

Technical Assistance Manual

**Operating Standards for Identifying and
Serving Gifted Students
OAC 3301-51-15**

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Section A. Definitions

Section A: Definitions

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

INTENT: To establish definitions for terminology used in the Operating Standards.

REQUIREMENT

A) Definitions

- (1) "Gifted" means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Revised Code.
- (2) "School district" does not include a joint vocational school district.
- (3) "Specific academic ability field" means one or more of the following areas of instruction:
 - (a) Mathematics;
 - (b) Science;
 - (c) Reading, writing, or a combination of these skills; and/or
 - (d) Social studies.
- (4) "Trained individual" means a person who by training or experience is qualified to perform the prescribed activity, e.g., educator, private teacher, higher education faculty member, working professional in the field of visual or performing arts or a person trained to administer assessments/checklists to identify gifted ability in creative, visual or performing arts.
- (5) "Visual or performing arts ability" means ability in areas such as drawing, painting, sculpting, music, dance and drama.

TECHNICAL ASSISTANCE

These definitions should be used when planning and implementing gifted identification procedures and services.

Section B. General

Section B: General

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

INTENT: To ensure an appropriate education for all children, including those who are gifted.

REQUIREMENT

- (1) All minimum standards for elementary and secondary schools shall be followed for children who are gifted.

TECHNICAL ASSISTANCE

Refer to the Elementary and Secondary Operating Standards to ensure all standards are met. On the ODE Web site, search for keywords: *operating standards*.

Section B: General

LEGAL CITATION: OAC 3301-51-15 (B) (2)

INTENT: To allow flexibility in the identification of and programming for gifted students. To ensure accountability for students who are gifted.

REQUIREMENT

- (2) The district may incorporate any or all identification and service plans for students who are gifted into the district's comprehensive or continuous improvement plan.

TECHNICAL ASSISTANCE

- It is recommended that the district incorporate evaluation plans for gifted identification and gifted services into existing district program evaluation tools.
- Visit the ODE Web site and search “CCIP” to include gifted education in the plan.
- Districts are encouraged to review data sources regarding gifted education such as the Education Management Information System (EMIS), the annual district Self Report on Gifted Identification and Services, achievement data including “value-added” and other data sources as appropriate.

Section C. Identification

Section C: Identification

LEGAL CITATION: OAC 3301-51-15 (C) (1) (a)

INTENT: To define criteria for gifted identification in the superior cognitive area.

REQUIREMENT

(1) Definition

The board of education of each district shall identify gifted students enrolled in that district in grades kindergarten through twelve as follows:

- (a) A child shall be identified as exhibiting "superior cognitive ability" if the child did either of the following within the preceding twenty-four months:
 - (i) Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed or certified school psychologist or licensed psychologist; or
 - (ii) Accomplished any one of the following:
 - (a) Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test;
 - (b) Performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test or;
 - (c) Attained an approved score on one or more above grade-level standardized, nationally normed approved tests.

TECHNICAL ASSISTANCE

Schools and districts should use only tests on the approved list. These tests should be administered according to the standardization and administration requirements described in the technical manual supplied by the test publisher.

Initial identification must be based on an identification instrument result no older than 24 months. Please note that there is no provision in the law to "un-identify" a student. As such, there is no need to "re-identify" a student.

To find the Chart of Approved Assessment Instruments for Gifted Screening and Identification, search the term *gifted identification* on the Ohio Department of Education (ODE) Web site. For more details on the Fair Use of Tests search the term *fair testing* on the ODE Web site.

Section C: Identification

LEGAL CITATION: OAC 3301-51-15 (C) (1) (b)

INTENT: To define criteria for gifted identification in specific academic areas: mathematics; science; reading, writing or a combination of these skills; and/or social studies.

REQUIREMENT

- (b) A child shall be identified as exhibiting "specific academic ability" superior to that of children of similar age in a specific academic ability field, if, within the preceding twenty-four months the child performs at or above the ninety-fifth percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic ability field.

TECHNICAL ASSISTANCE

Schools and districts should use only tests from the ODE Chart of Approved Assessment Instruments for Gifted Screening and Identification. Users can access the list by searching the term *Chart Approved Assessments* on the ODE Web site.

The tests used should be appropriate for the population of students in the school and should accurately test the intended skills. The goal of the evaluation is to identify superior ability in a content area.

Section C: Identification

LEGAL CITATION: OAC 3301-51-15 (C) (1) (c)

INTENT: To define criteria for gifted identification in the creative thinking area.

REQUIREMENT

- (c) A child shall be identified as exhibiting "creative thinking ability" superior to children of a similar age, if within the previous twenty-four months, the child scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:
- (i) Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; or
 - (ii) Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.

TECHNICAL ASSISTANCE

Instruments for measuring intelligence and creative behavior may be found on the ODE Chart of Approved Assessment Instruments for Gifted Screening and Identification. Users can access the list by searching the phrase *Chart Approved Assessments* on the ODE Web site.

