lab Coordinator at Freedom Hill

Who is Mr. Misch?

4) Avid Gardener and Environmentalist



Who is Mr. Misch

4) Husband and Father of Three Children



What is Giftedness?



Samuel Reshevsky

A Change in More than a Name

The FCPS
Gifted
Program

To

Advanced
Academics

Environment
or nurturance
has a
profound
impact on
intelligence,
as
intelligence
is...



- Emergent
- Fluid
- Cultural

A State Definition of Giftedness

"Gifted students" means those students in public elementary, middle, and secondary schools beginning with kindergarten through twelfth grade 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.**

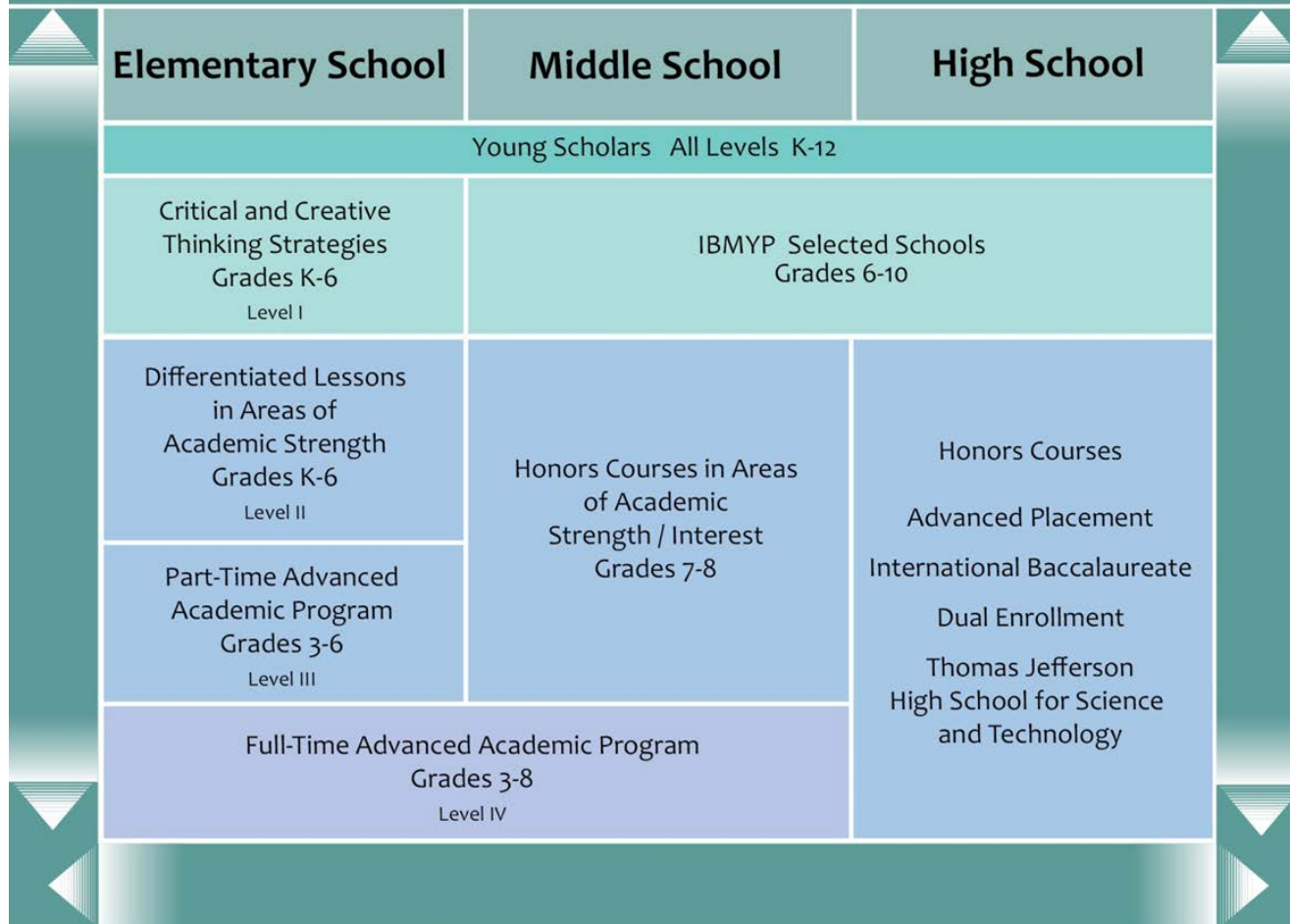


Essential Questions

- What happens in AAP levels I-IV?
- What happens in the Level IV AAP classroom?
- What does it mean that a level IV referral file is considered holistically?
- What kind of work samples are helpful for the committee?
- What is the timeline for this process?
- What is my role in the process as a parent/guardian?



