



Ohio

Implementing the Operating Standards for Identifying and Serving Students Who are Gifted

A GUIDE FOR OHIO SCHOOL DISTRICTS AND EDUCATORS

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Testing for Gifted Identification

State law requires districts to identify students who are gifted through referrals and whole-grade testing. There also are specific requirements for notifying parents of test results and appeals procedures. Districts must conduct assessments with approved tests and ensure that selected tests are appropriate for students from underrepresented populations. The chart below is an overview of assessment requirements by area of identification and grade level.

| Summary of Requirements | Grades K-2 | Grades 3-6 | Grades 7-12 |
|---|--|--|---------------------------|
| <p>Testing Based on Referral:</p> <ul style="list-style-type: none"> • Superior Cognitive Ability • Creative Thinking Ability • Specific Academic Ability in Mathematics • Specific Academic Ability in Reading/Writing • Specific Academic Ability in Science • Specific Academic Ability in Social Studies • Visual and Performing Arts Ability in Dance • Visual and Performing Arts Ability in Drama • Visual and Performing Arts Ability in Music • Visual and Performing Arts Ability in Visual Arts | Yes, at all grade levels. | Yes, at all grade levels. | Yes, at all grade levels. |
| <p>Whole-Grade Testing:</p> <ul style="list-style-type: none"> • Superior Cognitive Ability • Creative Thinking Ability • Specific Academic Ability in Mathematics • Specific Academic Ability in Reading/Writing | Yes, at least once in this grade band. | Yes, at least once in this grade band. | Not required. |

Testing Based on Referral

Districts must provide at least two opportunities per year for gifted identification testing when K-12 students request assessment or when parents, teachers or other students recommend them for testing. Districts must accept these referrals for any area of identification listed in the table above, regardless of where services are available.

| Guidance on Requirements |
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| <ul style="list-style-type: none"> • In grades K-12, districts must provide at least two opportunities per year for referred students to be tested. • This requirement applies to all areas of identification. • For an initial referral in any area of identification, testing must be completed within 90 calendar days of the referral. • Districts must use assessments approved for gifted identification. • Districts <i>cannot</i> meet this requirement by reviewing previous test scores. • Districts can use whole-grade testing to meet one opportunity for testing based on referrals. • This requirement applies regardless of the grade levels where gifted services are available, even if no services are available in grades K-12. |

Ohio Administrative Code 3301-51-15 (C)(3)(b)(iii)(a)

Whole-Grade Testing

To help ensure equity in and access to identification opportunities for all students, districts must conduct whole-grade testing in two grade bands, K-2 and 3-6. This requirement applies to specific areas of identification shown below.

| Guidance on Requirements |
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| <ul style="list-style-type: none">• Districts must use assessments approved for gifted identification.• In the K-2 grade band, whole-grade testing at least once for:<ul style="list-style-type: none">○ Superior Cognitive Ability;○ Creative Thinking Ability;○ Specific Academic Ability in Mathematics;○ Specific Academic Ability in Reading/Writing.• In the 3-6 grade band, whole-grade testing at least once for:<ul style="list-style-type: none">○ Superior Cognitive Ability;○ Creative Thinking Ability;○ Specific Academic Ability in Mathematics;○ Specific Academic Ability in Reading/Writing.• For creative thinking, checklists are not required unless a student meets the required cognitive ability score.• Reviewing previous test scores <i>does not</i> meet this requirement. |

Ohio Administrative Code 3301-51-15 (C)(3)(b)(ii)(a)-(b)

Equitable Testing Procedures

Districts must ensure the fair and equitable testing of students for gifted identification. This includes selecting appropriate instruments and allowing for identification of all students, including those from populations traditionally underrepresented in gifted education.

| Guidance on Requirements |
|---|
| <ul style="list-style-type: none">• Select instruments that allow for equitable identification of underrepresented populations.• Use or eliminate subtests as specified on the List of Approved Assessments, including guidelines provided by the Department.• Select instruments that allow for students' required individualized education program (IEP) and 504 plan accommodations.• Provide parents an explanation of the methods the district uses to ensure equal access to assessment for all district students, including minority or economically disadvantaged students, students with disabilities and English learners. |
| <p>Examples of identification practices districts <i>cannot</i> use:</p> <ul style="list-style-type: none">• Requiring a student to achieve a qualifying score more than one time.• Using only the most recent test scores.• Using scores only from a particular named assessment.• Refusing to recognize alternate allowable scores.• Using subtest scores or alternative scores that are not on the List of Approved Assessments.• Using only scores obtained at a particular grade level.• Not allowing the use of scores obtained outside the district.• Not identifying a student with a qualifying score on an approved assessment. |

Ohio Administrative Code 3301-51-15 (C)(2)(c)(iii) – (vi)

Ohio Administrative Code 3301-51-15 (C)(4)(a)(iii) – (iv)

Parent Notification and Testing for Identification

Districts must inform parents or guardians when testing students to determine if they are gifted. In certain circumstances, districts must obtain parents' permission to test students. Also, districts must notify parents of testing results and methods for resolving disagreements, including appeals procedures.

| Guidance on Requirements |
|--|
| <p>Parent Notification About the Schedule for Testing</p> <ul style="list-style-type: none">Notify parents of the scheduling of assessments and opportunities for testing based on referrals.Clearly communicate to parents the dates for gifted identification testing, including whole-grade testing. |
| <p>Parent Permission</p> <ul style="list-style-type: none">Permission to test is required if the student is referred by someone other than the parent.Permission to test is required when a student qualifies for automatic reassessment.If a parent chooses to opt out of whole-grade testing, the district may follow district procedures. However, subgroups of students should not be removed from whole-grade testing. |
| <p>Parent Notification of Results and Appeals</p> <ul style="list-style-type: none">Notify parents within 30 days of receiving the student's assessment results.Notify parents of appeals procedures and methods for resolving disagreements over assessment results. |

Ohio Administrative Code 3301-51-15 (C)(3)(b)(iv) – (v)