Testing for creativity requires the assessment of behaviors that may not appear on a traditional test. Educators are to use the checklist to further describe the talent exhibited by the student. Students may exhibit creativity in a variety of ways and in any domain.

It should also be noted that the behavior checklist for this category should be completed by someone who is well acquainted with the student being evaluated.

Section C: Identification

LEGAL CITATION: OAC 3301-51-15 (C) (1) (d)

INTENT: To define criteria for gifted identification in a visual and performing arts area: drawing, painting, sculpting, music, dance and drama.

REQUIREMENT

- (d) A child shall be identified as exhibiting "visual or performing arts ability" superior to that of children of similar age if the child has done both of the following:
- (i) Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; and
 - (ii) Exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area

TECHNICAL ASSISTANCE

ODE designed the *Handbooks for Identification of Students Who Are Gifted in the Visual and Performing Arts* to assist schools and districts in the identification process for this category. These handbooks can be accessed by searching the term "Handbook Gifted" on the ODE Web site.

The list of approved behavior checklists for arts identification can be accessed by searching the phrase "Chart Approved Assessments" on the ODE Web site.

The performance/portfolio assessment rubric for dance, drama, music and visual arts is found in the respective handbook for each area.

It is imperative that only experts assess portfolios and performances to ensure quality in identifying superior ability in the particular arts area(s).

Section C: Identification

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

INTENT: To ensure the identification of students who are gifted as required in law. A plan must be filed with the Ohio Department of Education.

REQUIREMENT

(2) District identification plan

The board of education of each district shall adopt a plan as specified in section 3324.04 of the Revised Code for identifying children who are gifted.

- (a) The plan, in accordance with department of education guidelines, shall be submitted to the department of education for approval immediately following district board of education approval.

TECHNICAL ASSISTANCE

This paragraph directs school districts on the requirement to file a plan according to the law. It does specify that the plan must be approved by the local board of education, which assures the authenticity of the document.

Districts can find forms for updating gifted identification plans by searching the term *submitting gifted* on the ODE Web site.

Section C: Identification

LEGAL CITATION: OAC 3301-51-15 (C) (2) (b)

INTENT: To define what should be included in the gifted identification plan.

REQUIREMENT

- (b) The department of education shall approve the plan within sixty days if it contains -all of the following:
- (i) A description of the assessment instruments from the list approved by the department that the district will use to screen and identify gifted children;
 - (ii) Acceptable scheduling procedures for screening and for administering assessment instruments for identifying gifted children. These procedures shall provide:
 - (a) In the case of children who have requested assessment or who have been recommended for assessment by teachers, parents, or other children, at least two opportunities a year for assessment;
 - (b) Assurance of inclusion in screening and assessment procedures for minority and disadvantaged students, children with disabilities, and children for whom English is a second language; and
 - (c) Assurance that any child transferring into the district will be assessed within ninety days of the transfer at the request of a parent;
 - (iii) Procedures for notification of parents within thirty days of receipt of assessment results about:
 - (a) The results of any screening procedure or assessment instrument, and
 - (b) The provision of an opportunity for parents to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment, or the placement of a child in any program or for receipt of services; and
 - (iv) A commitment that the district will accept scores on assessment instruments provided by other districts or trained personnel outside the district, provided the assessment instruments are on the list approved by the department of education under section 3324.02 of the Revised Code.
 - (a) The district's plan may provide for the district to contract with any qualified public or private service provider to provide screening or assessment services under the plan.
 - (b) The district shall accept assessment results from other districts or from trained personnel outside the district, as equivalent to district testing as set forth in paragraph (C)(1) of this rule (identification) and may not exclude a child from service options due to reassessment, test scores from other districts or test scores from trained personnel outside the district if the student meets the criteria specified in paragraph (C)(1) of this rule (identification). Districts shall not alter eligibility through any consideration or computation other than as set forth in paragraph (C)(1) of this rule (identification).

TECHNICAL ASSISTANCE

The points in this section are not new, but are of particular interest to those districts that are implementing a new plan or considering a revision of their current plan. Readers should be sure they understand these specific points:

- Two opportunities for assessment and timely assessment of transfer students
- Assessment includes under-represented populations
- Parent notification of all results and opportunity to appeal

Acceptance of testing results from other districts or other qualified providers, if they have been appropriately administered.

Section C: Identification

LEGAL CITATION: OAC 3301-51-15 (C) (2) (c)

INTENT: To define the process for revising and approving the district gifted identification plan.

REQUIREMENT

- (c) The district shall work with the department of education to amend the plan and ensure the plan meets approval, and if the district changes the plan such changes shall be submitted to the department of education immediately following district board of education approval.

TECHNICAL ASSISTANCE

Users may find documents outlining the process for revising an identification plan on the ODE gifted students Web site or by searching the term *revising gifted* on the ODE main Web site.