Continuum of Advanced Academic Services



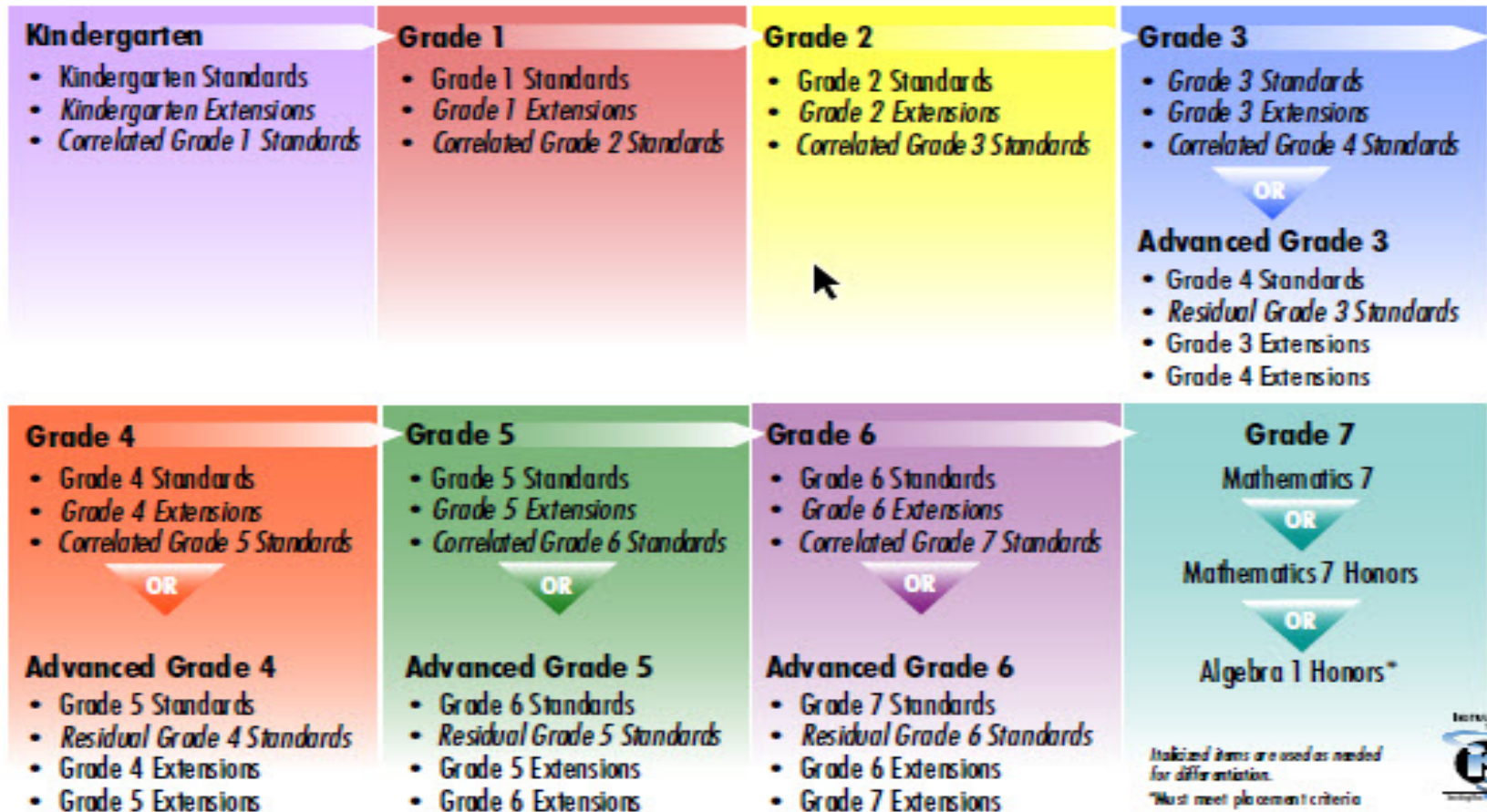
Adapted from the *Integrated Continuum of Special Services* by Sally Reis and *Levels of Service* by Donald Treffinger.

We match students to a level of service rather than label as “gifted” or not.

Math Sequence

FAIRFAX COUNTY PUBLIC SCHOOLS

Elementary Mathematics Instructional Sequence and Advanced Mathematics



What happens
in Advanced
Academic
Programs
levels I-IV?





Level I: Critical and Creative Thinking Skills For All Students

<p>DECISIONS & OUTCOMES</p>	<p>POINT OF VIEW</p>	<p>FLUENCY, ORIGINALITY FLEXIBILITY & ELABORATION</p>
<p>QUESTIONING</p>	<p>VISUALIZATION</p>	<p>ANALOGIES</p>
<p>PLUS, MINUS, INTERESTING</p>	<p>MINDMAPPING</p>	<p>ENCAPSULATION</p>



Examples of Instructional Strategies to Support AAP Services (Levels I-IV)

Debono's Thinking Hats

RAFT and GRASPS

Think-Tac-Toe

Socratic Seminar

Concept-Based Instruction

Cubing

Synectics

SCAMPER

Questioning

Project Based Learning

Creative Problem Solving

Visible Thinking Routines

Academic Conversations

Multiple Entry Points for AAP Curriculum

Differentiated Curriculum Framework

- Grades K-6
- Teachers select resources from this menu to use with students
- All Four Core Content Areas

High-Impact AAP Lessons

- Grades 3-6
- Same as K-2, but calls out specific units in each content area and is embedded in General Education Planning and Pacing Guides.
- All Four Core Content Areas

Fairfax County Public Schools Curriculum and Resources to Support the Differentiated Framework Advanced Academic Programs Kindergarten: 2018-2019 Professional development for use of these resources is provided throughout the year by the Advanced Academics Program Office.	
Mathematics	
Materials	Where to Order or Access (ISBN/ product number in parenthesis)
Critical and Creative Thinking Lessons	eCART
M2: Mentoring Young Mathematicians	www.kensalthrust.com Exploring Shapes in Space: Geometry with the Froganauts- <ul style="list-style-type: none"> • Teacher Guide: (978-1-4652-0864-4) • Student Guide: (978-1-4652-0863-3) Sizing up the Lily Pad Space Station: Measuring with the Froganauts- <ul style="list-style-type: none"> • Teacher Guide: (978-0-7575-9956-9) • Student Guide: (978-0-7575-9949-3)

Language Arts Throughout the Year: Reading, Writing, Word Study & Vocabulary			
Q1: Reading	Unit 1: Building a Community of Readers Suggested time: 4 weeks	Unit 2: Characters Suggested time: 4 weeks	Reflect and Revisit 1 week
Q1: Writing	Unit 1: Building a Community of Writers Suggested time: 4 weeks	Unit 2: Personal Narrative Suggested time: 4 weeks	
AAP Level IV AAP High Impact Resources for Gen Ed: Language Arts Q1			

What happens
in the **Level IV
Advanced
Academic
Programs**
classroom?



