

Section D: Services

LEGAL CITATION: OAC 3301-51-15 (D)

INTENT: To recognize that gifted students have unique characteristics and needs that require a modified curriculum and support services.

REQUIREMENT

(D) Services

Gifted and talented students need differentiated curriculum and instruction and support services in order to fully develop their cognitive, academic, creative and artistic abilities or to excel in a specific content area, including opportunities to exceed grade level academic indicators and benchmarks.

TECHNICAL ASSISTANCE

Ohio Content Standards state that “students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.” Opportunities for academic acceleration and exploring content at higher cognitive levels are key components of a standards-based education for gifted students.

It is important to provide a continuum of services to students within and across grade levels.

Content standards exist in all specific academic areas in which students are identified as gifted. To obtain those standards on the ODE Web site, search for keyword: *academic content*.

Section D: Services

LEGAL CITATION: OAC 3301-51-15 (D) (1)

INTENT: To communicate clearly with a student's family and to ensure accountability in district reporting practices.

REQUIREMENT

(D) (1) The district shall not indicate to parents or report to the department of education that a student is receiving gifted education services unless services are provided in conformance with this rule.

TECHNICAL ASSISTANCE

Any gifted service reported by the district should conform to these operating standards, regardless of the funding source.

Student services must be differentiated based on identified areas of strength and in appropriate settings.

Individual Written Education Plans (WEP) for students must be in place if students are to be reported to parents and in the Education Management Information System (EMIS) as receiving gifted services.

Section D: Services

LEGAL CITATION: OAC 3301-51-15 (D) (2) (a-e)

INTENT: To ensure fairness and transparency in the procedures used to place students in gifted services.

REQUIREMENT

- (2) Placement procedures for district services shall be in conformance with the district's written criteria for determining eligibility for placement in those services.
- (a) Written criteria for determining eligibility for placement in a gifted service shall be provided to any parent, district educator, or the department of education upon request.
 - (b) Written criteria provided by the district shall include an explanation of the methods used to ensure equal access to each gifted service for all eligible district students, including minority or disadvantaged students, students with disabilities and students for whom English is a second language.
 - (c) Services which students receive shall be consistent with their area(s) of identification and shall be differentiated to meet their needs.
 - (d) Subjective criteria such as teacher recommendations shall not be used to exclude a student from service in the superior cognitive and specific academic areas who would otherwise be eligible.
 - (e) All district students who meet the written criteria for a gifted service shall be provided an equal opportunity to receive that service.

TECHNICAL ASSISTANCE

Districts must apply service placement criteria consistently. Criteria must be explicit and made available in writing. Criteria may not discriminate on the basis of race, gender, ethnicity, disability status, first language or socio-economic status.

District gifted services must be accessible to all gifted students who meet the placement eligibility criteria. This may be accomplished by:

- Offering the same service in all buildings in which eligible students are enrolled;
- Assigning all eligible students to the building where a service is provided;
- Providing transportation from the student's home school to the school in which the service is delivered; or
- Providing access via distance learning technology where appropriate.

If district criteria for services are more selective than the criteria for gifted identification, district criteria must be objective. For example, a district may require a higher score on an approved identification instrument for placement in a service, but may not include criteria such as course grades or teacher recommendations.

Section D: Services

LEGAL CITATION: OAC 3301-51-15 (D) (3) (a)

INTENT: To define a menu of research-based service options appropriate for gifted students.

REQUIREMENT

(3) A continuum of services provided by each district board of education may include such options as the following:

(a) Instructional settings and services

Instruction for gifted services shall be provided during the regular school day. Such instruction may be provided in large groups, small groups, and/or individually in a variety of settings, including:

(i) General education settings including:

(a) Grade acceleration;

(b) Early entrance;

(c) Cluster grouping in settings where curriculum provided is above grade-level or is delivered by a gifted intervention specialist;

(d) Early graduation; and

(e) Subject acceleration.

(ii) Resource rooms;

(iii) Self-contained classrooms;

(iv) Magnet schools;

(v) “Advanced Placement” courses provided under the authorization of the College Board;

(vi) Dual enrollment opportunities including but not limited to post-secondary enrollment options program under Chapter 3365 of the Revised Code;

(vii) Honors courses, international baccalaureate courses, or other advanced courses;

(viii) Educational options;

(ix) Advanced online courses and programs; and

(x) Internships with businesses, nonprofit organizations, and arts organizations.

