



Sen. Kimberly A. Lightford

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1 AMENDMENT TO SENATE BILL 1223

2 AMENDMENT NO. \_\_\_\_\_. Amend Senate Bill 1223 by replacing  
3 everything after the enacting clause with the following:

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

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

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

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

1 Section 10. Referrals and evaluation.

2 (a) Any student residing in a school district may be  
3 referred by a teacher, administrator, gifted education  
4 specialist, guidance counselor, school psychologist, or parent  
5 or legal guardian of the student to the principal of his or her  
6 school for evaluation for possible accelerated placement. A  
7 student may refer himself or herself or a peer through a  
8 district staff member who has knowledge of the referred child's  
9 abilities. Participation in accelerated placement should not  
10 be limited to only those students who have been identified as  
11 gifted and talented, but to all students who demonstrate  
12 high-ability and who may benefit from acceleration in their  
13 area or areas of strength.

14 (b) Any child referred under subsection (a) of this Section  
15 for early entrance to kindergarten or first grade shall be  
16 evaluated for possible early entrance if referred by an  
17 educator within the district, a preschool educator who knows  
18 the child, a pediatrician or psychologist who knows the child,  
19 or the child's parent or legal guardian.

20 (c) Copies of this policy and referral forms for evaluation  
21 for possible accelerated placement shall be made available to  
22 district staff and parents at each school building. The  
23 principal of each school or his or her designee shall solicit  
24 referrals of students for evaluation of possible accelerated  
25 placement annually and ensure that all staff he or she  
26 supervises are aware of procedures for referring students for

1 evaluation for possible accelerated placement.

2 (d) The principal or his or her designee of the referred  
3 student's school shall obtain written permission from the  
4 student's parent or legal guardian to evaluate the student for  
5 possible accelerated placement. The district shall evaluate  
6 all students who are referred for evaluation and whose parents  
7 or legal guardian have granted permission to evaluate the  
8 student for possible accelerated placement.

9 (e) Children who are referred for evaluation for possible  
10 accelerated placement 60 or more days prior to the start of the  
11 school year shall be evaluated in advance of the start of the  
12 school year so that the child may be placed in the accelerated  
13 placement on the first day of school. Children who are referred  
14 for possible accelerated placement 60 or more days prior to the  
15 start of the second semester shall be evaluated before the  
16 second semester begins.

17 (f) A parent or legal guardian of the evaluated student  
18 shall be notified in writing of the outcome of the evaluation  
19 process within 30 days after the submission of the referral to  
20 the referred student's principal. This notification shall  
21 include instructions for appealing the outcome of the  
22 evaluation process.

23 (g) A parent or legal guardian of the referred student may  
24 appeal in writing the decision of the evaluation committee  
25 convened under Section 15 of this Act to the local  
26 superintendent within 30 days after being notified of the

1 committee's decision. The superintendent shall review the  
2 appeal and notify the parent or legal guardian who filed the  
3 appeal or his or her final decision within 30 days of receiving  
4 the appeal. The superintendent's decision shall be final.  
5 However, the student may be referred and evaluated again at the  
6 next available opportunity if he or she is again referred for  
7 evaluation by an individual eligible to make referrals as  
8 described in this Act.

9 (h) If a district requires a student to take an assessment  
10 in order to be evaluated for possible accelerated placement,  
11 the student and family must be informed about the nature of the  
12 assessment, how it will be used, and given time to prepare for  
13 the assessment. The district must pay the total cost of the  
14 assessment for all students who qualify for the federal free  
15 and reduced-price lunch program. For students not qualifying  
16 for the federal free and reduced-price lunch program, the  
17 district may not charge the student more than the district's  
18 cost to purchase the assessment.

19 Section 15. Acceleration evaluation committee.

20 (a) The referred student's principal or his or her designee  
21 shall convene an acceleration evaluation committee to  
22 determine the most appropriate available learning environment  
23 for the referred student. This committee shall be comprised of  
24 the following:

25 (1) a principal or assistant principal from the child's

1 current school;

2 (2) a current teacher of the referred student, with the  
3 exception of students referred for possible early entrance  
4 to kindergarten or first grade;

5 (3) a teacher at the grade level from the school to  
6 which the student may be accelerated, with the exception of  
7 students referred for possible early graduation from high  
8 school;

9 (4) a teacher or a principal or assistant principal  
10 from the child's future school, if possible; and

11 (5) a gifted education or gifted intervention  
12 specialist; if a gifted coordinator or gifted intervention  
13 specialist is not available in the district, a school  
14 psychologist or guidance counselor may be substituted.