Frequently Asked Questions

- 1. Are districts that do not provide gifted education services required to test for gifted identification?** Yes. School districts must test students based on referrals in grades K-12 and must conduct whole-grade testing in the required grade-level bands regardless of where the district offers gifted services. Districts must do this even if they provide no gifted services.
- 2. Are school districts required to use tests approved for gifted identification, both in cases of referrals and in whole-grade testing?** Yes. Districts must use tests approved for gifted identification to meet testing requirements for students referred for identification and for whole-grade testing.
- 3. Do students identified as gifted remain so, regardless of future testing or performance?** Yes. In Ohio, a student continues to be identified as gifted for the duration of his or her K-12 career, regardless of future testing or performance.
- 4. What assessments are districts required to use for gifted identification?** Districts must recognize any qualifying scores from any assessment approved for gifted identification on the List of Approved Assessments, including any qualifying scores from any standard administration of approved assessments designed for multiple administrations.
- 5. What does the state law require for the identification of students who are gifted in the visual or performing arts?** A student shall be identified as exhibiting gifted ability in the visual or performing arts if the student does both of the following:
 - Demonstrates superior ability in a visual or performing arts area through a display of work, an audition or other performance or exhibition; and
 - Exhibits sufficient performance, as established by the Ohio Department of Education, on an approved checklist of behaviors related to a specific arts area.
- 6. What does the state law require for the identification of students who are gifted in the area of creative thinking ability?** A student shall be identified as exhibiting gifted ability in creative thinking when the student scores one standard deviation above the mean minus the standard error of measurement on an approved individual or group intelligence test and does either of the following:

- Attains a sufficient score, as established by the Department, on an approved individual or group test of creative ability; or
- Exhibits sufficient performance, as established by the Department, on an approved checklist of creative behaviors.

Gifted Education Services

Continuum of Services

Students who are gifted need differentiated curriculum and instruction and support services to fully develop their cognitive, academic, creative and artistic abilities or to excel in specific content areas. This includes opportunities to exceed grade-level academic indicators and benchmarks. Districts can provide a continuum of services to meet the educational and affective needs of these students. Affective needs are the social and emotional needs of students.

General Requirements for Service

| Guidance on Requirements |
|--|
| <ul style="list-style-type: none">• Providers of gifted education services have appropriate training.• Providers differentiate instruction from the standard curriculum for that course in depth, breadth, complexity, pace or otherwise provide above grade-level content.• Services take place during the typical instructional day, allowing flexibility for district-approved internships or mentorships and higher education coursework.• Districts deliberately place identified students in gifted service settings.• Services match the student's identified area of giftedness.• Minimum instructional time is equivalent to the district instructional time for the corresponding subject, grade level and setting, unless otherwise noted in the services described later in this section.• Maximum class size is equivalent to the district class size for the corresponding subject, grade level and setting, unless otherwise noted in the services described later in this section.• Maximum caseload is equivalent to district caseload for the corresponding subject, grade level and setting, unless otherwise noted in the services described later in this section.• Districts must create and implement Written Education Plans for all students receiving gifted services. |

Ohio Administrative Code 3301-51-15 (D)(1)

Ohio Administrative Code 3301-51-15 (D)(2)

Services Provided by a Gifted Intervention Specialist (GIS)

| Guidance on Requirements |
|---|
| <p>Full-time Self-contained Classroom</p> <ul style="list-style-type: none">• Minimum instructional time is equivalent to the district instructional time for the corresponding subject, grade level and setting.• Maximum class size is 20 identified students.• This setting serves only students identified as gifted.• Students have Written Education Plans.• Districts may apply for temporary waivers for class size for this setting. |
| <p>Single Subject Self-contained Classroom:</p> <ul style="list-style-type: none">• Minimum instructional time is equivalent to the district instructional time for the corresponding subject, grade level and setting.• Maximum class size is equivalent to the district class size for the corresponding subject, grade level and setting.• Maximum caseload is equivalent to district caseload for the corresponding subject, grade level and setting.• This setting serves only students identified as gifted.• Students have Written Education Plans. |

Guidance on Requirements

Co-teaching in a Cluster Group Classroom

- A gifted intervention specialist and a general education teacher both provide service in this setting.
- The general education teacher must have the required professional development in gifted education.
- The gifted intervention specialist and general education teacher have regularly scheduled, collaborative planning time.
- Instructional time must be:
 - A minimum of one core content class period per day; OR
 - An average of 15 percent of the instructional time for the school week.
- Deliberately place identified students in a cluster group in a general education classroom.
- Maximum size of the cluster group is 20 students who are gifted.
- The cluster group includes only students identified as gifted.
- Maximum caseload for the gifted intervention specialist is 80 identified students.
- Students have Written Education Plans.
- Districts may apply for temporary waivers for class size and/or caseload for this setting.

Resource Room or Pull-out

- Instructional time is either:
 - A minimum of one core content class period per day; OR
 - An average of 15 percent of the instructional time for the school week.
- Maximum class size is 20 identified students.
- The setting is comprised of only students identified as gifted.
- Maximum caseload is 80 identified students.
- Students have Written Education Plans.
- Districts may apply for temporary waivers for class size and/or caseload for this setting.

Ohio Administrative Code 3301-51-15 (D)(3)

Ohio Administrative Code 3301-51-15 (D)(4)(a)-(d)

Services Provided by a General Education Teacher

Guidance on Requirements

Cluster Group Classroom

- Deliberately place identified students in a cluster group in a general education classroom.
- The teacher must have the required professional development in gifted education.
- The teacher must have ongoing support from an educator with gifted licensure or endorsement.
- Instructional time is either:
 - At least one core content class period per day; OR
 - An average of 15 percent of the instructional time for the school week.
- Maximum class size is equivalent to the district class size for the corresponding subject, grade level and setting.
- Maximum caseload is equivalent to the district caseload for the corresponding subject, grade level and setting.
- Students have Written Education Plans.

Co-teaching in a Cluster Group Classroom

- A gifted intervention specialist and a general education teacher both provide service in this setting.
- The general education teacher must have the required professional development in gifted education.
- The general education teacher must have ongoing support from an educator with gifted licensure or endorsement.

Guidance on Requirements

- The gifted intervention specialist and general education teacher have regularly scheduled, collaborative planning time.
- Instructional time must be either:
 - A minimum of one core content class period per day; OR
 - An average of 15 percent of the instructional time for the school week.
- Deliberately place identified students in a cluster group in a general education classroom.
- Maximum size of the cluster group is 20 students who are gifted.
- The cluster group includes only students identified as gifted.
- Maximum caseload for the gifted intervention specialist is 80 identified students.
- Students have Written Education Plans.
- Districts may apply for temporary waivers for class size and caseload for this setting.

