Advanced Academic Programs (AAP)

Overview of available services - Elementary, Middle and High School

Screening and Identification Information for Level IV Services

Karen Bird
Advanced Academics Resource Teacher (AART)
Hutchison Elementary School
October 13, 2020

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Fairfax County Schools (FCPS) Beliefs

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

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Virginia Department of Education 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."

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FCPS VA Local Plan for the Gifted

Information related to FCPS Advanced Academic Services

FCPS Local Plan for the Gifted 2016-2021

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.

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AAP Continuum of Services

AAP offers a continuum of services to challenge and engage all students K-12. Our goals are:

- Provide advanced academic opportunities to all students
- Identify student strengths and abilities
- Match students to levels of AAP service needed

We believe talent can be nurtured and developed in all students. AAP services for a student may change over time.

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Advanced Academic Programs Overview

Young Scholars Model - **All K-12 Students**

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

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Advanced Academic Programs

Grades K-12

Young Scholars Model

FCPS developed the Young Scholars Model to help identify students from historically underrepresented populations for AAP services.

The model provides additional opportunity and support to nurture talent and build confidence so that students can meet their potential. The goal is to prepare Young Scholars for challenging courses and success in the future.

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ELEMENTARY
Grades K-6

Young Scholars Model

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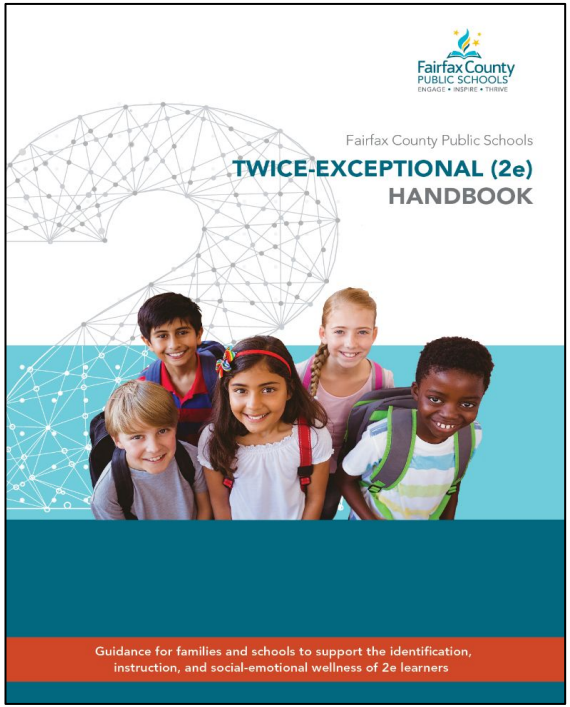
Advanced Academic Programs

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**

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Advanced Academic Programs Overview

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

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ELEMENTARY
Grades K-6

Level I:
Critical and Creative Thinking

All students need to learn to think, reason, and problem-solve.

- All teachers use critical and creative thinking strategies in their lessons
- Teachers use advanced academic curriculum each quarter

