



100TH GENERAL ASSEMBLY

State of Illinois

2017 and 2018

SB1223

Introduced 2/7/2017, by Sen. Kimberly A. Lightford

SYNOPSIS AS INTRODUCED:

New Act

Creates the Accelerated Placement Act. Provides that any student in a school district may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or parent or legal guardian to the principal for evaluation for possible accelerated placement. Allows accelerated placement to include, but not be limited to, early entrance to kindergarten or first grade, accelerating a student in a single subject, compacting curriculum, concurrent enrollment, credit by examination, online learning courses, Advanced Placement courses, International Baccalaureate programs, grade acceleration, grade telescoping, and early high school graduation. Sets forth evaluation and appeal guidelines. Provides for the creation of an acceleration evaluation committee to evaluate a child for accelerated placement. Sets forth procedures for accelerated placement and evaluation of the placement. Requires school districts to report certain statistics to the State Board of Education, and for the State Board to create reports regarding accelerated placement. Provides that the State Board may adopt rules to implement the Act. Effective immediately.

LRB100 07839 MLM 17908 b

FISCAL NOTE ACT
MAY APPLY

STATE MANDATES
ACT MAY REQUIRE
REIMBURSEMENT

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. Definition. As used in this Act, "State Board"
7 means the State Board of Education.

8 Section 10. Referrals and evaluation.

9 (a) Any student residing in a school district may be
10 referred by a teacher, administrator, gifted education
11 specialist, guidance counselor, school psychologist, or parent
12 or legal guardian of the student to the principal of his or her
13 school for evaluation for possible accelerated placement. A
14 student may refer himself or herself or a peer through a
15 district staff member who has knowledge of the referred child's
16 abilities.

17 (1) Accelerated placement may include, but is not
18 limited to, early entrance to kindergarten or first grade,
19 accelerating a student in a single subject, compacting
20 curriculum, concurrent enrollment, credit by examination,
21 online learning courses, Advanced Placement courses,
22 International Baccalaureate programs, grade acceleration,

1 grade telescoping, and early high school graduation.

2 (2) Participation in accelerated placement should not
3 be limited to only those students who have been identified
4 as gifted and talented, but to all students who demonstrate
5 high-ability and who may benefit from acceleration in their
6 area or areas of strength.

7 (b) Any child referred under subsection (a) of this Section
8 for early admittance to kindergarten or first grade shall be
9 evaluated for possible early admittance if referred by an
10 educator within the district, a preschool educator who knows
11 the child, a pediatrician or psychologist who knows the child,
12 or the child's parent or legal guardian.

13 (c) Copies of this policy and referral forms for evaluation
14 for possible early entrance, whole-grade acceleration, subject
15 acceleration, and early high school graduation shall be made
16 available to district staff and parents at each school
17 building. The principal of each school or his or her designee
18 shall solicit referrals of students for evaluation of possible
19 accelerated placement annually and ensure that all staff he or
20 she supervises are aware of procedures for referring students
21 for evaluation for possible accelerated placement.

22 (d) The principal or his or her designee of the referred
23 student's school shall obtain written permission from the
24 student's parent or legal guardian to evaluate the student for
25 possible accelerated placement. The district shall evaluate
26 all students who are referred for evaluation and whose parents

1 or legal guardian have granted permission to evaluate the
2 student for possible accelerated placement.

3 (e) Children who are referred for evaluation for possible
4 accelerated placement 60 or more days prior to the start of the
5 school year shall be evaluated in advance of the start of the
6 school year so that the child may be placed in the accelerated
7 placement on the first day of school. Children who are referred
8 for possible accelerated placement 60 or more days prior to the
9 start of the second semester shall be evaluated before the
10 second semester begins.

11 (f) A parent or legal guardian of the evaluated student
12 shall be notified in writing of the outcome of the evaluation
13 process within 30 days after the submission of the referral to
14 the referred student's principal. This notification shall
15 include instructions for appealing the outcome of the
16 evaluation process.

17 (g) A parent or legal guardian of the referred student may
18 appeal in writing the decision of the evaluation committee
19 convened under Section 15 of this Act to the local
20 superintendent within 30 days after being notified of the
21 committee's decision. The superintendent shall review the
22 appeal and notify the parent or legal guardian who filed the
23 appeal or his or her final decision within 30 days of receiving
24 the appeal. The superintendent's decision shall be final.
25 However, the student may be referred and evaluated again at the
26 next available opportunity if he or she is again referred for

1 evaluation by an individual eligible to make referrals as
2 described in this Act.