Honors Classroom

- Districts deliberately place identified students in service settings.
- The teacher must have the required professional development in gifted education.
- The teacher must have ongoing support from an educator with gifted licensure or endorsement.
- Minimum instructional time is equivalent to the district instructional time for the corresponding subject, grade level and setting.
- Maximum class size is equivalent to the district class size for the corresponding subject, grade level and setting.
- Maximum caseload is equivalent to the district caseload for the corresponding subject, grade level and setting.
- Students have Written Education Plans.

Advanced Placement Classroom

- Districts deliberately place identified students in service settings.
- The teacher must have the required professional development in gifted education.
- The teacher must have ongoing support from an educator with gifted licensure or endorsement.
- Minimum instructional time is equivalent to the district instructional time for the corresponding subject, grade level and setting.
- Maximum class size is equivalent to the district class size for the corresponding subject, grade level and setting.
- Maximum caseload is equivalent to the district caseload for the corresponding subject, grade level and setting.
- Students have Written Education Plans.

International Baccalaureate Classroom

- Districts deliberately place identified students in service settings.
- The teacher must have the required professional development in gifted education.
- The teacher must have ongoing support from an educator with gifted licensure or endorsement.
- Minimum instructional time is equivalent to the district instructional time for the corresponding subject, grade level and setting.
- Maximum class size is equivalent to the district class size for the corresponding subject, grade level and setting.
- Maximum caseload is equivalent to the district caseload for the corresponding subject, grade level and setting.
- Students have Written Education Plans.

Ohio Administrative Code 3301-51-15 (D)(3)

Other Service Options

| Guidance on Requirements |
|---|
| <p>Services Provided by a Trained Arts Instructor</p> <ul style="list-style-type: none"> • Districts deliberately place identified students in service settings. • The trained arts instructor must have the required ongoing support from an educator with gifted licensure or endorsement. • Minimum instructional time is equivalent to the district instructional time for the corresponding grade level and setting. • Maximum class size is equivalent to the district class size for the corresponding grade level and setting. • Maximum caseload is equivalent to the district caseload for the corresponding grade level and setting. • Students have Written Education Plans. |
| <p>College Credit Plus</p> <ul style="list-style-type: none"> • Districts deliberately place identified students in service settings. • Students have Written Education Plans. • The district must provide a copy of the Written Education Plan to the service provider. |
| <p>Acceleration</p> <ul style="list-style-type: none"> • In the first year of acceleration, for a student who is identified as gifted in a related area, districts may report gifted services in EMIS. This service is the result of a pacing differentiation, such as a student covering two years of curriculum in one year. After the first year of acceleration, report gifted services in EMIS only if the student receives services in another setting per the gifted operating standards. • Districts deliberately place identified students in service settings. • Every accelerated student has a Written Acceleration Plan (WAP). • Identified students served through a formal acceleration have Written Education Plans. |
| <p>Educational Options</p> <ul style="list-style-type: none"> • Districts deliberately place identified students in service settings. • Students have Written Education Plans. |

Ohio Administrative Code 3301-51-15 (D)(3)

Ohio Administrative Code 3301-51-15(D)(4)(i)-(m)

Criteria for Services

Districts establish criteria for gifted education services. Criteria should reflect the purpose of service, however, criteria cannot be unduly restrictive. Unduly restrictive criteria is any criteria that has the effect of limiting access to services for populations of identified students.

| Guidance on Requirements |
|--|
| <p>Establishing Equitable Service Criteria</p> <ul style="list-style-type: none"> • Districts establish written criteria to determine a student's eligibility to receive gifted education services. • Districts cannot establish subjective criteria, such as grades or teacher recommendations, to exclude identified students from gifted education services. • Include in service criteria an explanation of how the service placement methods ensure an equal opportunity for all district students identified as gifted to receive services offered by the district. • Districts cannot use any criteria determined to limit equal opportunity for students from underrepresented populations. |
| <p>Providing Equal Access to Gifted Education Services</p> |

Guidance on Requirements

- When a student meets the district criteria for gifted education services, the district must provide an equal opportunity for that student to receive the service.
- Districts cannot use subjective criteria, such as grades or teacher recommendations, to exclude students from gifted education services.
- Include identified students in services for which they qualify, regardless of the approved assessment used for identification.
- Districts may not exclude students from service options due to reassessment or subsequent performance.
- Include students in service options regardless of whether scores are from the district, another district or other trained personnel.

Ohio Administrative Code 3301-51-15 (C)(3)(c)

Ohio Administrative Code 3301-51-15 (C)(4)(a)(iv)

Ohio Administrative Code 3301-51-15 (D)(6)

Ohio Administrative Code 3301-51-15 (D)(7)(a-d)

Parent Notification and Gifted Education Services

Districts must notify parents about available gifted education services, including the criteria used to determine if students qualify for those services. Districts also must notify parents of placement decisions, including the methods used to resolve disagreements about placement decisions. When districts do not provide gifted education services to students identified as gifted, they must send a letter to the parents or guardians informing them of this.

Guidance on Requirements

Parent Notification about Services and Criteria to Receive Services

- Provide all district parents a list of services for each identification area.
- Include in the description of services the criteria students must meet to qualify for gifted education services available in the district.
- Include in the criteria an explanation of how service placement methods ensure an equal opportunity for all students identified as gifted to receive services the district offers.
- Indicate to parents or guardians that a student is receiving gifted education services only if the district provides those services according to the gifted operating standards.

Parent Notification about Service Placement Decisions

- Notify parents about student placement in services.
- Notify parents about appeals procedures for placement in services.
- Notify parents about procedures for withdrawing students from gifted education services.
- Include in service criteria an explanation of how the service placement methods ensure equal opportunity for all students identified as gifted to receive services the district offers.

No Services Letter

- Each year that a district does not provide a student with gifted education services, the district must notify a student's parent or guardian of this in a "no services" letter.
- The no services letter clearly tells parents when gifted services are not available.
- If the no services letter indicates enrichment opportunities available to students, the district must make it clear that these opportunities do not meet the requirements for gifted education services.
- Districts that do not provide services at any grade level still must send a no services letter to parents of students identified as gifted.

Ohio Administrative Code 3301-51-15 (C)(4)(v-vii)

Written Education Plan

A Written Education Plan (WEP) is a document that outlines the goals of service for students who are gifted. It may include both academic and affective goals. The plan also must specify for parents the timeline and methods for reporting student progress toward these goals. Each student who is receiving gifted services must have a Written Education Plan. Districts must develop the Written Education Plan in collaboration with an educator who has a license or endorsement in gifted education. In addition to providing a copy of the Written Education Plan to parents, districts must make a reasonable attempt to obtain a parent's or guardian's signature on the Written Education Plan.

