

Advanced Academic Programs (AAP)

Orientation for Full-Time Services

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Outcomes

In this meeting we will:

- Share an overview of Full-Time AAP Services
- Share our local school AAP grouping plans
- Share some examples of student work with AAP curriculum

Fairfax County Schools (FCPS) Beliefs

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

AAP Continuum of Services

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

- Provide deeper learning and talent development opportunities to all students
- Identify and build upon student strengths and abilities
- Provide multiple entry points to meet diverse student needs through the continuum of services

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

Advanced Academic Programs Overview

Young Scholars Model - K-12

Elementary School	Middle School	High School		
Access to Rigor - K-6	IB Middle Years Program – Grades 6 -10 (select schools)			
Subject Specific AAP - K-6	<ul style="list-style-type: none"> • Honors Courses • Advanced Placement (AP) • International Baccalaureate (IB) • Dual Enrollment Courses • Thomas Jefferson High School for Science and Technology 			
Part-Time AAP - Grades 3-6			Honors Courses in areas of Academic Strength/Interest Grades 7-8	
Full-Time AAP - Grades 3-8				

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

Full-Time AAP Services

Some advanced learners need a full-time advanced academic program, including differentiated instruction in all four content areas and access to a peer group with similar academic needs.

Students eligible for Full-Time AAP services receive:

- Advanced Language Arts, mathematics, science, and social studies curriculum, and
- Curriculum that is differentiated through acceleration, depth, and complexity of content.

Full-Time AAP Services

Students receiving Full-Time AAP Services are in a classroom that:

- Will adjust pace, intensity of depth and complexity, and inquiry-based approaches daily,
- Stimulates creativity and problem solving,
- Encourages academic risk-taking and productive struggle for continuous intellectual growth,
- Nurtures the unique social-emotional needs of advanced learners, and
- Provides opportunities for reflection and self-assessment.

Full-Time Center & Local Full-Time Comparison

Center Programs

Local Programs

Students are grouped primarily with students who have been found eligible for full-time services through the central screening process

Students from multiple feeder schools leave base schools to attend a center site

AAP curriculum is used full-time in all four content areas for students identified for full-time AAP

Classroom teachers have or are working towards AAP endorsement

Schools receive continuous professional learning

Schools use cluster grouping models to ensure an academic peer group for students identified for full-time AAP services

Additional students are grouped in the class

Curriculum access is expanded to more students with scaffolding for support

Serves only students from neighborhood school / students do not need to leave their base school

Local Full-Time AAP Overview

Students eligible for Full-Time AAP Services may stay at their local school and receive full-time services.

Local Full-Time AAP has the same:

- Curriculum and resources,
- Learning objectives, and
- Teacher qualifications.

Local Full-Time AAP may:

- Use flexible and cluster grouping.

Local Full-Time AAP Grouping Models

School has enough students eligible through central screening to fill a grade level class.

Group all eligible students in one class.

Cluster group at least 6-8 eligible students in classes and add other students to the class.

School does not have enough students eligible through central screening to fill a grade level class.

Group all eligible students in one class and add other students to the class.

Group all eligible students in one class and flexible group students based on subject-area strengths throughout the day.

Cluster group at least 6-8 eligible students in classes and add other students to the class.

At Cardinal Forest, we plan to group all Level IV eligible students in one class and add other students to the class.

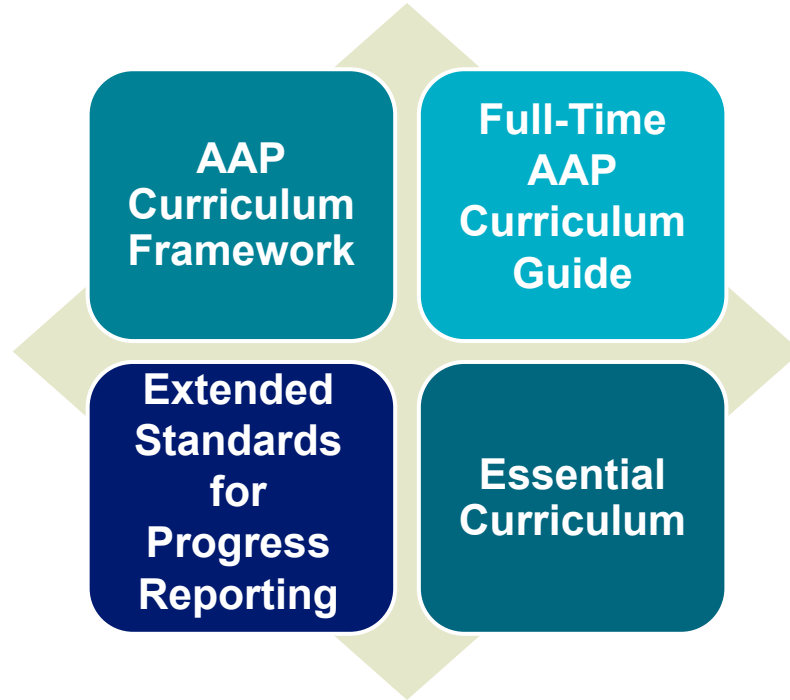
Why Local Full-Time AAP?

**Supports a continuum
of advanced
academic services at
the local school**

**Students may choose
to stay at their base
school and receive
the appropriate level
of challenge**

**Increased access to
AAP curriculum for
students who are
ready for advanced
work**

Full-Time AAP Services: Connecting it all Together



Curriculum

AAP curriculum is used for all services on the AAP continuum

- Units that center around macro concepts such as *change*, *systems*, or *interdependence*
- Units that incorporate increased levels of independence and complexity with Problem-Based Learning
- Units that ask students to work as experts in the field
- Opportunities for problem solving, including competitions

Full-Time AAP Services includes resources being used on a full-time basis in the for core content areas.