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

13 Section 15. Acceleration evaluation committee.

14 (a) The referred student's principal or his or her designee
15 shall convene an acceleration evaluation committee to
16 determine the most appropriate available learning environment
17 for the referred student. This committee shall be comprised of
18 the following:

19 (1) a principal or assistant principal from the child's
20 current school;

21 (2) a current teacher of the referred student, with the
22 exception of students referred for possible early
23 admission to kindergarten;

24 (3) a teacher at the grade level from the school to
25 which the student may be accelerated, with the exception of

1 students referred for possible early graduation from high
2 school;

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

5 (5) a gifted education or gifted intervention
6 specialist; if a gifted coordinator or gifted intervention
7 specialist is not available in the district, a school
8 psychologist or guidance counselor may be substituted.

9 (b) The acceleration evaluation committee shall be charged
10 with the following responsibilities:

11 (1) Students considered for early entrance to
12 kindergarten or first grade, subject acceleration, and
13 whole-grade acceleration shall be evaluated using an
14 acceleration assessment process approved by the Advisory
15 Council on the Education of Gifted and Talented Children.
16 The committee shall consider the student's own thoughts on
17 possible accelerated placement in its deliberations.

18 (2) Students referred for possible early high school
19 graduation shall be evaluated based on past academic
20 performance, measures of achievement based on State
21 academic content standards, and successful completion of
22 State-mandated graduation requirements. The committee
23 shall consider the student's own thoughts on possible early
24 graduation in its deliberations.

25 (3) The acceleration evaluation committee shall issue
26 a written decision to the principal and the student's

1 parent or legal guardian based on the outcome of the
2 evaluation process. If a consensus recommendation cannot
3 be reached by the committee, a decision regarding whether
4 or not to accelerate the student shall be determined by a
5 majority vote of the committee membership. The
6 acceleration evaluation committee shall develop a written
7 acceleration plan for students who will be admitted early
8 to kindergarten or first grade, accelerated in one or more
9 individual subject areas, or whole-grade accelerated. The
10 parent or legal guardian of the student shall be provided
11 with a copy of the written acceleration plan. The written
12 acceleration plan shall specify:

13 (A) placement of the student in an accelerated
14 setting;

15 (B) strategies to support a successful transition
16 to the accelerated setting;

17 (C) requirements and procedures for earning high
18 school credit prior to entering high school, if
19 applicable; and

20 (D) an appropriate transition period for the
21 accelerated placement for early entrants to
22 kindergarten or first grade, grade-level accelerated
23 students, and students accelerated in individual
24 content areas.

25 (4) For students whom the acceleration evaluation
26 committee recommends for early high school graduation, the

1 committee shall develop a written acceleration plan
2 designed to allow the student to complete graduation
3 requirements on an accelerated basis. This may include
4 waiving district prerequisite requirements for enrolling
5 in advanced courses or waiving district graduation
6 requirements that exceed those required by the State.

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

11 Section 20. Accelerated placement.

12 (a) The acceleration evaluation committee shall specify an
13 appropriate transition period for accelerated placement for
14 early entrants to kindergarten, grade-level accelerated
15 students, and students accelerated in individual subject
16 areas.

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

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

1 other accelerative options and issue a decision within 30 days
2 after receiving the request from the parent or legal guardian.
3 If the student is to be placed in an accelerated setting
4 different from that initially recommended by the acceleration
5 evaluation committee, the student's written acceleration plan
6 shall be revised accordingly, and a new transition period shall
7 be specified.

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

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

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

19 (1) the number of students evaluated for early
20 admission, single-subject acceleration, whole-grade
21 acceleration, and early graduation; and

22 (2) the number of students who are admitted early,
23 whole-grade accelerate, or accelerate in one or more
24 subject areas.

1 Section 30. State Board responsibilities.

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

4 (1) the number of students evaluated for early
5 admission, single-subject acceleration, whole-grade
6 acceleration, and early graduation statewide and by
7 district; and

8 (2) the number of students who are admitted early,
9 whole-grade accelerate, or accelerate in one or more
10 subject areas statewide and by district.

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

14 Section 35. Rules. The State Board may adopt rules to
15 implement this Act.

16 Section 99. Effective date. This Act takes effect upon
17 becoming law.