Guidance on Requirements

Written Education Plan Development

- Develop the Written Education Plan in collaboration with an educator with who has gifted education licensure or endorsement.
- Include all of the required components in the Written Education Plan:
 - A description of services;
 - For students with multiple identification areas, the Written Education Plan must clearly indicate the identification areas being served;
 - Goals, including measureable academic goals. The Written Education Plan also may include curricular, guidance or instructional practices to support the student's social and emotional needs;
 - Methods for evaluating progress toward goals;
 - Methods and schedule for reporting progress to students and parents;
 - Names of responsible staff members;
 - Policies for waiving assignments and scheduling missed tests;
 - Date for annual revision;
 - Signature line for parent or guardian.
- Provide a copy of the Written Education Plan to the collaborating educator and the service provider.

Parent Notification and Written Education Plans

- Provide parents with a copy of the Written Education Plan.
- Provide parents reports on progress multiple times during the provision of the service.
- Make a reasonable attempt to get a parent's or guardian's signature on the Written Education Plan:
 - The attempt must be in writing;
 - The parent signature can be a handwritten signature or an electronic signature;
 - Do not deny services to a student because the district cannot secure a parent or guardian's signature.

Frequently Asked Questions

1. **What are examples of unduly restrictive criteria for gifted services?** Some examples (not an exhaustive list) of unduly restrictive criteria include:
 - Requiring a student to achieve a score more than once;
 - Using only the most recent test scores;
 - Excluding students based on the date they are identified;
 - Only using scores from a specific test;

- Refusing to recognize alternate allowable scores;
 - Using only scores obtained at a particular grade level; and
 - Not allowing the use of scores obtained outside the district.
2. **Are districts required to send no services letters to parents of students who are identified in multiple areas but receive gifted services only for one area?** No. Districts must provide a no services letter to parents only when an identified student does not receive *any* gifted education services. For students identified as gifted in multiple areas, districts should clearly communicate on the student's Written Education Plan the areas for which the student is receiving services.
 3. **Does an email read receipt constitute a parent signature on a Written Education Plan?** No. Parent signatures must be in writing. However, an electronic signature can count as a parent signature.
 4. **What happens if the district cannot secure a parent or guardian's signature on the Written Education Plan after making a reasonable attempt?** The student should continue to receive services. Do not deny services to a student because the district cannot obtain a parent or guardian's signature.
 5. **Can goals include social and emotional supports on the Written Education Plan?** Yes. Goals for the student in each service specified must include, but are not limited to, measurable academic goals. The Written Education Plan also may include curricular, guidance and instructional practices that support the student's social and emotional needs.
 6. **Can districts report services for students who are enrolled in career and technical education courses that are part of Career Technical Planning Districts?** If a student is enrolled in a career and technical education course that is part of a Career Technical Planning District, that course is exempt from the gifted operating standards because Career Technical Planning Districts are joint vocational school districts. See the excerpt from the gifted operating standards below:

"School district' means a city, local, or exempted village school district and does not include a joint vocational school district."

Professional Development Requirements in Gifted Education

Educators designated to provide gifted education services require specialized training in gifted education, as well as ongoing support to meet the academic and affective needs of gifted students. General education teachers who are designated as gifted service providers and do not hold licenses or endorsements in gifted education must receive professional development in gifted education. This professional development, from qualified providers, must cover the eight competencies listed below. This training must total a specific number of clock hours.

Requirements for Gifted Intervention Specialists

Guidance on Requirements

- Document qualifying, ongoing professional development in gifted education on the Individual Professional Development Plan (IPDP) or through other methods determined by the Ohio Department of Education.
- Do not submit professional development documentation to the Department unless requested.
- Educators with gifted licensure or gifted endorsement assigned to general education settings do not have to meet the professional development requirements of general educators listed below.

Ohio Administrative Code 3301-51-15 (D)(8)(a)(ii)

Requirements for General Education Teachers

Guidance on Requirements

- Professional development should occur before or during the time the district is providing services.
- Document qualifying professional development in gifted education on the Individual Professional Development Plan (IPDP) or through other methods determined by the Ohio Department of Education.
- Do not submit professional development documentation to the Department unless requested.
- Gifted education professional development requirements apply only to general education teachers who are designated providers of gifted education services.
- These requirements do not apply to educators with gifted licensure or endorsement assigned to general education settings.

Gifted Education Professional Development Competencies

- General educators designated as providers of gifted services must receive qualifying professional development in these competencies:
 - (a) The ability to differentiate instruction based on a student's readiness, knowledge and skill level, including using accelerated content, complexity, depth, challenge, creativity and abstractness;
 - (b) The ability to select, adapt or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content;
 - (c) The ability to provide an extension or replacement of the general education curriculum, to modify the learning process through strategies, such as curriculum compacting and to select alternative assignments and projects based on individual student needs;
 - (d) The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning;
 - (e) The ability to recognize and respond to the characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments;
 - (f) The ability to use data from a variety of sources to measure and monitor the growth of students who are gifted;
 - (g) The ability to select, use and interpret technically sound formal and informal assessments to inform academic decision-making; and
 - (h) The ability to participate in the development of the Written Education Plan.

Guidance on Requirements

- For certified Advanced Placement or International Baccalaureate teachers who are designated providers of gifted services and who have earned at least 24 hours of certified Advanced Placement or International Baccalaureate training within the past five years, gifted education professional development must address competencies a, b, d, e and h listed above.
- This requirement does not apply to trained arts instructors providing gifted services in the arts.
- This requirement does not apply to higher education personnel providing gifted services.

Provider of Professional Development

- Qualifying gifted education professional development for general educators designated as providers of gifted services must be provided by any of the following:
 - An educator who holds a license or endorsement in gifted education;
 - A state or national presenter in gifted education; or
 - An educator with a graduate degree in gifted education.

