



Instructional Services Department

Parent Information Packet

Advanced Academic Programs Identification Procedures Manual For Students Enrolled in and Attending Fairfax County Public Schools

2017-18

This manual contains an overview of Fairfax County Public Schools advanced academic services and testing, screening, and identification procedures for full-time Advanced Academic Programs placement (Level IV), as well as for part-time school-based services (Levels II and III). Timelines, procedures, and responsibilities are included.

The *Parent Information Packet, Advanced Academic Programs Testing, Screening and Identification for Students Enrolled in and Attending Fairfax County Public Schools* is available on the website for parents or guardians. For private or home school students, there is also a *Parent Information Packet, Advanced Academic Programs, Testing, Screening, and Identification for Students **Not** Enrolled in Fairfax County Public Schools* on our website as a separate document for parents or guardians.

Advanced Academic Programs
Willow Oaks Center
8270 Willow Oaks Corporate Drive
Fairfax, VA 22031

Advanced Academic Programs website:

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

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ADVANCED ACADEMIC PROGRAMS: A CONTINUUM OF SERVICES



Fairfax County Public Schools (FCPS) Advanced Academic Programs (AAP) provide challenging learning experiences that are designed to meet the unique learning profile of a broad range of advanced learners. Through a continuum of opportunities, students engage in complex subject matter preparing them for more challenging and rigorous classes as they advance in grade level. Students identified for FCPS advanced academic services exhibit exceptional performance capability in academic, intellectual, and creative endeavors. In order to meet their needs and develop their potential, these learners require a differentiated curriculum.

Young Scholars, Grades K-12

Young Scholars is designed to find and nurture advanced academic potential in students from historically underrepresented populations. Curricular interventions and support are provided through the collaboration of the classroom teacher and the Advanced Academic Resource Teacher (AART). As students progress through elementary and secondary school, continuing support and opportunities for accessing rigorous coursework are provided by school staff.

Critical and Creative Thinking Strategies, Grades K-12 (Level I)

The Advanced Academic Resource Teacher and classroom teachers teach nine higher-order thinking strategies across all subject areas and grade levels. The strategies are embedded in lessons that incorporate 21st-century thinking skills and extend and enrich the Program of Studies (POS) for all learners. Student responses to the lessons are also used to collect evidence of advanced academic potential in order to ensure equity and increase access to advanced academic programs.

Differentiated Lessons in Areas of Academic Strength, Grades K-6 (Level II)

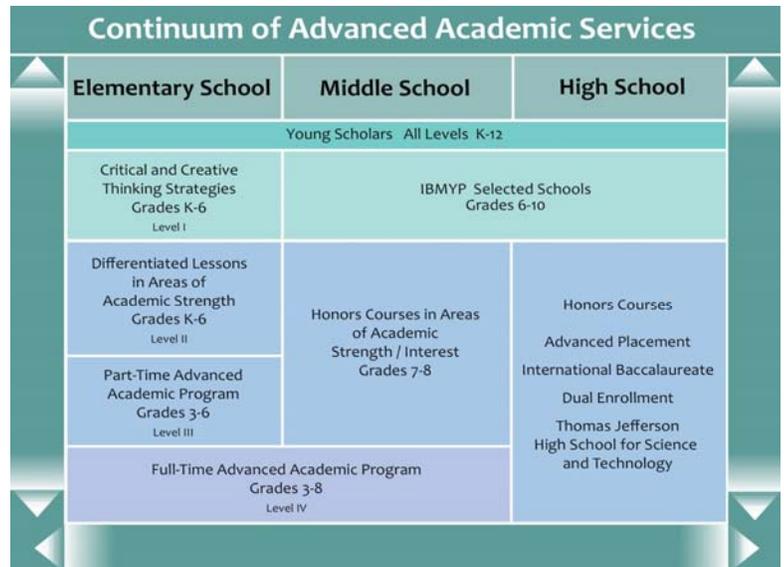
Differentiated lessons are offered to students in areas of specific academic strength. The Advanced Academic Resource Teacher collaborates with classroom teachers to provide additional challenges through resources that extend and enrich the FCPS POS.

Part-Time Advanced Academic Services, Grades 3-6 (Level III)

Students identified by a local school screening committee for Level III services are challenged through models and strategies designed to extend and enrich the POS in the four core subject areas. Students receive direct instruction from the Advanced Academic Resource Teacher in one or more areas of academic strength at their local schools.