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ELEMENTARY
Grades K-6

Level I:
Critical and Creative Thinking

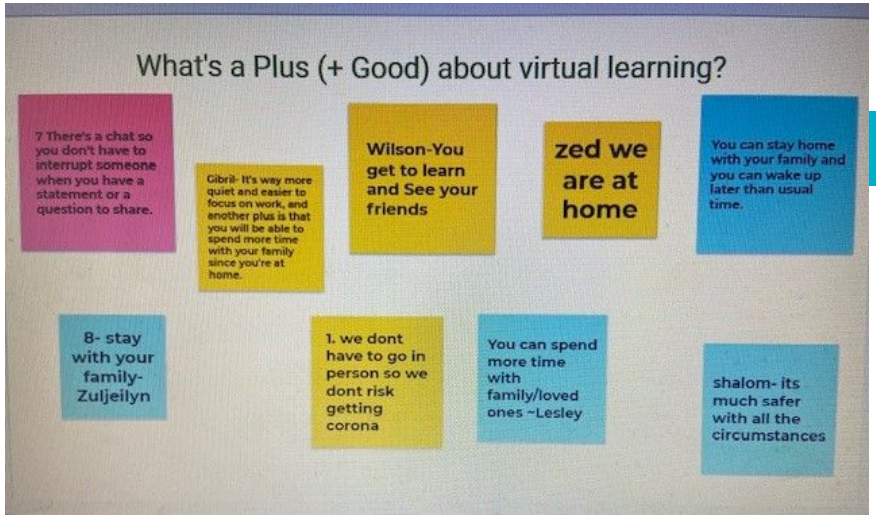
K - 3 Attribute Skills

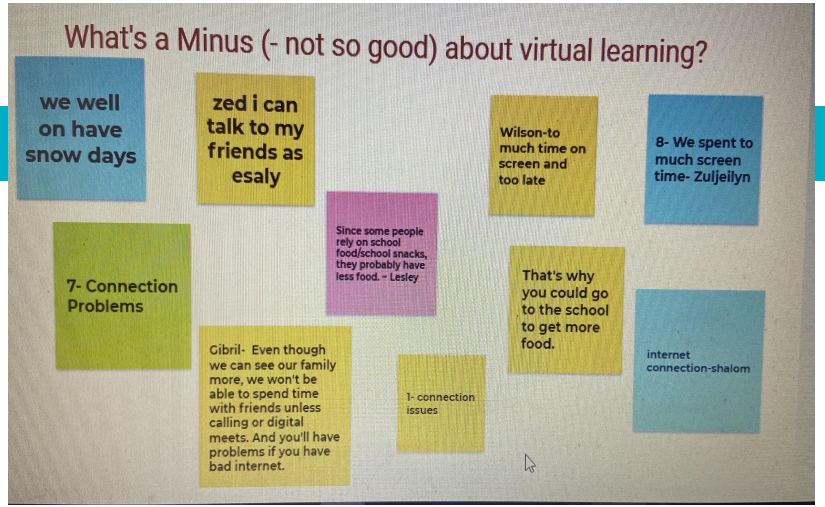
Examples of creative and critical thinking skills:	
I ask questions to help me solve problems.	
I can create solutions that are new.	
I use information from other sources to form my own ideas.	
I use my imagination to think about new ideas.	
I show that I am creative.	
I can say why I think an idea is a good one.	

Portrait of a Graduate Attribute Skills - Looks Like/Sounds Like
Grades 4-6

Creative and Critical Thinker Skills

Skills	Some "Looks Like/Sounds Like" Examples
I can create unique solutions.	• Stretching my thinking, even if I already have one idea • "___, do you have another idea?" • "How can I think about this in a different way?"
I use information from many sources to gather information.	• Visiting credible news websites • Comparing information in databases • "This author stated ___, and this author stated ___."
I can revise and refine my ideas.	• Receiving feedback from peers • Combining my thinking with others' ideas • "I used to think ___, but then you said ___. Now, I think ___."
I use the arts to express my personal feelings, thoughts, and ideas.	• Writing, singing, playing music, and/or dancing to evoke emotions or convince others
I can say why I think an idea is a good one.	• Checking information in sources with other sources (e.g. check website with a book/database) • "I agree with ___'s idea because ___."
I understand my choices affect the future.	• Use cause and effect charts • "Because I ___, now I can ___."
I ask questions to clarify, explore, and assess ideas.	• Recognize similarities and differences between ideas • "What makes you think that?"