Professional Development Clock Hours

- For general education teachers who are designated providers of gifted services who are **not** certified Advanced Placement or International Baccalaureate teachers who have earned at least 24 hours of certified AP or IB training within the past five years:
 - Receive 15 hours of professional development in the required competencies during the first year of providing gifted services;
 - Receive 15 hours of professional development in the required competencies during the second year of providing gifted services;
 - Receive 15 hours of professional development in the required competencies during the third year of providing gifted services;
 - Receive 15 hours of professional development in the required competencies during the fourth year of providing gifted services.
- For general education teachers who are designated providers of gifted services who are certified Advanced Placement or International Baccalaureate teachers who have earned at least 24 hours of certified AP or IB training within the past five years:
 - Receive 7.5 hours of professional development in the required competencies during the first year of providing gifted services;
 - Receive 7.5 hours of professional development in the required competencies during the second year of providing gifted services;
 - Receive 7.5 hours of professional development in the required competencies during the third year of providing gifted services;
 - Receive 7.5 hours of professional development in the required competencies during the fourth year of providing gifted services.
- For any particular year, a teacher is considered a gifted service provider unless the teacher fails to meet the required hours of professional development, as specified above, by the end of the school year.
- Count any hours in excess of the minimum in any particular year toward any subsequent year's requirement.
- Convert college or university credit hours to clock hours per district policy.
- When the total number of specified clock hours has been met, the district shall determine clock hours for required ongoing gifted education professional development.
- For general education teachers designated as providers of gifted services as of or after July 1, 2017, count any documented clock hours of professional development in gifted education received in the 24 months prior to being designated a provider of gifted services toward the gifted education professional development requirements.

Guidance on Requirements

- This requirement does not apply to trained arts instructors providing gifted services in the arts.
- This requirement does not apply to higher education personnel providing gifted services.

Ongoing Support

- General educators providing gifted services should receive ongoing support from an educator with gifted licensure or gifted endorsement.
- This requirement *applies* to trained arts instructors providing gifted services in the arts.
- This requirement *does not apply* to higher education personnel providing gifted services.

Ohio Administrative Code (D)(8)(b)(i)(a)-(h)

Ohio Administrative Code (D)(8)(b)(ii)-(v)

Requirements for Gifted Coordinators

Guidance on Requirements

- Document ongoing professional development in gifted education on the Individual Professional Development Plan (IPDP) or other methods determined by the Ohio Department of Education.
- Do not submit professional development documentation to the Department unless requested.

Ohio Administrative Code (D)(8)(c)(i)-(iv)

Summary of Clock-Hour Requirements for Designated Service Providers

The table below provides a summary of the gifted education professional development clock-hour requirements for designated service providers in different roles within the district.

| Gifted Education Assignment | Professional Development Hours Required | Ongoing Professional Development Required | Ongoing Support Required |
|--------------------------------|---|---|--------------------------|
| Gifted Intervention Specialist | No | Yes | No |
| General Education Teacher | Yes | Yes | Yes |
| Honors Teacher | Yes | Yes | Yes |
| Advanced Placement Teacher | Yes | Yes | Yes |
| International Baccalaureate | Yes | Yes | Yes |
| College Credit Plus | No | No | No |
| Trained Arts Instructor | No | No | Yes |
| Gifted Coordinator | No | Yes | No |

Required Clock Hours Summary for Service Providers Designated During the 2017-2018 School Year

The charts below provide a summary of the gifted education professional development clock hour requirements for service providers designated during the 2017-2018 school year. One chart describes the requirement for designated service providers who do not have 24 hours of certified Advanced Placement or International Baccalaureate training within the last five years, and the other chart describes the requirement for those who do have 24 certified hours of Advanced Placement or International Baccalaureate training within the last five years.

General education teachers without 24 hours of certified AP or IB training within the last five years

| Year One 2017-2018 documented gifted clock hours | Year Two 2018-2019 | Year Three 2019-2020 | Year Four 2020-2021 | Year Five and beyond 2021-2022 and beyond |
|--|------------------------|-------------------------|------------------------|---|
| 60* | Ongoing clock hours | Ongoing clock hours | Ongoing clock hours | Ongoing clock hours |
| 45 | None required | None required | 15 | Ongoing clock hours |
| 30 | None required | 15 | 15 | Ongoing clock hours |
| 15 | 15 | 15 | 15 | Ongoing clock hours |

* After a teacher meets the total clock-hour requirement, the district determines ongoing hours.

General education teachers with 24 hours of certified AP or IB training within the last five years

| Year One 2017-2018 documented gifted clock hours | Year Two 2018-2019 | Year Three 2019-2020 | Year Four 2020-2021 | Year Five and beyond 2021-2022 and beyond |
|--|------------------------|-------------------------|------------------------|---|
| 30* | Ongoing clock hours | Ongoing clock hours | Ongoing clock hours | Ongoing clock hours |
| 22.5 | None required | None required | 7.5 | Ongoing clock hours |
| 15 | None required | 7.5 | 7.5 | Ongoing clock hours |
| 7.5 | 7.5 | 7.5 | 7.5 | Ongoing clock hours |

* After a teacher meets the total clock-hour requirement, the district determines ongoing hours.

Required Clock Hours Summary for Service Providers Designated During the 2018-2019 School Year

The charts below provide a summary of the gifted education professional development clock hour requirements for service providers designated during the 2018-2019 school year. One chart describes the requirement for designated service providers who do not have 24 hours of certified Advanced Placement or International Baccalaureate training within the last five years, and the other chart describes the requirement for those who do have 24 certified hours of Advanced Placement or International Baccalaureate training within the last five years.

General education teachers without 24 hours of certified AP or IB training within the last five years

| Year One 2018-2019 documented gifted clock hours | Year Two 2019-2020 | Year Three 2020-2021 | Year Four 2021-2022 | Year Five and beyond 2022-2023 and beyond |
|--|------------------------|-------------------------|------------------------|---|
| 60* | Ongoing clock hours | Ongoing clock hours | Ongoing clock hours | Ongoing clock hours |
| 45 | None required | None required | 15 | Ongoing clock hours |
| 30 | None required | 15 | 15 | Ongoing clock hours |
| 15 | 15 | 15 | 15 | Ongoing clock hours |

*After a teacher meets the total clock-hour requirement, the district determines ongoing hours.

General education teachers with 24 hours of certified AP or IB training within the last five years

| Year One 2018-2019 documented gifted clock hours | Year Two 2019-2020 | Year Three 2020-2021 | Year Four 2021-2022 | Year Five and beyond 2022-2023 and beyond |
|--|------------------------|-------------------------|------------------------|---|
| 30* | Ongoing clock hours | Ongoing clock hours | Ongoing clock hours | Ongoing clock hours |
| 22.5 | None required | None required | 7.5 | Ongoing clock hours |
| 15 | None required | 7.5 | 7.5 | Ongoing clock hours |
| 7.5 | 7.5 | 7.5 | 7.5 | Ongoing clock hours |

*After a teacher meets the total clock-hour requirement, the district determines ongoing hours.