Full-Time Advanced Academic Services, Grades 3-8 (Level IV)

Students found eligible for placement in full-time Level IV services through a central selection process receive a highly challenging instructional program in the four core subject areas. The Level IV program is designed to meet the needs of advanced learners with a strong emphasis on higher-level thinking, problem solving, and decision making. Students have ongoing opportunities for reflection and self-assessment that develop an understanding of the characteristics, demands, and responsibilities of advanced intellectual development.



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



International Baccalaureate Middle Years Program (IBMYP): Selected Schools, Grades 6-10

The IBMYP is designed for students ages 11-16. The program helps students develop the knowledge, understanding, attitudes, and skills necessary to participate actively and responsibly in a changing world. The curriculum is supported by the fundamental concepts of intercultural awareness, holistic learning, and communication.

Honors, Grades 7-12

Honors classes in middle school are open to all students who seek academic rigor. Students may enroll in Honors classes in any of the four core academic subject areas. Honors classes use a curriculum that extends the POS in depth and complexity. Honors classes, which are available in all middle schools, seek to provide opportunities to build on individual student strengths, develop critical and creative thinking skills, and prepare students for advanced coursework in high school. Students eligible for full-time Level IV placement have the option to take full Honors at the local middle school.

For additional information about the screening process or advanced academic opportunities at your child's school, contact the principal, Advanced Academic Resource Teacher (elementary school), or secondary school counselor at your local school. For information on countywide services for advanced learners, visit the AAP website at <https://www.fcps.edu/academics/academic-overview/advanced-academic-programs> or call the Advanced Academic Programs office at 571-423-4740.

Advanced Placement (AP) Grades 11-12

(AP World History may be taken in grade 10) The AP program provides rigorous academic college-preparatory coursework in the major subject fields. Individual AP classes are designed to emulate introductory college courses. Students may earn college credits based on the results of their examination scores.

International Baccalaureate Diploma Program (IBDP): Selected Schools, Grades 11-12

The IBDP provides a comprehensive, rigorous education emphasizing analytical thinking, reading, and writing skills with an international perspective. Students may choose to pursue the IBDP diploma or receive individual certificates in IBDP courses. Students may earn college credits based on the results of their examination scores.

Dual Enrollment: Selected Schools, Grade 12

Dual enrollment courses are offered in conjunction with local universities in a few select schools. These college-level courses include English, government, multivariable calculus, and matrix algebra. Students may earn college credits based on their course grade.



Thomas Jefferson High School for Science and Technology (TJHSST), Grades 9-12

TJHSST provides an innovative, specialized learning environment for highly motivated students who have a genuine interest in the biological, physical, mathematical, and computer sciences. Designated as the Governor's Regional School in Northern Virginia, TJHSST offers a comprehensive college preparatory program with additional required courses in science, mathematics, and technology.

TESTING AND IDENTIFICATION TIMELINE

Part-Time Advanced Academic Services Level II and III

All decisions regarding advanced academic part-time school-based services are made at the local school. Parents or guardians who would like their child considered for these services should submit a *Part-Time School-Based Services Levels II and III Referral Form* to the Advanced Academic Resource Teacher (AART) at the local school. Students must be attending Fairfax County Public Schools in order to be considered for part-time school-based services. Parents may appeal the local school decision by contacting the principal with new information.

Full-Time Advanced Academic Placement Level IV

All decisions regarding full-time placement in Advanced Academic Programs are made by a central selection committee. A screening pool is created based on scores from FCPS-administered ability tests given to students in grades 1-2. Parents or guardians may refer students in grade 2 who are not in the screening pool and students in grades 3–7 by submitting the *Level IV Referral Form*.

NOTE: Information and forms are available in schools and on the FCPS website at <https://www.fcps.edu/registration/advanced-academics-identification-and-placement/elementary-school/current-fcps>.

Testing Schedule

Schools administer tests to all FCPS students in grades 1 and 2, and also to students in grades 3-7 who are missing ability test scores, according to the timeline below. Parents or guardians may request **one** retest in grades 2-7 during the fall testing cycle. Students must be enrolled in and attending FCPS in order to be tested. **An ability test score is required for the screening process.**

October 10-20, 2017	FCPS CogAT-Custom Form grade 2 Test (administered to all grade 2 students). Cognitive Abilities Test (administered to specific students in grades 3-7).
November 13-17, 2017	Naglieri Nonverbal Test (administered to specific students in grades 2-7).
February 12-16, 2018	Naglieri Nonverbal Test (administered to all students in grade 1 and students in grades 2-7 who need an abilities test score for Level IV screening).

