

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 5. The School Code is amended by changing Sections
5 14A-15, 14A-30, and 14A-35 as follows:

6 (105 ILCS 5/14A-15)

7 Sec. 14A-15. Purpose. The purpose of this Article is to
8 provide encouragement, assistance, and guidance to school
9 districts in the development and improvement of educational
10 programs for gifted and talented children and children
11 eligible for accelerated placement as defined in Sections
12 14A-20 and 14A-17 of this Code. School districts shall
13 continue to have the authority and flexibility to design
14 education programs for gifted and talented children in
15 response to community needs, ~~but these programs must comply~~
16 ~~with the requirements established in Section 14A-30 of this~~
17 ~~Code by no later than September 1, 2006 in order to merit~~
18 ~~approval by the State Board of Education in order to qualify~~
19 ~~for State funding for the education of gifted and talented~~
20 ~~children, should such funding become available.~~

21 (Source: P.A. 100-421, eff. 7-1-18.)

22 (105 ILCS 5/14A-30)

1 Sec. 14A-30. Local Funding of local gifted education
2 programs. A local program for the education of gifted and
3 talented children may include, but need not be limited to, be
4 ~~approved for funding by the State Board of Education, pursuant~~
5 ~~to a request for proposals process, if funds for that purpose~~
6 ~~are available and, beginning with the beginning of the~~
7 ~~2010-2011 academic year, if the local program submits an~~
8 ~~application for funds that includes a comprehensive plan (i)~~
9 ~~showing that the applicant is capable of meeting a portion of~~
10 ~~the following requirements, (ii) showing the program elements~~
11 ~~currently in place and a timeline for implementation of other~~
12 ~~elements, and (iii) demonstrating to the satisfaction of the~~
13 ~~State Board of Education that the applicant is capable of~~
14 ~~implementing a program of gifted education consistent with~~
15 ~~this Article:~~

16 (1) The use of assessment instruments, such as
17 nonverbal ability tests and tests in students' native
18 languages, and a selection process that is equitable to
19 and inclusive of underrepresented groups, including
20 low-income students, minority students, students with
21 disabilities, twice-exceptional students, and English
22 learners.

23 (2) (Blank). ~~A priority emphasis on language arts and~~
24 ~~mathematics.~~

25 (3) The use of multiple valid assessments that assess
26 both demonstrated achievement and potential for

1 achievement, including cognitive ability tests and general
2 or subject specific achievement tests, applied universally
3 to all students, and appropriate for the content focus of
4 the gifted services that will be provided. School
5 districts and schools may add other local, valid
6 assessments, such as portfolios. Assessments and selection
7 processes must ensure multiple pathways into the program.

8 (4) The use of score ranges on assessments that are
9 appropriate for the school or district population,
10 including the use of local norms for achievement to
11 identify high potential students.

12 (5) A process of identification of gifted and talented
13 children that is of equal rigor in each area of aptitude
14 addressed by the program.

15 (6) The use of identification procedures that
16 appropriately correspond with the planned programs,
17 curricula, and services.

18 (7) A fair and equitable decision-making process.

19 (8) The availability of a fair and impartial appeal
20 process within the school, school district, or cooperative
21 of school districts operating a program for parents or
22 guardians whose children are aggrieved by a decision of
23 the school, school district, or cooperative of school
24 districts regarding eligibility for participation in a
25 program.

26 (9) Procedures for annually informing the community

1 at-large, including parents, about the program and the
2 methods used for the identification of gifted and talented
3 children.

4 (10) Procedures for notifying parents or guardians of
5 a child of a decision affecting that child's participation
6 in a program.

7 (11) A description of how gifted and talented children
8 will be grouped and instructed in order to maximize the
9 educational benefits the children derive from
10 participation in the program, including curriculum
11 modifications and options that accelerate and add depth
12 and complexity to the curriculum content.

13 (12) An explanation of how the program emphasizes
14 higher-level skills attainment, including
15 problem-solving, critical thinking, creative thinking, and
16 research skills, as embedded within relevant content
17 areas.

18 (13) A methodology for measuring academic growth for
19 gifted and talented children and a procedure for
20 communicating a child's progress to his or her parents or
21 guardian, including, but not limited to, a report card.

22 (14) The collection of data on growth in learning for
23 children in a program for gifted and talented children and
24 the reporting of the data to the State Board of Education.

25 (15) The designation of a supervisor responsible for
26 overseeing the educational program for gifted and talented

1 children.

2 (16) A showing that the certified teachers who are
3 assigned to teach gifted and talented children understand
4 the characteristics and educational needs of children and
5 are able to differentiate the curriculum and apply
6 instructional methods to meet the needs of the children.

7 (17) Plans for the continuation of professional
8 development for staff assigned to the program serving
9 gifted and talented children.

10 (Source: P.A. 99-706, eff. 7-29-16.)

11 (105 ILCS 5/14A-35)

12 Sec. 14A-35. Administrative functions of the State Board
13 of Education for gifted and talented children programs.

14 (a) The State Board of Education must designate a staff
15 person who shall be in charge of educational programs for
16 gifted and talented children. This staff person shall, at a
17 minimum, ~~(i) be responsible for developing an approval process~~
18 ~~for educational programs for gifted and talented children by~~
19 ~~no later than September 1, 2006,~~ ~~(ii)~~ receive and maintain the
20 written descriptions of all programs for gifted and talented
21 children in the State, ~~(iii)~~ collect and maintain the annual
22 growth in learning data submitted by a school, school
23 district, or cooperative of school districts, ~~(iv)~~ identify
24 potential funding sources for the education of gifted and
25 talented children, and ~~(v)~~ serve as the main contact person at

1 the State Board of Education for program supervisors and other
2 school officials, parents, and other stakeholders regarding
3 the education of gifted and talented children.

4 (b) Subject to the availability of funds for these
5 purposes, the State Board of Education may perform a variety
6 of additional administrative functions with respect to the
7 education of gifted and talented children, including, but not
8 limited to, supervision, quality assurance, compliance
9 monitoring, and oversight of local programs, analysis of
10 performance outcome data submitted by local educational
11 agencies, the establishment of personnel standards, and a
12 program of personnel development for teachers and
13 administrative personnel in the education of gifted and
14 talented children.

15 (Source: P.A. 100-421, eff. 7-1-18.)