Professional Development Clock Hours Carryover Scenario Charts

The charts below provide examples of scenarios regarding the carryover of professional development clock hours for designated service providers. This chart is for general education teachers **who DO NOT have** 24 hours of certified Advanced Placement or International Baccalaureate training within the past five years.

| Scenarios | Year One 2017-2018 school year | Year Two 2018-2019 school year | Year Three 2019-2020 school year | Year Four 2020-2021 school year | Beyond Year Four 2021-2022 school year and beyond |
|--|--|--|---|--|---|
| Teacher A Designated in 2017-2018 | Earned 30 qualifying clock hours <i>Note: Year one totals include any qualifying clock hours earned during the 24-month "count-back"</i> | None required/15 clock hours carried over <i>Note: Any qualifying clock hours earned in excess of the minimum (15 clock hours) will carry forward²</i> | Will need to earn a minimum of 15 qualifying clock hours <i>Note: Any qualifying clock hours earned in excess of the minimum (15 clock hours) will carry forward</i> | Will need to earn a minimum of 15 qualifying clock hours | Will need to receive district-determined ongoing clock hours of gifted professional development |
| Teacher B Designated in 2017-2018 | Earned 15 qualifying clock hours Not reportable service during 2017-2018 school year <i>Note: Year one totals include any qualifying clock hours earned during the 24-month "count-back"</i> | Will need to earn a minimum of 15 qualifying clock hours <i>Note: Any qualifying clock hours earned in excess of the minimum (15 clock hours) will carry forward</i> | Will need to earn a minimum of 15 qualifying clock hours <i>Note: Any qualifying clock hours earned in excess of the minimum (15 clock hours) will carry forward</i> | Will need to earn a minimum of 15 qualifying clock hours | Will need to receive district-determined ongoing clock hours of gifted professional development |
| Teacher C Designated in 2017-2018 | Earned 45 qualifying clock hours <i>Note: Year one totals include any qualifying clock hours earned during the 24-month "count-back"</i> | None required/15 clock hours carried over <i>Note: Any qualifying clock hours earned in excess of the minimum (15 clock hours) will carry forward</i> | None required/15 clock hours carried over <i>Note: Any qualifying clock hours earned in excess of the minimum (15 clock hours) will carry forward</i> | Will need to earn a minimum of 15 qualifying clock hours | Will need to receive district-determined ongoing clock hours of gifted professional development |
| Teacher D Designated in 2017-2018 | Earned 60 qualifying clock hours <i>Note: Year one totals include any qualifying clock hours earned during the 24-month "count-back"</i> | 2018-2019 school year and beyond Teacher met total clock-hour requirement during the 2017-2018 school year Will need to receive district-determined ongoing clock hours of gifted professional development <i>Note: Ensure the eight corresponding gifted professional development competencies are covered</i> | | | |
| Teacher E Designated in 2018-2019 | Will need to earn a minimum of 15 qualifying clock hours <i>Note: Year one totals include any qualifying clock hours earned during the 24-month "count-back"</i> | Will need to earn a minimum of 15 qualifying clock hours <i>Note: Any qualifying clock hours earned in excess of the minimum (15 clock hours) will carry forward</i> | Will need to earn a minimum of 15 qualifying clock hours <i>Note: Any qualifying clock hours earned in excess of the minimum (15 clock hours) will carry forward</i> | Will need to earn a minimum of 15 qualifying clock hours | Will need to receive district-determined ongoing clock hours of gifted professional development |

This chart is for general education teachers **who DO have** 24 hours of certified Advanced Placement or International Baccalaureate training within the past five years.

| Scenarios | Year One | Year Two | Year Three | Year Four | Beyond Year Four |
|-----------------------------------|---|---|--|--|---|
| Teacher F Designated in 2017-2018 | 2017-2018 school year Earned 30 qualifying clock hours Note: Year one totals include any qualifying clock hours earned during the 24-month "count-back" | 2018-2019 school year and beyond Teacher met total clock-hour requirement during the 2017-2018 school year Will need to receive district-determined ongoing clock hours of gifted professional development Note: Ensure the five corresponding gifted professional development competencies are covered | | | |
| | 2017-2018 school year Earned 15 qualifying clock hours Not reportable service during 2017-2018 school year Note: Year one totals include any qualifying clock hours earned during the 24-month "count-back" | 2018-2019 school year None required/7.5 clock hours carried over Note: Any qualifying clock hours earned in excess of the minimum (7.5 clock hours) will carry forward | 2019-2020 school year Will need to earn a minimum of 7.5 qualifying clock hours Note: Any qualifying clock hours earned in excess of the minimum (7.5 clock hours) will carry forward | 2020-2021 school year Will need to earn a minimum of 7.5 qualifying clock hours | 2021-2022 school year Will need to receive district-determined ongoing clock hours of gifted professional development |
| Teacher G Designated in 2017-2018 | 2018-2019 school year Will need to earn a minimum of 7.5 qualifying clock hours Note: Year one totals include any qualifying clock hours earned during the 24-month "count-back" | 2019-2020 school year Will need to earn a minimum of 7.5 qualifying clock hours Note: Any qualifying clock hours earned in excess of the minimum (7.5 clock hours) will carry forward | 2020-2021 school year Will need to earn a minimum of 7.5 qualifying clock hours Note: Any qualifying clock hours earned in excess of the minimum (7.5 clock hours) will carry forward | 2021-2022 school year Will need to earn a minimum of 7.5 qualifying clock hours | 2022-2023 school year and beyond Will need to receive district-determined ongoing clock hours of gifted professional development |

¹ Ohio Administrative Code 3301-51-15(D)(8)(b)(ii)(a)

² Ohio Administrative Code 3301-51-15(D)(8)(b)(ii)(d)

³ Ohio Administrative Code 3301-51-15(D)(8)(b)(ii)(c)