Identification Schedule

FALL 2017	For FCPS students newly enrolled in FCPS and attending after January 2017, and students not enrolled in FCPS .
October 5, 2017	<i>Level IV Referral Form for new FCPS students due to AART at attending elementary school or school counselor at the middle school.</i>
December 2017	Central Selection Committee meets.
January 2018	Eligibility decisions mailed.

January 16, 2018 Appeals due to AAP office.

January 30, 2018 Eligible students in grades 3-8 may attend full-time AAP sites beginning second semester.

SPRING 2018

January 12, 2018 **Level IV Referral Form and optional materials for students in grade 2 who are not in pool and students in grades 3–7 due to AART at attending elementary school or school counselor at the middle school.**

PLEASE NOTE: Due to the tight timeframe, do not wait for test information to submit a referral if you would like your student screened. **No exceptions to the referral deadline are made.**

March 2018 Central Selection Committee meets.

April 5-6, 2018 Eligibility decisions mailed.

April 17-27, 2018 Full-time orientations held at Level IV sites (elementary school only).

May 11, 2018 Appeals due to AAP office.

Fall 2018 Eligible students in grades 3-8 may attend full-time AAP sites beginning first semester .

Documents Needed for Screening File	Source for FCPS-Enrolled Students
<input type="checkbox"/> <i>Level IV Screening Summary Sheet</i>	School
<input type="checkbox"/> Ability Test Scores	School, GMU, or state-licensed psychologist
<input type="checkbox"/> <i>Level IV Referral Form</i>	Parents, guardians, teacher, or student (if student is not in second grade pool)
<input type="checkbox"/> <i>Gifted Behaviors Rating Scale with Commentary (GBRSw/C)</i>	School
<input type="checkbox"/> Progress Reports	School
<input type="checkbox"/> Achievement Test Scores (optional)	School
<input type="checkbox"/> <i>Optional Parent/Guardian Questionnaire</i>	Parents or guardians
<input type="checkbox"/> Student Work Samples – limit six	Parents or guardians (submit up to four - optional) School (submits two work samples – elementary must include at least one response to a critical/creative-thinking lesson)
<input type="checkbox"/> Student Awards or Commendations – limit five (optional)	Parents or guardians

For additional information about the screening process or advanced academic opportunities at your child’s school, contact the principal or AART at your child’s school. For information on countywide services for advanced learners, visit the Advanced Academic Programs website or call the Advanced Academic Programs office at 571-423-4740.

FULL-TIME ADVANCED ACADEMIC PROGRAMS LEVEL IV SCREENING

Full-Time Advanced Academic Programs Level IV Screening Procedures

Announcement of the Process

Information—including the identification timeline—regarding the process for identifying students for full-time placement in Level IV is disseminated through local school communications, news releases, the AAP website, and parent meetings presented at your local school. State regulations require that parents or guardians of students who are undergoing screening for full-time Level IV placement be notified prior to collecting additional data for screening.

Identification of Students for Screening

Testing

In order to be considered for full-time placement, students must have results from at least **one** ability test (using the most recent form/edition) on the following approved list:

Group Tests	Individually Administered Tests
FCPS CogAT Custom Form, grade 2 Test Cognitive Abilities Test (CogAT) Naglieri Nonverbal Ability Test (NNAT) Otis-Lennon School Ability Test (OLSAT)	Wechsler Intelligence Scale for Children (WISC V) Cognitive Assessment System (CAS) Differential Ability Scale (DAS) Kaufman Assessment Battery Stanford-Binet Intelligence Scale In-View Cognitive Abilities Assessment

Only group ability test results from FCPS, George Mason University (GMU), or other school districts will be accepted. Individual intelligence assessments administered by private psychologists will also be accepted if conducted by a state-licensed psychologist and the report is accompanied by a copy of the license. Test results need to be reported in ability index format as well as percentage(s).