Curriculum Frameworks

AAP Curriculum and Resources to Support the Differentiated Framework Grade 3
[Overview](#) | [Mathematics](#) | [Social Studies](#) | [Language Arts](#) | [Science](#)

Mathematics

Essential Resources

[Advanced Mathematics Planning and Pacing Yearly Overview Grade 3](#)

- R01665A

[Building a Mathematics Community](#)

- R016690

[Project M3: Mentoring Mathematical Minds](#)

- Unraveling the Mystery of the MoLi Stone: Place Value and Numeration
 - Teacher Guide (978-1-4652-8075-6)
 - Student Journal (978-1-4652-6197-7)
- Awesome Algebra: Looking for Patterns and Generalizations
 - Teacher Guide (978-1-4652-8076-3)
 - Student Journal (978-1-4652-6201-1)
- Digging for Data: Collecting, Displaying and Analyzing Data
 - Teacher Guide (978-1-4652-8082-4)
 - Student Journal (978-1-4652-6209-7)
- How Big is Big: Understanding and Using Large Numbers
 - Teacher Guide (978-1-4652-8078-7)
 - Student Journal (978-1-4652-6232-5)
- In Search of the Yeti: Measuring Up, Down and All Around
 - ****All schools have at least one copy of this resource.***
 - Teacher Guide (978-1-4652-8090-9)
 - Student Journal (978-1-4652-7037-5)

[Critical and Creative Thinking Lessons](#)

- R01837F

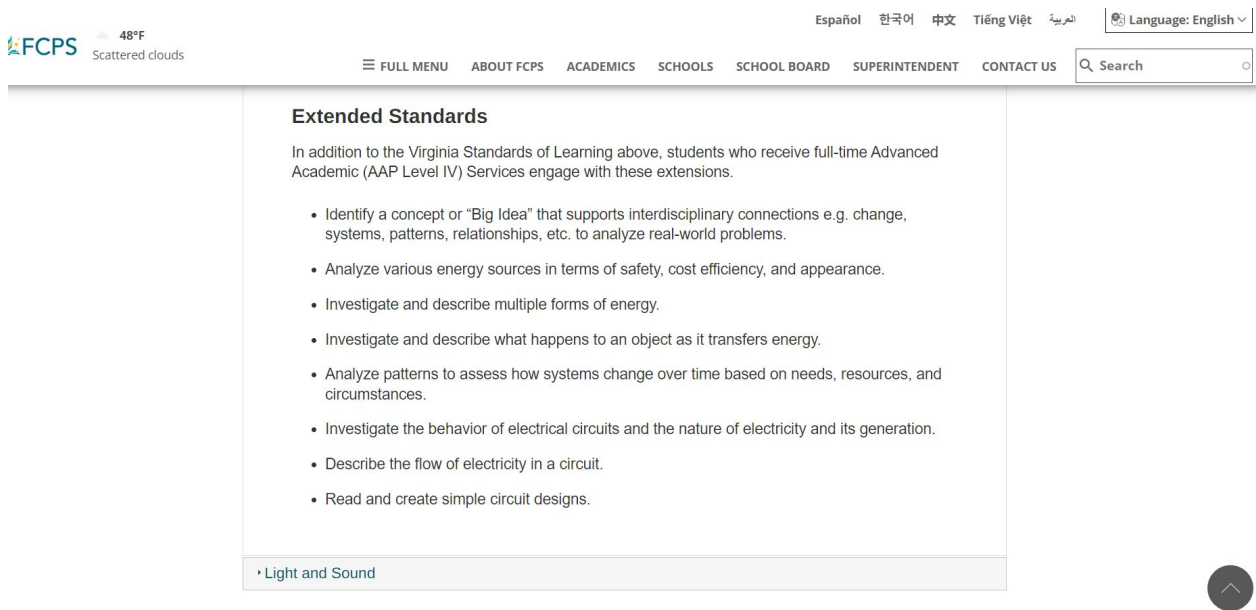
Research-Based Curriculum for
Advanced Learners

Professional Development Provided to
Teachers

Four Core Content Areas:

- Mathematics
- Language Arts
- Social Studies
- Science

Extensions of the Core Curriculum - Progress Report Alignments



The screenshot shows the Fairfax County Public Schools (FCPS) website. At the top right, there are language options: Español, 한국어, 中文, Tiếng Việt, العربية, and a dropdown menu for Language: English. Below this is a navigation menu with links for FULL MENU, ABOUT FCPS, ACADEMICS, SCHOOLS, SCHOOL BOARD, SUPERINTENDENT, and CONTACT US. A search bar is also present. The main content area is titled "Extended Standards" and contains the following text and list:

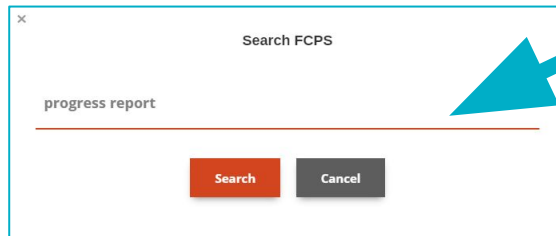
In addition to the Virginia Standards of Learning above, students who receive full-time Advanced Academic (AAP Level IV) Services engage with these extensions.

