

**Oxford Area SD**

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

## Profile

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## Gifted Education Plan Assurance

### **1. Describe your district's Child Find public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).**

The Oxford Area School District complies with all child find in applying special education programs. The annual child find notice is posted on the district's website and on each schools web page. This notice informs the public of the district's gifted (ATP) program. The district has a student and parent handbook for every grade level. The handbook further outlines the gifted program, description and access to the referral process for the program. Parents are further aware of programming through guidance services. Parents have a meet and greet with classroom teachers and school administrators and are additionally informed of the gifted program in each school. Notice of the district's gifted programs and evaluative procedures are provide on the district website, through local newspaper publishing, as well as through Chester County Intermediate Center (CCIU) posting/publications on an annual basis.

### **2. Describe your district's screening process for locating students who are thought to be gifted and may need specially designed instruction. Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in screening. If the district uses a matrix/rubric, include the matrix in this section.**

The Oxford Area School District has an extensive process in identifying children who are gifted. The process involves a collaboration of parents and school professionals. Students are observed daily in the classroom by their classroom teachers. Teachers consider the emotional and intellectual intelligence of each student in making a referral for gifted programming. Teachers review curriculum based data such as MIF for math, SAVASS for ELA, Edmentum Diagnostic and Benchmark data. Also reviewed are standardized data from Study Island, state assessments such as PSSA and Keystone Exams, a general screener for nonverbal performance (NNAT3 in grades 3 and 4), STAR tests in grades 5 and 6 and exceptional functioning within the classroom. Students who are in the top 10% of their class and thought to be exceptional are recommended to review with the Child Study, Gifted Screening Team. This team includes the school guidance counselor, learning support teacher, gifted teacher, EL teacher, school administrator, MTSS Coordinator and classroom teacher. The school counselor takes the lead on forwarding the information to the student's parent and engages the parent in the process. The school psychologist is consulted and parental permission is gained for further evaluation. A second path to gifted programming is through parent referral. The District recognizes the value parents are in the education of their children and as a resource in identifying their own children for gifted services. As such, parents may request such service through their child's teacher or directly to the school guidance or psychologist. The parent submits a note requesting services and the process begins to determine the gifted services for the student. The Chuska Scale for Parent is completed as well the parent input form. Once a student is thought to be exceptional by educators or submitted request by a parent, a request for evaluation is made and an evaluation is scheduled within the 45 day timeline. Upon signed receipt of said permissions, testing occurs using the District rubric which includes standardized testing as well as the Chuska Scale for Rate of Acquisition, and the gifted teacher input form used by the regular classroom teacher to determine the progress in the regular classroom. These include Reading,

formative assessments, written language based upon CBA, math on math formative assessments as well as academic strengths and weaknesses to assist in determination of eligibility for special education services. Multiple measures as presented here are used in evaluating for giftedness. The assessments used to identify giftedness by the District's psychologists are listed in #3 for your review. A Multidisciplinary Team (MDT) is convened to determine the appropriateness of gifted programming. Once students are identified for gifted services, a NORPA is completed and a specially designed instruction program is determined to meet the student's individual needs.

**3. Describe your district specific process for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in the evaluation process. If the district uses a matrix/rubric for evaluation that is different from the one described in Question 2, include the different matrix in this section.**

Multiple criteria for giftedness eligibility is utilized through the evaluation/assessment process. Curriculum based assessments are reviewed as are a battery of assessments to determine student's academic and intellectual functioning levels. No single IQ score determines eligibility for gifted programming in the District, instead a multiple intelligence approach is used. IQ tests such as the WISC-V, Woodcock-Johnson IV Tests of Cognitive Ability, Wechsler PreSchool and Primary Scale of Intelligence 4th ed. for K and 1 are used as appropriate. Achievement assessments are also used, these may include the WIAT-4, the Woodcock Johnson IV Tests for Achievement, Rating scales are also administered and may include the SIGS and the Chuska. Parent and Teacher input forms are also used. The district also may use the NNAT Test (Naglieri Nonverbal Ability Test to evaluate problem solving and reasoning abilities without relying on language, particularly helpful for students who do not speak English as their primary language). Once a student is evaluated a MDT meeting is held with the required team members and the student's parents to review the evaluation, set a NORA in place and then a GIEP is developed with SDI.

**4. Describe the gifted programs\* that are offered to provide opportunities for acceleration, enrichment, or both. \*The word “programs” refers to the CONTINUUM OF SERVICES, not one particular option. Describe what acceleration means and how it is applied in each of the grade spans (EL, MS, HS). Describe what enrichment means and how it is applied in EL, MS, HS. (i.e. there are 20 forms of acceleration- which ones are offered in the district and at which grade spans are they offered).**

The Oxford Area School District has teachers to provide enriched instruction to gifted students. These teachers provide grade and ability appropriate educational programming for each student as delineated in the student's GIEP. Not only do the teachers of the gifted students provide additional opportunities for students to challenge and expand their educational experience, multiple opportunities are available for students to access advanced studies through the curriculum. The curriculum offers a continuum of educational courses that are sequential, challenging, quick paced and depth of instruction. Students may be accelerated through courses based upon their demonstrated ability and reflected GIEP programming; many gifted students in the district have accelerated their math sequence based upon their ability, consistent with the instruction noted in the GIEP. The district additionally supports an MTSS process, providing

enrichment through a system based approach based upon student abilities. Enrichment is offered both through pull out and push in programming. Curriculum based assessments, including diagnostic and benchmark provide a decision framework for the system programming for each student. This data in addition to standardized assessments is used to assign students to courses within our entire education system to challenge student abilities and maximize student learning opportunities.

**5. Look at the district's most recent PIMS October 1 snapshot in field 80. How many students are identified in each area GY (gifted with or without a 504 and receiving services on a GIEP); GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP); GX (gifted and does not require specially designed instruction). Provide the numbers for each category in PIMS. Are all the district's gifted students accounted for in PIMS. If not, how are they different and how will you address the discrepancy?**

GY - 108 GS - 6 GX - 0 All accounted for

**6. Review the district data for gifted identification proportionality. Is the district identification proportionately reaching the underrepresented populations? If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.**

The district uses bilingual psychologists to assess students ability in an attempt to capture all students who are exceptional. Teacher input is a major component of the process and ELL teachers are included in the process.

**7. 22 Pa. Code § 16.5 (related to personnel) requires that a school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education. Describe how the district is addressing this mandate, including information related to how and when general education teachers are trained and held accountable for delivering gifted services.**

The District supports training through the County-wide professional development program, offered through the Chester County Intermediate Unit.

<b>Training for general education teachers</b>	\$5000
<b>Staff costs</b>	\$259000
<b>Training for gifted support staff</b>	\$500
<b>Materials used for project-based learning</b>	\$2500
<b>Transportation</b>	\$1535
<b>Field Trips</b>	5



**Signatures and Quality Assurance**

Chief School Administrator	Date
David A. Woods, Ed.D.	2025-03-25