Parents or guardians of FCPS students may request **one** retest in grades 2–7 during the regularly scheduled October/November CogAT/NNAT testing cycle. Additional testing is available at GMU by calling 703-993-4200 or by visiting their website at <http://cap.gmu.edu/>.

The local school mails the results of tests administered by FCPS to parents or guardians.

Grade 2 Screening Pool

All first grade students attending FCPS are administered the Naglieri Nonverbal Ability Test (NNAT). All second grade students attending FCPS are administered the Fairfax County Public Schools CogAT-Custom Form, grade 2 Test. The second grade pool is determined through a review of the first grade NNAT results and the second grade FCPS CogAT Custom Form, grade 2 Test results. Each year the benchmark score varies slightly. Parents or guardians of students who score at or above the benchmark score are notified in writing that their student will be automatically screened as part of the second grade pool. All pool candidates are screened for possible full-time Level IV placement unless parents submit a written request that their child not be screened.

Grades 2-7 Referrals

Second grade students not in the screening pool and students in third through seventh grade may be screened by referral. Administrators, teachers, parents or guardians, students or peers, or other adults who know of a child’s advanced potential may submit a *Level IV Referral Form*. The completed form is submitted to the local school principal or AART who acknowledges, in writing, receipt of the referral. **Do not wait for test scores before submitting a referral for your student in grades 2-7 as there will be no referrals for Level IV screening accepted past the January 12, 2018, deadline.** If you are waiting for test scores and would like your student screened for Level IV, submit the referral by the published deadline even if you do not yet have scores for your student.

File Preparation Guidelines

Local School Screening Committee

The local school screening committee consists of a teacher who works with the student, the Advanced Academic Resource Teacher, and an administrator. Other school staff may serve on the committee or be consulted for input on the *Gifted Behavior Rating Scale with Commentary (GBRSw/C)*. The local school committee completes the *GBRSw/C* and prepares screening files for all second grade pool and referral candidates. Parents or guardians are notified if the local school screening committee does not refer the student to the central selection committee. If parents or guardians appeal the decision of the local screening committee, the file is forwarded for central selection committee review.

Screening File Documents

The local school screening committee prepares and submits completed AAP screening files for students currently enrolled in and attending Fairfax County Public Schools to be evaluated by the countywide central selection committee. Multiple sources of information are reviewed to determine eligibility for placement in full-time Level IV. Documents included in the screening file are listed below. Parents or guardians are responsible only for those documents specifically noted.

Documents Needed for Screening File	Source for FCPS-enrolled students
<input type="checkbox"/> <i>Level IV Screening Summary Sheet</i>	School
<input type="checkbox"/> Ability Test Scores	School, GMU, or state-licensed psychologist
<input type="checkbox"/> <i>Level IV Referral Form</i>	Parents, guardians, teacher, or student (if student is not in second grade pool)
<input type="checkbox"/> <i>Gifted Behaviors Rating Scale with Commentary (GBRSw/C)</i>	School
<input type="checkbox"/> Progress Reports	School
<input type="checkbox"/> Achievement Test Scores (optional)	School
<input type="checkbox"/> <i>Optional Parent/Guardian Questionnaire</i>	Parents or guardians
<input type="checkbox"/> Student Work Samples – limit six	Parents or guardians (submit up to four - optional) School (submits two work samples – elementary must include at least one response to a critical/creative-thinking lesson)
<input type="checkbox"/> Student Awards or Commendations – limit five (optional)	Parents or guardians

Parents or guardians send or deliver document(s) to the AART at the local school by the deadline.

Sample forms are provided in the Appendix for your information only.

Guidelines

A maximum of **four** additional pages of student work samples may be submitted on single-sided 8½" x 11" pages. (The school will include two work samples that were produced at school.)

Original stories, artwork, and other student work may be submitted in black and white or color, reduced or enlarged from the original, but must be on standard 8½" x 11" writing, copying, photographic, or bond paper. Large/oversize pages, small pages, cardboard, tag board, or construction paper may not be submitted. Larger/smaller pages, projects, and photographs may be photocopied onto standard paper. Videos, DVDs, three-dimensional art, spiral paper, notebooks, pocket folders, and two-sided pages may not be submitted. Work will not be returned.

A maximum of **five** single-sided, 8½" x 11" pages of certificates, awards, honors, accomplishments, letters of commendation, report of previous participation in advanced academic programs, and academic extracurricular activities may be submitted.