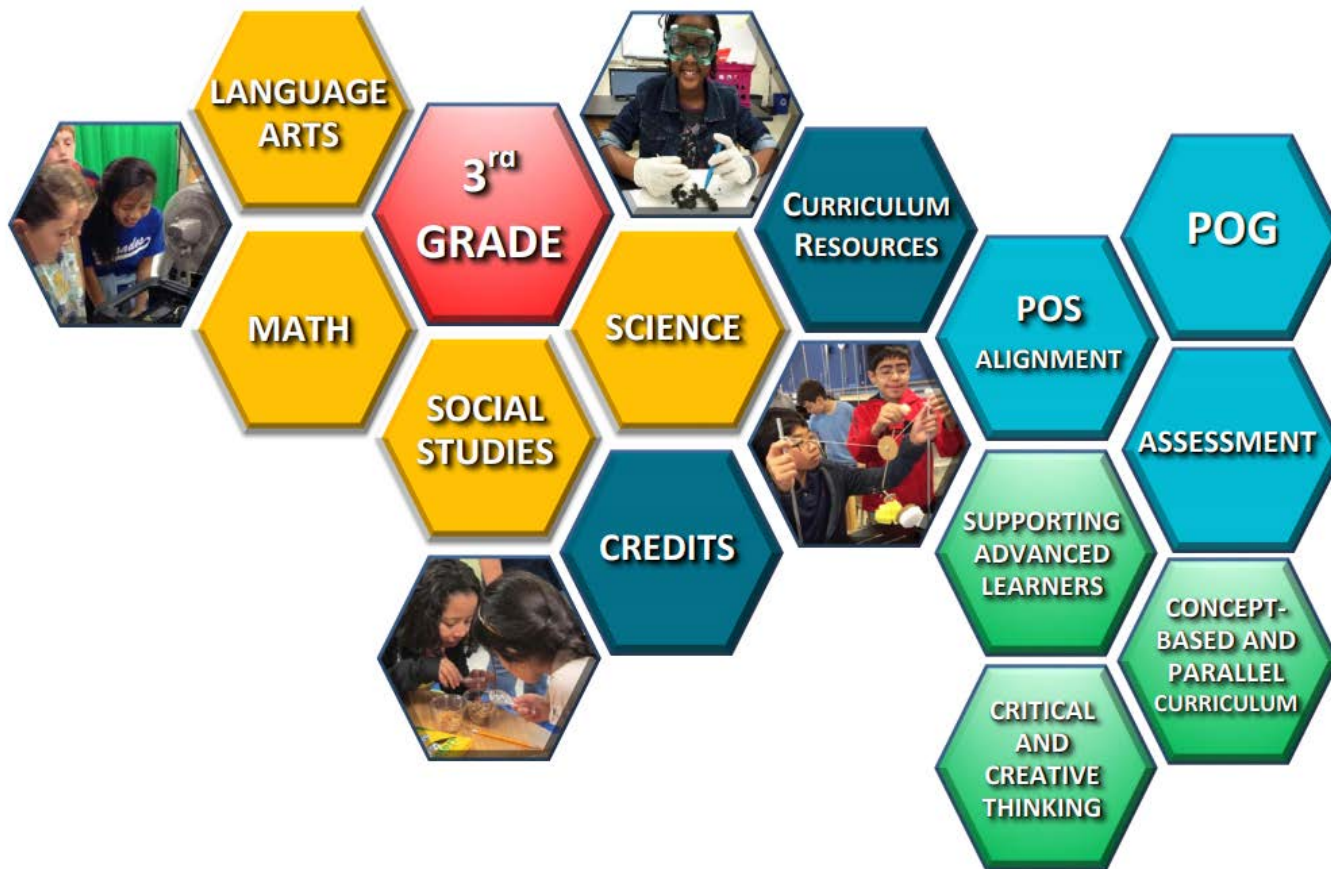
Full-Time Level IV Services

ADVANCED ACADEMICS

LEVEL IV CURRICULUM GUIDE ANCHOR PAGE

Grade 3

Click on a link to access specific areas of the curriculum guide





Best Practices in Identification



The best identification practices rely on multiple criteria ...

- *multiple types of information*
- *multiple sources of information*

*considered **holistically**
nothing is weighted*

What does it mean
that a level IV
referral file is
considered
holistically?





Screening File Contents

1. Summary Sheet
2. Referral Form
3. Gifted Behaviors Rating Scale with Commentary
4. Progress Reports (1 ¼ years)
1. Parent/Guardian Questionnaire (optional)
6. Ability Test Results
7. Additional Optional Test Results
8. Student Work Samples
9. Awards, letters of recommendation (optional)



Referral Form

Parent/guardians may submit an **Advanced Academic Programs Level IV Referral Form** for the full-time program available in Grades 3-8.

Referral forms are accepted
9/28/2018 - 01/10/2019

Advanced Academic Programs Level IV Referral Form

Please print clearly or type; referral form may not be retyped. Responses must fit on this form; attachments may not be submitted. Additional information may be submitted as part of the five pages of additional information.

Student's Last Name	First Name	Date of Birth	Grade
School Currently Attending		School Telephone #	FCPS Student ID # <u>OR</u> Private School Address
FCPS AART or Middle School Counselor <u>OR</u> Private School Teacher		FCPS Elementary Classroom Teacher	
Parents/Guardians		Telephone (H/W/C)	Email
Home Address		City/State/Zip	