15 (b) The acceleration evaluation committee shall be charged  
16 with the following responsibilities:

17 (1) Students considered for possible accelerated  
18 placement other than early high school graduation shall be  
19 evaluated using an acceleration assessment process  
20 approved by the State Board in consultation with the  
21 Advisory Council on the Education of Gifted and Talented  
22 Children. The committee shall consider the student's own  
23 thoughts on possible accelerated placement in its  
24 deliberations.

25 (2) Students referred for possible early high school  
26 graduation shall be evaluated based on past academic

1 performance, measures of achievement based on State  
2 academic content standards, and successful completion of  
3 State-mandated graduation requirements. The committee  
4 shall consider the student's own thoughts on possible early  
5 graduation in its deliberations.

6 (3) The acceleration evaluation committee shall issue  
7 a written decision to the principal and the student's  
8 parent or legal guardian based on the outcome of the  
9 evaluation process. If a consensus recommendation cannot  
10 be reached by the committee, a decision regarding whether  
11 or not to accelerate the student shall be determined by a  
12 majority vote of the committee membership. The  
13 acceleration evaluation committee shall develop a written  
14 acceleration plan for accelerated placement of the  
15 student. The parent or legal guardian of the student shall  
16 be provided with a copy of the written acceleration plan.  
17 The written acceleration plan shall specify:

18 (A) placement of the student in an accelerated  
19 setting;

20 (B) strategies to support a successful transition  
21 to the accelerated setting;

22 (C) requirements and procedures for earning high  
23 school credit prior to entering high school, if  
24 applicable; and

25 (D) an appropriate transition period for the  
26 accelerated placement.

1           (4) For students whom the acceleration evaluation  
2 committee recommends for early high school graduation, the  
3 committee shall develop a written acceleration plan  
4 designed to allow the student to complete graduation  
5 requirements on an accelerated basis. This may include  
6 waiving district prerequisite requirements for enrolling  
7 in advanced courses or waiving district graduation  
8 requirements that exceed those required by the State.

9           (c) The acceleration evaluation committee shall designate  
10 a school staff member to ensure successful implementation of  
11 the written acceleration plan and to monitor the adjustment of  
12 the student to the accelerated setting.

13           Section 20. Accelerated placement.

14           (a) The acceleration evaluation committee shall specify an  
15 appropriate transition period for accelerated placement.

16           (b) At any time during the transition period, a parent or  
17 legal guardian of the student may request in writing that the  
18 student be withdrawn from accelerated placement. In those  
19 cases, the principal shall remove the student without penalty  
20 from the accelerated placement.

21           (c) At any time during the transition period, a parent or  
22 legal guardian of the student may request in writing an  
23 alternative accelerated placement. In those cases, the  
24 principal shall direct the acceleration committee to consider  
25 other accelerative options and issue a decision within 30 days

1 after receiving the request from the parent or legal guardian.  
2 If the student is to be placed in an accelerated setting  
3 different from that initially recommended by the acceleration  
4 evaluation committee, the student's written acceleration plan  
5 shall be revised accordingly, and a new transition period shall  
6 be specified.

7 (d) At the end of the transition period, the accelerated  
8 placement shall become permanent. The student's records shall  
9 be modified accordingly, and the acceleration implementation  
10 plan shall become part of the student's permanent record to  
11 facilitate continuous progress through the curriculum.

12 (e) Students admitted early to kindergarten or first grade  
13 shall be treated like age-typical students in the allocation of  
14 State funding.

15 Section 25. School district responsibilities. All school  
16 districts shall report to the State Board the following data  
17 annually:

18 (1) the number of students evaluated for possible  
19 accelerated placement;

20 (2) the number of students who qualified for  
21 accelerated placement; and

22 (3) the number of students who qualified for  
23 accelerated placement by type of accelerated placement.

24 Section 30. State Board responsibilities.



1 (a) The State Board shall publish a report annually that  
2 includes:

3 (1) the number of students evaluated for possible  
4 accelerated placement;

5 (2) the number of students who qualified for  
6 accelerated placement; and

7 (3) the number of students who qualified for  
8 accelerated placement by type of accelerated placement.

9 (b) The State Board shall develop and disseminate guidance  
10 to districts regarding State testing for accelerated students  
11 before January 1, 2018.

12 Section 35. Rules. The State Board may adopt rules to  
13 implement this Act.

14 Section 99. Effective date. This Act takes effect upon  
15 becoming law."