- Identify a concept or "Big Idea" that supports interdisciplinary connections e.g. change, systems, patterns, relationships, etc. to analyze real-world problems.
- Analyze various energy sources in terms of safety, cost efficiency, and appearance.
- Investigate and describe multiple forms of energy.
- Investigate and describe what happens to an object as it transfers energy.
- Analyze patterns to assess how systems change over time based on needs, resources, and circumstances.
- Investigate the behavior of electrical circuits and the nature of electricity and its generation.
- Describe the flow of electricity in a circuit.
- Read and create simple circuit designs.

At the bottom left of the content area, there is a link for "Light and Sound". At the bottom right, there is a circular button with an upward-pointing arrow.

Extensions of the Core Curriculum - Progress Report Alignments

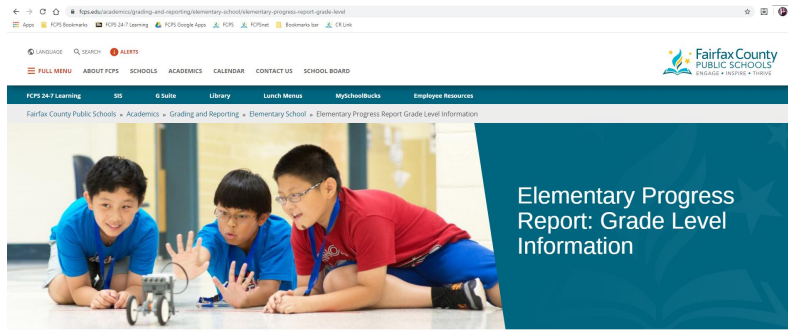
Go to www.fcps.edu, search “progress report.”



Search FCPS

progress report

Search Cancel

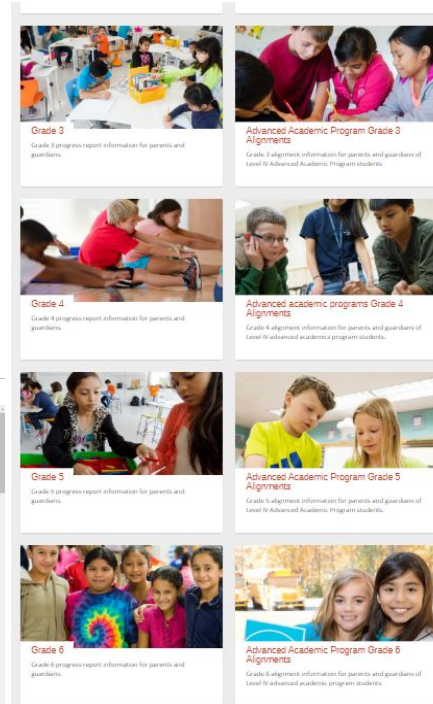


FAIRFAX COUNTY PUBLIC SCHOOLS

FAIRFAX COUNTY PUBLIC SCHOOLS
ADVANCED ACADEMIC PROGRAM

FAIRFAX COUNTY PUBLIC SCHOOLS
ADVANCED ACADEMIC PROGRAM

Elementary Progress Report: Grade Level Information



Grade 3
Grade 3 progress report information for parents and guardians.

Advanced Academic Program Grade 3 Alignments
Grade 3 alignment information for parents and guardians of level II Advanced Academic Program students.

Grade 4
Grade 4 progress report information for parents and guardians.

Advanced Academic Program Grade 4 Alignments
Grade 4 alignment information for parents and guardians of level II Advanced Academic Program students.

Grade 5
Grade 5 progress report information for parents and guardians.

Advanced Academic Program Grade 5 Alignments
Grade 5 alignment information for parents and guardians of level II Advanced Academic Program students.

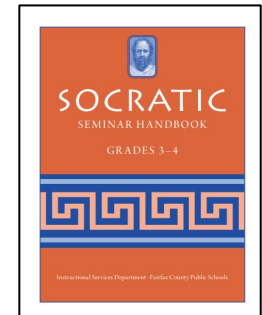
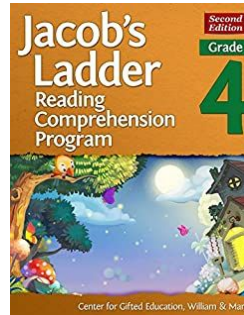
Grade 6
Grade 6 progress report information for parents and guardians.

Advanced Academic Program Grade 6 Alignments
Grade 6 alignment information for parents and guardians of level II Advanced Academic Program students.

Language Arts Curriculum

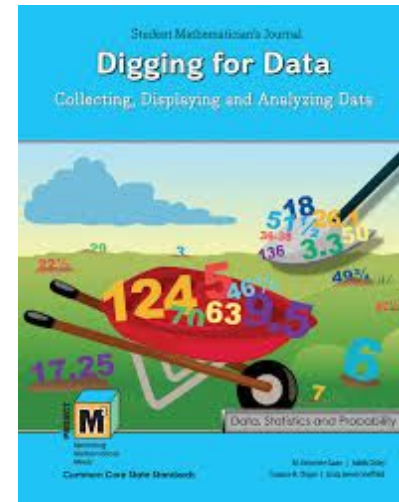
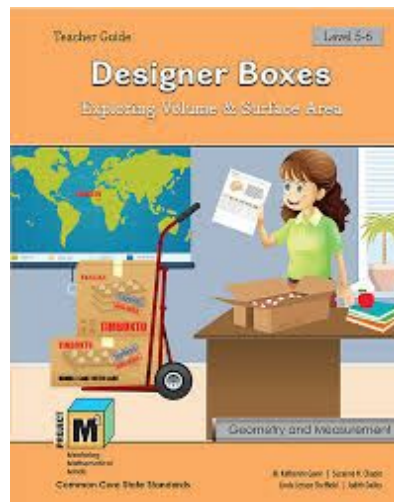
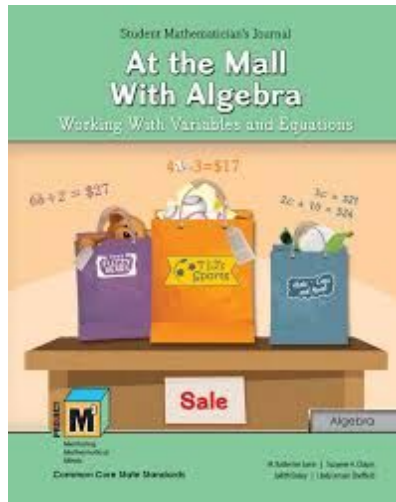
- William & Mary
- Reading Above
- Michael Clay Thompson
- Socratic Seminar
- Jacob's Ladder
- Great Debate

