

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 1. Short title. This Act may be cited as the
5 Accelerated Placement Act.

6 Section 5. Definitions. As used in this Act:

7 "Accelerated placement" means the placement of a student in
8 an educational setting with curriculum that is usually reserved
9 for students who are older or in higher grades than the
10 student. "Accelerated placement" shall include, but need not be
11 limited to, the following types of acceleration: early entrance
12 to kindergarten or first grade, accelerating a student in a
13 single subject, compacting curriculum, grade acceleration,
14 grade telescoping, and early high school graduation.

15 "State Board" means the State Board of Education.

16 Section 10. School district responsibilities.

17 (a) Each school district shall have a policy that allows
18 for accelerated placement that includes, but need not be
19 limited to, the following components:

20 (1) a requirement that participation in accelerated
21 placement is not limited to those students who have been
22 identified as gifted and talented, but rather is open to

1 all students who demonstrate high ability and who may
2 benefit from accelerated placement;

3 (2) a transparent process for informing all families
4 residing in the school district about the acceleration
5 policy;

6 (3) a process for referral that ensures the fair,
7 objective, and systematic evaluation of referred students
8 and allows for multiple referrers, including a student's
9 parents or legal guardians; other referrers may include a
10 teacher, an administrator, a gifted education specialist,
11 a guidance counselor, a school psychologist, the student
12 himself or herself with the written consent of a parent or
13 legal guardian, a peer through a district staff member who
14 has knowledge of the referred child's abilities, or, in the
15 case of possible early entrance, a preschool educator,
16 pediatrician, or psychologist who knows the child;

17 (4) an assessment process that includes multiple
18 valid, reliable indicators;

19 (5) a reasonable and transparent timeline for
20 evaluation for possible accelerated placement;

21 (6) a decision-making process for accelerated
22 placement that involves multiple persons, including a
23 student's parents or legal guardians, rather than a sole
24 decision-maker; other individuals involved in the
25 decision-making process may include a superintendent's
26 designee, principal or assistant principal from the

1 child's current school, current teacher of the referred
2 student, teacher at the grade level from the school to
3 which the student may be accelerated, principal or
4 assistant principal from the child's future school, gifted
5 education specialist, gifted intervention specialist,
6 school psychologist, or guidance counselor;

7 (7) a reasonable and transparent timeline for
8 notifying parents and students about the results of an
9 accelerated placement evaluation;

10 (8) an appeals process for decisions related to
11 accelerated placement;

12 (9) a requirement that accelerated students and their
13 parents or legal guardians be provided a written plan, a
14 copy of which will be kept in the student's cumulative
15 file, which shall include the type of acceleration the
16 student will undergo and strategies to support a successful
17 transition;

18 (10) an appropriate transition period for accelerated
19 placement; and

20 (11) a process for a parent or legal guardian of a
21 student to withdraw the student from accelerated placement
22 or request a revision of the accelerated placement.

23 (b) Each school district shall report to the State Board
24 the following data annually:

25 (1) the number of students evaluated for accelerated
26 placement, disaggregated by race and income status;

1 (2) the number of students who qualified for
2 accelerated placement, disaggregated by race and income
3 status;

4 (3) the number of students evaluated for accelerated
5 placement by type of accelerated placement; and

6 (4) the number of students who qualified for
7 accelerated placement by type of accelerated placement.

8 Section 15. State Board Responsibilities.

9 (a) The State Board shall publish a report annually that
10 includes:

11 (1) the number of students evaluated for accelerated
12 placement for each school district, disaggregated by race
13 and income status;

14 (2) the number of students who qualified for
15 accelerated placement for each school district,
16 disaggregated by race and income status;

17 (3) the number of students evaluated for accelerated
18 placement by type of accelerated placement for each school
19 district; and

20 (4) the number of students who qualified for
21 accelerated placement by type of accelerated placement for
22 each school district.

23 (b) The State Board shall develop and disseminate guidance
24 to school districts regarding State testing for accelerated
25 students before January 1, 2018.

1 Section 20. Rules. The State Board may adopt rules to
2 implement this Act.

3 Section 99. Effective date. This Act takes effect upon
4 becoming law.