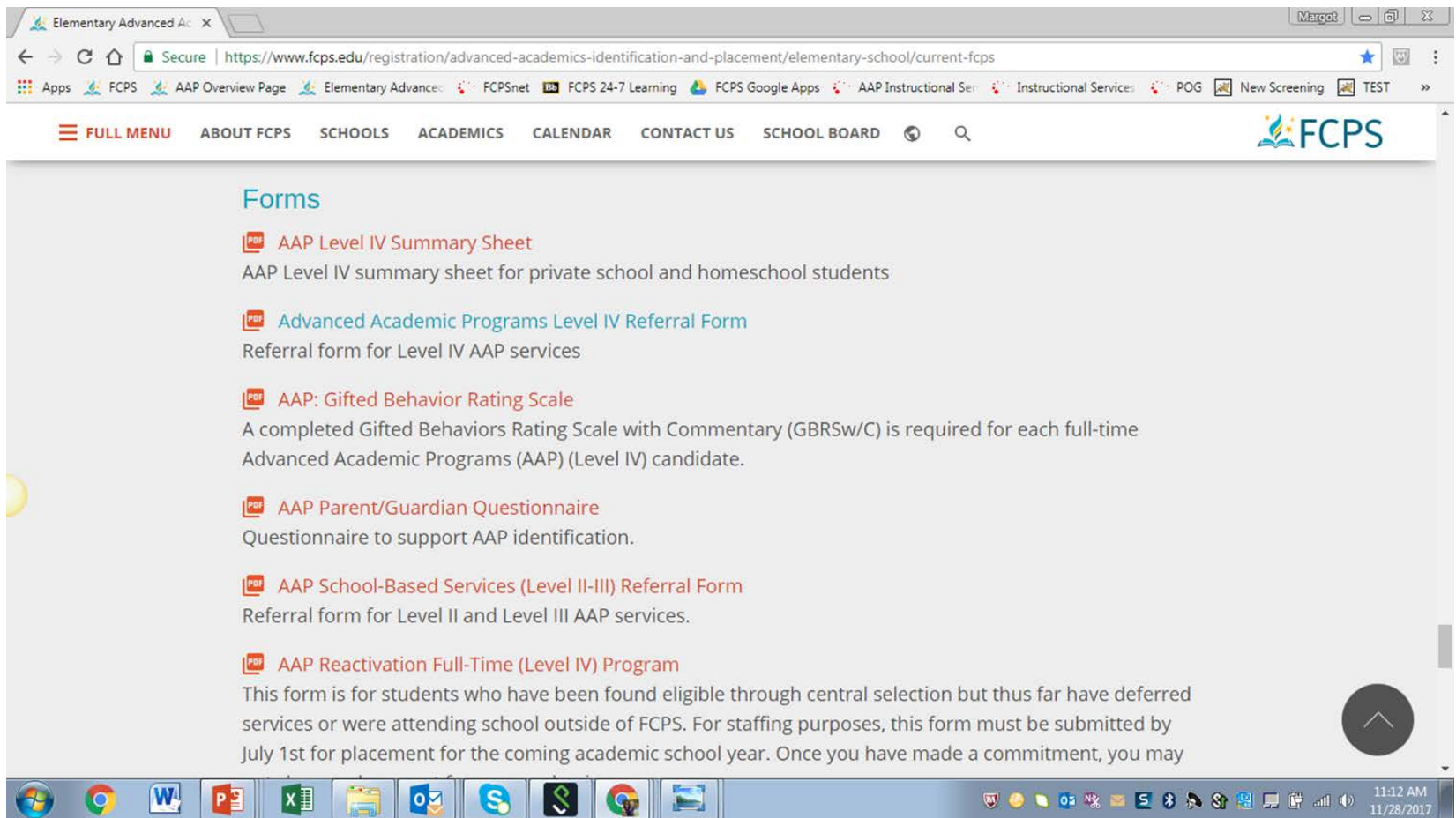
Language(s) spoken in the home _____

Screening for advanced academic school-based services (Levels II-III) takes place at FCPS elementary school sites. Contact the local school Advanced Academic Resource Teacher for information.

In the space provided below, please explain why the child should be considered for full-time AAP Level IV placement.

_____ Signature of Referral Source	_____ Relationship to Student	_____ Date of Referral
---------------------------------------	----------------------------------	---------------------------

Forms on Public Web



The screenshot shows a web browser window displaying the FCPS website. The address bar shows the URL: <https://www.fcps.edu/registration/advanced-academics-identification-and-placement/elementary-school/current-fcps>. The page title is "Forms". The navigation menu includes: FULL MENU, ABOUT FCPS, SCHOOLS, ACADEMICS, CALENDAR, CONTACT US, SCHOOL BOARD. The main content area lists several forms:

- AAP Level IV Summary Sheet**
AAP Level IV summary sheet for private school and homeschool students
- Advanced Academic Programs Level IV Referral Form**
Referral form for Level IV AAP services
- AAP: Gifted Behavior Rating Scale**
A completed Gifted Behaviors Rating Scale with Commentary (GBRSw/C) is required for each full-time Advanced Academic Programs (AAP) (Level IV) candidate.
- AAP Parent/Guardian Questionnaire**
Questionnaire to support AAP identification.
- AAP School-Based Services (Level II-III) Referral Form**
Referral form for Level II and Level III AAP services.
- AAP Reactivation Full-Time (Level IV) Program**
This form is for students who have been found eligible through central selection but thus far have deferred services or were attending school outside of FCPS. For staffing purposes, this form must be submitted by July 1st for placement for the coming academic school year. Once you have made a commitment, you may

The taskbar at the bottom shows the Windows operating system with various application icons and the system clock displaying 11:12 AM on 11/28/2017.



Gifted Behavior Rating Scale (GBRS)

4 Categories:

Exceptional Ability to Learn

Exceptional Application of Knowledge

Exceptional Creative/Productive Thinking

Exceptional Motivation to Succeed

Changes for the 2018-2019 school year:

- There are no longer number ratings related to the GBRS. This is to focus attention on the **descriptor** for **how frequently** a student exhibits the noted **behaviors** and reduce confusion that the categories are directly connected to the progress report
- The addition of the word “**observed**” underneath each category word to reflect that this represents **school observations** at this time

Parent Guardian Questionnaire

Fairfax County Public Schools			
Parent/Guardian Questionnaire			
<i>OPTIONAL for AAP Referral</i>			
Student Name _____	Current School _____	School Year _____	Grade _____

Please print clearly or type; responses may be pasted onto form. Questionnaire may not be edited or retyped and responses must fit on this form. Five pages of additional information may be submitted according to the published guidelines.

Check the appropriate box: **occasionally**, **frequently**, or **consistently**.

Give an **example** for each.

occasionally	frequently	consistently
--------------	------------	--------------

My child surprises me with their knowledge.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------



How? When? Tell us all about it!

My child comes up with imaginative and/or unusual ways of doing things.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------



How? When? Tell us all about it!

My child is intellectually curious and asks thoughtful questions.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------



How? When? Tell us all about it!

My child finds humor in situations or events unusual for their age.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------



How? When? Tell us all about it!

My child can focus on a particular topic for an unusually long period of time.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------



How? When? Tell us all about it!

Does your child have a special need that you want to communicate to the committee?

NO YES

IF YES, please explain (such as learning disability). Additional information may also be submitted as part of the five pages.

Parent/Guardian Signature	Date
---------------------------	------



Parent Guardian Questionnaire:

2e (Twice Exceptional)

Students in Grades K through 12 who demonstrate high performance ability or academic potential and who have a cognitive, physical, behavioral, or emotional disability that requires accommodations in order for their potential to be realized.

