



94TH GENERAL ASSEMBLY

State of Illinois

2005 and 2006

HB0881

Introduced 2/2/2005, by Rep. Renee Kosel - Michael K. Smith -
Sidney H. Mathias - Charles E. Jefferson - Sandra M. Pihos

SYNOPSIS AS INTRODUCED:

105 ILCS 5/Art. 14A heading new
105 ILCS 5/14A-5 new
105 ILCS 5/14A-10 new
105 ILCS 5/14A-15 new
105 ILCS 5/14A-20 new
105 ILCS 5/14A-25 new
105 ILCS 5/14A-30 new
105 ILCS 5/14A-35 new
105 ILCS 5/14A-40 new
105 ILCS 5/14A-45 new
105 ILCS 5/14A-50 new
105 ILCS 5/14A-55 new
105 ILCS 5/14A-60 new
105 ILCS 5/14A-65 new

Amends the School Code. Sets forth provisions concerning education programs for gifted and talented children. Includes provisions concerning early identification, eligibility, program supervision, monitoring, and oversight, school improvement plans, an advisory council, grants for services and materials, contracts for experimental projects and institutes, and professional development for teachers as it relates to the education of gifted and talented children. Grants rulemaking authority to the State Board of Education. Effective July 1, 2005.

LRB094 05525 RAS 35574 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 5. The School Code is amended by adding Article 14A
5 as follows:

6 (105 ILCS 5/Art. 14A heading new)

7 ARTICLE 14A. GIFTED AND TALENTED CHILDREN

8 (105 ILCS 5/14A-5 new)

9 Sec. 14A-5. Applicability. This Article applies beginning
10 with the 2005-2006 school year.

11 (105 ILCS 5/14A-10 new)

12 Sec. 14A-10. Legislative findings. The General Assembly
13 finds the following:

14 (1) that gifted and talented children (i) exhibit high
15 performance capabilities in intellectual, creative, and
16 artistic areas, (ii) possess an unusual leadership
17 capacity, and (iii) excel in specific academic fields;

18 (2) that gifted and talented children require services
19 and activities that are not ordinarily provided by schools;
20 and

21 (3) that outstanding talents are present in children
22 and youth from all cultural groups, across all economic
23 strata, and in all areas of human endeavor.

24 (105 ILCS 5/14A-15 new)

25 Sec. 14A-15. Purpose. The purpose of this Article is to
26 assist and encourage school districts in the development and
27 improvement of educational programs that will increase the
28 educational services of the public schools of Illinois for
29 gifted and talented children as defined in Section 14A-20 of

1 this Article. School districts shall continue to have the
2 authority and responsibility to develop education programs for
3 gifted and talented children in response to community needs,
4 but must comply with the requirements established in this
5 Article.

6 (105 ILCS 5/14A-20 new)

7 Sec. 14A-20. Gifted and talented children. For purposes of
8 this Article, "gifted and talented children" means children and
9 youth with outstanding talent who perform or show the potential
10 for performing at remarkably high levels of accomplishment when
11 compared with other children and youth of their age,
12 experience, and environment.

13 (105 ILCS 5/14A-25 new)

14 Sec. 14A-25. Early identification; non-discrimination. In
15 recognition of the need to have appropriate services and
16 programs available to gifted and talented children, the State
17 Board of Education shall support a statewide program of early
18 identification of gifted and talented children.

19 Eligibility for participation in programs established
20 pursuant to this Article shall be determined solely through
21 identification of a child as gifted or talented. No program
22 shall condition participation upon race, religion, sex,
23 disability, or any factor other than the student's
24 identification as gifted or talented.

25 (105 ILCS 5/14A-30 new)

26 Sec. 14A-30. Eligibility. For the purposes of
27 participating in programs or services for gifted and talented
28 children in any area of instruction, or specifically in math
29 and language arts, school districts shall use a minimum of 3
30 measures, which may include without limitation scores on
31 standardized achievement tests, observation checklists,
32 portfolios, and currently used district assessments. Students
33 shall qualify for participation in gifted and talented programs

1 in any fundamental learning area, and specifically in language
2 arts and math, by scoring in the top 5% locally in any one or
3 all subject areas.

4 (105 ILCS 5/14A-35 new)

5 Sec. 14A-35. State supervision, monitoring, and oversight;
6 annual reports.

7 (a) The State Board of Education, with the advice of the
8 Advisory Council on Education of Gifted and Talented Children,
9 shall be responsible for the supervision and oversight of
10 education programs for gifted and talented children, including
11 the establishment of standards for personnel.

12 (b) The State Board of Education shall designate a
13 coordinator of programs for gifted and talented children. This
14 coordinator shall be responsible for monitoring student
15 academic improvement, providing leadership and technical
16 support to school districts in gifted and talented education,
17 assisting in the implementation and design of the language arts
18 and math portions of the school improvement plans for the
19 gifted and talented, monitoring the implementation of the plans
20 for language arts and math, and overseeing the implementation
21 of these plans.