Character	Character	Character
<p>Think of two questions you have about the main character. Do you think the questions will be answered as you continue with the story? Why or why not?</p> <p>Describe the main character of the book in five or fewer words. Avoid using title words (such, good, bad, mean, etc.).</p> <p>Tell about a decision or choice made by a character. Do you think the character made a good choice? Why or why not?</p> <p>Tell about a character's action that surprised you. Why was the action a surprise? What did it show about the character?</p> <p><small>Page 104 • Strategy 1 ©2014 Pearson Education, Inc.</small></p> <p style="text-align: right;">C.1</p>	<p>Who is the antagonist in the story? What clues from the text help you to know this?</p> <p>Imagine you are one of the characters during an important moment in the book. How do you think you would feel about what is happening? Why?</p> <p>If you could give the main character a gift, what would you give him or her? What details from the book helped you to decide what you might give?</p> <p>What is a question that one of the characters seems to be struggling with in the story? How does this character try to find answers?</p> <p><small>Page 104 • Strategy 2 ©2014 Pearson Education, Inc.</small></p> <p style="text-align: right;">C.2</p>	<p>If you could choose to become one of the characters, whom would you choose? Why?</p> <p>How would the book be different if told from another character's point of view?</p> <p>Compare and contrast the protagonist in this story with a character in another book.</p> <p>Create a new problem for the main character that is similar to a problem you once faced. Do you think the main character would respond to the problem the same way you did? Why or why not?</p> <p><small>Page 104 • Strategy 3 ©2014 Pearson Education, Inc.</small></p> <p style="text-align: right;">C.3</p>



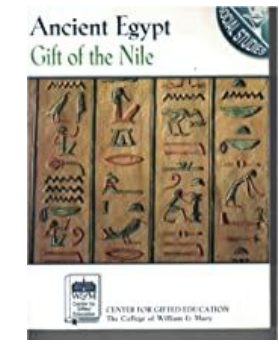
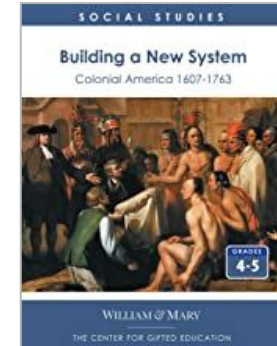
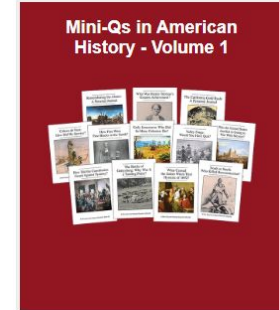
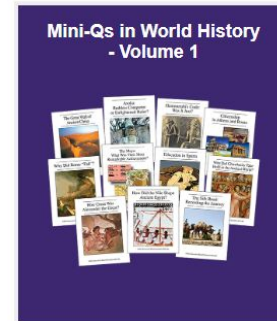
Mathematics Curriculum

Project M³: Mentoring Mathematical Minds; Grades 3-6



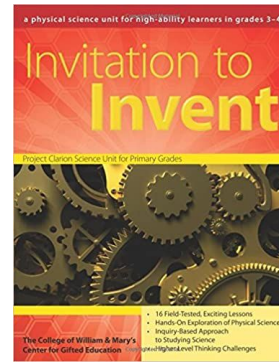
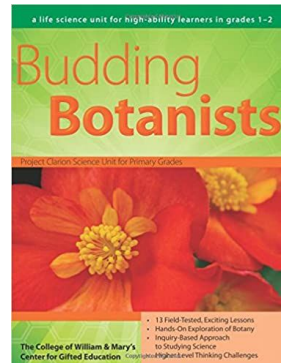
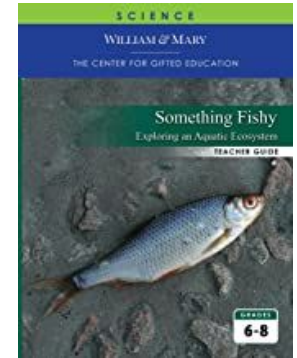
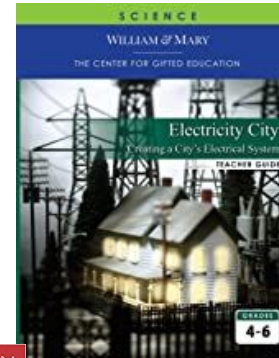
Social Studies Curriculum

- Document Based Questioning (DBQ)
- William & Mary Social Studies Units



Science Curriculum

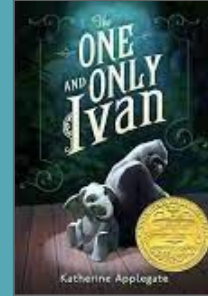
- William & Mary
- Project Clarion
- JASON Learning



Literary Conflict: a deepening discourse, let's listen in.....



