

# 2025 Gifted Operating Standards Crosswalk

## SUMMARY OF SUBSTANTIVE CHANGES TO OHIO ADMINISTRATIVE CODE 3301-51-15, *THE OPERATING STANDARDS FOR IDENTIFYING AND SERVING STUDENTS WHO ARE GIFTED* (EFFECTIVE JULY 1, 2025)

### Introduction:

Ohio Administrative Code 3301-51-15, the *Operating Standards for Identifying and Serving Students Who are Gifted*, was revised as a result of Ohio’s administrative rule-making procedures. The new version of Rule 3301-51-15 will go into effect July 1, 2025 and a copy can be found on the [Register of Ohio website](#).

This document summarizes key substantive changes related to Ohio Administrative Code 3301-51-15, *The Operating Standards for Identifying and Serving Students Who are Gifted*. This document is intended to assist district leaders and educators related to revisions that may impact district planning, scheduling, or purchasing decisions. It is important to note that this document does not reflect all changes between the current and new versions of the gifted operating standards and is not intended to provide interpretation or implementation guidance. It is recommended that district personnel responsible for gifted education carefully review the new version of the gifted rule when planning for the 2025-2026 school year and beyond.

Category	OAC 3301-51-15 (2018) Current Language (Effective until June 30, 2025)	OAC 3301-51-15 (2025) Current Language (Effective July 1, 2025)	Substantive Change
Duplicate Language	Throughout the rule, language from Ohio Revised Code is duplicated, including but not limited to definitions, gifted identification requirements, district gifted policy requirements, gifted services options, funding, and accountability.	All duplicate language from Ohio Revised Code was removed from the rule, and the appropriate section of the Revised Code is referenced.	No substantive change. All requirements in the Ohio Revised Code are still in effect.

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<b>Whole Grade Screening</b>	<p>(C)(3)(b)(ii) The provision of at least two whole grade screening opportunities as follows:</p> <p>(a) For (i) superior cognitive ability, (ii) specific academic ability in the areas of (A) mathematics and (B) reading, writing or a combination of these skills, and (iii) creative thinking ability for all students once prior to the end of grade two.</p> <p>(b) For (i) superior cognitive ability, (ii) specific academic ability in the areas of (A) mathematics and (B) reading, writing or a combination of these skills, and (iii) creative thinking ability for all students once after the completion of grade two but prior to the end of grade six.</p>	<p>(B)(5)(a) In addition to the district's gifted identification plan contents as specified in section 3324.04 of the Revised Code, the school district's plan will include the following:</p> <p>(i) A provision of at least one whole grade screening opportunity for all students in the kindergarten through second grade band, once prior to the end of grade two, screening in the following areas:</p> <p>(a) superior cognitive ability, and</p> <p>(b) specific academic ability in the areas of mathematics and reading, writing, or a combination of these skills.</p> <p>(ii) A provision of at least one whole grade screening opportunity for all students in the third through sixth grade band, once prior to the end of grade six, screening in the following areas:</p> <p>(a) superior cognitive ability, and</p> <p>(b) specific academic ability in the areas of mathematics and reading, writing, or a combination of these skills.</p>	<p>Reduces whole grade screening requirements by eliminating the whole grade screening requirement for creative thinking ability. The identification of creative thinking ability is still required by ORC 3324.03 if a student is referred for testing.</p>

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<b>District Gifted Identification Plan</b>	The board of education of each district shall adopt a plan as specified in <a href="#">section 3324.04 of the Revised Code</a> for identifying students who are gifted.	(B)(5)The school district will have a gifted identification plan adopted pursuant to <a href="#">section 3324.04 of the Revised Code</a> . The district's gifted identification plan may be subject to the department of education and workforce's review of the district's guidelines during the department's audit of that district pursuant to <a href="#">section 3324.05 of the Revised Code</a> .	Clarifies that during an audit under Ohio Revised Code 3324.05, a district's plan for identifying students who are gifted may be subject to the Department of Education and Workforce's review.
<b>Distribution of the District Gifted Identification Plan</b>	No Provision	(B)(5)(b) School districts will distribute the district identification plan to parents of the district.	School districts will distribute the district's gifted identification plan to parents. Previously, there was no requirement to distribute the gifted identification plan to district parents.
<b>Scheduling Students for Service</b>	(D)(2) Services shall occur during the typical instructional day with flexibility allowed for the scheduling of district-approved internships or mentorships and higher education coursework, including credit flexibility.	(C)(2) Services occur during the typical instructional day with flexibility allowed for the scheduling of educational options as defined in rules 3301-35-01 and 3301-35-06 of the Administrative Code, dual enrollment opportunities, and the visual or performing arts.	Increases flexibility for the scheduling of gifted services for certain placement options such as those in the visual or performing arts, independent studies, and others.
<b>Full-Time Self-Contained Classroom Setting</b>	(D)(4)(a) A full-time self-contained classroom where the gifted intervention specialist is the teacher of record and all students are identified as gifted. A maximum of twenty students at one time is permitted in this setting. The	(C)(4)(a) A full-time self-contained classroom where the gifted intervention specialist is the teacher of record and all students are identified as gifted.	Increases district flexibility by changing the 20 student class size cap for full-time self-contained service settings and making it equivalent to the district's class size ratio for that