Section C: Identification

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

INTENT: The purpose of this section is to define the rights and responsibilities of students, parents and schools with regard to gifted screening and identification.

REQUIREMENT

(3) Screening/identification

The board of education of each district shall adopt a statement of its policy for the screening and identification of children who are gifted and shall distribute the policy statement to parents. The policy statement shall specify:

- (a) The criteria and methods the district uses to screen children and to select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in each of the gifted areas specified in this rule;
- (b) The sources of assessment data the district uses to select children for further testing and an explanation for parents of the multiple assessment instruments required to identify gifted children under section 3324.03 of the Revised Code;
- (c) An explanation for parents of the method the district uses to ensure equal access to screening and further assessment by all district children, including minority or disadvantaged children, children with disabilities, and children for whom English is a second language;
- (d) Provisions to ensure equal opportunity for all district children identified as gifted to receive any services offered by the district;
- (e) Provisions for children to withdraw from gifted programs and services, for reassessment of children, and for assessment of children transferring into the district;
- (f) Methods for resolving disagreements between parents and the district concerning identification and placement decisions; and
- (g) A copy of the district's policy adopted under this section shall accompany the district's plan submitted to the department of education under section 3324.04 of the Revised Code.

TECHNICAL ASSISTANCE

Districts should develop materials for parents that clearly describe referral, identification criteria and procedures for placing students in gifted services provided by the district.

District policy should assure equal access to opportunities for gifted screening, identification and service options. For more information about service options, see the Service Section of the Operating Standards, OAC 3301-51-15 (C) (4).

Information provided to parents should describe the district appeals process.

The department offers assistance to districts by providing templates for brochures that can be sent to parents. To access these, search the term *gifted brochure* on the ODE Web site.

Section C: Identification

LEGAL CITATION: OAC 3301-51-15 (C) (4) (a)

INTENT: To ensure the comprehensiveness of district identification plans.

REQUIREMENT

- (4) Testing/assessment
 - (a) Districts shall select screening and identification instruments from the department of education's approved lists for inclusion in their district's plan. Assessments must measure the specific area(s) of gifted ability.

TECHNICAL ASSISTANCE

The district's identification plan must address each category of gifted identification at every grade level.

The approved list from which districts may select tests and assessments is the ODE Chart of Approved Assessment Instruments for Gifted Screening and Identification. Users can access the list by searching the phrase *Chart Approved Assessments* on the ODE Web site.

Section C: Identification

LEGAL CITATION: OAC 3301-51-15 (C) (4) (b)

INTENT: To ensure that tests used for gifted identification are fair, valid and administered by qualified individuals.

REQUIREMENT

- (b) The district shall ensure that the use of evaluation instruments:
- (i) Are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so;
 - (ii) Have been validated for the specific purpose and populations for which they are used; and
 - (iii) Are administered by qualified personnel in conformance with the instructions provided by their producer.

TECHNICAL ASSISTANCE

The fact that an instrument appears on the ODE Chart of Approved Assessment Instruments for Gifted Screening and Identification does not guarantee that it is appropriate for a particular student or every situation.

Those who are responsible for administering screening and identification efforts must be knowledgeable about the ethical practices related to testing and assessment. They must follow the standard administration procedures described in the technical manual for the testing instrument.

Districts should also ensure that gifted identification efforts are consistent with Ohio Administrative Code Section 3301-7-01, which addresses the ethical use of tests.

Section C: Identification

LEGAL CITATION: OAC 3301-51-15 (C) (4) (c-d)

INTENT: To outline the issues related to screening and identification of special populations of gifted students.

REQUIREMENT

- (c) The district shall select instruments, from the approved list, that will allow for appropriate screening and identification of minority or disadvantaged children, children with disabilities, and children for whom English is a second language.
- (d) Tests are selected and administered so as to best ensure that when a test is administered to a child with impaired sensory, manual or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills except where those skills are factors which the test purports to measure.

TECHNICAL ASSISTANCE

No single test is appropriate for use with all students.

District personnel who administer tests should understand all recommendations for standard and nonstandard administration stated in the publisher's technical manual.

When selecting tests for use with special populations of gifted students, it is important that tests be selected to measure the optimal performance of each student. For example, when working with a student with an IEP, districts must select a test that makes the accommodations that are specified on that student's plan.

Section C: Identification

LEGAL CITATION: OAC 3301-51-15 (C) (4) (e)

INTENT: To require the department of education to develop and maintain a current list of approved instruments.

REQUIREMENT

- (e) A list of the approved instruments and checklists will be established and published by the department of education that will include, as appropriate, the criteria for judging technical adequacy of assessments and instruments.

TECHNICAL ASSISTANCE

The most updated list from which districts may select tests and assessments, the ODE Chart of Approved Assessment Instruments for Gifted Screening and Identification, can be accessed by searching the phrase *Chart of Approved Assessments* on the ODE Web site.

Districts can obtain Information about the procedures used to select assessment instruments by searching the term *submitting gifted* on the ODE Web site.