Responses to conflict within, The One and Only Ivan & Snow White, So Forgetful, via *Reading Above* questions.



The One and Only Ivan;
Internal or External Conflict:

“Ivan had internal conflict, he was fighting against himself. First he had to make all choices with a promise. This was not easy because a promise must be forever. He made the promise to Stella so she would not be depressed before she died. Ivan wanted to make her happy, but making her happy made him feel, sad, happy, and good. But his worry was the promise and to keep Ruby safe, because she was treated so badly. He knew in he had to put Ruby first.”

Debating External Conflict with a Classmate-

Students consistently consider different points of view and listens to the views of others and then evaluate what has been said. In discussion, it was stated, “ **I would respectfully like to disagree with XXXX. XXXX, you think that the conflict was person versus nature, but I disagree because the apple she ate was not poisonous in nature it was people, the queen who poisoned the apple.**

I also want to say that is it not people versus society either because it was not everyone doing something to Cinderella it was just the queen herself.”

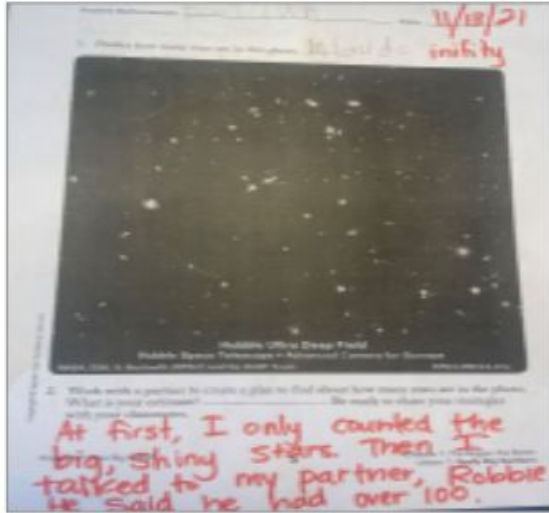
Conflict

What is the main conflict in the book? Is the conflict mainly between different people or is it a different kind of conflict? Explain.

Tell about a character who is a “peacemaker” in the book. Explain how he or she helps avoid or resolve conflicts.

Advanced Mathematics_M3, How Big Is Big?

Task: Develop a plan to determine how many stars are in the photo.



Page 1

Strategy: Count the stars in a fraction of the picture, and then multiply to be most efficient.

Then, I thought it had to be bigger. That's when I thought it was infinite, because I saw some very tiny stars. Then, I realized that maybe cameras don't get every star, depending which camera. Then, I thought if I had to, I would break it into parts and then count one part. Then I would times the parts by what I counted.

Page 2

Puzzling Puzzles

Kathleen was about to do the Puzzling Puzzles below when she spilled some ink on them, making them even more challenging! Can you figure out what goes in each box without looking at the 700s chart?

- | | | | |
|-----|-----|-----|-----|
| | | 700 | |
| | 717 | 713 | |
| 724 | | 723 | |
| | | | 721 |
- | | | | | |
|--|-----|-----|-----|-----|
| | 757 | | | |
| | | 778 | | |
| | | | 781 | |
| | | | | 800 |
- | | | | | | |
|--|--|-----|-----|-----|-----|
| | | 721 | 728 | | |
| | | | | 734 | |
| | | | | | 735 |
- | | | | | | |
|--|-----|-----|-----|-----|-----|
| | | | 787 | | |
| | 745 | 747 | 781 | 791 | 820 |
| | 804 | 803 | | | |
| | | | 817 | | |
- | | | | | | |
|--|-----|-----|-----|-----|-----|
| | 729 | 728 | 731 | | |
| | | | 741 | | |
| | | | | 752 | |
| | | | | | 763 |
- | | | | | | |
|--|--|-----|-----|-----|-----|
| | | 754 | 755 | | |
| | | | | 760 | 767 |
| | | | | 773 | |
| | | | | | 784 |
- | | | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | | | | | | | | | | |
| | 771 | 772 | 773 | 774 | 775 | 776 | 777 | 778 | 779 | 780 |

©2013 M3 Awesome Algebra Chapter 2: Patterns with Digits and Arrays

Mathematics

HANDS-ON EQUATIONS®

Lesson #13
Classwork Sheet

Grade: 3rd

Use your Hands-On Equations Kit to solve:

New Work

1. $\triangle \triangle \triangle \square$, $\blacktriangle \square \square$ $x = 3$ Check: $11 \neq 11$

2. $x + 14 = x + 2$ $x = 6$ Check: $8 \neq 8$

3. $x + 10 = 3x + 2$ $x = 2$ Check: $8 = 8$

4. $2x + x + 1 = 3x + 5$ $x = 1$ Check: $2 \neq 2$

Previous Work

5. $4x - x + 3 = 2x + 11$ $x = 8$ Check: $27 \neq 27$

6. $2(3x) + 1 = 2x + 21$ $x = 5$ Check: $31 \neq 31$

7. If $x = -2$, evaluate: $3x - 2x + 2x + 4$ Ans. 10

8. $2(x + 3) + 3x = 2x + 15$ $x = 3$ Check: $21 \neq 21$

9. $4x + 2x + 5 = x + 13$ $x = 6$ Check: $21 \neq 21$

10. $2x = x + 30$ $x = 10$ Check: $20 \neq 20$

Hands-On Equations® Work Page

#1 $x + x + x + 2 = x + 10 + 4$
 $3 + 3 + 3 + 2 = -3 + 10 + 4$
 $11 \neq 11$

#2 $x + 14 = x + 2$
 $-6 + 14 = 6 + 2$
 $8 \neq 8$

#3 $x + 10 = 3x + 2$
 $x + 10 = x + x + x + 2$
 $2 + 10 = 2 + 2 + 2 + 2$
 $8 \neq 8$