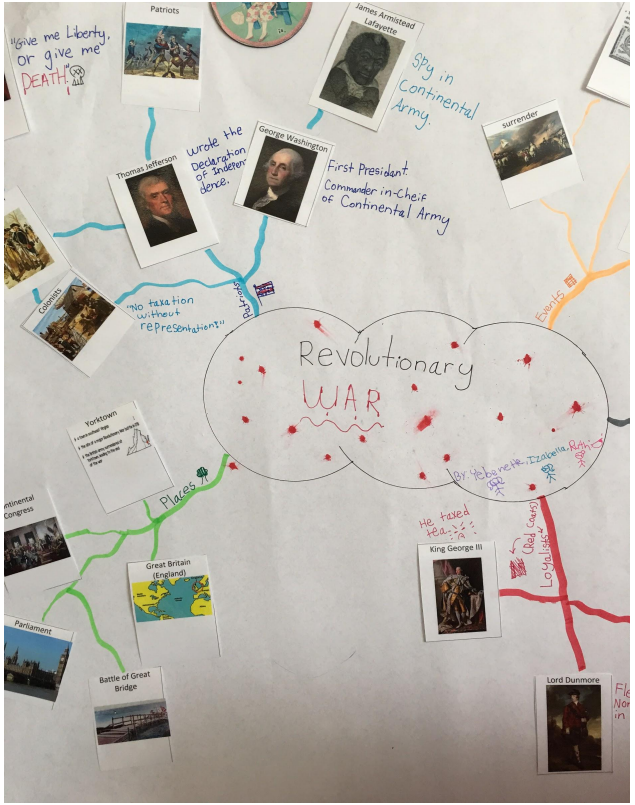
Plus Minus Interesting

about Virtual Learning

Looking at the Positive, Negative and Interesting Aspects of an Idea

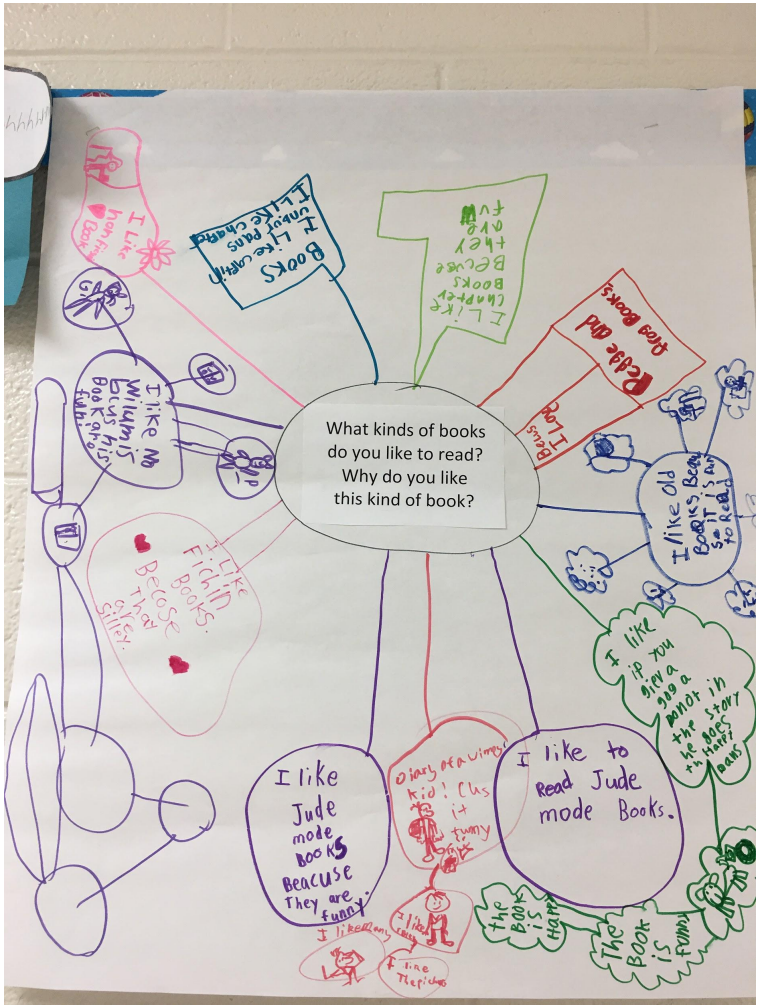
Mindmapping

Organizing information into categories around a main idea
Creativity encouraged!

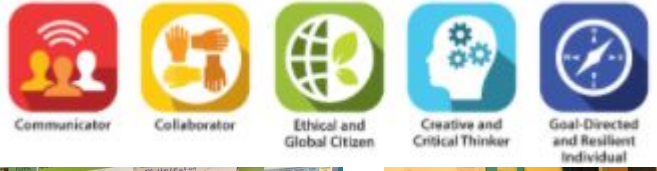


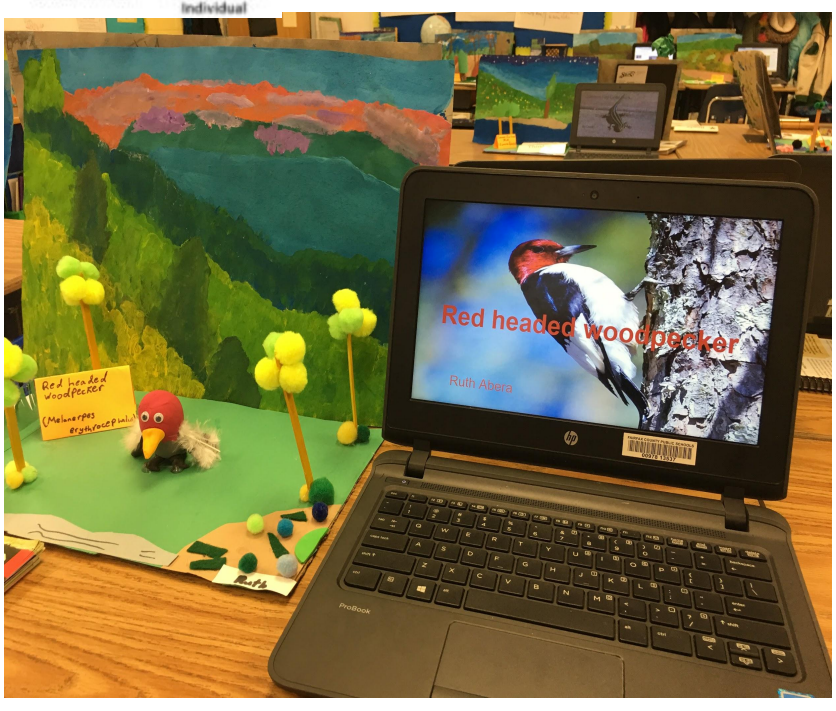
2nd Grade Chalk Talk

A silent "discussion" where students share their thinking by writing and commenting on others' ideas.



Project-Based Learning in 4th grade
(Cross-curricular - Science, Social Studies and Art)





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ELEMENTARY
Grades K-6

Level II: Differentiated Instruction in the classroom

Some students are strong in one or more subject areas. Classroom teachers may adjust instruction for students in these areas by:

- Providing different assignments and resources in those subjects (advanced reading groups, math challenges)
- Grouping students by their strengths, interests, and readiness
- Level II services may be provided by the classroom teacher or in a small group setting

Services are re-evaluated each year.