Letters of commendation may be handwritten or typed from adults who know the student, including parents or other relatives, music or art teacher, coach, etc. The appropriate input for FCPS personnel is the GBRSw/C. **Therefore, letters from FCPS staff members may not be submitted.** Materials will not be returned.

Submitting Screening Files

The **original** screening packet is submitted to the central selection committee. A **copy** of the screening file is kept at the local school. A copy of the file may be provided by the local school to parents or guardians by request after the file has been completed.

Screening for Full-Time Eligibility

Central Selection Committee

The countywide central selection committee is composed of administrators, counselors, principals, teachers, school psychologists, and program specialists. To determine student eligibility for full-time Level IV placement, the committee evaluates all available data using an holistic approach and looks for compelling evidence that a child's needs cannot be met in a general education classroom. No specific score on any one measure determines eligibility. Due to the size of the district, number of files screened, and timeline for the screening process, the committee does not produce individual eligibility reports.

Oversight Committee

The oversight committee reviews all ineligibility decisions. The committee monitors the consistency of the selection committee and may identify additional students who have profiles similar to the profiles of those found eligible.

Parent or Guardian Notification

Local schools are notified of all eligible decisions. The AAP office mails eligibility decisions and a *Full-Time Level IV Permission for Placement Form* to parents or guardians of **eligible** students. Eligible students are invited to attend an orientation at their assigned Level IV site in April. The AAP office also mails letters to parents or guardians of **ineligible** students. This letter contains appeal information. Decisions are **not** released by phone, fax, e-mail, or in person.

Placement of Full-Time Eligible Students

Full-time Level IV placement is available for all students found eligible. Written permission from parents or guardians is required for placement. Transportation is provided by FCPS to the assigned Level IV site.

Students retain full-time eligibility through eighth grade. If parents or guardians defer eligibility at the time of notification, eligibility may be reactivated by submitting to the AAP office a *Level IV Reactivation Form* by July 1. A copy of the eligibility letter should be included with the request.

Students who are found **ineligible** may be considered for part-time school-based services at the local school. Parents or guardians of ineligible students may also refer their child for full-time Level IV screening the following year according to the published timeline.

Appeals for Students Found Ineligible

Only parents or guardians may submit an appeal. Appeal information is contained in the ineligibility letter. Appeals may only be from the most recent screening cycle and must contain new information not contained in the original screening file. Parents or guardians of a FCPS student may obtain a copy of the screening file from the local school. The new information along with the *Level IV Appeal Form* is submitted to the Advanced Academic Programs office according to the deadline in the ineligibility letter.

The AAP office convenes a screening appeals committee to review appeal packets submitted by the deadline. Appeals committee decisions are final. The AAP office notifies parents or guardians and the local school of the appeals committee decisions. Full-time Level IV placement is offered to **eligible** students. Students found ineligible upon appeal may be considered for part-time school-based services at the local school. Parents or guardians of these students may also refer their children for full-time Level IV screening the following year according to the published timeline.

Specific Information Regarding Fall Screening

Fall screening for full-time Level IV is available for FCPS students newly enrolled and attending after January of the previous school year and students not enrolled in FCPS. Eligible students may attend the appropriate Level IV program beginning second semester or defer placement until a later date. Ineligible students may be considered for school-based services and may also be referred by the January deadline for screening and possible full-time Level IV placement for the following year.

Parents or guardians of FCPS students requesting fall screening communicate with the local school to ensure that all required materials are available. In addition to submitting the *Level IV Referral Form*, parents or guardians should also supply, if available, the *Gifted Behaviors Rating Scale with Commentary* completed by the previous year's teacher(s), report cards for at least one and a half years including teacher comments (if not included in the student's academic file already received by the local FCPS school), and achievement test results. Other information may be submitted according to published guidelines.

FCPS students will be tested at the local school during the regularly-scheduled fall testing cycle. Test results will be added to the screening file by FCPS when they become available. Screening files are compiled by the local school according to guidelines and submitted according to the timeline.