#4 $2x + x + 1 = 3x + 5$
 $x + x + x + 1 = x + x + x + 5$
 $1 + 1 + -1 + 1 = -1 + -1 + 1 + 5$
 $2 \neq 2$

#5 $3x + 3 = 2x + 11$
 $x + x + x + 3 = x + x + 11$
 $8 + 8 + 3 = 8 + 8 + 11$
 $27 \neq 27$

#6 $2(3x) + 1 = 2x + 21$
 $x + x + x + x + x + x + 1 = x + x + 21$
 $5 + 5 + 5 + 5 + 5 + 5 + 1 = 5 + 5 + 21$
 $31 \neq 31$

#7 $x + 2x + 4$
 $x + x + x + 4$
 $-2 + 4 + 4 + 4$
 10

#8 $2(x + 3) + 3x = 2x + 15$
 $x + x + 3 + 3 + x + x + x = x + x + 15$
 $3 + 3 + 3 + 3 + 3 + 3 + 3 = 3 + 3 + 15$
 $21 \neq 21$

#9 $4x + 2x + 5 = x + 13$
 $x + x + x + x + x + x + 5 = x + 13$
 $8 + 8 + 2 + 5 = 8 + 13$
 $21 \neq 21$

#10 $2x = x + 30$
 $x + x = x + 30$
 $10 + 10 = 10 + 30$
 $20 \neq 20$



Students solve equations with **multiple** variables & effectively simplify both variables and **number** values.

Social Studies

The Nile & Ancient Egypt Mini-Q

From Thesis to Essay Writing

Mini-Q Essay Outline Guide

Working Title:
How Did the Nile Shape Ancient Egypt?

Paragraph #1:
Question: Do you want to know about life from the Nile?
Background

Setting the question with key information:
How did the Nile bring life to ancient Egypt?
Thesis and roadmap:
The Nile shaped ancient Egypt with the help of settlement, economics, religion.

Paragraph #2:
Body Thesis for background:
The Nile shaped ancient Egypt with the help of settlement.
Evidence: Supporting detail from documents and discussion: Most of the ancient Egyptian population lived in barges by the river and delta (acA).
Argument: connecting evidence to the thesis: The Nile encouraged them to live there because they need jobs, water, transportation, and all the other things they need to survive.

Paragraph #3:
Body Thesis for background:
The Nile shaped Ancient Egypt with the help of economics.
Evidence: The Nile River gave us culture to harvest and transport so all the settlements.
Argument: If we did not have water to drink and they have no oxygen and the Nile would be a desert. It would also be hard to pay taxes and have jobs.

Paragraph #4:
Body Thesis for background:
The Nile shaped Ancient Egypt with the help of religion.
Evidence: Ancient Egyptians believe the Nile helps them live in the Nile and the Nile (acA).
Argument: If we did not have water to drink and they have no oxygen and the Nile would be a desert. It would also be hard to pay taxes and have jobs.

Paragraph #5:
Conclusion: Reiteration of your thesis along with an insight that clarifies your argument.

**Outline for Document Based Questions (DBQ),
How Did the Nile Shape Ancient Egypt?**

How did the Nile Shape Ancient Egypt
Claire
1-14-23

Do you want to know about life from the Nile? How did the Nile bring life to ancient Egypt? --> The Nile shaped Ancient Egypt with the help of settlement, economics, and religion.

Thesis

The Nile shaped Ancient Egypt with the help of settlement. Most of the ancient Egyptian population lived in towns by the river and delta (acA). The Nile encouraged them to live there because they need food, water, transportation, and all the other everyday things come from the Nile.

The Nile shaped Ancient Egypt with the help of economics. The Nile river gave us wheat to harvest and transport to other settlements. I have did not have wheat to transport then they would die of hunger and the whole future of people would be different. It would also be hard to pay taxes, find jobs, find shelter, and have food.

Final Essay: How Did the Nile Shape Ancient Egypt? (Pg. 1)

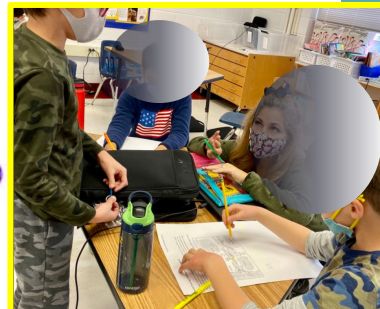
The Nile shaped Ancient Egypt with the help of religion. Ancient Egyptians would not be here without the Nile.

The Nile shaped Ancient Egypt with the help of settlement, religion, and economics. In my opinion without the Nile there would not be any civilization there and maybe Egypt would not even be a part of the map and maybe not even of the globe.

Final Essay: How Did the Nile Shape Ancient Egypt? (Pg. 2)

Evidence

Opinion (Argument)



Mini Q- How did the Nile Shape Ancient Egypt?

Social Studies

The Nile & Ancient Egypt Mini-Q

From Thesis to Essay Writing

Mini-Q Essay Outline Guide

Working Title:
How Did the Nile Shape Ancient Egypt?

Paragraph #1:
Question: Do you want to know about life from the Nile?
Background:

Paragraph #2:
Setting the question with key information:
How did the Nile bring life to ancient Egypt?
Thesis statement:
The Nile shaped ancient Egypt with the help of settlement, economics, religion.