Section D. Services

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.

Section E. Personnel

Section E: Personnel

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

INTENT: To ensure consistency between service planning documents and practices in the classroom.

REQUIREMENT

- (1) Personnel shall provide instruction and services that are consistent with gifted students Written Education Plans (WEPs).

TECHNICAL ASSISTANCE

For more information about Written Education Plans, see section (D)(4).

Section E: Personnel

LEGAL CITATION: OAC 3301-51-15 (E) (2)

INTENT: To ensure that gifted students are served by qualified teachers who understand their needs and to ensure the appropriate assignment of gifted intervention specialists.

REQUIREMENT

- (2) An intervention specialist for gifted education shall provide instruction directly to gifted students for no less than seventy five per cent of the time. For intervention specialists assigned to more than one service setting, the maximum caseload for each setting must be reduced in proportion to the time assigned to each setting. Intervention specialists shall be provided sufficient time for designing their work, evaluating student progress, conferencing, and team planning consistent with paragraph (A)(9) of rule 3301-35-05 of the Administrative Code. The department of education, office for exceptional children, shall establish policies and procedures for granting temporary waivers to districts related to paragraphs (E)(2)(a) through (E)(2)(e) of this rule. An intervention specialist shall provide instruction to gifted students in one or more of the service settings specified in paragraphs (E)(2)(a) through (E)(2)(e):

TECHNICAL ASSISTANCE

This paragraph contains new guidelines defining the role of the gifted intervention specialist (GIS):

- To determine instructional time, begin with the total number of hours that a teacher is assigned as a GIS, then subtract time in the standard district teacher contract for planning and lunch. A GIS must spend at least 75 percent of the time working directly with gifted students, for example, teaching gifted students in a classroom or in an online environment consistent with paragraphs (E)(2)(A) through (E)(2)(E). The remaining 25 percent of the teacher's time may be dedicated to other duties that support gifted education services but do not necessarily entail working directly with students, such as consulting with regular classroom teachers, developing and sharing differentiated instructional resources or advising parents of gifted students.
- Planning time for the GIS is defined according to paragraph 9 of OAC 3301-35-05, which states that all full-time teachers shall have 200 minutes a week for planning:
Teachers shall be provided sufficient time for designing their work, evaluating student progress, conferencing and team planning. The schedule of full-time equivalent classroom teachers assigned to a school with a teacher day of six hours or longer, excluding the lunch period, shall include two hundred minutes per week for these purposes.
- School districts may apply for a waiver to provisions (E)(2)(a) through (E)(2)(e) of this section of the Operating Standards. Districts can obtain a copy of the form, application directions and further technical assistance for this process by searching the term *gifted waiver* on the ODE Web site.
- In cases where intervention specialists are assigned to more than one service setting, the maximum caseload for each setting must be reduced in proportion to the time assigned to each setting.

Section E: Personnel

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

INTENT: To define gifted service in a resource room and to establish minimum contact time for students served in this setting.

REQUIREMENT

An intervention specialist shall provide instruction to gifted students in one or more of the service settings specified in paragraphs (E)(2)(a) through (E)(2)(e):

- (a) In a resource room with a maximum of fifteen gifted students at any one time and a maximum caseload of sixty gifted students. Each student served in this setting shall be provided instruction no less than two hundred twenty-five minutes per week throughout the school year at the elementary level (kindergarten through grade five) and no less than two hundred forty minutes per week throughout the school year at the secondary level (grades six through twelve);

TECHNICAL ASSISTANCE

A resource room is a setting outside a student's regular classroom in which he or she receives advanced or enriched instruction from a gifted intervention specialist related to the area(s) in which the student is identified as gifted.

This paragraph contains new guidelines for the number of minutes a student spends in a resource room setting. Some districts may need to modify their service models to comply with the new guidelines. For assistance in developing a comprehensive continuum of services, search the term *continuum of services* on the ODE Web site.

Any student reported as being served in this setting must receive at least the minimum number of contact minutes specified, even if the teacher providing the service is assigned less than full-time as a GIS.

Students being served in this setting will typically be reported in EMIS using the "206070" program code. For additional information, search the term *Gifted EMIS Data Guide* on the ODE Web site.

Section E: Personnel

LEGAL CITATION: OAC 3301-51-15 (E) (2) (b)

INTENT: To define parameters for gifted services provided in full-time, self-contained classrooms taught by a GIS.

REQUIREMENT

An intervention specialist shall provide instruction to gifted students in one or more of the service settings specified in paragraphs (E)(2)(a) through (E)(2)(e):

- (b) In a full-time, self-contained classroom where the intervention specialist is the teacher of record with a maximum of twenty gifted students at the elementary level (kindergarten through grade five) or a maximum of twenty five gifted students at the secondary level (grades six through twelve);

TECHNICAL ASSISTANCE

A full-time, self-contained classroom is a classroom comprised entirely of students identified as gifted and in which the primary teacher, also called “teacher of record,” is a gifted intervention specialist.

