

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-32 and 27-22 as follows:

6 (105 ILCS 5/14A-32)

7 Sec. 14A-32. Accelerated placement; school district
8 responsibilities.

9 (a) Each school district shall have a policy that allows
10 for accelerated placement that includes or incorporates by
11 reference the following components:

12 (1) a provision that provides that participation in
13 accelerated placement is not limited to those children who
14 have been identified as gifted and talented, but rather is
15 open to all children who demonstrate high ability and who
16 may benefit from accelerated placement;

17 (2) a fair and equitable decision-making process that
18 involves multiple persons and includes a student's parents
19 or guardians;

20 (3) procedures for notifying parents or guardians of a
21 child of a decision affecting that child's participation
22 in an accelerated placement program; and

23 (4) an assessment process that includes multiple

1 valid, reliable indicators.

2 (a-5) By no later than the beginning of the 2023-2024
3 school year, a school district's accelerated placement policy
4 shall allow for the automatic enrollment, in the following
5 school term, of a student into the next most rigorous level of
6 advanced coursework offered by the high school if the student
7 meets or exceeds State standards in English language arts,
8 mathematics, or science on a State assessment administered
9 under Section 2-3.64a-5 as follows:

10 (1) A student who ~~meets or~~ exceeds State standards in
11 English language arts shall be automatically enrolled into
12 the next most rigorous level of advanced coursework in
13 English, social studies, humanities, or related subjects.

14 (2) A student who ~~meets or~~ exceeds State standards in
15 mathematics shall be automatically enrolled into the next
16 most rigorous level of advanced coursework in mathematics.

17 (3) A student who ~~meets or~~ exceeds State standards in
18 science shall be automatically enrolled into the next most
19 rigorous level of advanced coursework in science.

20 (a-10) By no later than the beginning of the 2027-2028
21 school year, a school district's accelerated placement policy
22 shall allow for automatic eligibility, in the following school
23 term, for a student to enroll in the next most rigorous level
24 of advanced coursework offered by the high school if the
25 student meets State standards in English language arts,
26 mathematics, or science on a State assessment administered

1 under Section 2-3.64a-5 as follows:

2 (1) A student who meets State standards in English
3 language arts shall be automatically eligible to enroll in
4 the next most rigorous level of advanced coursework in
5 English, social studies, humanities, or related subjects.

6 (2) A student who meets State standards in mathematics
7 shall be automatically eligible to enroll in the next most
8 rigorous level of advanced coursework in mathematics.

9 (3) A student who meets State standards in science
10 shall be automatically eligible to enroll in the next most
11 rigorous level of advanced coursework in science.

12 (a-15) For a student entering grade 12, the next most
13 rigorous level of advanced coursework in English language arts
14 or mathematics shall be a dual credit course, as defined in the
15 Dual Credit Quality Act, an Advanced Placement course, as
16 defined in Section 10 of the College and Career Success for All
17 Students Act, or an International Baccalaureate course;
18 otherwise, the next most rigorous level of advanced coursework
19 under this subsection (a-15) ~~(a-5)~~ may include a dual credit
20 course, as defined in the Dual Credit Quality Act, an Advanced
21 Placement course, as defined in Section 10 of the College and
22 Career Success for All Students Act, an International
23 Baccalaureate course, an honors class, an enrichment
24 opportunity, a gifted program, or another program offered by
25 the district.

26 A school district may use the student's most recent State

1 assessment results to determine whether a student meets or
2 exceeds State standards. For a student entering grade 9,
3 results from the State assessment taken in grades 6 through 8
4 may be used. For other high school grades, the results from a
5 locally selected, nationally normed assessment may be used
6 instead of the State assessment if those results are the most
7 recent.