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ELEMENTARY
Grades 3-6

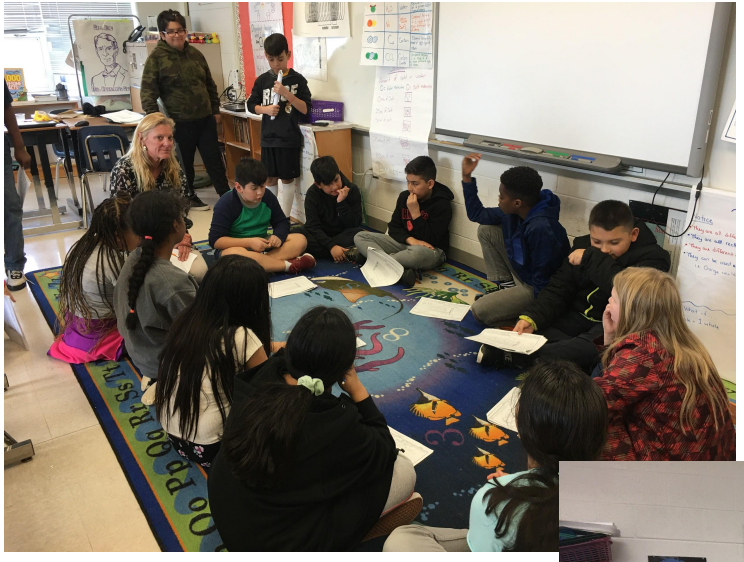
Level III
Part-Time services with the AART
Grades 3-6

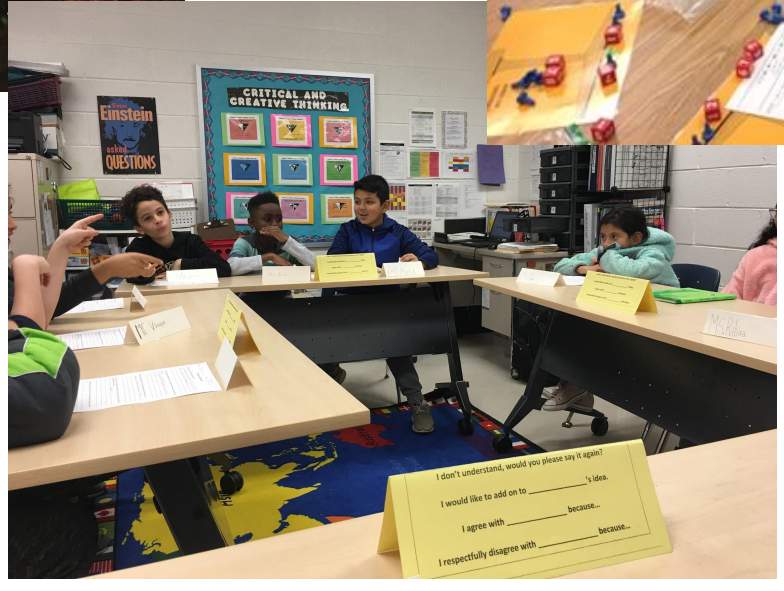
Some students have advanced academic abilities in multiple subject areas. They need part-time AAP services.

AARTs provide gifted curriculum in Language Arts, science, social studies, and/or mathematics. This is provided by:

- the AART
- the classroom teacher

Parents may refer their child for screening at the local school for part-time AAP services.





Socratic Seminar

Learning algebraic concepts with Hands-on Equations

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Advanced Academic Programs Overview

Young Scholars Model - **All K-12 Students**

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ELEMENTARY
Grades 3-6

Level IV
Full-Time services
Grades 3-6

Some advanced learners need a full-time advanced academic program with differentiated instruction in all 4 content areas.

Students eligible for full-time AAP services receive:

- advanced Language Arts, science, and social studies curriculum, and
- math curriculum at least one year above grade level.

Students need to be screened for full-time services. Parents may refer their child to be screened. Eligible Hutchison students attend Clearview Elementary for the full-time Level IV program.

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For more information on AAP services in Middle and High School please go to Slide 41

Advanced Academic Programs Overview

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The AAP Level IV Screening Process

- A **referral form** is **required** for any student (grades 2-7) whose parent would like them screened for full-time services but is not in the 2nd grade screening pool.
- The “screening pool” is 2nd grade students who are automatically considered for Level IV services based on an ability test given in 1st grade. Parents will be notified by **November 1, 2020** if their child is in the screening pool.
- Parents in grades 2 - 6 may submit a Level IV Referral Form between September 8 and December 1, 2020.
- The completed Level IV Referral should be emailed to the Karen Bird, AART at Hutchison Elementary School - kmbird@fcps.edu
- **The deadline for referrals is December 1, 2020 - no exceptions!**

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How do students get ability test scores?

Ability tests:

- Grade 1: Naglieri Nonverbal Abilities Test (NNAT) - given to all FCPS 1st graders last Fall (2019)

- If students in grades 2-6 do not have an ability test on file, the Naglieri will be administered in December to these students.

Due to the ongoing COVID-19 pandemic:

- **FCPS will not administer the Grade 2 CogAT in 2020-2021.**
- **There will be no "one time retakes" of any ability test this year.**

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QUESTION

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

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

There are several ways families can support the screening process.

