

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

1 inclusive of underrepresented groups, including low-income
2 students, minority students, students with disabilities,
3 twice-exceptional students, and English learners. ~~The use~~
4 ~~of a minimum of 3 assessment measures used to identify~~
5 ~~gifted and talented children in each area in which a~~
6 ~~program for gifted and talented children is established,~~
7 ~~which may include without limitation scores on~~
8 ~~standardized achievement tests, observation checklists,~~
9 ~~portfolios, and currently used district assessments.~~

10 (2) A priority emphasis on language arts and
11 mathematics.

12 (3) The use of multiple valid assessments that assess
13 both demonstrated achievement and potential for
14 achievement, including cognitive ability tests and general
15 or subject specific achievement tests, applied universally
16 to all students, and appropriate for the content focus of
17 the gifted services that will be provided. School districts
18 and schools may add other local, valid assessments, such as
19 portfolios. Assessments and selection processes must
20 ensure multiple pathways into the program. ~~An~~
21 ~~identification method that uses the definition of gifted~~
22 ~~and talented children as defined in Section 14A-20 of this~~
23 ~~Code.~~

24 (4) The use of score ranges on assessments that are
25 appropriate for the school or district population,
26 including the use of local norms for achievement to

1 identify high potential students. ~~Assessment instruments~~
2 ~~sensitive to the inclusion of underrepresented groups,~~
3 ~~including low-income students, minority students, and~~
4 ~~English language learners.~~

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

8 (6) The use of identification procedures that
9 appropriately correspond with the planned programs,
10 curricula, and services.

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

12 (8) The availability of a fair and impartial appeal
13 process within the school, school district, or cooperative
14 of school districts operating a program for parents or
15 guardians whose children are aggrieved by a decision of the
16 school, school district, or cooperative of school
17 districts regarding eligibility for participation in a
18 program.

19 (9) Procedures for annually informing the community
20 at-large, including parents, about the program and the
21 methods used for the identification of gifted and talented
22 children.

23 (10) Procedures for notifying parents or guardians of a
24 child of a decision affecting that child's participation in
25 a program.

26 (11) A description of how gifted and talented children

1 will be grouped and instructed in order to maximize the
2 educational benefits the children derive from
3 participation in the program, including curriculum
4 modifications and options that accelerate and add depth and
5 complexity to the curriculum content.

6 (12) An explanation of how the program emphasizes
7 higher-level skills attainment, including problem-solving,
8 critical thinking, creative thinking, and research skills,
9 as embedded within relevant content areas.

10 (13) A methodology for measuring academic growth for
11 gifted and talented children and a procedure for
12 communicating a child's progress to his or her parents or
13 guardian, including, but not limited to, a report card.

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

17 (15) The designation of a supervisor responsible for
18 overseeing the educational program for gifted and talented
19 children.

20 (16) A showing that the certified teachers who are
21 assigned to teach gifted and talented children understand
22 the characteristics and educational needs of children and
23 are able to differentiate the curriculum and apply
24 instructional methods to meet the needs of the children.

25 (17) Plans for the continuation of professional
26 development for staff assigned to the program serving

1 gifted and talented children.

2 (Source: P.A. 95-331, eff. 8-21-07; 96-1152, eff. 7-21-10.)

3 Section 99. Effective date. This Act takes effect upon
4 becoming law.