

2018 Rule	2024/2025 Rule	OAGC Notes
<p>(A)(1) Definitions  “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.</p>	<p>(A)(1) Definitions  All terms within this rule have the same meaning as those in section 3324.01 of the Revised Code.</p>	<p>Duplicative language from the Ohio Revised Code has been removed and replaced with citations to the appropriate ORC section throughout the 2024 Rule. While this presents and undue burden on the readers of the Gifted Rule, this decision was a legislative act required in the Ohio Revised Code. We suggest all districts have copies of both the Ohio Revised Code and the Ohio Administrative Code.</p>
<p>(A)(1) (5)  “Visual or performing arts ability” means ability in areas such as drawing, painting, sculpting, music, dance and drama.</p>	<p>(A)(3)  “Visual or performing arts ability” means ability in areas such as music, dance, theatre, or the visual arts.</p>	<p>This language change was meant to clarify the definition of visual arts.</p>
<p>A(3)(b)(iii)  Creative thinking ability for all students once after the completion of grade two but prior to the end of grade six.</p>	<p>[removed]</p>	<p>The creative thinking ability has been removed due to public comments. While districts <i>can</i> still identify creative thinking (and <i>must</i> if they receive a referral), they must be aware of the impacts on report card data if they don't then serve.</p>

<p>D(4)(e) Cluster grouping where a small group of students who are gifted is deliberately placed together in a classroom. Each student served in this setting shall be provided instruction for no less than one core content class period a day or an average of fifteen percent of the school week.</p>	<p>C(4)(d) Co-teaching with a gifted intervention specialist in a cluster grouping setting; (ii) The cluster group size in this setting is a minimum of three students and a maximum of twenty students who are identified as gifted. The district may apply for a temporary waiver related to this setting with the department of education and workforce that is subject to the department's approval</p>	<p>Cluster groups now have a defined minimum and maximum size of both three and twenty, respectively.</p>
<p>D(4)(e) Cluster grouping where a small group of students who are gifted is deliberately placed together in a classroom. Each student served in this setting shall be provided instruction for no less than one core content class period a day or an average of fifteen percent of the school week.</p>	<p>C(4)(e) Cluster grouping where the cluster group size is a minimum of three students who are gifted and where the students' gifted identification areas are similarly related. The district may apply for a temporary waiver related to this setting with the department of education and workforce that is subject to the department's approval. Reasons for applying for a waiver may include, but are not limited to, the waiver being</p>	<p>Cluster groups must contain students of similar identification.</p>

	necessary for compliance with IDEA;	
E(1)(c) Districts shall make a reasonable attempt in writing, electronic or otherwise, at the commencement of services and each year thereafter in which a student receives gifted services, to obtain a parent or guardian signature on the WEP. Students shall not be denied services due to the lack of a parent signature.	C(5)(a)(iii) The district will make a reasonable attempt at the commencement of services and each year thereafter to obtain parent input on the WEP and the parent's signature on the WEP. Students will not be denied services due to the lack of a parent's signature.	
D(8)(h)(iii) Participate in ongoing professional development related to gifted education as specified in paragraphs (D)(8)(b)(ii)(a) and (D)(8)(b)(ii)(b) of this rule from an educator who holds licensure or endorsement in gifted education, a graduate degree in gifted education, or is a state or national presenter in gifted education;	E(1)(b)(iii) Participate in specialized training in gifted education per paragraphs (E)(1)(b) of this rule from an educator who: (a) holds licensure or endorsement in gifted education; (b) Holds a graduate degree in gifted education; (c) Is a college or university faculty member and who teaches gifted education coursework that is part of an accredited gifted endorsement program; (d) Is a state or national presenter in gifted education; or	The providers of gifted professional development must be gifted specialists as outlined in this 2024 section.

	(e) Additional providers as determined by the district if co-developed by an educator with gifted licensure or endorsement	
	E(1)(b)(iv) Participate in on-going specialized training in gifted education each year thereafter.	OAGC recommended five hours of ongoing specialized training for general education teachers. The draft of the rule released on January 12 <sup>th</sup> included the five hours, but it has been removed. Districts will have to decide what “on-going specialized training in gifted education each year thereafter” means.
G Accountability [entire section]	[removed]	The 2018 Gifted Rule included an entire section dedicated to accountability. This section included a corrective plan following an audit.

Other notes:

Formerly Section D of previous 2024 drafts of the Gifted Rule included Student Talent Development. This section has been removed from the final Gifted Rule.