Level IV Screening Summary Sheet

Last Name: _____ First Name: _____ School Year: _____ Current Grade: _____

Student Information	Student Academic Record Information
<p>Students FCPS ID#: _____</p> <p>Date of Birth: _____</p> <p>Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female</p> <p>Federal Ethnic Code: _____</p> <p>Attending School: _____</p> <p>School ID#: _____</p> <p>Parents/Guardians: _____</p> <p>_____</p> <p>Address: _____</p> <p>_____</p> <p>_____</p> <p>Contact Numbers:</p> <p style="padding-left: 40px;">Home: _____</p> <p style="padding-left: 40px;">Work: _____</p> <p style="padding-left: 40px;">Cell: _____</p> <p>Parent/Guardian Email: _____</p>	<p>AAP Code (for FCPS students if applicable): _____</p> <p>Young Scholar: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Is the student a Language Minority Student? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>[Answer "yes" if there is a language other than or in addition to English spoken in the home and mentioned anywhere on the Home Language Survey (HLS)]</p> <p>Specify Language: _____</p> <p><u>English Speakers of Other Languages (ESOL)</u></p> <p>Ever enrolled in ESOL? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Currently enrolled in ESOL? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>WIDA LEP Level: _____</p> <p>DRA Level: _____</p> <p>Gifted Behavior Rating Scale (GBRS) Rating: _____</p>

FOR OFFICE USE ONLY

Central Selection Committee Decision	Appeals Committee Decision
<p>Date: _____</p> <p>Eligible: _____ Ineligible: _____</p>	<p>Date: _____</p> <p>Eligible: _____ Ineligible: _____</p>

Level IV Screening Test Data Sheet

Last Name: _____ First Name: _____ School Year: _____ Current Grade: _____

Ability Test Information		Achievement Test Information	
(one ability test required)	Score	(optional)	Score
Naglieri Nonverbal Ability Test (NNAT)	NAI : _____		DRA Level: _____
Cognitive Abilities Test (CogAT)	Verbal SAS: _____ Quantitative SAS: _____ Nonverbal SAS: _____	Grade 3 SOL	Total Reading: _____ Total Mathematics: _____ Total Science: _____ Total Social Studies: _____
FCPS CogAT, Custom Form (from Fall 2012-2013 administration to second grade students)	%Verbal: _____ %Quantitative: _____ %Nonverbal: _____ %Total VQN: _____	Grade 4 SOL	Total Reading: _____ Total Mathematics: _____ Total Social Studies: _____
Weschler Intelligence Scale for Children V (WISC V)	Verbal Comprehension: _____ Visual Special: _____ Fluid Reasoning: _____ Working Memory: _____ Processing Speed: _____ Full Scale IQ: _____	Grade 5 SOL	Total Reading: _____ Total Writing: _____ Total Mathematics: _____ Total Science: _____ Total Social Studies: _____
Stanford Binet	Fluid Reasoning: _____ Knowledge: _____ Quantitative: _____ Visual Spatial: _____ Working Memory: _____		
Cognitive Assessment System (CAS)	Planning: _____ Attention: _____ Simultaneous: _____ Successive: _____ Full Scale: _____	Grade 6 SOL	Total Reading: _____ Total Mathematics: _____ Total Social Studies: _____
Differential Ability Scale (DAS)	Verbal: _____ Nonverbal: _____ Spatial: _____	Other Achievement Testing:	Name of Test: _____ Given by: _____ Grade: _____
Kaufman Assessment Battery	FCI: _____		
Otis-Lennon School Ability Test (OLSAT)	Verbal: _____ Nonverbal: _____	(Include a copy of full testing report in file)	Highest Score: _____

For all non-FCPS testing, a full copy of test reports must be included. For all non FCPS/non-GMU ability tests, a copy of the psychologist's license must be included. Psychologist Name: _____ License: Yes No

Level IV Referral Form

Last Name: _____ First Name: _____ School Year: _____ Current Grade: _____

Student Date of Birth	Gender	FCPS School Currently Attending	Telephone Number
Parents/Guardians		FCPS Classroom Teacher's Name	
Home Address		FCPS Advanced Academic Resource Teacher or Middle School Counselor	
Parent/Guardian Telephone		Private School Address	
Home	Work	Cell	
Fairfax County Public Schools Student ID Number		Private School Teacher Name	
Language(s) spoken in the home:			
Screening for advanced academic school-based services (Levels II and III) takes place at all FCPS elementary and middle schools. Contact the local school principal and/or Advanced Academic Resource Teacher for information.			
In the space provided below, please explain why the student should be considered for full-time Level IV placement.			
_____ Signature of Referral Source		_____ Relationship to Student	
		_____ Date of Referral	

Fillable forms are available on the FCPS website or responses may be typed and pasted onto this form. Please print clearly or type; the 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.

