



103RD GENERAL ASSEMBLY

State of Illinois

2023 and 2024

SB3553

Introduced 2/9/2024, by Sen. Kimberly A. Lightford

SYNOPSIS AS INTRODUCED:

105 ILCS 5/14A-32
105 ILCS 5/27-22

from Ch. 122, par. 27-22

Amends the Gifted and Talented Children and Children Eligible for Accelerated Placement Article of the School Code. Provides that a school district's accelerated placement policy may allow for the waiver of a course or unit of instruction completion requirement if (i) completion of the course or unit of instruction is required by the Code or rules adopted by the State Board of Education as a prerequisite to receiving a high school diploma and (ii) the school district has determined that the student has demonstrated mastery of or competency in the content of the course or unit of instruction. Provides that the school district shall maintain documentation of this determination of mastery or competency for each student, which must include identification of the learning standards or competencies reviewed, the methods of measurement used, student performance, the date of the determination, and identification of the district personnel involved in the determination process. Provides that a school district must provide notification to a student's parent or guardian that the student will receive a waiver. Makes a corresponding change in the Courses of Study Article of the Code. Effective immediately.

LRB103 36147 RJT 66239 b

STATE MANDATES
ACT MAY REQUIRE
REIMBURSEMENT

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 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 For a student entering grade 12, the next most rigorous
21 level of advanced coursework in English language arts or
22 mathematics shall be a dual credit course, as defined in the
23 Dual Credit Quality Act, an Advanced Placement course, as
24 defined in Section 10 of the College and Career Success for All
25 Students Act, or an International Baccalaureate course;
26 otherwise, the next most rigorous level of advanced coursework

1 under this subsection (a-5) may include a dual credit course,
2 as defined in the Dual Credit Quality Act, an Advanced
3 Placement course, as defined in Section 10 of the College and
4 Career Success for All Students Act, an International
5 Baccalaureate course, an honors class, an enrichment
6 opportunity, a gifted program, or another program offered by
7 the district.

8 A school district may use the student's most recent State
9 assessment results to determine whether a student meets or
10 exceeds State standards. For a student entering grade 9,
11 results from the State assessment taken in grades 6 through 8
12 may be used. For other high school grades, the results from a
13 locally selected, nationally normed assessment may be used
14 instead of the State assessment if those results are the most
15 recent.

16 A school district's accelerated placement policy may allow
17 for the waiver of a course or unit of instruction completion
18 requirement if (i) completion of the course or unit of
19 instruction is required by this Code or rules adopted by the
20 State Board of Education as a prerequisite to receiving a high
21 school diploma and (ii) the school district has determined
22 that the student has demonstrated mastery of or competency in
23 the content of the course or unit of instruction. The school
24 district shall maintain documentation of this determination of
25 mastery or competency for each student, which must include
26 identification of the learning standards or competencies

1 reviewed, the methods of measurement used, student
2 performance, the date of the determination, and identification
3 of the district personnel involved in the determination
4 process.

5 A school district must provide the parent or guardian of a
6 student eligible for automatic enrollment under this
7 subsection (a-5) with the option to instead have the student
8 enroll in alternative coursework that better aligns with the
9 student's postsecondary education or career goals. If
10 applicable, a school district must provide notification to a
11 student's parent or guardian that the student will receive a
12 waiver of a course or unit of instruction completion
13 requirement under this subsection (a-5).

14 Nothing in this subsection (a-5) may be interpreted to
15 preclude other students from enrolling in advanced coursework
16 per the policy of a school district.