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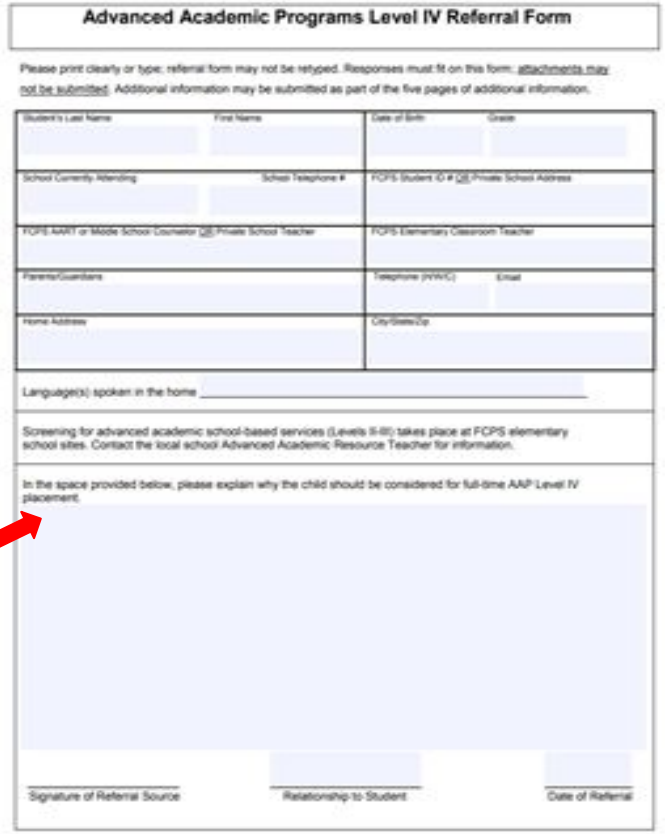
Referral Form to be Completed by Parents

Please complete all sections including an explanation of why you think your child should be full-time Level IV services.



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 # OR Private School Address

FCPS AART or Middle School Counselor OR 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

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Parent Input

Parents may also submit (but not required):

- the parent/guardian questionnaire
- **up to** four pages of student work samples

These optional materials should be submitted to Mrs. Bird, Hutchison's AA resource teacher when submitting the referral form.

Discontinued due to COVID and the need to create digital screening files: Awards, certificates, and letters of recommendation **will not be part of screening files**.

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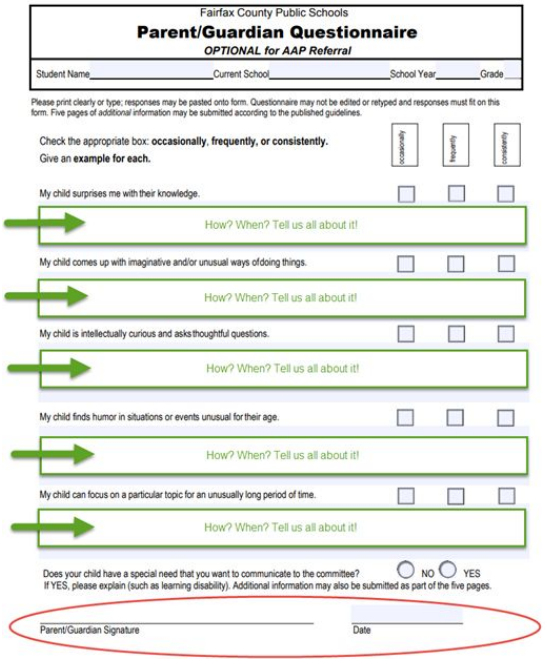
QUESTION

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

Parent/Guardian Questionnaire



Fairfax County Public Schools

Parent/Guardian Questionnaire

OPTIONAL for AAP Referral

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. ☐ ☐ ☐

How? When? Tell us all about it!

My child comes up with imaginative and/or unusual ways ofdoing things. ☐ ☐ ☐

How? When? Tell us all about it!

My child is intellectually curious and asksthoughtful questions. ☐ ☐ ☐

How? When? Tell us all about it!

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

How? When? Tell us all about it!

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

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 _____

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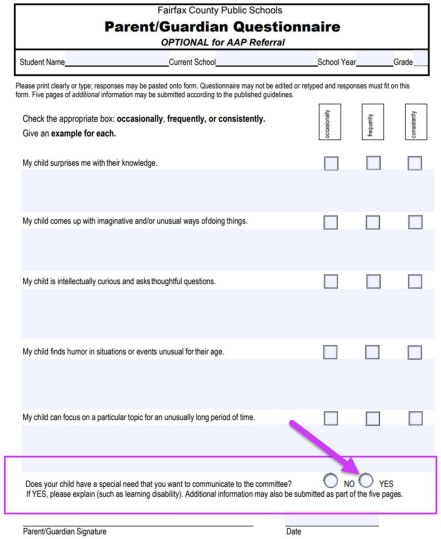
QUESTION

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

Parent/Guardian Questionnaire: Information about Special Needs



Fairfax County Public Schools

Parent/Guardian Questionnaire

OPTIONAL for AAP Referral

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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.	☐	☐	☐
My child comes up with imaginative and/or unusual ways of doing things.	☐	☐	☐
My child is intellectually curious and asks thoughtful questions.	☐	☐	☐
My child finds humor in situations or events unusual for their age.	☐	☐	☐
My child can focus on a particular topic for an unusually long period of time.	☐	☐	☐

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 _____

Does your child have a special need you want the committee to know about? Parents may submit a page of additional information about a student's 2e needs.