Instructions for Completion of the Gifted Behaviors Rating Scale with Commentary (GBRSw/C)

The full-time Advanced Academic Programs (AAP) Level IV in Fairfax County Public Schools (FCPS) is an instructional program for students who require a full-time differentiated academic program. Curriculum is differentiated in the depth, breadth, and pace of instruction and math is accelerated by at least one year.

When determining whether a student needs the services provided by full-time Level IV placement, the FCPS central selection committee uses a holistic approach. No one score on any one measure determines eligibility. The committee considers all data in the screening file, including the child's educational history, progress reports, test data, and observations of the student's classroom behaviors.

The *Gifted Behaviors Rating Scale with Commentary (GBRSw/C)* is one of the **required** instruments used in the screening process. For level IV screening, it should be completed by a local school committee including at least one teacher who has recently worked with the student, the Advanced Academic Resource Teacher (AART), and an administrator.

Please use the following guidelines in completing the *GBRSw/C*:

- The *GBRSw/C* should be completed by assigning a single whole number from 1-4 to each category. Please use the frequency key to determine the number rating that can be supported by examples. The total score is the sum of the numbers assigned to each of the four categories. **Fractions, decimals, and/or split numbers may not be used.**
- If more than one teacher works with the student, teachers should come to a consensus in each category and merge the observations onto a **single** *GBRSw/C* Form. Only **one** completed *GBRSw/C* may be submitted.
- A student who displays strength in reading consistently accesses or has the potential to access standards at least one grade level above the current grade level. A student who displays strength in mathematics consistently accesses or has the potential to access materials at least one grade level above the current grade level, as determined by the Elementary Mathematics Instruction Sequence (EMIS).
- In the commentary section, list examples, observations, and/or descriptions of observed behaviors. These may include instructional modifications, inclusion in special programs, or additional information profiling the student's strengths. The comments should support categorical ratings with specific examples illustrating the behaviors.
- The *GBRSw/C* is a record of **observable classroom behaviors**. It is **not** a recommendation or favorable support for or against full-time Level IV placement or for other advanced academic services.
- A copy of all screening file documents, including the *GBRSw/C*, are available to parents or guardians upon request.

The *GBRSw/C* is a school document and will list the professional(s) completing it and be signed by the school administrator. Parents or guardians may not add to, edit, delete, or in any way alter the ratings or comments on the document. The appropriate documents for parent or guardian input are the *Level IV Referral Form* and the *Optional Parent/Guardian Questionnaire*.

In the case of home schooled students, the parent or guardian may complete the *GBRSw/C* if there is no other teacher, tutor, or coach who has enough knowledge of the student to complete the form.

Gifted Behaviors Rating Scale with Commentary (GBRSw/C) Form (Page 1)

Last Name: _____ First Name: _____ Current Grade: _____ Date: _____

School: _____ School Phone: _____

A completed *Gifted Behaviors Rating Scale with Commentary (GBRSw/C)* is required for each full-time Level IV candidate.

Only one Gifted Behaviors Rating Scale per student may be submitted.

FCPS LOCAL SCHOOL SCREENING COMMITTEE MEMBERS			
Name	Position	Name	Position
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Principal's Signature: _____		Date: _____	

OR

PERSONNEL OTHER THAN FAIRFAX COUNTY PUBLIC SCHOOLS

Name(s) of Rater(s): _____

Relationship to Child: _____

Telephone (H): _____ (W): _____ (C): _____

Signature: _____ Date: _____

Gifted Behaviors Rating Scale with Commentary (GBRSw/C) Form (Page 2)

Last Name: _____ First Name: _____ Current Grade: _____ Date: _____

A *Gifted Behaviors Rating Scale with Commentary (GBRSw/C)* is required for screening for full-time Level IV placement. Review each category and the list of descriptors. Using whole numbers only, assign an overall rating using the scale below. Add the four scores and place the sum in the total box.

Behaviors Demonstrated:

- 1 = rarely
- 2 = occasionally
- 3 = frequently
- 4 = consistently

TOTAL

Only one Gifted Behaviors Rating Scale per student may be submitted. Multiple teachers may confer to complete one holistic document for all subject areas.