Fairfax County Public Schools			
Parent/Guardian Questionnaire			
<i>OPTIONAL for AAP Referral</i>			
Student Name _____	Current School _____	School Year _____	Grade _____

Please print clearly or type; responses may be pasted onto form. Questionnaire may not be edited or retyped and responses must fit on this form. Five pages of additional information may be submitted according to the published guidelines.

Check the appropriate box: **occasionally, frequently, or consistently.**

Give an **example for each.**

	occasionally	frequently	consistently
My child surprises me with their knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child comes up with imaginative and/or unusual ways of doing things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child is intellectually curious and asks thoughtful questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child finds humor in situations or events unusual for their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can focus on a particular topic for an unusually long period of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does your child have a special need that you want to communicate to the committee? NO YES
 If YES, please explain (such as learning disability). Additional information may also be submitted as part of the five pages.

Parent/Guardian Signature _____

Date _____



Ability Testing

FCPS Testing:

- **NNAT** (Naglieri Nonverbal Ability Test)
Administered November* of Grade 1
- **CogAT** (Cognitive Abilities Test)
Administered October of Grade 2
 - Students must have one nationally normed ability test score on file to be screened for Level IV services.

FCPS Grade 2 Screening Pool

Parents who want their student screened for level IV services are encouraged to submit a referral to initiate Level IV screening without waiting for pool information to be mailed.

- An internal screening pool is established using the Naglieri Nonverbal Abilities Test (NNAT) from Grade 1 and the FCPS Cognitive Ability Test (CogAT) Custom Form, Grade 2.
- Parents of students in the second grade screening pool receive a letter notifying them that their child **will be screened** for the full-time advanced academic program. Parents may decline screening.
- The screening pool benchmark is often announced **very close to the referral deadline** as test results may not be available. Do not wait for the screening pool - submit a referral.
- **There are not exceptions to the deadline for level IV referrals, even with extenuating circumstances.**

Private Ability Tests

- A parent/guardian may seek private testing through a state-licensed clinical psychologist or through **George Mason University** (GMU).
- If GMU is not used, a copy of the clinical psychologist's state-license must be included with the test results.

List of Approved Ability Tests

Group Tests

Cognitive Abilities Test (CogAT)
Naglieri Nonverbal Ability Test
Otis-Lennon School Ability Test (OLSAT)

Individually Administered Tests

Stanford-Binet Intelligence Scale
Wechsler Intelligence Scale for Children
(WISC IV, WISC V)
Cognitive Assessment System (CAS)
Kaufman Assessment Battery
Differential Ability Scale (DAS)

What kind of work samples are helpful for consideration?





Guidelines

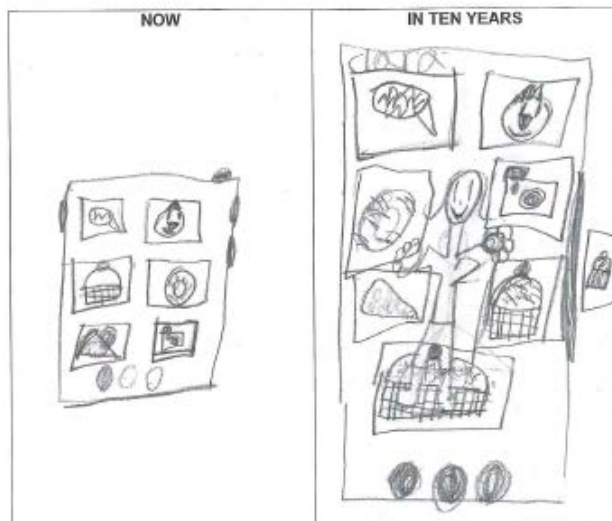
Minimum **2 pages** submitted by the school

- **1 sample must be the result of:**
 - a) the student working with one of the 9 critical and creative thinking strategies –OR—
 - b) the student working with a resource from the AAP Curriculum Framework for levels II-IV (e.g. Clarion, M³, Jacob's Ladder, Document Based Questions)
- **The second sample may be:**
 - a) Another work sample related to critical and creative thinking or problem solving
 - b) A writing sample
 - c) A sample showing student strengths

The other four pages of work samples may be submitted by the **school** or by the **parent**.

Work samples should showcase student strengths in a variety of subject areas.

Changes over Time



Explain the changes you think will take place with this product over the next ten years.
The phone is really big + can print out pickers and the pickers will turn into real things

Name _____

Birthday Balloons!

Ashley and Anne are having a joint birthday party in February! They are inviting 20 children and 14 adults. They want to serve pizza at the party. Each pizza has 8 slices in it. How many pizza pies should they buy so each person gets 1 slice? 5

Explain your thinking with numbers, pictures, and words.

$20 + 14 = 34$
 $\begin{array}{r} 1 \\ 8 \end{array} \begin{array}{r} 2 \\ 16 \end{array} \begin{array}{r} 3 \\ 24 \end{array} \begin{array}{r} 4 \\ 32 \end{array} \begin{array}{r} 5 \\ 40 \end{array}$ With
 ↓ 5 pizzas, everybody can have 1 slice and there will be 6 slices left over.

25 slices

Produced at School

$\begin{array}{r} 20 \\ 16 \\ \hline 36 \end{array} \begin{array}{r} 4 \\ 48 \\ \hline 84 \end{array}$

9 9 pizzas

because then there will be 4 slices leftover.



Guidelines (continued)

Pages must be single-sided, 8 ½ x 11”.

Pages must be 2-dimensional only; However, a photograph of a 3D work sample is acceptable.

Multiple pages may be copied to one page as long as it is large enough to read. Or, a single page from a multi-page work sample may be included.

Copies or originals are acceptable.
(Work samples will not be returned.)

It is helpful to write a brief sentence or two that highlights what the committee should notice about the sample



Math Sample from Mentoring Young Mathematicians (M²): Grade 2

Name: _____

Date: 12-15-17



Think Beyond 2

What shape has an infinite number (in other words, the number keeps going on and on) of lines of symmetry? Explain your thinking. Use your "Are These Lines of Symmetry?" page to help you.



Symmetry in Action

A circle has infinite lines of symmetry because it has a mid-point and every point on the midpoint can go out and touch the side and because the circle does not have any corners and sides, any line passing the middle is a line of symmetry.