17 (b) Further, a school district's accelerated placement
18 policy may include or incorporate by reference, but need not
19 be limited to, the following components:

20 (1) procedures for annually informing the community
21 at-large, including parents or guardians, community-based
22 organizations, and providers of out-of-school programs,
23 about the accelerated placement program and the methods
24 used for the identification of children eligible for
25 accelerated placement, including strategies to reach
26 groups of students and families who have been historically

1 underrepresented in accelerated placement programs and
2 advanced coursework;

3 (2) a process for referral that allows for multiple
4 referrers, including a child's parents or guardians; other
5 referrers may include licensed education professionals,
6 the child, with the written consent of a parent or
7 guardian, a peer, through a licensed education
8 professional who has knowledge of the referred child's
9 abilities, or, in case of possible early entrance, a
10 preschool educator, pediatrician, or psychologist who
11 knows the child;

12 (3) a provision that provides that children
13 participating in an accelerated placement program and
14 their parents or guardians will be provided a written plan
15 detailing the type of acceleration the child will receive
16 and strategies to support the child;

17 (4) procedures to provide support and promote success
18 for students who are newly enrolled in an accelerated
19 placement program;

20 (5) a process for the school district to review and
21 utilize disaggregated data on participation in an
22 accelerated placement program to address gaps among
23 demographic groups in accelerated placement opportunities;
24 and

25 (6) procedures to promote equity, which may
26 incorporate one or more of the following evidence-based

1 practices:

2 (A) the use of multiple tools to assess
3 exceptional potential and provide several pathways
4 into advanced academic programs when assessing student
5 need for advanced academic or accelerated programming;

6 (B) providing enrichment opportunities starting in
7 the early grades to address achievement gaps that
8 occur at school entry and provide students with
9 opportunities to demonstrate their advanced potential;

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

13 (D) developing a continuum of services to identify
14 and develop talent in all learners ranging from
15 enriched learning experiences, such as problem-based
16 learning, performance tasks, critical thinking, and
17 career exploration, to accelerated placement and
18 advanced academic programming; and

19 (E) providing professional learning in gifted
20 education for teachers and other appropriate school
21 personnel to appropriately identify and challenge
22 students from diverse cultures and backgrounds who may
23 benefit from accelerated placement or advanced
24 academic programming.

25 (c) The State Board of Education shall adopt rules to
26 determine data to be collected and disaggregated by

1 demographic group regarding accelerated placement, including
2 the rates of students who participate in and successfully
3 complete advanced coursework, and a method of making the
4 information available to the public.

5 (d) On or before November 1, 2022, following a review of
6 disaggregated data on the participation and successful
7 completion rates of students enrolled in an accelerated
8 placement program, each school district shall develop a plan
9 to expand access to its accelerated placement program and to
10 ensure the teaching capacity necessary to meet the increased
11 demand.

12 (Source: P.A. 102-209, eff. 11-30-21 (See Section 5 of P.A.
13 102-671 for effective date of P.A. 102-209); 103-263, eff.
14 6-30-23.)

15 (105 ILCS 5/27-22) (from Ch. 122, par. 27-22)
16 Sec. 27-22. Required high school courses.

17 (a) (Blank).

18 (b) (Blank).

19 (c) (Blank).

20 (d) (Blank).

21 (e) Through the 2023-2024 school year, as a prerequisite
22 to receiving a high school diploma, each pupil entering the
23 9th grade must, in addition to other course requirements,
24 successfully complete all of the following courses:

25 (1) Four years of language arts.

1 (2) Two years of writing intensive courses, one of
2 which must be English and the other of which may be English
3 or any other subject. When applicable, writing-intensive
4 courses may be counted towards the fulfillment of other
5 graduation requirements.

6 (3) Three years of mathematics, one of which must be
7 Algebra I, one of which must include geometry content, and
8 one of which may be an Advanced Placement computer science
9 course. A mathematics course that includes geometry
10 content may be offered as an integrated, applied,
11 interdisciplinary, or career and technical education
12 course that prepares a student for a career readiness
13 path.

14 (3.5) For pupils entering the 9th grade in the
15 2022-2023 school year and 2023-2024 school year, one year
16 of a course that includes intensive instruction in
17 computer literacy, which may be English, social studies,
18 or any other subject and which may be counted toward the
19 fulfillment of other graduation requirements.

20 (4) Two years of science.