A maximum of 20 students may be served in kindergarten through grade-five self-contained classrooms, a number unchanged from previous standards.

The maximum number of students who may be served in this setting in grades six through 12 has been increased from 20 to 25.

Students being served in this setting will typically be reported in EMIS using the “G03” course code. For additional information, search the term *Gifted EMIS Data Guide* on the ODE Web site.

For intervention specialists assigned to more than one service setting, the maximum caseload for each setting must be reduced in proportion to the time assigned to each setting.

Section E: Personnel

LEGAL CITATION: OAC 3301-51-15 (E) (2) (c)

INTENT: To define parameters for single subject classes taught by a gifted intervention specialist.

REQUIREMENT

An intervention specialist shall provide instruction to gifted students in one or more of the service settings specified in paragraphs (E)(2)(a) through (E)(2)(e):

- (c) In a single subject course where the intervention specialist is the teacher of record with a maximum of twenty gifted students at any one time and a maximum caseload of eighty gifted students at the elementary level (kindergarten through grade five) or a maximum of twenty five gifted students at any one time and a maximum caseload of one hundred twenty five gifted students at the secondary level (grades six through twelve). Each student served in this setting shall be provided instruction no less than an average of two hundred twenty five minutes per week throughout the course at the elementary level (kindergarten through grade five) and no less than an average of two hundred forty minutes per week throughout the course at the secondary level (grades six through twelve);

TECHNICAL ASSISTANCE

This requirement contains new provisions to the Operating Standards for single subject classes in which a GIS is the teacher of record.

Requirements at the elementary (kindergarten- through grade-five) level include:

- 20 students
- 80 caseload
- 225 minutes

Requirements at the secondary (grades six through twelve) level include:

- 25 students
- 125 caseload
- 240 minutes

A single-subject, self-contained class is a class comprised entirely of students identified as being gifted in a category relevant to the subject of that class, and in which the teacher of record is a gifted intervention specialist.

When assigning a GIS to this setting, districts should ensure that the GIS meets “Highly Qualified Teacher” requirements for the subject and grade level of the course. For more information, search the term *educator standards* on the ODE Web site.

Any student reported as served in this setting must receive at least the minimum number of contact

minutes specified, even if the teacher providing the service is assigned less than full-time as a GIS.

Students served in this setting will typically be reported in EMIS using the “G03” course code. For additional information, search the term *Gifted EMIS Data Guide* on the ODE Web site.

For intervention specialists assigned to more than one service setting, the maximum caseload for each setting must be reduced in proportion to the time assigned to each setting.

Section E: Personnel

LEGAL CITATION: OAC 3301-51-15 (E) (2) (d)

INTENT: To define the parameters for services within general education classrooms provided through team teaching by a GIS and regular education teacher.

REQUIREMENT

An intervention specialist shall provide instruction to gifted students in one or more of the service settings specified in paragraphs (E)(2)(a) through (E)(2)(e):

- (d) In a course where the general education teacher is the teacher of record with a maximum of twenty gifted students at any one time and a maximum caseload of eighty gifted students at the elementary level (kindergarten through grade five) or a maximum of twenty five gifted students at any one time and a maximum caseload of one hundred twenty five gifted students at the secondary level (grades six through twelve). Each student served in this setting shall be provided instruction by the intervention specialist no less than an average of two hundred twenty five minutes per week throughout the course at the elementary level (kindergarten through grade five) and no less than an average of two hundred forty minutes per week throughout the course at the secondary level (grades six through twelve). Services are provided through collaboration or team teaching with the general education teacher. Several gifted students are deliberately placed (clustered) with a general education teacher who has received professional development in differentiating instruction for gifted students and is designated as a provider of differentiated instruction on students' WEPS. The gifted intervention specialist and general education teacher shall be provided with regularly scheduled collaborative planning time;

TECHNICAL ASSISTANCE

In addition to the class size, caseload and minute provisions described in paragraph (c), this section sets forth the following requirements for the GIS to serve gifted students in the regular classroom:

- Gifted students must be deliberately clustered into the classroom where the general education teacher is the “teacher of record.”
- The general education teacher must participate in professional development opportunities in differentiated instruction for gifted students.
- The general education teacher must be reported as the “teacher of record.” Both the regular education teacher and the GIS should be designated as the providers of the differentiated instruction on the students' WEPS.
- The GIS must have contact and work directly with the gifted students in this setting:
 - Elementary Level – 225 minutes
 - Secondary Level – 240 minutes
 - Any student reported as served in this setting must receive at least the minimum number of contact minutes specified, even if the gifted intervention specialist providing the

service is assigned less than full-time as a GIS.