PRODUCED AT SCHOOL

Math Non-Sample

Name _____ *-O Beautiful work!* Date 10-11

More Work with Division

Class Practice

1. Divide and check.

a. $4 \overline{) 324}$ b. $6 \overline{) 471}$ c. $5 \overline{) 256}$

2. Find the products.

a. 407×43 b. $9,501 \times 93$ c. $8,792 \times 58$ d. $1,947 \times 81$ e. $6,821 \times 6$

3. Solve these measurement equations!

a. $3 \text{ lb.} = 48 \text{ oz.}$ b. $10 \text{ yd.} = 30 \text{ ft.}$ c. $9 \text{ ft.} + 3 \text{ in.} = 41 \text{ in.}$

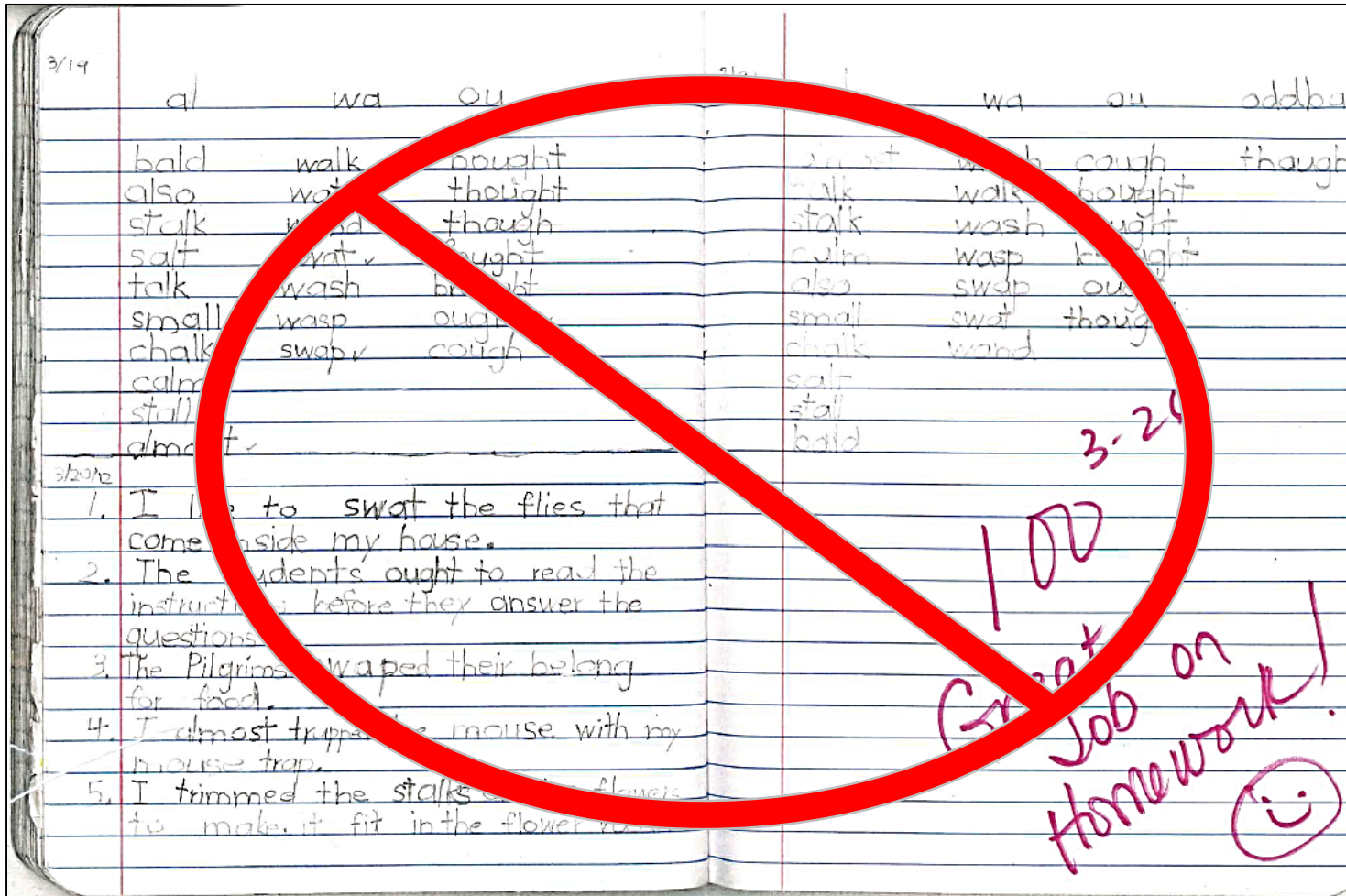
4. Number each column from smallest to largest.

a. $\frac{2}{1} \text{ foot}$ $\frac{3}{1} \text{ ton}$ $\frac{1}{1} \text{ ft.}$
 $\frac{1}{3} \text{ inch}$ $\frac{1}{3} \text{ ounce}$ $\frac{3}{1} \text{ yd.}$
 $\frac{3}{1} \text{ yard}$ $\frac{3}{1} \text{ pound}$

Language Arts: Encapsulation



Language Arts *Non-Sample*



3/19

al	wa	ou	wa	ou	oddba	
bald	walk	bought	swat	wash	cough	though
also	wat	thought	walk	wals	bought	
stalk	wad	though	stalk	wash	ought	
salt	swat	ought	calm	wasp	ought	
talk	wash	bought	also	swap	ou	
small	wasp	ought	small	swat	though	
chalk	swap	cough	chalk	wand		
calm			salt			
stall			stall			
almost			bald			

3/20/20

1. I like to swat the flies that come inside my house.
2. The students ought to read the instructions before they answer the questions.
3. The Pilgrims wiped their belongings for food.
4. I almost trapped the mouse with my mouse trap.
5. I trimmed the stalks of the flowers to make it fit in the flower vase.

3-20
100
Great Job on homework!
😊

Social Studies: Johnoglyphics

Johnoglyphics by John



Examples:

The baby sleeps in a crib.

The farmer grows corn.

The bird flies in the sky.

The children play ball on the beach.


This is Johnoglyphics. This is my way of teaching toddlers how to read. It is based on Egyptian hieroglyphics and cuniform. The toddler can look at the pictures and know what the sentence means.