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	department of education, office for exceptional children, shall establish policies and procedures for granting temporary waivers related to this setting;		grade level. This change also eliminates the need for districts to submit waivers to the Department for this setting.
<b>Cluster Group Setting</b>	(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;	(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 necessary for compliance with IDEA;	Establishes a minimum of three students to be placed together in a cluster group setting.  Clarifies that students placed in this service setting will also need to have a similar area of identification or a related area of identification (ex: math and superior cognitive ability).
<b>Co-Teaching in a Cluster Group Setting</b>	(D)(4)(c) Services through co-teaching in a cluster grouping setting where a group of students who are gifted is deliberately placed together in a classroom where one teacher is a gifted intervention specialist with a maximum of twenty students who are gifted at any one time and a maximum caseload of eighty students who are gifted. The teachers shall be provided with regularly scheduled collaborative planning time. Each student served in	(C)(4)(d) Co-teaching with a gifted intervention specialist in a cluster grouping setting; (i) Each student served in this setting will be provided instruction for no less than one core content class period a day or an average of fifteen percent of the total instructional time for the school week; (ii) The cluster group size in this setting is a minimum of three students and a maximum of twenty students who	Establishes a minimum of three students to be placed together in a cluster group.

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	this setting shall be provided instruction for no less than one core content class period a day or an average of fifteen per cent of the school week. The department of education, office for exceptional children, shall establish policies and procedures for granting temporary waivers related to this setting;	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; and (iii) The maximum caseload of the gifted intervention specialist is eighty students who are identified as gifted.	
<b>Student Placement into Gifted Services</b>	No Provision	(C)(10) The district will ensure that students identified as gifted are placed in settings with similar or related areas of identification to the maximum extent possible.	Districts will ensure students with similar or related areas of identification are placed in the same service setting to the greatest extent possible.
<b>Written Criteria for Service Placement</b>	(D)(7)(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 English learners. This written criteria shall not unduly restrict access to services.	(C)(9)(b) Written criteria provided by the district will include an explanation of the methods used to ensure equal access to each gifted service for all eligible district students, including students who transfer into the district, minority, economically disadvantaged students, students with disabilities, and English learners. This written criteria will not unduly restrict access to services.	Written criteria for placement into services will also need to include an explanation for how the district ensures equal access to gifted services for students who transfer into the district.
<b>Written Education Plan</b>	(E)(1)(a)(i) Goals for the student in each service specified including, but not limited to, measurable academic goals.	(C)(5)(a)(i)(a) Goals for the student, including but not limited to, measurable academic goals aligned with the Ohio	Clarifies that measurable academic goals on written education plans are to be

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	Goals may also include curricular, guidance and instructional practices which support the students social and emotional needs;	Learning Standards. Goals may also include curricular, guidance and instructional practices which support the student's social and emotional needs; (C)(5)(a)(i)(g) An explanation of how the gifted services meet the student's documented strengths, educational needs, and goals for the student.	aligned to Ohio's Learning Standards.  In addition, the written education plan (WEP) will need to include an explanation of how the gifted service meets the student's documented strengths and educational needs.
<b>Parent Participation in the Written Education Plan</b>	(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 or guardian 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.	In addition to a parent's signature, districts will also need to make a reasonable attempt to get parent input on the written education plan each year at the commencement of services.
<b>Professional Learning in Gifted Education</b>	(D)(8)(b)(ii) Earn clock hours of professional development related to gifted education as specified: (a) For general education teachers who do not have certified advanced placement or international baccalaureate training as outlined in paragraph (D)(8)(b)(ii)(b) of this rule, at least fifteen clock hours of professional development in gifted	(E)(1)(b) A general education teacher who is designated as a provider of gifted services will: (i) Earn at least fifteen clock hours of specialized training in gifted education during each year over four consecutive years in order to meet the following competencies: (ii) For general education teachers who have earned at least twenty-four	Clarifies that clock hours of qualifying professional learning must be acquired over four consecutive years. In addition, clarifies that ongoing specialized training is required.