- The GIS and the general education teacher will collaboratively plan and team-teach to provide service in this setting. It is assumed that common definitions of teaming and collaboration will be used to delineate the activities of the teachers. Consultation provided by a GIS outside this service setting is not considered in this paragraph and should be included in the non-instructional time spent by the GIS.
- For intervention specialists assigned to more than one service setting, the maximum caseload for each setting must be reduced in proportion to the time assigned to each setting.
- Students served in this setting will typically be reported in EMIS using the “206060” program code. For additional information, please search the term *Gifted EMIS Data Guide* on the ODE Web site.

Section E: Personnel

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

INTENT: To establish maximum caseloads for GIS-taught online courses for gifted students.

REQUIREMENT

(e) In virtual learning environments where the total student caseload does not exceed one hundred twenty five gifted students;

TECHNICAL ASSISTANCE

This section describes service when a GIS is the “teacher of record” for an online course.

A GIS who teaches online courses full-time may serve up to 125 students. For intervention specialists assigned to more than one service setting, the maximum caseload for each setting must be reduced in proportion to the time assigned to each setting.

This form of service will typically be reported in EMIS using the “G00” course code.

Section E: Personnel

LEGAL CITATION: OAC 3301-51-15 (E) (2) (f)

INTENT: To further define educational options and to insure accountability.

REQUIREMENT

- (f) In designing and/or supervising educational options, internships and mentorships specified on gifted students' WEPs where the total student caseload does not exceed one hundred twenty five students.

TECHNICAL ASSISTANCE

This section describes service through the provision of educational options supervised by a GIS.

For more information regarding requirements for educational options, see OAC 3301-35-06(G).

If a GIS supervises educational options in addition to providing one or more other forms of gifted service, the maximum number of educational options the GIS may supervise must be reduced in proportion to the time assigned to each setting.

This form of service will typically be reported in EMIS using the "206080" program code.

Section E: Personnel

LEGAL CITATION: OAC 3301-51-15 (E) (3)

INTENT: To define minimum qualifications for gifted intervention specialists.

REQUIREMENT

- (3) The intervention specialist shall hold an intervention specialist license, valid for teaching gifted students ages five through twenty-one.

TECHNICAL ASSISTANCE

The ODE Office of Educator Licensure maintains a current list of universities that have been approved to offer coursework in gifted education pedagogy.

For additional information and technical assistance, including questions regarding “highly qualified teacher” requirements, search the term *educator licensure* on the ODE Web site or contact the ODE Office of Educator Preparation at (614) 466-2650.

ODE views gifted endorsements and gifted intervention specialist licenses as being equivalent when determining eligibility for gifted unit funding.

Section E: Personnel

LEGAL CITATION: OAC 3301-51-15 (E) (4) (a-h)

INTENT: To define basic responsibilities of gifted coordinators and establish minimum requirements for determining that “coordinator services” are present to establish eligibility for gifted unit funding.

REQUIREMENT

- (4) Coordinators of gifted education shall provide the following services for school districts:
- (a) Assist in the identification of gifted students;
 - (b) Assist in the placement of gifted students in appropriate educational services and settings
 - (c) Assist school personnel in the design of gifted education services
 - (d) Consult with school personnel regarding gifted education issues in district strategic planning processes and the development of school improvement plans;
 - (e) Assist school personnel in the on-going evaluation of the effectiveness of gifted education services, including input from parents of students who are gifted
 - (f) Assist school personnel in ensuring that documents required in this rule regarding gifted identification procedures and written criteria for placement in gifted services are accurate and accessible to parents and other stakeholders
 - (g) Assist school personnel in the development, appropriate dissemination, evaluation and revision of written education plans for gifted students as required in paragraph (D) of this rule and
 - (h) Assist school personnel in ensuring district compliance with accountability requirements described in paragraph (D) of this rule.

TECHNICAL ASSISTANCE

The role of the gifted coordinator is to provide administrative leadership for gifted education programs and services. Gifted coordinators, in contrast to gifted intervention specialists, are not by definition teachers. Gifted coordinator responsibilities may include supervising or evaluating gifted intervention specialists.

To be eligible for gifted unit funding, districts must employ or contract with a gifted coordinator who shall provide the services specified in items (a) through (h) in the preceding Requirements section.

Section E: Personnel

LEGAL CITATION: OAC 3301-51-15 (E) (5) (a-e)

INTENT: To outline duties related to collaboration and consultation activities that support the gifted program.

REQUIREMENT

- (5) Coordinators of gifted education may provide the following services for school districts:
- (a) Communicate with parents and others about the characteristics and educational needs of gifted students;
 - (b) Consult with school personnel about ways to develop and adapt curriculum, materials, and teaching strategies;
 - (c) Coordinate services such as: mentorship, advanced coursework, special seminars, independent studies, interdisciplinary curricular experiences, internships, career explorations, visual and/or performing arts experiences, distance learning, and supervising and evaluating educational options for gifted students provided in accordance with paragraph (G) of rule 3301-35-06 of the Administrative Code;
 - (d) Develop curriculum and staff development activities and provide teaching demonstrations to model appropriate teaching practices or classroom management strategies. However, coordinators shall not be assigned to regular scheduled teaching duties; and
 - (e) Serve as a liaison among students who are gifted, school personnel, parents, community members, colleges and universities, industry, business and cultural institutions and other interested publics.

