

Fannett-Metal SD

Gifted Education Plan Assurances (Chapter 16) | 2025 - 2028

Profile

LEA Type		AUN
School District		112282004
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City	State	Zip Code
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Gifted Education Plan Assurance

1. Describe how the LEA conducts annual public awareness activities to inform parents of the gifted education services and programs offered (e.g. local newspapers, other media, student handbooks, school website).

The Fannett-Metal School District posts the Child Find information on gifted education and the programs we offer through various sources including: The district website specific to gifted support and referral; community access to gifted education board policy; student handbook; and pamphlets in all district buildings that are accessible to anyone interested in more information on this program. The Fannett-Metal School District provides an annual notice of special education, gifted and protected handicap services through the local newspaper. The Mercersburg Journal, a newspaper of general circulation, last published this Annual Public notice of Special Education and Gifted Services through the Lincoln Intermediate Unit #12 on 9/11//24. The Fannett-Metal special education tab on the district website also contains a notification of all services offered to students who reside within the boundaries of the district. Fannett-Metal has a dedicated gifted webpage which can be accessed through the district website.

2. Describe the LEA's screening process for locating and identifying students who are thought to be gifted and in need of specially designed instruction. Provide specific details including the data sources used in the process and staff who have an active role in screening.

Teachers are required to conduct on-going data analysis of student assessments as a screening process to locate students suspected of gifted abilities and then are to refer these students to the instructional support team (IST) for more in-depth review. In addition to classroom assessments, the district utilizes a variety of benchmark assessments including, but not limited to Star Reader, iSIP, Study Island, AIMSweb, DRA, Into Math Growth Measure, Keystone Exams and the PSSA Exam. Teachers will continue to provide accelerated instruction necessary through the grade levels. In the second grade, the following will be completed in the Spring by teachers, parents, and staff regarding students they believe show higher than usual growth and learning patterns. They are: SIGS School Rating Scale, SIGS home rating scale, Teacher recommendation letter from one current teacher and one previous teacher, student writing samples, report cards, and classroom data points. If the IST team believes there is sufficient evidence presented to suspect gifted abilities the student is referred for evaluation. A Permission to Evaluate is sent to the parents following a discussion from the teacher and/or principal. This procedure encourages the development of enrichment activities within the regular education classroom that can be used to enhance student achievement regardless of the outcome of the formal evaluation. Also, by providing enrichment in advance of a finalized GIEP for those found eligible, the student is receiving some degree of curriculum enhancement during the course of time needed to conduct and finish the evaluation. Parents may refer their child for gifted evaluation consideration at any point - limited to once per year. The referral must be in writing and the district will then send the Permission to Evaluate within 10 calendar days of receiving the written request. Signature on the Permission to Evaluate is required for a certified school psychologist to conduct any evaluation.

3. Describe the LEA's specific evaluation procedures for determining eligibility through MULTIPLE CRITERIA and need based on ACADEMIC STRENGTH for potentially mentally gifted students. Use specific details including the data sources used in the process with required notice and consent.

Fannett-Metal School District does not use just one criterion (IQ) for eligibility. Although exceptional reasoning is a component of the determination process, multiple factors are considered, such as: classroom performance, exceptional non-academic talents, parent and teacher information and recommendations, verbal and nonverbal skills, learning characteristics, motivational traits, observations by school counselor, and the assessments mentioned in #2 above. The psychologist uses the Reynolds Intellectual Assessment Scales - Second Edition (RIAS-2) and the Woodcock-Johnson Tests of Achievement-Fourth Edition (WJ-IV). Furthermore, the student's rate of acquisition and retention of information is considered in the determination. Finally, as part of the evaluation process, the team considers barriers that may be masking a student's demonstration of gifted abilities such as racial or ethnic differences, homelessness, or any medical or psychological condition that might interfere with a student's true expression of gifted capabilities.

4. Describe all the gifted education program options offered by the LEA that provide opportunities for acceleration, enrichment, or both. Describe how it is applied across grade spans and building levels (ES, MS, HS).

At Fannett-Metal School District, we believe in providing opportunities for acceleration that cater to gifted students. These acceleration opportunities allow students to progress at a faster pace and at a higher level than their peers of the same age. We offer a range of acceleration options at different grade spans to ensure that every student's needs are met. If a student is a gifted learner and has an active gifted individual Education Program (GIEP), the determination to accelerate by a whole grade level will need to be made through the GIEP team framework. Identified students are programmed for through a model of enrichment, acceleration, or a combination of enrichment and acceleration. An online and credentialed acceleration toolkit (such as the Integrated Acceleration System) will be utilized to help provide rationale for the recommendation to advance a grade. Only if the parents agree will the student be accelerated to the next grade level. The recommendation and approval will be documented on the student's permanent record. Subject-matter or partial acceleration gifted students at all levels elementary, middle school and high school, have the opportunity of focus on specific subjects or areas of interest and progress at a faster pace in those areas. Pre tests are administered to determine where focused learning is needed in order to move students through the curriculum at their own pace. Curriculum is adapted to include fewer introductory activities and less repetition, allowing students to delve deeper into the content. Elementary and Middle School students work with adaptive programs in math and reading. Adaptive learning enables students to become more successful and self-directed by providing insight into their level of mastery and allowing them to work at their own pace. It potentially improves student engagement by providing lessons and activities that are tailored to their needs. Dual enrollment can further challenge gifted students. Fannett-Metal has 2 articulation agreements in place. One with Allegheny College of Maryland one with Shippensburg University. Students are afforded the opportunity to take early to college courses during their junior and senior year. This allows students to move on to a higher education education or other pursuits earlier. We believe that learning extends beyond the classroom. That is why we offer a

variety of extra curricular activities, such as clubs and organizations for students at all levels. Among the types of activities are chorus, band, interscholastic sports, yearbook club, drama club, and national honor society to name a few. The Gifted IEP (GIEP) team meets yearly, or more frequently if needed, to review individual GIEP's. The GIEP describes the present levels, annual goals and measurable objectives, specially designed instruction and related services through which the District will provide the enrichment and/or acceleration that is needed to develop and foster the students identified strengths. Gifted programs can include any of the following opportunities: enrichment, STEM, and/or acceleration activities within the regular education classroom; enrichment, STEM, and/or acceleration activities during an alternate time of the day (i.e. study hall, non-core academic class, or in place of grade-level academic class) in which the student is provided with instruction opportunities typically aligned to mathematics, science, writing, spatial reasoning, and/or general thinking skills, in a new field of interest and/or accelerated through the current grade level curriculum to more challenging and appropriate curriculum.

5. Describe how the LEA provides professional development for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education.

The Lincoln Intermediate Unit #12 offers monthly gifted network meetings. Our gifted coordinator attends these meetings and brings the information back to the staff. The information is shared at faculty meetings held in each building.

Signatures and Quality Assurance

Chief School Administrator	Date
Dr. Tara Will	2025-03-12