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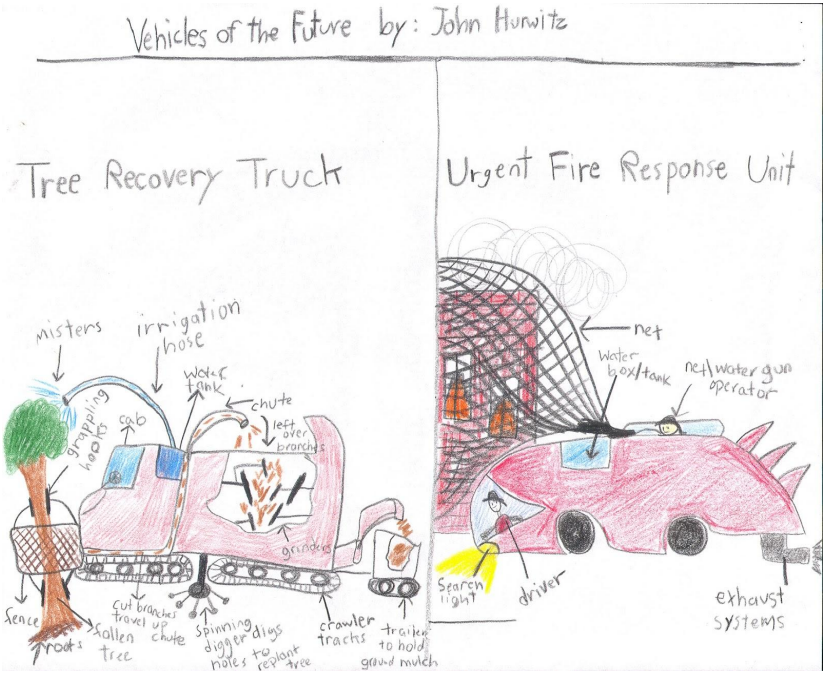
QUESTION

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

Work Samples (up to 4 pages)



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QUESTION

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

Work Sample Guidelines:

- 4 pages maximum
- Single-sided, 8 ½ x 11 pages
- No 3-D, no electronic samples
- Multiple pages may be copied to one page
- Copies or originals are accepted (Samples will not be returned)

It is helpful to write a brief description about the sample.

Due to the ongoing COVID-19 pandemic, AARTs will accept work samples in the following formats:
PDF, Word, and jpg/png

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QUESTION

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

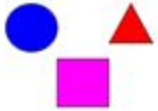
Keep in mind this is an academic program. Art samples are accepted, however, samples from multiple content areas are most helpful for the screening committee.

The committee will be looking for evidence of exceptional critical and creative thinking, reasoning, and problem solving showcased in the student work samples.

Ideas for Critical and Creative Thinking at Home

Have your child create, take a picture and email to Mrs. Bird - kmbird@fcps.edu

CCT Choice Board 1-3

Write 3 questions about something you'd like to learn more about. Try to find the answers!	Create a new cereal flavor. What would it taste like? What would it look like? What would you name it? Draw a picture of the cereal box.	Write the alphabet (A-Z) and then write the name of an animal that starts with that letter.
Read (or have someone read to you) a favorite book. Draw a new cover illustration (picture) for it.	Look around your house for shapes. Make a list of all the circles, squares, and triangles that you find. 	Design your dream house. Draw a picture and tell what is special about it.
Look around your house and make a list of things that you have more than one hundred of. 100	Combine two or more animals and draw an animal that has never been seen before. Give your new animal a name.	Imagine you could plant a garden and grow anything you want. What would you grow? Draw a picture of your garden.

CCT Choice Board 4-6

Questioning Write 3 questions about something you'd like to learn more about. Research and find the answers!	**Fluency, Flexibility, Originality & Elaboration** Create a new cereal flavor. What would it taste like? What would it look like? What would you name it? Draw the box and create a catchy slogan to sell your new cereal.	**PMI** **Plus, Minus, Interesting** Create a PLUS, MINUS, INTERESTING chart (like the one below) about cell phones in school. P M I
Mindmapping Create a detailed mindmap of a topic you have learned about in school.	**Visualization** Draw a design for the classroom of the future. Include lots of details!	**Point of View** Imagine you are living in a time period in the past. Write a journal entry about a day in your life.
Decisions and Outcomes Write down three rules that everyone in the world must follow. Then tell what the world would be like if everyone followed them.	**Encapsulations** Draw or write 6 words that capture (tell) who you are.	**Analogies** Choose one of these pictures to create an analogy about this school year: This school year is like a because _____. Or make up your own!

What will the school do to support the screening process?