Frequently Asked Questions

1. **Are all general education teachers in the district required to receive professional development in gifted education?** No. Only teachers who are designated providers of gifted services must meet the required gifted education professional development.
2. **Why aren't College Credit Plus (CCP) teachers required to receive professional development in gifted education?** The gifted operating standards apply to K-12 education. Since colleges and universities are part of higher education, the gifted operating standards do not apply.
3. **Is an educator who provides gifted education services through Advanced Placement (AP) and/or honors courses AND through College Credit Plus required to receive professional development in gifted education?** Yes. Since the teacher is providing gifted services in AP or honors courses, the gifted education professional development requirements apply. However, if this teacher was providing services only through College Credit Plus, the professional development requirement would not apply.
4. **Why aren't trained arts instructors required to have the professional development under the new operating standards?** The professional development competencies are typically for general education teachers who provide services related to core academic or content areas.
5. **If a teacher works with accelerated students who are gifted, does that teacher need the gifted education professional development to count the acceleration as service?** No. This service is the result of a pacing differentiation, such as a student covering two years of curriculum in one year. This means that during the first year of acceleration for a student who is identified as gifted in a related area, districts may report gifted services in EMIS. After the first year of acceleration, report gifted services in EMIS only if the student receives services in another setting per the gifted operating standards.
6. **How do gifted education professional development clock hours earned prior to the 2018-2019 school year carry forward?** Excess qualifying clock hours may be counted toward the total requirement and the minimum yearly requirement.

Example 1: A teacher does not have 24 hours of certified AP or IB training within the last five years and is expected to earn a minimum of 15 clock hours each year over four years for a total of 60 clock hours. The teacher documented 30 qualifying gifted professional development clock hours during 2017-2018 (Year 1 for this teacher). This may have included qualifying gifted professional development earned in the 24 months prior to 2017-2018. This teacher may apply 15 clock hours to the yearly minimum for 2018-2019 (Year 2) and is not expected to earn additional clock hours during the 2018-2019 school year.

Example 2: A teacher is newly designated as a provider of gifted services for 2018-2019 (Year 1 for this teacher). This teacher does not have 24 hours of certified AP or IB training within the last five years and is expected to earn a minimum of 15 clock hours each year over four years for a total of 60 clock hours. The teacher is expected to earn a minimum of 15 clock hours during the 2018-2019 school year, which may include any qualifying gifted professional development earned in the previous 24 months.

7. **Where can I find additional guidance related to the carryover of qualifying clock hours of professional development in gifted education?** Please see the Required Clock Hours Summary charts and the Professional Development Clock Hours Carryover Scenario charts above, which include an overview and additional scenarios related to the carryover of qualifying clock hours of professional development in gifted education. These charts are also available on the Ohio Department of Education website, keyword search: gifted professional development.

8. **Does certified AP or IB training count as gifted professional development?** Beginning with the 2018 gifted operating standards, effective July 27, 2018, AP and IB training do not qualify as professional development in gifted education.
9. **How many total clock hours of gifted professional development is an educator who has 24 hours of certified AP or IB training from the previous five years and who also provides gifted education services in an honors course required to receive?** Designated service providers who have 24 hours of certified AP or IB training from the previous five years are required to receive 30 total clock hours of qualifying gifted professional development.
10. **When do ongoing hours of gifted professional development begin?** After a general education teacher who is designated a provider of gifted services has met the total clock hour requirement, he or she must receive ongoing hours of professional development in gifted education. These annual hours of gifted professional development are determined by the district.
11. **Can a designated service provider move from the 60 total clock hour requirement to the 30 total clock hour requirement?** At any point, if a designated service provider has a total of 24 hours of certified AP or IB training within the previous five years, the 30 total clock hour requirement applies.

Example: A teacher is newly designated as a provider of gifted services for 2018-2019 (Year 1 for this teacher). This teacher does not have 24 hours of certified AP or IB training within the last five years and is expected to earn a minimum of 15 clock hours each year over four years for a total of 60 clock hours. The teacher earns 15 clock hours during the 2018-2019 school year, which may include any qualifying gifted professional development earned in the previous 24 months. During the summer of 2019, this teacher receives 24 hours of certified AP or IB training. This teacher now is expected to earn a minimum of 7.5 clock hours annually for a total of 30 clock hours. Seven and one-half clock hours from the 2018-2019 school year carry forward to the 2019-2020 school year (Year 2 for this teacher). This teacher will need to meet the annual minimum clock hour requirements for the 2020-2021 school year (Year 3) and the 2021-2022 school year (Year 4).

12. **By what date must clock hours be earned for a teacher to be designated as a provider of gifted services?** Clock hours must be earned by the end of the school year. In the event a teacher does not meet this requirement, the district cannot report the gifted service.
13. **Can districts develop their own forms to track professional development of district educators who are designated service providers?** Yes. Districts may choose to develop their own forms to track professional development related to gifted education instead of using an educator's Individual Professional Development Plan (IPDP) or the form developed by the Department. Districts do not have to submit locally developed forms to the Department unless requested. These locally developed forms should include these elements:
 - a. A brief description of the gifted education professional development, including title;
 - b. The gifted education competencies addressed by the professional development;
 - c. Information about the provider of the professional development, including name and provider qualifications (educator with gifted licensure or endorsement, state or national presenter in gifted education or educator with graduate degree in gifted education); and
 - d. The number of clock hours earned.

Gifted Education Personnel

School districts may hire personnel, including gifted coordinators and gifted intervention specialists, to help identify students who are gifted as well as design and provide gifted education services.

| Guidance on Requirements |
|---|
| <ul style="list-style-type: none">• Provide gifted education personnel appropriate space and sufficient time for:<ul style="list-style-type: none">○ Designing work;○ Planning;○ Evaluating student progress; and○ Conferencing. |
| <p>Gifted Coordinator Qualifications</p> <ul style="list-style-type: none">• A coordinator of gifted education must meet the following requirements:<ul style="list-style-type: none">○ Demonstrate evidence of three years of successful teaching experience;○ Hold an Ohio administrative specialist license, if supervising teachers; and○ Hold licensure or endorsement in gifted education. |
| <p>Services Provided by Gifted Coordinators</p> <ul style="list-style-type: none">• Gifted coordinators provide these services to school districts:<ul style="list-style-type: none">○ Assist in student identification;○ Help place students in gifted services;○ Help school personnel design gifted education services;○ Consult with school personnel on gifted education issues in the district strategic planning processes and the development of school improvement plans;○ Assist school personnel in ongoing evaluation of the effectiveness of gifted education services;○ Consult with school personnel about ways to develop and adapt curriculum, materials and teaching strategies; and○ Help school personnel ensure that required documents including, but not limited to, the district gifted identification plan and district gifted education policy are accurate and accessible to parents. |

Ohio Administrative Code 3301-51-15 (D)(8)(c)(i)-(iv)

Ohio Administrative Code 3301-51-15 (D)(9)(a)-(g)

Frequently Asked Questions

1. **Does holding a superintendent’s license qualify someone to be a gifted coordinator for a district?** No. Anyone designated in EMIS as a coordinator of gifted services must meet the qualifications described in the gifted operating standards. Please see the chart above for more information on gifted coordinator qualifications.