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	<p>education during each year over four years with additional clock hours each year thereafter as determined by the district.</p> <p>(b) For general education teachers who are certified advanced placement or international baccalaureate teachers who have earned at least twenty-four hours of certified advanced placement or international baccalaureate training within the past five years, at least seven and one-half clock hours of professional development in gifted education during each year over four years with additional clock hours each year thereafter as determined by the district.</p>	<p>hours of certified advanced placement or international baccalaureate training within the past five years, earn at least seven and one-half clock hours of specialized training in gifted education during each year over four consecutive years in order to meet the competencies listed in (E)(1)(b)(i), (E)(1)(b)(ii), (E)(1)(b)(iv), (E)(1)(b)(v), and (E)(1)(b)(viii) of this rule.</p> <p>(iv) Participate in ongoing specialized training in gifted education each year thereafter.</p>	
<b>Professional Learning in Gifted Education Competencies</b>	(D)(8)(b)(i)(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;	(E)(1)(b)(i)(a) The ability to differentiate instruction based on a student's readiness, knowledge, language proficiency, and skill level, including using accelerated content, complexity, depth, challenge, creativity, and abstractness.	Adds the ability to differentiate instruction based on a student's language proficiency.
<b>Professional Learning Provider</b>	(D)(8)(b)(iii) Participate in ongoing professional development related to gifted education as specified in paragraphs (D)(8)(b)(ii)(a) and	(E)(1)(b)(iii) Participate in specialized training in gifted education per paragraphs (E)(1)(b) of this rule from an educator who:	Clarifies that college or university faculty who are providers of professional learning in gifted education have

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	(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	(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 (e) Additional providers as determined by the district if co-developed by an educator with gifted licensure or endorsement.	to teach coursework that is part of an accredited gifted endorsement program.  Increases flexibility for districts to determine additional providers of gifted professional learning if co-developed by an educator with gifted licensure or endorsement.
<b>Ongoing Support for Gifted Service Providers</b>	(D)(8)(b)(v) Receive ongoing support in curriculum development and instruction from an educator who holds licensure or endorsement in gifted education.	(E)(1)(b)(vi) Participate in regularly scheduled collaborative planning in curriculum development and instruction with an educator who holds licensure or endorsement in gifted education.	Requires general education teachers who are designated as providers of gifted services to participate in regularly scheduled collaborative planning with an educator with licensure or endorsement related to curriculum development and instruction.
<b>Innovative Gifted Service Proposals</b>	(H) Innovative gifted service proposals  The department shall establish a process and criteria for submission and review of proposals related to the	No Provision	Eliminates the provision that required the department to establish a process and criteria for submission and review of



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	innovative design and delivery of services for students who are gifted. Innovative gifted service proposals may be approved for not more than 5 years of implementation.		innovative gifted service proposals.
<b>Gifted Advisory Council</b>	(I) Gifted advisory council The superintendent of public instruction shall establish a gifted advisory council. The council shall: (1) Represent a variety of stakeholders from diverse regions of the state, including parents, general and gifted educators, administrators, and others as determined by the superintendent; (2) Assist in the development and updating of a department-approved plan for gifted education in Ohio; (3) Advise on policy recommendations; (4) Serve as advisors in establishing criteria for review of proposals to implement innovative gifted services; and (5) Establish criteria for identifying and recognizing schools, districts, and other educational providers that demonstrate an exemplary ability to serve students who are gifted.	(F) Gifted advisory council The director of the department of education and workforce will establish a gifted advisory council. The council will: (1) Represent a variety of stakeholders from diverse regions of the state, including parents, general and gifted educators, administrators, and others as determined by the director; (2) Assist in the development and updating of a department-approved plan for gifted education in Ohio; (3) Advise on policy recommendations; (4) Consult on a performance indicator pursuant to section 3302.02 of the Revised Code; and (5) Establish criteria for identifying and recognizing schools, districts, and other educational providers that demonstrate an exemplary ability to serve students who are gifted.	Eliminates the responsibility of the Gifted Advisory Council to serve as advisors in establishing criteria for the review of innovative gifted service proposals and replaces it with the language that the Council will consult with the Department on the gifted performance indicator.