Social Studies *Non-Sample*

The United States Government

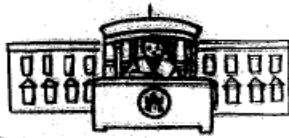
The United States government runs the country. It has three parts.

1. The Legislative




Congress makes the laws.

2. The Executive



The President makes sure the laws are carried out.

3. The Judicial



Justices of the Supreme Court

The Supreme Court settles questions about the laws.

Fill in the circle beside the correct answer.

1. Who runs the United States of America?

(a) the Congress (b) the United States government (c) the President
2. Who settles questions about the laws?

(a) the President (b) the Congress (c) the Judicial Branch Supreme Court
3. Who makes sure the laws are carried out?

(a) the Congress (b) the President (c) the Supreme Court
4. Who makes the laws?

(a) the Supreme Court (b) the President (c) the Congress
5. What are the names of the three parts of the government?

a. The Judicial - SCOT

b. The Executive - President

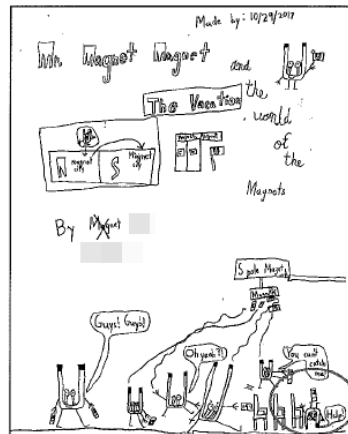
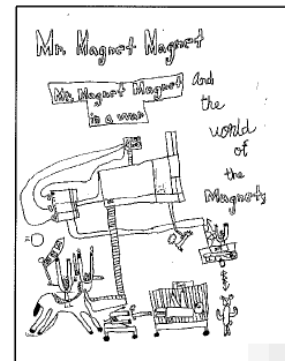
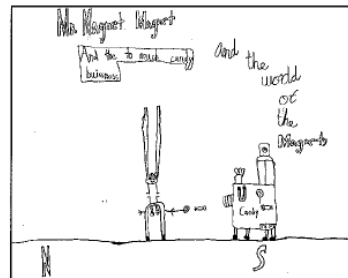
c. The Legislative - Congress

Other Work Samples: Grade 2

Submitted by
parents

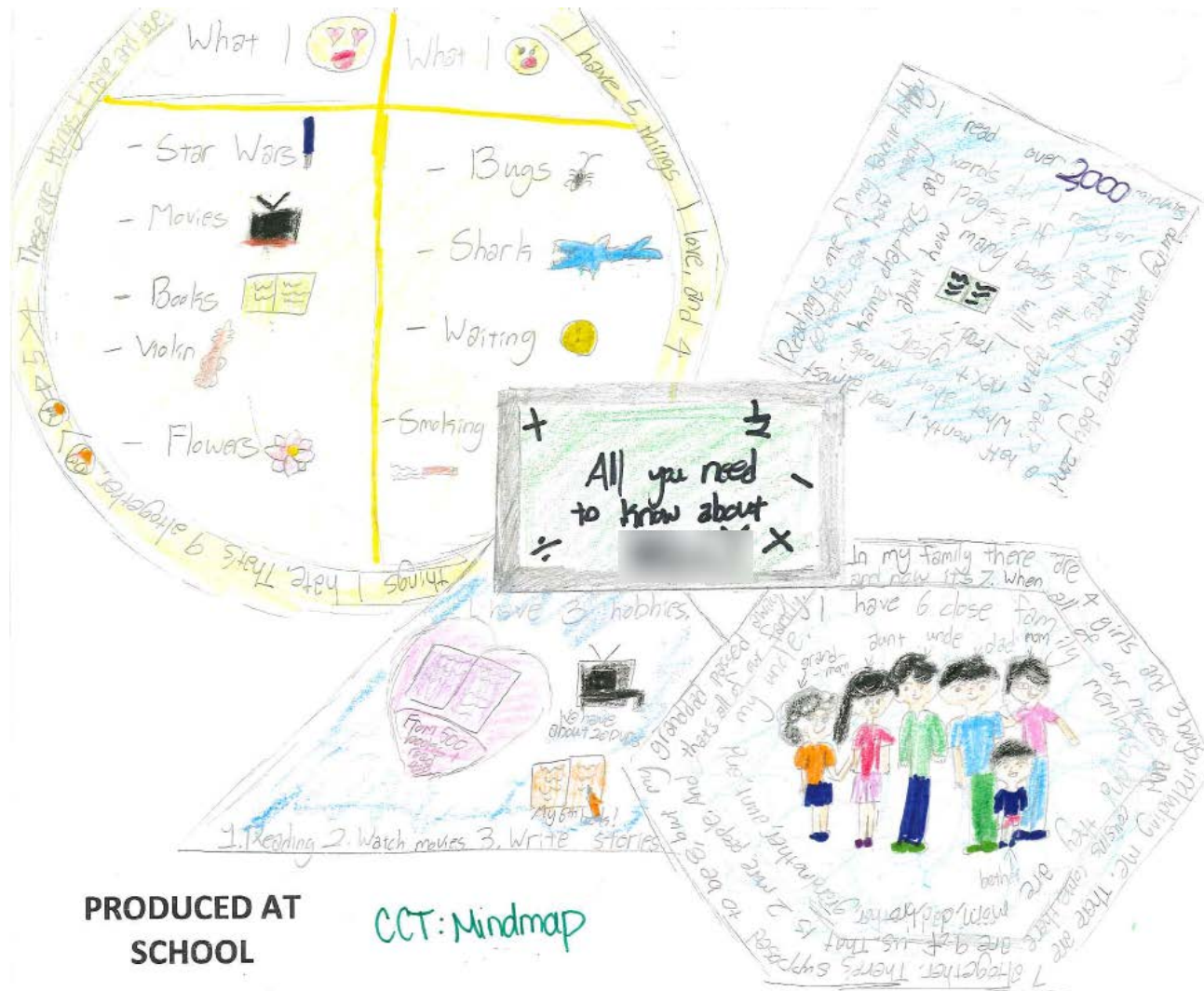
Mr. Magnet Magnet's Series

Description: After [redacted] submitted the Mr. Magnet's project, he continued his own Mr. Magnet's series at home. He started making the cover of his future Mr. Magnet Magnet's adventures. This shows that [redacted] has the ability to connect basic information to extend his knowledge.