Reporting and Accountability

District Gifted Identification Plan

Every district must obtain approval of its plan for identifying students who are gifted. The plan includes which tests the district uses, information on the scheduling of group-administered tests and assurances that the district complies with various aspects of the gifted operating standards.

Guidance on Requirements

- The Department provides a method for districts to submit all the required information:
 - Assure compliance with the operating standards by checking the box next to each statement of assurance. Be aware that the state may investigate a district's compliance with these assurances if an audit occurs;
 - Indicate the grade levels at which whole-grade testing occurs;
 - Report any test from the List of Approved Assessments that the district owns and might administer:
 - A district must have two intelligence tests from the approved list for identifying students.
 - Districts must have two tests for assessing each of the four academic areas (math, reading, science and social studies).
 - Districts must have either one test of creative abilities or one checklist scale for evaluating creative behaviors.
 - Districts must have one performance rating scale and one checklist scale for evaluating artistic behaviors for each area of visual and performing arts (dance, drama, music, and visual arts).
- If the district changes the plan, submit the revised plan to the Department for approval.

Ohio Administrative Code 3301-51-15 (C)(3)(a)-(e)

District Gifted Education Policy

State law requires every school district to adopt a district gifted education policy. Districts submit this policy to the Department along with their district gifted identification plan. Districts also must distribute their gifted education policies to parents.

Guidance on Requirements

- Distribute the Gifted Education Policy to parents.
- Include these elements in the policy:
 - The criteria and methods the district uses to screen students and to select for further assessment students who perform or show potential for performing at remarkably high levels of accomplishment in each of the gifted areas specified in Ohio Revised Code 3324;
 - The sources of assessment data the district uses to select students for further testing and an explanation for parents of the multiple assessment instruments required to identify students who are gifted under section state law;
 - An explanation for parents of the method the district uses to ensure equal access to screening and further assessment by all district students, including minority or disadvantaged students, students with disabilities and English learners;
 - Provisions to ensure equal opportunity for all district students identified as gifted to receive services offered by the district;

Guidance on Requirements

- Provisions for students to withdraw from gifted programs and services, for reassessment of students and for assessment of students transferring to the district;
- A detailed list of the services the district likely will provide to a student, based on the nature of a student's identification and all gifted services that are currently available within the school district. This includes the criteria for receiving those services (3301-51-15 (D)(7)); and
- Methods for resolving disagreements between parents and the district about identification and placement decisions.
- Submit a copy of the policy to the Department.
- If the district changes the policy, submit the revised policy to the Department.

Ohio Administrative Code 3301-51-15 (C)(4)(a)(i)-(vii)

Ohio Administrative Code 3301-51-15 (C)(4)(b)

Funding

School districts receive funding for gifted student identification and services. Each year, districts must report expenditures related to gifted education and the Department must publish these expenditures on its website. Educational service centers receive gifted unit funding for qualified gifted education staff.

Guidance on Requirements

- Report in EMIS the amount of funding spent on gifted education using guidelines prescribed by the Department.
- The Department will publish these expenditures for gifted education on its website no later than October 30 each year.
- In an allocation process determined by Ohio Revised Code 3317, where educational service centers receive gifted unit funding, units must be allocated with appropriately licensed and qualified gifted education staff as follows:
 - Gifted coordinators must have gifted licensure and, if assigned to supervise staff, must have administrative licensure;
 - Gifted intervention specialists must have gifted licensure; and
 - Units for gifted intervention specialists may be allocated where qualified gifted coordinator services are available.

Ohio Administrative Code 3301-51-15 (F)(1)

Ohio Administrative Code 3301-51-15 (F)(2)

Ohio Administrative Code 3301-51-15 (F)(3)(a)-(c)

Accountability

Districts report gifted education data to the Department and take part in audits the Department initiates. Audits may include onsite reviews, desk reviews and self-reviews.

Guidance on Requirements

- Report gifted education data in EMIS as determined by the Department.
- Report students identified as gifted in EMIS.
- Report gifted services in EMIS only if the district provides services per the gifted operating standards.
- Participate in an audit based on risk assessment criteria as determined by the Department.
- The Department may select districts for audits more frequently based on complaints or suspicion of non-compliance.

Guidance on Requirements

- Differentiated audits may include onsite reviews, desk reviews and self-reviews of gifted education data, policies, practices and procedures.
- Results of the audit may require corrective action and/or the implementation of a district improvement plan.
- The Department will provide an opportunity for districts to validate the data used for the audit and to respond to the audit findings.
- The Department will provide technical assistance to any district found not to be complying with this rule.

Ohio Administrative Code 3301-51-15 (G)(1)(a)-(b)

Ohio Administrative Code 3301-51-15 (G)(2)(a)-(b)

Ohio Administrative Code 3301-51-15 (G)(3)

Frequently Asked Questions

1. **If a district makes changes to its identification plan or district gifted education policy, is the district required to submit them to the Department?** Yes. Any time the district updates its identification plan or gifted education policy, submit those changes to the Department.
2. **Can districts report gifted services to parents and the Department if they are not providing them per the gifted operating standards?** No. Districts only report gifted education services to parents and the Department when those services are consistent with the gifted operating standards.
3. **What level of gifted education funding does my district receive?** The Department publishes school payment reports on its website. These reports include information about district funding allocations for gifted education.
4. **What is the process for gifted education audits?** The Department selects districts for audits based on risk assessment criteria, complaints or suspicion of noncompliance. Law requires the Department to provide technical assistance to any district found in noncompliance. Results of the audit may require corrective action and/or the implementation of a district improvement plan.
5. **Can funding be reduced if my district continues to be noncompliant?** Yes, the Department may reduce funds to the district by any amount, under Ohio Revised Code 3317, if the district continues to be noncompliant.