8 (a-20) A school district's accelerated placement policy
9 may allow for the waiver of a course or unit of instruction
10 completion requirement if (i) completion of the course or unit
11 of instruction is required by this Code or rules adopted by the
12 State Board of Education as a prerequisite to receiving a high
13 school diploma and (ii) the school district has determined
14 that the student has demonstrated mastery of or competency in
15 the content of the course or unit of instruction. The school
16 district shall maintain documentation of this determination of
17 mastery or competency for each student, that shall include
18 identification of the learning standards or competencies
19 reviewed, the methods of measurement used, student
20 performance, the date of the determination, and identification
21 of the district personnel involved in the determination
22 process.

23 (a-25) A school district's accelerated placement policy
24 must include a process through which the parent or guardian of
25 each student who meets State standards is provided
26 notification in writing of the student's eligibility for

1 enrollment in accelerated courses. This notification must
2 provide details on the procedures for the parent or guardian
3 to enroll or not enroll the student in accelerated courses, in
4 writing, on forms the school district makes available. If no
5 course selection is made by the parent or guardian in
6 accordance with procedures set forth by the school district,
7 the student shall be automatically enrolled in the next most
8 rigorous level of coursework. A school district must provide
9 the parent or guardian of a student eligible for ~~automatic~~
10 enrollment under ~~this~~ subsection (a-5) or (a-10) with the
11 option to instead have the student enroll in alternative
12 coursework that better aligns with the student's postsecondary
13 education or career goals. If applicable, a school district
14 must provide notification to a student's parent or guardian
15 that the student will receive a waiver of a course or unit of
16 instruction completion requirement under subsections (a-5) or
17 (a-10).

18 Nothing in subsection ~~this subsection~~ (a-5) or (a-10) may
19 be interpreted to preclude other students from enrolling in
20 advanced coursework per the policy of a school district.

21 (a-30) Nothing in this Section shall prohibit the
22 implementation of policies that allow for automatic enrollment
23 of students who meet standards on State assessments into the
24 next most rigorous level of advanced coursework offered by a
25 high school.

26 (b) Further, a school district's accelerated placement

1 policy may include or incorporate by reference, but need not
2 be limited to, the following components:

3 (1) procedures for annually informing the community
4 at-large, including parents or guardians, community-based
5 organizations, and providers of out-of-school programs,
6 about the accelerated placement program and the methods
7 used for the identification of children eligible for
8 accelerated placement, including strategies to reach
9 groups of students and families who have been historically
10 underrepresented in accelerated placement programs and
11 advanced coursework;

12 (2) a process for referral that allows for multiple
13 referrers, including a child's parents or guardians; other
14 referrers may include licensed education professionals,
15 the child, with the written consent of a parent or
16 guardian, a peer, through a licensed education
17 professional who has knowledge of the referred child's
18 abilities, or, in case of possible early entrance, a
19 preschool educator, pediatrician, or psychologist who
20 knows the child;

21 (3) a provision that provides that children
22 participating in an accelerated placement program and
23 their parents or guardians will be provided a written plan
24 detailing the type of acceleration the child will receive
25 and strategies to support the child;

26 (4) procedures to provide support and promote success

1 for students who are newly enrolled in an accelerated
2 placement program;

3 (5) a process for the school district to review and
4 utilize disaggregated data on participation in an
5 accelerated placement program to address gaps among
6 demographic groups in accelerated placement opportunities;
7 and

8 (6) procedures to promote equity, which may
9 incorporate one or more of the following evidence-based
10 practices:

11 (A) the use of multiple tools to assess
12 exceptional potential and provide several pathways
13 into advanced academic programs when assessing student
14 need for advanced academic or accelerated programming;

15 (B) providing enrichment opportunities starting in
16 the early grades to address achievement gaps that
17 occur at school entry and provide students with
18 opportunities to demonstrate their advanced potential;

19 (C) the use of universal screening combined with
20 local school-based norms for placement in accelerated
21 and advanced learning programs;

22 (D) developing a continuum of services to identify
23 and develop talent in all learners ranging from
24 enriched learning experiences, such as problem-based
25 learning, performance tasks, critical thinking, and
26 career exploration, to accelerated placement and

1 advanced academic programming; and

2 (E) providing professional learning in gifted
3 education for teachers and other appropriate school
4 personnel to appropriately identify and challenge
5 students from diverse cultures and backgrounds who may
6 benefit from accelerated placement or advanced
7 academic programming.