TECHNICAL ASSISTANCE

The preceding requirement describes duties related to the design and implementation of curriculum in the program. It outlines duties and activities that support the implementation of services; it also outlines activities that provide staff mentoring and advocate for gifted students with stakeholders. By virtue of training (outlined in Section E (6) (a-d), the gifted education coordinator acts as a mentor to other school personnel regarding issues of gifted education.

Section E: Personnel

LEGAL CITATION: OAC 3301-51-15 (E) (6) (a-d)

INTENT: To have high quality professionals serving gifted students.

REQUIREMENT

- (6) Coordinators shall meet the following qualifications:
- (a) Evidence of at least three years successful teaching experience;
 - (b) Master's degree;
 - (c) Ohio administrative specialist license, if the coordinator is to supervise teachers; and
 - (d) Ohio intervention specialist license for gifted education.

TECHNICAL ASSISTANCE

The basic qualification for this position is licensure in gifted education, similar to that outlined for the GIS. In addition, a coordinator must show advanced experience and coursework commensurate with the expectation of a gifted-education leader.

One technical point to note is the additional qualification of having an Administrative Specialist license. This is a requirement only if the coordinator evaluates and supervises the GIS staff.

Section E: Personnel

LEGAL CITATION: OAC 3301-51-15 (E) (7)

INTENT: To protect the professional nature of the work conducted by coordinators.

REQUIREMENT

(7) Coordinators of gifted education services shall be provided with appropriate space when conducting conferences with educators, parents, and students.

TECHNICAL ASSISTANCE

One issue to remember related to this requirement is the definition of appropriate. The space provided to the coordinator should allow for privacy and foster the professionalism of meetings. The coordinator represents the district in meetings with various constituents, the workspace provided for him or her should allow for privacy and foster professionalism.

Section E: Personnel

LEGAL CITATION: OAC 3301-51-15 (E) (8)

INTENT: To highlight that gifted services may extend beyond the regular classroom to include visual and performing arts. Therefore, this paragraph defines the appropriate caseload of the trained arts instructor to maximize student achievement.

REQUIREMENT

- (8) A trained arts instructor may provide services to a maximum of one hundred twenty-five students who are identified as gifted in the visual/performing arts and who have such services specified on their WEPs.

TECHNICAL ASSISTANCE

In addition to other personnel who work with gifted students, specifically the GIS and coordinator, the district must consider the caseload of the arts instructor. Because of the hands-on nature of arts instruction, the number of students being served greatly influences the quality of instruction and services.

Section F. Funding

Section F: Funding

LEGAL CITATION: OAC 3301-51-15 (F) (1) (a-e)

INTENT: To establish provisions for the allocation of gifted units.

REQUIREMENT

- (1) The department of education may approve and reimburse districts for the services of intervention specialist and coordinators for gifted education as follows:
 - (a) Unit funding for intervention specialists
 - (i) Units may be approved in a district or consortium of districts where coordinator services specified in paragraph (E)(4) of this rule are provided;
 - (ii) Units or fractional units may be approved to districts or a consortium of districts on the basis of one thousand average daily membership in kindergarten through grade twelve; and
 - (iii) One full intervention specialist unit may be approved in a district or a consortium of districts with fewer than one thousand average daily membership.
 - (b) Unit funding for coordinators
 - (i) Units or fractional units may be allocated to districts or a consortium of districts on the basis of two thousand five hundred average daily membership in kindergarten through grade twelve; and
 - (ii) One full coordinator unit may be allocated in a district or consortium of districts with fewer than two thousand five hundred average daily membership.
 - (c) Gifted personnel funded with state dollars shall be full-time in that role; and if partially state funded, services must be equal to the level of funding.
 - (d) Units may be approved to fund gifted education services provided in virtual learning environments.
 - (e) A reduction in the 2007-2008 allocation of units to a particular district will occur only as a result of noncompliance, voluntary surrender, decline in district average daily membership or reduction in the total number of units available.

TECHNICAL ASSISTANCE

- All districts that receive gifted unit funding must provide, at a minimum, all gifted coordinator duties specified in OAC 3301-51-15(E)(4)(a-h).
- The number of unit(s) allocated to a district shall be used exclusively for properly qualified staff assigned to gifted education duties. For the qualifications of a GIS or gifted coordinator, refer to OAC 3301-51-15 (E).
- The unit or fraction of unit attributed to a particular staff member must be equivalent to

his or her EMIS-reported FTE assigned to gifted education. For example, in a district with one unit and one staff member attributed to that unit, that staff member should be assigned exclusively to gifted education duties and reported in EMIS with 1.0 FTE. A district with a .5 unit should assign the staff member to a minimum of a .5 FTE attributed to gifted education.