22 (c) The State Board of Education shall, to the extent
23 possible based on the resources available, provide all gifted
24 and talented children in the State an opportunity to receive
25 services and participate in appropriate programs. The State
26 Board of Education shall also ensure that funding and other
27 resources available for programs for gifted and talented
28 children are spent in effective and efficient ways through
29 program monitoring.

30 (d) The State Board of Education shall collect data from
31 school districts to determine annual student achievement and
32 progress. Evaluation procedures must indicate the process,
33 instruments, and techniques used to measure student growth.
34 Reports by school districts to the State Board of Education
35 shall include information on the number of students served at

1 specific grade levels in specific content areas and the
2 qualifications of personnel hired to teach the students. These
3 reports shall also include race, ethnicity, gender, and other
4 relevant demographic data on participating students. Personnel
5 development activities shall also be documented.

6 (105 ILCS 5/14A-40 new)

7 Sec. 14A-40. School improvement plans. The State Board of
8 Education shall require each school district to develop, as
9 part of its school improvement plan, a component that is
10 related to gifted and talented children, pursuant to rules
11 adopted by the State Board of Education. This component shall
12 indicate how, to the extent funding and other resources are
13 available, appropriate educational services will be made
14 available to all gifted and talented children encompassing all
15 grade levels and all fundamental areas of learning, but, at a
16 minimum, it shall address language arts and mathematics.
17 Implementation of the plan component related to gifted and
18 talented children shall commence as soon as practicable, but no
19 later than the start of the 2006-2007 school year. The plan
20 shall include, but not be limited to, all of the following:

21 (1) An identification method that complies with the
22 definition of gifted and talented children as defined in
23 Section 14A-20 of this Article.

24 (2) A commitment to proportionally increase the
25 identification of State minority and low-income students
26 as gifted and talented.

27 (3) The use of multiple criteria to identify students
28 in each category of gifted and talented children, with at
29 least 3 criteria in each area.

30 (4) Instruments that are sensitive to the inclusion of
31 underrepresented groups, including low-income students,
32 minority students, and English language learners.

33 (5) Equal rigor in identification for all categories.

34 (6) Identification procedures that appropriately
35 correspond with the intended programs, curricula, and

1 services.

2 (7) A process for equitable decision-making.

3 (8) A formal process of appeals within a district or
4 school.

5 (9) A provision for communicating identification
6 methods to the public and to parents of students annually.

7 (10) A provision for communicating individual results
8 of the determination of gifted and talented status to
9 parents of affected students annually.

10 (11) An educational program that provides for the
11 grouping of children identified as gifted and talented in
12 math and the grouping of children identified as gifted and
13 talented in language arts for a substantial part of their
14 instructional time in these subject matters, the contents
15 of which shall be communicated to parents. Grouping
16 practices may include (i) cluster grouping, (ii)
17 self-contained gifted and talented classrooms, and (iii)
18 flexible grouping between or across grade levels of
19 teachers.

20 (12) A list and description of curriculum
21 differentiation options, which shall include without
22 limitation ways to accelerate and add depth and complexity
23 to curriculum content.

24 (13) A differentiated curriculum for the gifted and
25 talented that aligns with State learning standards.

26 (14) An emphasis on higher-level skills attainment,
27 including problem-solving, critical thinking, creative
28 thinking, and research skills, as embedded within relevant
29 content areas.

30 (15) A provision for measuring academic growth for
31 gifted and talented students and communicating student
32 progress to parents.

33 (16) A provision for incorporating gifted and talented
34 growth goals into annual local school improvement plans.

35 (17) A provision for the assignment of an administrator
36 for the gifted and talented program (building level,

1 district, or multi-district) to oversee the quality of
2 programming for gifted and talented children. Training
3 guidelines and expectations for this position shall be
4 developed by the State Board of Education in conjunction
5 with the Advisory Council on Education of Gifted and
6 Talented Children and the Illinois Association for Gifted
7 Children and shall be offered through administrator
8 academy workshops.

9 (18) A provision for district gifted and talented
10 education evaluations upon the substantiated request of a
11 parent.

12 (19) A State monitoring process that ensures district
13 compliance with program implementation and includes
14 on-site visits, with all districts being visited at least
15 once every 5 years or more frequently if deemed necessary
16 to ensure compliance.

17 (105 ILCS 5/14A-45 new)

18 Sec. 14A-45. Advisory Council. There is hereby created an
19 Advisory Council on Education of Gifted and Talented Children
20 to consist of 7 members appointed by the State Board of
21 Education. Members shall serve terms of 4 years. Upon the
22 expiration of the term of a member, that member shall continue
23 to serve until a replacement is appointed. The Council shall
24 meet at least 4 times each year. The Council shall organize
25 with a chairperson selected by the council members and shall
26 meet at the call of the chairperson upon 10 days' written
27 notice. Members of the Council shall serve without compensation
28 but shall be entitled to reasonable amounts for expenses
29 necessarily incurred in the performance of their duties.

30 The State Board of Education shall consider
31 recommendations for membership on the Council from
32 organizations of educators and parents of gifted and talented
33 children and other groups with an interest in gifted education.
34 The members appointed shall be residents of the State and be
35 selected on the basis of their knowledge of, or experience in,

1 programs and problems of the education of gifted and talented
2 children.