When the referral is received the school will put together a screening file:

The **local school committee** will provide these required items:

- Screening Summary Sheet
- **Gifted Behavior Rating Scale with Commentary** - (completed by the school screening committee with input from teachers and others who work with the student)
- Progress Reports (1 ¼ years)
- Test Data Sheet (FCPS test scores)
- Work Samples (up to 6 total)

Parent/Guardians will provide:

- Referral form
- Parent/Guardian questionnaire (optional)
- Up to 4 work samples

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More Ideas for Critical and Creative Thinking at Home

Have your child create, take a picture and email to Mrs. Bird - kmbird@fcps.edu

STEAM/CCT Choice Activites

STEAM

Listen to the story Hey, That's My Monster read to you.

Design a new monster to help Emma go to sleep using recyclables you find at home. What makes your monster good at their job?

STEAM

Listen to the Clark the Shark Read Aloud

Can you design something to organize all of your school materials? Maybe a place to neatly keep your pencils, crayons, markers, scissors, whatever you are using! Make sure to use all recyclable materials to create this and think about what kind of space you have.

Engineering/CCT Choice Activities

STEAM

In Rosie Revere Engineer, Rosie persevered to create an idea she had for a flying machine. She stuck with her plan even though others doubted her.

Can you make a paper airplane that is different than any you have ever seen? How far can it go? How straight or fast can it fly? How many times did you need to improve your design before you were happy with it?

STEAM

Have you ever heard of Rube Goldberg? Click on the link to learn more about him. **Can you build a Rube Goldberg type machine? Remember it's a machine made to complete a task but in a crazy complicated fashion!**

Here is a fun video of a very complicated Rube Goldberg machine. Yours will not be this complex but it's fun to watch!

Critical and Creative Thinking Strategies

You can be an Engineer! Here are some stories that you may enjoy about kids who work like an Engineer.
PreK-1: Baby Loves Aerospace Engineering
1-6th Grade: The Most Magnificent Thing

Here are some things engineers do to help improve people's lives:
- Create safety belts for inside your car
- Design a lighter vacuum cleaner
- Invent a stronger adhesive (like velcro)
- Create ways for astronauts to go into space
- Develop new kinds of cell phones
- Design devices that repel mosquitoes or bugs

This week use the FCPE Handout to consider a problem that is impacting you. Brainstorm ideas for creating something that can improve your life or the lives of those around you!

Critical and Creative Thinking Strategies

What is an Engineer?

https://safeyoutube.net/w/a0D7

Engineers dream up creative, practical solutions and work with other smart, inspiring people to invent, design, and build things that matter. They are changing the world all the time.

Use the **Plus, Minus, Interesting** handout provided to consider what is positive, negative and interesting about the work engineers do.

As you think, be sure you put an equal amount of positives, negatives and interesting things. This will help your brain think more deeply about the topic and challenge your brain to work hard! You can do hard things!
Hint: Interesting items may include questions that you have!

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QUESTION

What will the school do to support the screening process?

The Gifted Behavior Rating Scale (GBRS) with Commentary

The school-based committee will complete the GBRS to rate how often the student demonstrates exceptional:

- Ability to Learn
- Application of Knowledge
- Creative/Productive Thinking
- Motivation to Succeed

compared to students of similar age/background/experience. They also write commentary with specific examples.

Who decides if the student is eligible for full-time services?

The school does not screen the file and make eligibility decisions. An FCPS central screening committee reviews all screening files.

The central selection screening committee is made up of FCPS staff with diverse roles such as: classroom teachers, AA resource teachers, school administrators, specialists, school counselors,and central office staff.

Each file is read independently by at least 6 committee members.

Parents will be notified in early Spring if the student was found eligible. They would start the program in Fall of 2021. Hutchison students accepted into the program would attend Clearview Elementary School.

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QUESTION

What is the most important document in the screening file?

All materials are considered by the central selection screening committee

The file is looked at holistically. The committee members do not assign more weight or value to one document over another.

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QUESTION

Are eligibility decisions final?

Parents/Guardians may appeal the decision.

Information on the appeals process is in the ineligible decision letter.

Students in grades 2-7 may be screened for Level IV screening each school year.

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Advanced Academic Programs Overview

Young Scholars Model - **All K-12 Students**

<table>
<tr><th>Elementary School: K-6</th><th>Middle School</th><th>High School</th></tr>
<tr><td>Critical and Creative Thinking Strategies (I)</td><td colspan="2">IB Middle Years Program – Grades 6 -10 (selected schools)</td></tr>
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Adapted from the Integrated Continuum of Special Services by Sally Reis and Levels of Service by Donald Treffinger.

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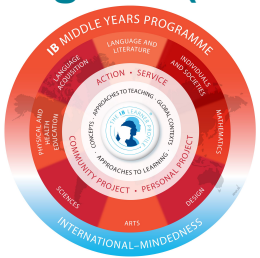
MIDDLE SCHOOL
Grades 6-8 (in selected schools)

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 the connections between content and the real world through critical and reflective thinking.

In schools that have IB MYP, all students participate.

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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.