8 (c) The State Board of Education shall adopt rules to
9 determine data to be collected and disaggregated by
10 demographic group regarding accelerated placement, including
11 the rates of students who participate in and successfully
12 complete advanced coursework, and a method of making the
13 information available to the public.

14 (d) On or before November 1, 2022, following a review of
15 disaggregated data on the participation and successful
16 completion rates of students enrolled in an accelerated
17 placement program, each school district shall develop a plan
18 to expand access to its accelerated placement program and to
19 ensure the teaching capacity necessary to meet the increased
20 demand.

21 (Source: P.A. 102-209, eff. 11-30-21 (See Section 5 of P.A.
22 102-671 for effective date of P.A. 102-209); 103-263, eff.
23 6-30-23.)

24 (105 ILCS 5/27-22) (from Ch. 122, par. 27-22)
25 Sec. 27-22. Required high school courses.

1 (a) (Blank).

2 (b) (Blank).

3 (c) (Blank).

4 (d) (Blank).

5 (e) Through the 2023-2024 school year, as a prerequisite
6 to receiving a high school diploma, each pupil entering the
7 9th grade must, in addition to other course requirements,
8 successfully complete all of the following courses:

9 (1) Four years of language arts.

10 (2) Two years of writing intensive courses, one of
11 which must be English and the other of which may be English
12 or any other subject. When applicable, writing-intensive
13 courses may be counted towards the fulfillment of other
14 graduation requirements.

15 (3) Three years of mathematics, one of which must be
16 Algebra I, one of which must include geometry content, and
17 one of which may be an Advanced Placement computer science
18 course. A mathematics course that includes geometry
19 content may be offered as an integrated, applied,
20 interdisciplinary, or career and technical education
21 course that prepares a student for a career readiness
22 path.

23 (3.5) For pupils entering the 9th grade in the
24 2022-2023 school year and 2023-2024 school year, one year
25 of a course that includes intensive instruction in
26 computer literacy, which may be English, social studies,

1 or any other subject and which may be counted toward the
2 fulfillment of other graduation requirements.

3 (4) Two years of science.

4 (5) Two years of social studies, of which at least one
5 year must be history of the United States or a combination
6 of history of the United States and American government
7 and, beginning with pupils entering the 9th grade in the
8 2016-2017 school year and each school year thereafter, at
9 least one semester must be civics, which shall help young
10 people acquire and learn to use the skills, knowledge, and
11 attitudes that will prepare them to be competent and
12 responsible citizens throughout their lives. Civics course
13 content shall focus on government institutions, the
14 discussion of current and controversial issues, service
15 learning, and simulations of the democratic process.
16 School districts may utilize private funding available for
17 the purposes of offering civics education. Beginning with
18 pupils entering the 9th grade in the 2021-2022 school
19 year, one semester, or part of one semester, may include a
20 financial literacy course.

21 (6) One year chosen from (A) music, (B) art, (C)
22 foreign language, which shall be deemed to include
23 American Sign Language, (D) vocational education, or (E)
24 forensic speech (speech and debate). A forensic speech
25 course used to satisfy the course requirement under
26 subdivision (1) may not be used to satisfy the course

1 requirement under this subdivision (6).

2 (e-5) Beginning with the 2024-2025 school year, as a
3 prerequisite to receiving a high school diploma, each pupil
4 entering the 9th grade must, in addition to other course
5 requirements, successfully complete all of the following
6 courses:

7 (1) Four years of language arts.

8 (2) Two years of writing intensive courses, one of
9 which must be English and the other of which may be English
10 or any other subject. If applicable, writing-intensive
11 courses may be counted toward the fulfillment of other
12 graduation requirements.