Paragraph #3:
Body Thesis for background:
The Nile shaped ancient Egypt with the help of settlement.
Evidence: Supporting detail from documents and discussion material.
Most of the ancient Egyptian population lived in barges by the river and delta (delta).
Argument: connecting evidence to the thesis.
The Nile encouraged them to live there because they need jobs, water, transportation, and all the other things they need to survive.

Paragraph #4:
Body Thesis for background:
The Nile shaped ancient Egypt with the help of economics.
Evidence:
The Nile River gave us culture to harvest and transport so all the settlements.
Argument:
If we did not have the Nile, we would not have all the things we need to survive. It would also be hard to pay taxes and find jobs.

Paragraph #5:
Body Thesis for background:
The Nile shaped ancient Egypt with the help of religion.
Evidence:
Ancient Egyptians believe the Nile brought them life in the Nile and the animals (Cows, etc).
Argument:
Without the Nile, there would not be any life in the Nile.

Paragraph #6:
Conclusion: Reiteration of your thesis along with an insight that clarifies your argument.

**Outline for Document Based Questions (DBQ),
How Did the Nile Shape Ancient Egypt?**

How did the Nile Shape Ancient Egypt
Claire
1-11-23

Do you want to know about life from the Nile? How did the Nile bring life to ancient Egypt? --> Thesis

The Nile shaped Ancient Egypt with the help of settlement, economics, and religion.

The Nile shaped Ancient Egypt with the help of settlement. Most of the ancient Egyptian population lived in towns by the river and delta (delta). The Nile encouraged them to live there because they need food, water, transportation, and all the other things they need to survive.

The Nile shaped Ancient Egypt with the help of economics. The Nile river gave us wheat to harvest and transport to other settlements. I have did not have wheat to transport then they would die of hunger and the whole future of people would be different. It would also be hard to pay taxes, find jobs, find shelter, and have food.

Final Essay: How Did the Nile Shape Ancient Egypt? (Pg. 1)

The Nile shaped Ancient Egypt with the help of religion. Ancient Egyptians would not be here without the Nile.

The Nile shaped Ancient Egypt with the help of settlement, religion, and economics. In my opinion, without the Nile there would not be any civilization there and maybe Egypt would not even be a part of the map and maybe not even of the globe.

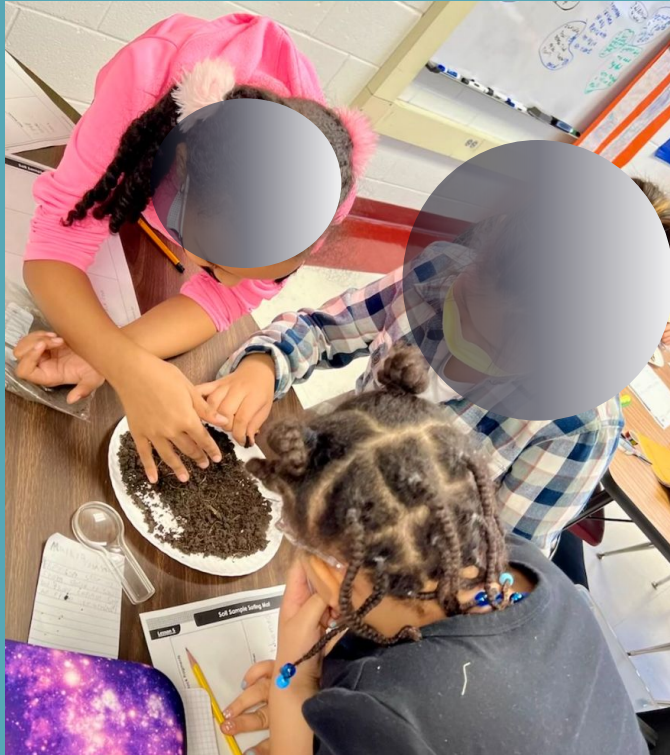
Final Essay: How Did the Nile Shape Ancient Egypt? (Pg. 2)

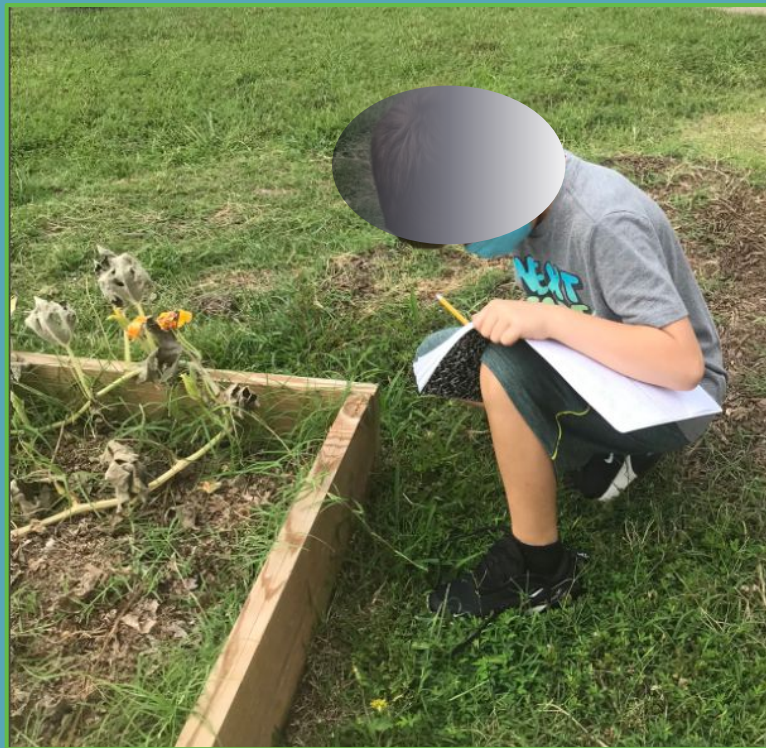
Evidence

Opinion (Argument)

Dig It_Project-Based Learning

Students analyze the diversity of soil through 'awe-inspired', 'the world is my oyster', 'get my hands dirty', kind of lens.