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MIDDLE SCHOOL
Grades 7-8

Acceleration in Mathematics courses in Middle School

Acceleration in mathematics content:

- Any student in 7th grade may select Math 7 Honors. This course is one year above grade level. Students will learn 8th grade 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

Level IV
Full-Time services

Some advanced learners need a full-time advanced academic program with differentiated instruction in all 4 content areas.

- English
- Science
- Social Studies
- Mathematics

Students are grouped with students who have similar needs.

There is a screening process for students to be found eligible for AAP full-time services.

Eligible students may attend their AAP center or stay at their local middle school.

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Advanced Academic Programs Overview

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HIGH SCHOOL

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.

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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.

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HIGH SCHOOL
Grades 10-12 (in selected schools)

Advanced Placement

AP CollegeBoard Advanced Placement Program

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 entitle a student to college credit. Some AP courses, such as AP Seminar and AP research, include performance-based assessments.

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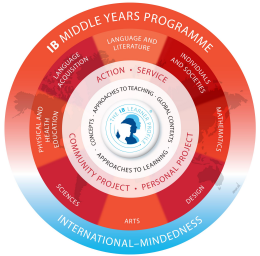
HIGH SCHOOL
Grades 9-10 (in selected schools)

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 understand the connections between content and the real world through critical and reflective thinking.

In schools that have IB MYP, all students participate.

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HIGH SCHOOL
Grades 11-12 (in selected schools)

International Baccalaureate Diploma Program

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

The program focuses on developing students with a wide breadth and depth of knowledge in a variety of content areas. It focuses on the physical, intellectual, ethical, and emotional health of students.

In schools that have IB DP, students can take one or more courses or they can pursue the full IB diploma.

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HIGH SCHOOL
Grades 11-12 (in selected 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 design a rigorous course of study and prioritize their interests. Students can pursue academics and gain professional skills.

To earn the IB Career-related Certificate, students will complete IB DP courses, a career-related study, and the four components of the IB CP core.

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HIGH SCHOOL
Grades 11-12 (in selected 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 Schools:

Karen Bird
Advanced Academic Resource Teacher (AART)
kmbird@fcps.edu

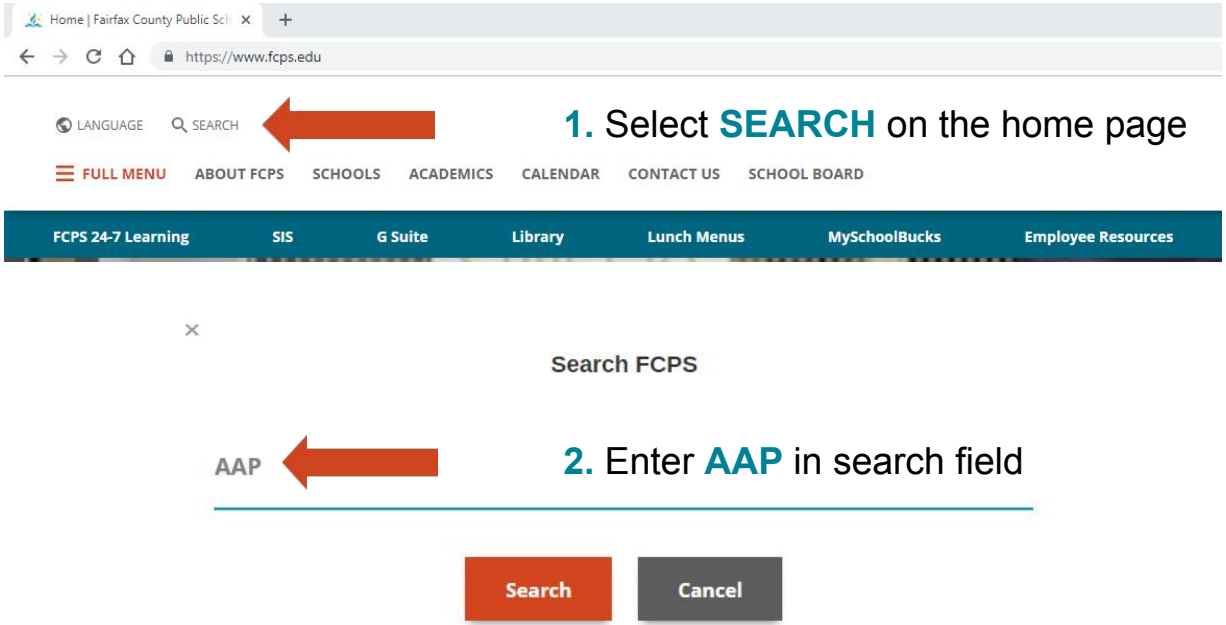
AAP Office:

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

Middle and High Schools:

- Director of Student Services
- School Counselor

For more information: www.fcps.edu



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We value your interest and involvement in your child's education!

At Hutchison Elementary School we are committed to providing opportunities for your child to engage in Advanced Academic learning experiences that best meet their needs.

Karen Bird
Advanced Academic Resource Teacher (AART)
kmbird@fcps.edu

https://www.fcps.edu/academics/elementary-school-academics-k-6/advanced-academics