- *The lists below are possibilities and examples to be considered in terms of frequency of behavior - not to be used as a checklist.*
- *Be sure to consider variations of how gifted behaviors may be exhibited with culturally/linguistically diverse students and for twice exceptional students. Consider both verbal and nonverbal behaviors (e.g. creative problem solving, abstract thinking).*

1. Exceptional Ability to Learn

- Exhibits exceptional memory
- Develops or demonstrates in-depth knowledge
- Displays persistent, intense focus on one or more topics
- Is highly reflective and/or sensitive to his/her environment
- Adapts readily to new cultures
- Learns quickly and easily
- Acquires language at a rapid pace
- Learns skills independently and makes connections without formal instruction

2. Exceptional Application of Knowledge

- Develops or demonstrates highly developed reasoning
- Employs complex problem-solving strategies
- Uses or interprets advanced symbol systems in academics, visual arts, and/or performing arts
- Understands, applies, or transfers abstract concepts
- Uses technology in advanced applications
- Acts as an interpreter, translator, or facilitator to help others
- Makes advanced connections or transfers learning to other subjects, situations, cultures
- Communicates learned concepts through role playing or detailed artwork

3. Exceptional Creative/Productive Thinking

- Is highly curious and focused about topics of high interest
- Sees the familiar in unusual ways or does not conform to typical ways of thinking or perceiving
- Is highly creative and/or inventive
- Demonstrates unusual fluency and flexibility in thinking or problem-solving
- Expresses ideas, feelings, experiences, and/or beliefs in original ways
- Displays keen sense of humor
- Generates unique new ideas, new uses, or new solutions
- Perceives or manipulates patterns, colors, and/or symbols

4. Exceptional Motivation to Succeed

- Demonstrates ability to lead large and/or small groups
- Meets exceptional personal and/or academic challenges
- Explores, researches, questions topics, ideas, issues independently
- Engages adults in conversations not typical of the student's age
- Exhibits a strong sense of responsibility towards self, class, or community
- Demonstrates exceptional ability to adapt to new experiences
- Strives to achieve high standards especially in areas of strength and/or interest
- Shows initiative, self-direction, or high level of confidence

GBRS Rating completed by a school committee (FCPS)

Gifted Behaviors Rating Scale with Commentary (GBRSw/C) Form (Page 3)

Last Name: _____ First Name: _____ Current Grade: _____ Date: _____

Accommodations provided for the student (check where applicable)	
Area of strength in:	<input type="checkbox"/> Mathematics <input type="checkbox"/> Reading
Currently eligible for school-based AAP services (FCPS) Status _____	

COMMENTARY

In a bulleted format, please provide a profile of the student’s academic strengths and abilities, citing specific examples. If not using the fillable form, please type and paste responses or use a black pen.

Commentary should include specific examples to support the GBRS rating.

GBRS Rating completed by a school committee for FCPS students

Optional Parent/Guardian Questionnaire

Student Name: _____ School Currently Attending: _____ School Year: __ Grade Level: __

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 guidelines. Fillable forms are available at <https://www.fcps.edu/registration/advanced-academics-identification-and-placement/elementary-school/current-fcps>.

Check the appropriate box: occasionally, frequently, consistently.

Give an example for each.

occasionally	frequently	consistently
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My child surprises me with his/her 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 his/her 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

Full-Time Reactivation Form

Student Last Name _____ Student First Name _____

Current Grade _____ Student ID Number _____ Gender (M/F) _____

Student Address _____ New address

City _____ Zip Code _____

Parent(s)/Guardian(s) _____

Home Phone Number _____ Work Phone Number _____

E-mail address _____

Attending School _____ Base School _____

For staffing purposes, this form must be submitted by July 1 for placement for the coming academic school year. Once you have made a commitment, you may not change placement for one academic year.

Center School _____ Effective by _____

Please include a copy of the eligibility letter and mail it along with this form back to:

Advanced Academic Programs
Willow Oaks Center
8270 Willow Oaks Corporate
Drive Fairfax, VA 22031
(571) 423-4740

FAX: (703) 279-5208 E-mail: AAP@fcps.edu

For Office Use Only

Date received: _____
Confirm Eligibility: _____
Date notified school(s): _____
Date notified transportation: _____
Processed by: _____