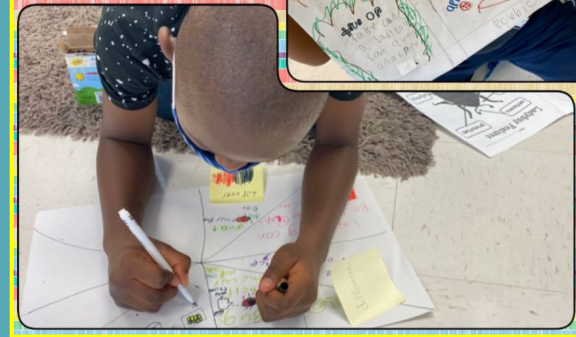
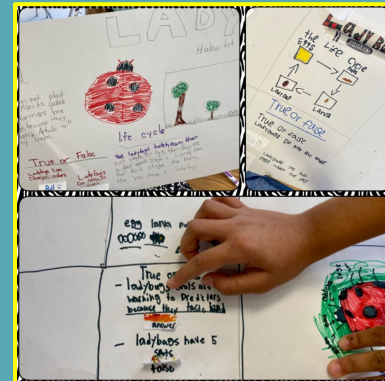
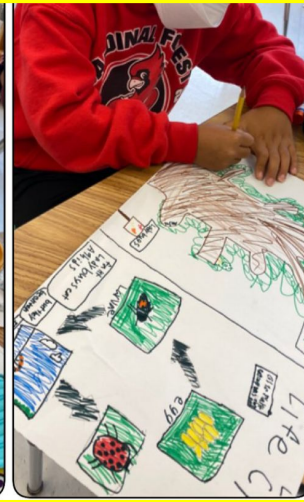




Students use scientific reasoning & logic as they investigate to understand that 'adaptations allow organisms to satisfy life needs & respond to the environment'.

Project-Based Learning

Driving Question:
How can you as an entomologist, design a new exhibit for the O. Orkin Insect Zoo that will teach visitors why ladybugs are an important part of our environment?



Students connected farming & food web relationships (interdependence) as they tackled a PBL designed to convince others of the importance of ladybugs to the environment!

A Note About Homework

- Local and Center Full-Time AAP follow the same policy outlined in the [FCPS homework guideline](#).
- Full-Time AAP Services do not entail “more” homework than typical grade level guidelines.



What can I do to support my child?

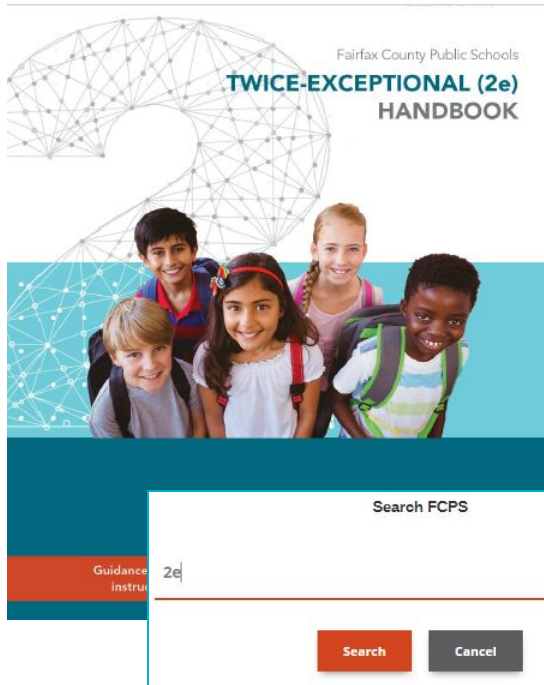
Effort and growth!

Work with your child to:

- Celebrate learning and progress instead of praising abilities
- Identify needed supports
- View productive struggle as a good thing
- Share your own personal challenges



Support for Twice Exceptional Students (2e)



FCPS provides 2e students with a classroom setting that recognizes and encourages their intellectual strength.

Supports for 2e students may include:

- Support with planning and organization,
- Modification of learning material or environment,
- Flexible timelines, and
- Alternative learning experiences.

Parent Resources

FCPS Advanced Academic Programs

www.fcps.edu, Search AAP

FCPS Local Plan for the Gifted

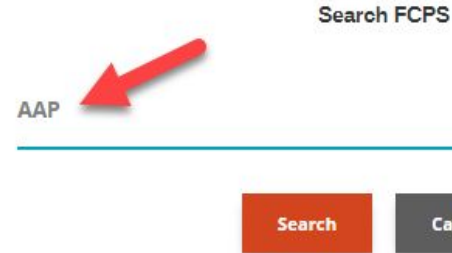
www.fcps.edu, Search Local Plan

Virginia Association for the Gifted

www.vagifted.org

National Association for the Gifted

www.nagc.org





Questions

Raise your hand or type a question in the chat.



Feedback

Let us know any feedback you might have.



Reminder

Don't forget to accept or defer placement using the directions in your student's eligibility letter by **May 6, 2024**.

Felicia Drake (Principal) fmdrake@fcps.edu
Christine Fisher (AART) crfisher@fcps.edu