1. Top Left: **And the too much candy business** - He will make his own magnet candy factory.
2. Top Right: **Mr. Magnet Magnet in a war** - There is a Trojan horse carrying a magnet army for battle.
3. Bottom Left: **The Vacation** - They are travelling from "N" Pole city to "S" Pole city. There is a Magnet airport. When they arrive at the S Pole, the magnets are pulling to the top. One little magnet is falling and asking for "Help" while being upside down.

Other Work Samples: Mind Map, Grade 4



PRODUCED AT
SCHOOL

CCT: Mindmap

Other Work Sample: FOFE Scranimals Response, Grade 2

Name: _____

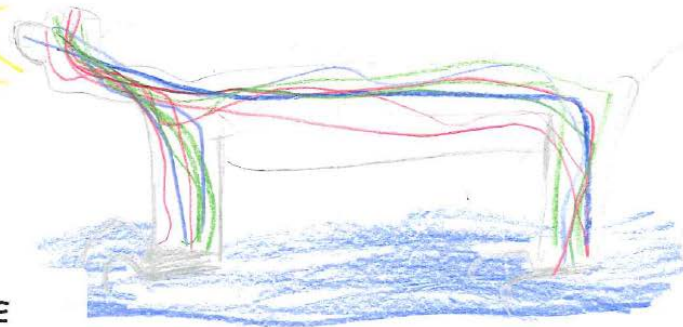
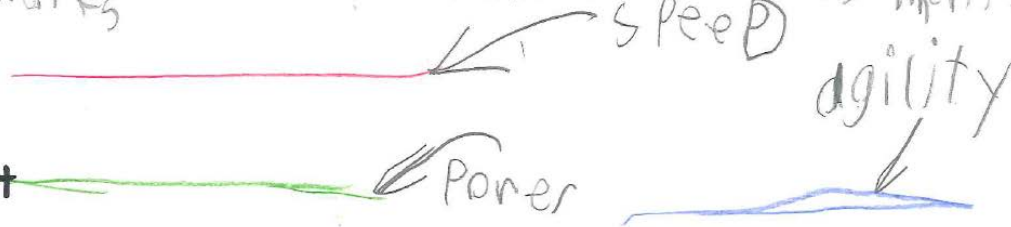
My Scranimal is part cheetah and part robot

It is called a(n) Cheetah bot

It ~~is~~ is faster than a robot smarter and stronger than

It looks like this: cheetah and ice comes and it disappears when it
walks

"speed, power,
and agility
are the different
wires".



Sonic roar



WORK SAMPLE
PRODUCED IN SCHOOL

2019

What is the timeline for this process?

January

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Referral Timeline: Spring 2019

For currently enrolled FCPS students in Grades 2-7.

January 10, 2019 Level IV Referral Form and optional screening materials due to Advanced Academic Resource Teacher (AART) at attending elementary school.

Reminder: No exceptions to the deadline.

March 2019 Central Selection Committee meets

April 4-5, 2019 Eligibility decisions mailed. No decisions are shared via phone or email.

April 10-30, 2019 Orientations held at Level IV sites

May 10, 2019 Appeals due to office

Fall 2019 Eligible students in Grades 3-8 may attend full-time sites beginning first semester



Step 1

Referrals for students in Grades 2-7 are due by **January 10** – submit to AART or administrator at local school

Second grade parents are notified of screening pool the beginning of January.

Optional materials are due for Pool or Referral students by **January 10
Submit to AART**



Step 2

School Based Committee meets to complete GBRS with Commentary and assemble screening files (Jan-Feb 2019)

Central Selection Committee meets over multiple days to screen about 1,000 files/day (March 2019)



Step 3

Eligibility decisions are mailed to families early April 2019

Because of the holistic screening process and volume of files screened, individual reasons for decisions are not provided.

If a student is ineligible, directions for appeals are included in the mailing.

Step 4

Orientations for
Eligible Students

and

Accepting Placement

Eligibility Letters will
contain:

- Date for Level IV orientation
- Form for accepting placement
*to be returned to
the AAP office*

**Permission form must be returned by
May 3**



Step 5

Appeals must be postmarked by
May 10, 2019

New information must be provided in an appeal. The original file will be pulled and considered side-by-side with new information.

Parents submit the appeal **directly to the AAP office** via U.S. Mail or a comparable delivery service only.

The local school is **not** involved in the appeal process.



Step 6

Appeals **decisions** are
mailed by June 3

**The decision of the appeals
committee is final.**

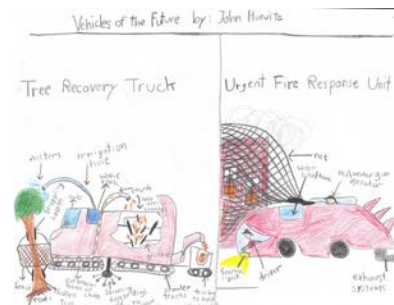
What is my role in the process as a parent/guardian?

Explore the resources on the AAP website!

Initiate the Level IV Referral process by submitting the Level IV Referral Form.

January 10 is the LAST DAY you may submit the referral - no exceptions to the deadline!

Advanced Academic Programs Level IV Referral Form			
Please print clearly or type; referral form may not be retyped. Responses must fit on this form. aa@fcps.edu may not be submitted. Additional information may be submitted as part of the five pages of additional information.			
Student's last name	First name	Date of Birth	Grade
School/Current Addressing	School Telephone #	FPCS Student ID # (if)	Private School Address
FCS's school or local school contacted	Private School Teacher	FPCS Elementary/Classroom Teacher	
Parent/Guardian	Telephone (office)	Email	
Home Address	City/State/Zip		
Language(s) spoken in the home _____			
Screening for advanced academic school-based services (Levels I-III) takes place at FPCS elementary school sites. Contact the local school Advanced Academic Resource Teacher for information.			
In the space provided below, please explain why the child should be considered for full-time AAP Level IV placement.			
Signature of Referral Source		Relationship to Student	Date of Referral



Collect and submit work samples that showcase your child's thinking.

Look for samples that display thinking and problem solving processes.



Questions?





www.fcps.edu

<https://www.fcps.edu/academics/academic-overview/advanced-academic-programs>

AART Name
****@fcps.edu