

# HB5511



## 102ND GENERAL ASSEMBLY

State of Illinois

2021 and 2022

HB5511

Introduced 1/31/2022, by Rep. Denyse Wang Stoneback

### SYNOPSIS AS INTRODUCED:

105 ILCS 5/14A-30

Amends the School Code. Makes a technical change in a Section concerning funding of local gifted education programs.

LRB102 26063 CMG 35520 b

A BILL FOR

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 Section  
5 14A-30 as follows:

6 (105 ILCS 5/14A-30)

7 Sec. 14A-30. Funding of local gifted education programs. A  
8 local program for the ~~the~~ education of gifted and talented  
9 children may be approved for funding by the State Board of  
10 Education, pursuant to a request for proposals process, if  
11 funds for that purpose are available and, beginning with the  
12 beginning of the 2010-2011 academic year, if the local program  
13 submits an application for funds that includes a comprehensive  
14 plan (i) showing that the applicant is capable of meeting a  
15 portion of the following requirements, (ii) showing the  
16 program elements currently in place and a timeline for  
17 implementation of other elements, and (iii) demonstrating to  
18 the satisfaction of the State Board of Education that the  
19 applicant is capable of implementing a program of gifted  
20 education consistent with this Article:

21 (1) The use of assessment instruments, such as  
22 nonverbal ability tests and tests in students' native  
23 languages, and a selection process that is equitable to

1 and inclusive of underrepresented groups, including  
2 low-income students, minority students, students with  
3 disabilities, twice-exceptional students, and English  
4 learners.

5 (2) A priority emphasis on language arts and  
6 mathematics.

7 (3) The use of multiple valid assessments that assess  
8 both demonstrated achievement and potential for  
9 achievement, including cognitive ability tests and general  
10 or subject specific achievement tests, applied universally  
11 to all students, and appropriate for the content focus of  
12 the gifted services that will be provided. School  
13 districts and schools may add other local, valid  
14 assessments, such as portfolios. Assessments and selection  
15 processes must ensure multiple pathways into the program.

16 (4) The use of score ranges on assessments that are  
17 appropriate for the school or district population,  
18 including the use of local norms for achievement to  
19 identify high potential students.

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

23 (6) The use of identification procedures that  
24 appropriately correspond with the planned programs,  
25 curricula, and services.

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

1           (8) The availability of a fair and impartial appeal  
2 process within the school, school district, or cooperative  
3 of school districts operating a program for parents or  
4 guardians whose children are aggrieved by a decision of  
5 the school, school district, or cooperative of school  
6 districts regarding eligibility for participation in a  
7 program.

8           (9) Procedures for annually informing the community  
9 at-large, including parents, about the program and the  
10 methods used for the identification of gifted and talented  
11 children.

12           (10) Procedures for notifying parents or guardians of  
13 a child of a decision affecting that child's participation  
14 in a program.

15           (11) A description of how gifted and talented children  
16 will be grouped and instructed in order to maximize the  
17 educational benefits the children derive from  
18 participation in the program, including curriculum  
19 modifications and options that accelerate and add depth  
20 and complexity to the curriculum content.

21           (12) An explanation of how the program emphasizes  
22 higher-level skills attainment, including  
23 problem-solving, critical thinking, creative thinking, and  
24 research skills, as embedded within relevant content  
25 areas.

26           (13) A methodology for measuring academic growth for

1           gifted and talented children and a procedure for  
2           communicating a child's progress to his or her parents or  
3           guardian, including, but not limited to, a report card.

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

7           (15) The designation of a supervisor responsible for  
8           overseeing the educational program for gifted and talented  
9           children.

10          (16) A showing that the certified teachers who are  
11          assigned to teach gifted and talented children understand  
12          the characteristics and educational needs of children and  
13          are able to differentiate the curriculum and apply  
14          instructional methods to meet the needs of the children.

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

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