- A staff member attributed to a full 1.0 unit shall be considered full time in gifted education and should not be assigned to other teaching or administrative responsibilities not related to gifted education.
- The cost of gifted education staff in districts with gifted unit funding is shared between the state and local districts. The unit allocation should match the staff FTE, regardless of the dollar value of that unit allocation. For example, if the dollar value for a full 1.0 unit is \$37,000 but the staff member salary from the district is \$57,000, it is not appropriate for the district to assign the staff member teaching or administrative responsibilities not related to gifted education.
- No staff member can be attributed to more than 1.0 unit.
- No staff member reported in EMIS as 1.0 FTE in another role can be attributed to a gifted unit or fraction of a unit. For the qualifications of a GIS or gifted coordinator refer to OAC 3301-51-15 (E).
- Although the ADM eligibility provisions have been lowered, the number of units available statewide has not been increased for 2008-2009. As a result, not all districts that request additional units for 2008-2009 based on the new ADM eligibility provisions will see an increase in their gifted unit allocation. Only units that become available per paragraph (e) of this section will be reallocated to districts based on the new ADM eligibility provisions.
- For additional information, or to request a gifted unit, search the term *gifted unit request* on the ODE Web site.

Section G. Accountability

Section G: Accountability

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

INTENT: To require annual submission of district data regarding gifted screening, assessment, and identification.

REQUIREMENT

- (1) Each district shall submit an annual report to the department of education specifying the number of children in each of grades kindergarten through twelve screened, the number assessed, and the number identified as gifted in each category specified in section 3324.03 of the Revised Code.

TECHNICAL ASSISTANCE

Data regarding gifted screening, assessment and identification are currently collected through EMIS. Therefore, districts that submit timely and accurate EMIS data are considered to be compliant with this requirement.

For more information regarding the reporting of gifted screening, assessment and identification data, search the phrase “Gifted EMIS Data Guide” on the ODE website.

Section G: Accountability

LEGAL CITATION: OAC 3301-51-15 (G) (2) (a-c)

INTENT: To establish rights and responsibilities for districts and the Ohio Department of Education with respect to audits of district gifted identification efforts and gifted services.

REQUIREMENT

- (2) Each district shall participate in an audit of the district's gifted education data (including numbers screened, assessed, identified and served by grade, gender, race, disability, economic disadvantage and English language proficiency and appropriate assignment of gifted staff) at least once every three years or more frequently if randomly selected, or based on complaints, or suspicion of non-compliance by the department of education.
- (a) Districts shall be provided an opportunity to validate the data used for the audit and to respond to the audit findings.
 - (b) The department of education shall provide technical assistance to any district found in noncompliance with this rule.
 - (c) Districts found to be noncompliant shall develop and implement a corrective action plan approved by the department of education.

TECHNICAL ASSISTANCE

Districts may be selected for an audit based on suspicion of non-compliance with the operating standards, to verify proper implementation of requirements established in waivers of provisions described in section (E)(2) of the operating standards, or at random.

The majority of audits will be “desk audits.” However, in some cases, onsite activity may be required.

To ensure that the audit process is as quick and painless as possible, districts are encouraged to periodically review their policies and practices to ensure compliance with the operating standards, and to maintain current and well-organized records related to gifted identification and gifted education services.

Section G: Accountability

LEGAL CITATION: OAC 3301-51-15 (G) (3)

INTENT: To provide a mechanism to ensure compliance with the operating standards.

REQUIREMENT

- (3) The department of education may reduce funds received by the district under Chapter 3317 of the Revised Code by any amount if the district board of education continues to be noncompliant.

TECHNICAL ASSISTANCE

Districts found to be noncompliant will typically be required to implement a corrective action plan comprised of steps leading to compliance with the operating standards.

Typically, no punitive action will be taken against districts where infractions are minor and unintentional provided that the district completes the corrective action plan established in a timely manner. However, where major and/or deliberate infractions are found or where a district fails to complete corrective action in a timely manner, funding may be withheld or reduced. This may include, but is not limited to, reducing or withholding gifted identification supplementary funds and/or gifted unit funding.

Section G: Accountability

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

INTENT: To provide a mechanism for the annual submission of district data regarding gifted screening, assessment, identification and services.

REQUIREMENT

- (4) The district shall prepare an annual written report on the effectiveness of the identification of and services to students who are gifted. The report shall be submitted to the department of education by July fifteenth of each year.

TECHNICAL ASSISTANCE

ODE collects data regarding gifted identification and gifted education services in EMIS and through an annual district self-report process. A form for use in completing and submitting the annual district self-report is distributed by ODE each spring. Additional information regarding EMIS reporting may be found by searching the phrase “Gifted EMIS Data Guide” on the ODE website.

Data submitted by school districts is used for accountability and research purposes.

For more information about the self-report, please visit the ODE website and search the term “Gifted Self-Report.”