21 (5) Two years of social studies, of which at least one
22 year must be history of the United States or a combination
23 of history of the United States and American government
24 and, beginning with pupils entering the 9th grade in the
25 2016-2017 school year and each school year thereafter, at
26 least one semester must be civics, which shall help young

1 people acquire and learn to use the skills, knowledge, and
2 attitudes that will prepare them to be competent and
3 responsible citizens throughout their lives. Civics course
4 content shall focus on government institutions, the
5 discussion of current and controversial issues, service
6 learning, and simulations of the democratic process.
7 School districts may utilize private funding available for
8 the purposes of offering civics education. Beginning with
9 pupils entering the 9th grade in the 2021-2022 school
10 year, one semester, or part of one semester, may include a
11 financial literacy course.

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

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

24 (1) Four years of language arts.

25 (2) Two years of writing intensive courses, one of
26 which must be English and the other of which may be English

1 or any other subject. If applicable, writing-intensive
2 courses may be counted toward the fulfillment of other
3 graduation requirements.

4 (3) Three years of mathematics, one of which must be
5 Algebra I, one of which must include geometry content, and
6 one of which may be an Advanced Placement computer science
7 course. A mathematics course that includes geometry
8 content may be offered as an integrated, applied,
9 interdisciplinary, or career and technical education
10 course that prepares a student for a career readiness
11 path.

12 (3.5) One year of a course that includes intensive
13 instruction in computer literacy, which may be English,
14 social studies, or any other subject and which may be
15 counted toward the fulfillment of other graduation
16 requirements.

17 (4) Two years of laboratory science.

18 (5) Two years of social studies, of which at least one
19 year must be history of the United States or a combination
20 of history of the United States and American government
21 and at least one semester must be civics, which shall help
22 young people acquire and learn to use the skills,
23 knowledge, and attitudes that will prepare them to be
24 competent and responsible citizens throughout their lives.
25 Civics course content shall focus on government
26 institutions, the discussion of current and controversial

1 issues, service learning, and simulations of the
2 democratic process. School districts may utilize private
3 funding available for the purposes of offering civics
4 education. One semester, or part of one semester, may
5 include a financial literacy course.

6 (6) One year chosen from (A) music, (B) art, (C)
7 foreign language, which shall be deemed to include
8 American Sign Language, (D) vocational education, or (E)
9 forensic speech (speech and debate). A forensic speech
10 course used to satisfy the course requirement under
11 subdivision (1) may not be used to satisfy the course
12 requirement under this subdivision (6).

13 (e-10) Beginning with the 2028-2029 school year, as a
14 prerequisite to receiving a high school diploma, each pupil
15 entering the 9th grade must, in addition to other course
16 requirements, successfully complete 2 years of foreign
17 language courses, which may include American Sign Language. A
18 pupil may choose a third year of foreign language to satisfy
19 the requirement under subdivision (6) of subsection (e-5).

20 (f) The State Board of Education shall develop and inform
21 school districts of standards for writing-intensive
22 coursework.

23 (f-5) If a school district offers an Advanced Placement
24 computer science course to high school students, then the
25 school board must designate that course as equivalent to a
26 high school mathematics course and must denote on the

1 student's transcript that the Advanced Placement computer
2 science course qualifies as a mathematics-based, quantitative
3 course for students in accordance with subdivision (3) of
4 subsection (e) of this Section.

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

9 Public Act 94-676 does not apply to pupils entering the
10 9th grade in the 2004-2005 school year or a prior school year
11 or to students with disabilities whose course of study is
12 determined by an individualized education program.

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

18 Subsection (e-5) does not apply to pupils entering the 9th
19 grade in the 2023-2024 school year or a prior school year or to
20 students with disabilities whose course of study is determined
21 by an individualized education program. Subsection (e-10) does
22 not apply to pupils entering the 9th grade in the 2027-2028
23 school year or a prior school year or to students with
24 disabilities whose course of study is determined by an
25 individualized education program.

26 (h) The provisions of this Section are subject to the

1 provisions of Sections 14A-32 and ~~Section~~ 27-22.05 of this
2 Code and the Postsecondary and Workforce Readiness Act.

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

8 (Source: P.A. 102-366, eff. 8-13-21; 102-551, eff. 1-1-22;
9 102-864, eff. 5-13-22; 103-154, eff. 6-30-23.)

10 Section 99. Effective date. This Act takes effect upon
11 becoming law.