TECHNICAL ASSISTANCE

See OAC 3301-51-15 (E) (2) for information regarding the appropriate staffing of the service settings above.

See the Gifted EMIS Data Guide for the particular course codes and program codes that apply to each setting. To access the Data Guide, search the term *EMIS gifted* on the ODE Web site.

Placing gifted students in a setting does not by itself constitute “service.” In all cases, gifted service must involve differentiated curriculum which is accelerated (above grade level), specified by a

WEP, and taught by a gifted intervention specialist or a teacher who has had gifted courses or received high quality professional development on differentiating instruction for gifted students.

Note that by indicating on the WEP that a student is served by “cluster grouping in the regular classroom,” the regular classroom teacher and district are taking responsibility for implementing the gifted instructional strategies on the WEP and reporting to parents the child’s progress toward the WEP goals.

To access a list of gifted instructional strategies see OAC 3301-51-15 (D) (3) (b).

For more information about high quality professional development, search the term *HQPD standards* on the ODE Web site.

Gifted students are a diverse group with diverse needs. A diverse menu, or “continuum,” of services is typically needed to fully meet the needs of all gifted students in a district. A summary of research about various service options is available from *Developing a Continuum of Services: Option and Resources for the Ohio Department of Education*.

The Operating Standards state that gifted services must be offered during the school day. Due to after-school commitments students may have, the only truly equitable time for delivery of services is during the school day. While after-school programs and activities may be beneficial for gifted students, they generally cannot be considered forms of gifted services reported to parents or the state.

Section D: Services

LEGAL CITATION: OAC 3301-51-15 (D) (3) (b)

PURPOSE: Instruction for gifted students must be differentiated by depth, breadth and/or pace. It is also critical that teachers of the gifted have the training and curriculum support necessary to provide quality instruction for these students. Effective teachers of gifted students understand the unique characteristics of gifted students and are prepared to plan, develop and deliver instruction appropriate for their learning needs

INTENT: To vary instruction from the regular curriculum so that it increases the depth, breadth, and pace, as well as modifies the learning process and student products.

REQUIREMENT

(b) Instruction

The depth, breadth, and pace of instruction, based on the adopted course of study in appropriate content areas, shall be differentiated based on the student's area(s) of identification and individual needs:

Gifted services may include the following:

- (i) Differentiated instruction in general education settings in which accelerated (above grade-level) curriculum is provided or the teacher holds a license or endorsement in gifted education or receives professional development regarding teaching gifted students and ongoing assistance with curriculum development and instruction from an educator with a gifted intervention specialist license per paragraph (E)(2)(d). Curriculum is differentiated in one or more of the following ways:
 - (a) Providing access to appropriately advanced curriculum content, including replacement or extension of the regular curriculum;
 - (b) Modifying the learning process to provide an appropriate level of challenge, including the use of strategies for curriculum compacting; and,
 - (c) Modifying or replacing assignments and projects with alternatives based on the student's needs and abilities.
- (ii) Methods to stimulate high level thought, including critical thinking, divergent thinking, abstract thinking, logical reasoning, and problem solving;
- (iii) Oral, written, and artistic expression;
- (iv) Independent study and research methods;
- (v) In depth study of a topic through:
 - (a) Open-ended tasks, and
 - (b) Products that reflect complex abstract, and/or higher level thinking skills;
- (vi) Exploration of career options;
- (vii) Early admission to kindergarten or first grade, whole grade acceleration, subject acceleration, or other forms of acceleration provided in conformance with the district's acceleration policy approved by the district board of education and the department of

education in accordance with section 3324.10 of the Revised Code;
(viii) Mentorships.

TECHNICAL ASSISTANCE

Course content for gifted students must be differentiated by modifying the depth, breadth and pace of instruction.

Modification can be achieved by providing access to curriculum at a higher-than-typical grade or cognitive level.

Differentiated instruction can be delivered by an intervention specialist trained to work with gifted students, or in some settings, by a regular education teacher who receives both high quality professional development to teach gifted students and ongoing support from a gifted coordinator or intervention specialist. Standards for “high quality professional development” can be accessed by searching the term *educator standards* on the ODE Web site.