13 (3) Three years of mathematics, one of which must be
14 Algebra I, one of which must include geometry content, and
15 one of which may be an Advanced Placement computer science
16 course. A mathematics course that includes geometry
17 content may be offered as an integrated, applied,
18 interdisciplinary, or career and technical education
19 course that prepares a student for a career readiness
20 path.

21 (3.5) One year of a course that includes intensive
22 instruction in computer literacy, which may be English,
23 social studies, or any other subject and which may be
24 counted toward the fulfillment of other graduation
25 requirements.

26 (4) Two years of laboratory science.

1 (5) Two years of social studies, of which at least one
2 year must be history of the United States or a combination
3 of history of the United States and American government
4 and at least one semester must be civics, which shall help
5 young people acquire and learn to use the skills,
6 knowledge, and attitudes that will prepare them to be
7 competent and responsible citizens throughout their lives.
8 Civics course content shall focus on government
9 institutions, the discussion of current and controversial
10 issues, service learning, and simulations of the
11 democratic process. School districts may utilize private
12 funding available for the purposes of offering civics
13 education. One semester, or part of one semester, may
14 include a financial literacy course.

15 (6) One year chosen from (A) music, (B) art, (C)
16 foreign language, which shall be deemed to include
17 American Sign Language, (D) vocational education, or (E)
18 forensic speech (speech and debate). A forensic speech
19 course used to satisfy the course requirement under
20 subdivision (1) may not be used to satisfy the course
21 requirement under this subdivision (6).

22 (e-10) Beginning with the 2028-2029 school year, as a
23 prerequisite to receiving a high school diploma, each pupil
24 entering the 9th grade must, in addition to other course
25 requirements, successfully complete 2 years of foreign
26 language courses, which may include American Sign Language. A

1 pupil may choose a third year of foreign language to satisfy
2 the requirement under subdivision (6) of subsection (e-5).

3 (f) The State Board of Education shall develop and inform
4 school districts of standards for writing-intensive
5 coursework.

6 (f-5) If a school district offers an Advanced Placement
7 computer science course to high school students, then the
8 school board must designate that course as equivalent to a
9 high school mathematics course and must denote on the
10 student's transcript that the Advanced Placement computer
11 science course qualifies as a mathematics-based, quantitative
12 course for students in accordance with subdivision (3) of
13 subsection (e) of this Section.

14 (g) Public Act 83-1082 does not apply to pupils entering
15 the 9th grade in 1983-1984 school year and prior school years
16 or to students with disabilities whose course of study is
17 determined by an individualized education program.

18 Public Act 94-676 does not apply to pupils entering the
19 9th grade in the 2004-2005 school year or a prior school year
20 or to students with disabilities whose course of study is
21 determined by an individualized education program.

22 Subdivision (3.5) of subsection (e) does not apply to
23 pupils entering the 9th grade in the 2021-2022 school year or a
24 prior school year or to students with disabilities whose
25 course of study is determined by an individualized education
26 program.

1 Subsection (e-5) does not apply to pupils entering the 9th
2 grade in the 2023-2024 school year or a prior school year or to
3 students with disabilities whose course of study is determined
4 by an individualized education program. Subsection (e-10) does
5 not apply to pupils entering the 9th grade in the 2027-2028
6 school year or a prior school year or to students with
7 disabilities whose course of study is determined by an
8 individualized education program.

9 (h) The provisions of this Section are subject to the
10 provisions of Sections 14A-32 and Section ~~27-22.05~~ of this
11 Code and the Postsecondary and Workforce Readiness Act.

12 (i) The State Board of Education may adopt rules to modify
13 the requirements of this Section for any students enrolled in
14 grades 9 through 12 if the Governor has declared a disaster due
15 to a public health emergency pursuant to Section 7 of the
16 Illinois Emergency Management Agency Act.

17 (Source: P.A. 102-366, eff. 8-13-21; 102-551, eff. 1-1-22;
18 102-864, eff. 5-13-22; 103-154, eff. 6-30-23.)

19 Section 99. Effective date. This Act takes effect upon
20 becoming law.