3 The State Board of Education shall seek the advice of the
4 Council regarding all rules and policies to be adopted by the
5 State Board relating to the education of gifted and talented
6 children. The Council shall consider any rule proposed by the
7 State Board of Education within 40 days after its receipt by
8 the chairperson. The State Board of Education shall designate
9 an employee of the State Board of Education to act as executive
10 secretary of the Council and shall furnish all clerical
11 assistance necessary for the performance of the Council's
12 powers and duties.

13 (105 ILCS 5/14A-50 new)

14 Sec. 14A-50. Grants for services and materials. Subject to
15 the availability of categorical grant funding or other funding
16 and pursuant to rules of the State Board of Education, the
17 State Board of Education shall make grants available to fund
18 programs for gifted and talented children. A
19 request-for-proposal process shall be used in awarding
20 entitlement grants for services and materials, with carry over
21 to the next fiscal year, under this Section. A proposal may be
22 submitted to the State Board of Education by a school district,
23 2 or more cooperating school districts, a county, or 2 or more
24 cooperating counties. The proposals shall include a statement
25 of the qualifications and duties of the personnel required in
26 the field of diagnostic, counseling, and consultative services
27 and the educational materials necessary. Upon receipt, the
28 State Board of Education shall evaluate the proposals in
29 accordance with criteria developed by the State Board of
30 Education that is consistent with this Article and shall award
31 grants to the extent funding is available. Programs funded for
32 gifted and talented children may be offered during the regular
33 school term and may include optional summer programs. As a
34 condition for funding, the State Board of Education shall
35 require an annual evaluation report, including an assessment of

1 program services and outcomes.

2 (105 ILCS 5/14A-55 new)

3 Sec. 14A-55. Contracts for experimental projects and
4 institutes. The State Board of Education shall have the
5 authority to enter into contracts with school districts,
6 regional offices of education, colleges, universities, and
7 professional organizations for the conduct of experimental
8 projects and institutes, including summer institutes, in the
9 field of education of gifted and talented children as defined
10 in Section 14A-20 of this Article. These projects and
11 institutes shall be established, subject to the availability of
12 funds, in accordance with rules adopted by the State Board of
13 Education. Prior to entering into a contract, the State Board
14 of Education shall evaluate the proposal as to the soundness of
15 the project's or institute's design, the possibility of
16 securing productive results, the adequacy of resources to
17 conduct the proposed project or institute, and the project's or
18 institute's relationship to other projects and institutes
19 already completed or in progress. The contents of these
20 projects and institutes must be designed based on the
21 professional standards of the Illinois Association for Gifted
22 Children.

23 (105 ILCS 5/14A-60 new)

24 Sec. 14A-60. Rulemaking. The State Board of Education shall
25 have the authority to adopt all rules necessary to implement
26 and regulate the provisions this Article.

27 (105 ILCS 5/14A-65 new)

28 Sec. 14A-65. Teacher certification and professional
29 development.

30 (a) Effective January 1, 2006, the State Board of
31 Education, in collaboration with the collective bargaining
32 entities representing teachers and the Illinois Association
33 for Gifted Children (IAGC), shall provide a program of

1 professional development for current teachers to ensure that
2 all certified teachers are equipped to differentiate the
3 curriculum for a wide range of learners with a focus on
4 academic rigor. Training guidelines and expectations shall be
5 developed by the State Board of Education and include novice
6 level performance standards from the IAGC Professional
7 Standards document. Unfunded training may be a focus of a
8 teacher's re-certification plan.

9 (b) By no later than January 1, 2006, the State Board of
10 Education shall provide a program of training in gifted and
11 talented education for leaders at all Regional Offices of
12 Education and Intermediate Service Centers in order to enable
13 these entities to guide school districts in best practices in
14 gifted and talented education. This training shall be
15 comparable to the level of training required in special
16 education. Training guidelines and expectations shall include
17 experienced level content standards from the IAGC Professional
18 Standards document.

19 (c) By no later than January 1, 2007, the State Board of
20 Education shall provide a program of training in gifted and
21 talented education for members of an external review committee
22 that the State Board shall establish for the purpose of holding
23 school districts accountable for the school improvement plan as
24 it relates to the education of gifted and talented children.
25 This training shall be comparable to the level of training
26 required for similar committees in the field of special
27 education. Training guidelines and expectations shall include
28 experienced level content standards from the IAGC Professional
29 Standards.

30 (d) By no later than January 1, 2006, State teacher
31 certification requirements established by the State Board of
32 Education shall include in all required methods classes
33 strategies for differentiated curriculum for a wide range of
34 learners with a focus on academic rigor. It shall include the
35 study of characteristics of gifted and talented children and
36 the instructional strategies needed to maximize their

1 potential for all new teachers. Course guidelines and
2 expectations shall be developed by the State Board of Education
3 and include novice level performance standards from the IAGC
4 Professional Standards document.

5 Section 99. Effective date. This Act takes effect July 1,
6 2005.