Section D: Services

LEGAL CITATION: OAC 3301-51-15 (D) (3) (c)

INTENT: To acknowledge the unique social and affective characteristics of gifted students and the need for guidance services tailored specifically to these needs.

REQUIREMENT

(c) Guidance

Guidance services received from a guidance counselor and/or a guidance program specifically designed to meet the social and emotional needs of gifted children, including making academic and career choices.

TECHNICAL ASSISTANCE

Guidance for gifted students may take the form of:

- Mentorships in a subject area;
- Assistance with college and career planning;
- Bibliotherapy targeted at specific issues they face;
- Inclusion of emotional and affective issues within core content;
- Attention to underachievement, negative peer pressure, and isolation; and
- Attention to minority and multi-cultural issues.

To be considered a form of gifted service, a differentiated guidance service must be designed to address the unique characteristics of gifted students and be specified on the served student's WEP.

Readers can obtain more information about guidance for gifted students by visiting the National Association for Gifted Web site at <http://www.nagc.org>

Section D: Services

LEGAL CITATION: OAC 3301-51-15 (D) (4)

INTENT: To define the elements of a written education plan (WEP), a document that prescribes services for gifted students based on their individual needs and goals.

REQUIREMENT

4) Written education plan (WEP)

Gifted services shall be based on the student's area(s) of identification and individual needs and be guided by a WEP. The district shall provide parents with periodic reports regarding the effectiveness of the services provided in accordance with the gifted student's WEP.

(a) The WEP shall:

- (i) Provide a description of the services to be provided including:
 - (a) Goals for the student in each service specified including, but not limited to, academic goals;
 - (b) Methods for evaluating progress toward achieving the goals specified; and
 - (c) Methods and schedule for reporting progress to students.
- (ii) Specify staff members responsible for ensuring that specified services are delivered;
- (iii) Specify policies regarding the waiver of assignments and the scheduling of tests missed while participating in any gifted services provided outside the general education classroom; and
- (iv) Specify a date by which the WEP will be reviewed for possible revision;

(b) Parents and all educators responsible for providing gifted education services to the student, including teachers providing differentiated instruction in general education settings, shall be provided a copy of the WEP.

TECHNICAL ASSISTANCE

The provisions in this section are new and should be carefully reviewed to ensure districts are providing gifted services appropriately. The following points require particular attention:

- Written education plans should be individualized for each student and should communicate area(s) of gifted identification, service placement and student goals for each service prescribed, and should identify the staff responsible for providing each service specified.
- The WEP must now include a provision for waiver of assignments and scheduling of missed tests in the general education classroom.
- WEPs must have a reporting component that communicates student progress to parents. ODE recommends update reports coinciding with typical grading periods, in addition to more substantial reports made annually or whenever a different form of service is prescribed. However, a letter grade for a course is not by itself a sufficient report on progress toward the goals specified on the WEP.
- The gifted intervention specialist and/or the gifted coordinator generally provide leadership in the creation and implementation of WEPs for all students served.

Users can obtain more information about written education plans on the ODE Web site, keyword search: *gifted WEP*.

Section D: Services

LEGAL CITATION: OAC 3301-51-15 (D) (5-8)

INTENT: To describe district gifted service plan requirements.

REQUIREMENT

- (5) The board of education of each district shall develop, in accordance with department of education guidelines, a plan for the service of gifted students enrolled in the district who are identified under section 3324.03 of the Revised Code.
- (6) Each district board of education shall file the service plan developed under section 3324.07 of the Revised Code with the department of education by December 15, 2000.
- (7) The district shall work with the department of education to ensure the service plan is adequate and provide funding estimates. If the district changes the plan, the revised plan shall be submitted to the department of education.
- (8) Unless otherwise required by law, rule, or as a condition for receipt of funds, district boards of education may implement the plans developed under paragraph (D)(5) of this rule, but shall not be required to do so until further action by the general assembly or the state superintendent of public instruction.

TECHNICAL ASSISTANCE

These requirements were completed by all districts in 2000; no further action is needed from districts at this time.

EMIS data and the annual district self-report now satisfy district requirements for reporting revisions of service plans.