



Sen. Kimberly A. Lightford

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09900SB2970sam002

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1 AMENDMENT TO SENATE BILL 2970

2 AMENDMENT NO. _____. Amend Senate Bill 2970 by replacing
3 everything after the enacting clause with the following:

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

1 elements, and (iii) demonstrating to the satisfaction of the
2 State Board of Education that the applicant is capable of
3 implementing a program of gifted education consistent with this
4 Article:

5 (1) The use of assessment instruments, such as
6 nonverbal ability tests and tests in students' native
7 languages, and a selection process that is equitable to and
8 inclusive of underrepresented groups, including low-income
9 students, minority students, students with disabilities,
10 twice-exceptional students, and English learners. The use
11 of a minimum of 3 assessment measures used to identify
12 gifted and talented children in each area in which a
13 program for gifted and talented children is established,
14 which may include without limitation scores on
15 standardized achievement tests, observation checklists,
16 portfolios, and currently used district assessments.

17 (2) A priority emphasis on language arts and
18 mathematics.

19 (3) The use of multiple valid assessments that assess
20 both demonstrated achievement and potential for
21 achievement, including cognitive ability tests and general
22 or subject specific achievement tests, applied universally
23 to all students, and appropriate for the content focus of
24 the gifted services that will be provided. School districts
25 and schools may add other local, valid assessments, such as
26 portfolios. Assessments and selection processes must

1 ensure multiple pathways into the program. ~~An~~
2 ~~identification method that uses the definition of gifted~~
3 ~~and talented children as defined in Section 14A-20 of this~~
4 ~~Code.~~

5 (4) The use of score ranges on assessments that are
6 appropriate for the school or district population,
7 including the use of locals norms for achievement to
8 identify high potential students. ~~Assessment instruments~~
9 ~~sensitive to the inclusion of underrepresented groups,~~
10 ~~including low-income students, minority students, and~~
11 ~~English language learners.~~

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

15 (6) The use of identification procedures that
16 appropriately correspond with the planned programs,
17 curricula, and services.

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

19 (8) The availability of a fair and impartial appeal
20 process within the school, school district, or cooperative
21 of school districts operating a program for parents or
22 guardians whose children are aggrieved by a decision of the
23 school, school district, or cooperative of school
24 districts regarding eligibility for participation in a
25 program.

26 (9) Procedures for annually informing the community

1 at-large, including parents, about the program and the
2 methods used for the identification of gifted and talented
3 children.

4 (10) Procedures for notifying parents or guardians of a
5 child of a decision affecting that child's participation in
6 a program.

7 (11) A description of how gifted and talented children
8 will be grouped and instructed in order to maximize the
9 educational benefits the children derive from
10 participation in the program, including curriculum
11 modifications and options that accelerate and add depth and
12 complexity to the curriculum content.

13 (12) An explanation of how the program emphasizes
14 higher-level skills attainment, including problem-solving,
15 critical thinking, creative thinking, and research skills,
16 as embedded within relevant content areas.

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

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

24 (15) The designation of a supervisor responsible for
25 overseeing the educational program for gifted and talented
26 children.

1 (16) A showing that the certified teachers who are
2 assigned to teach gifted and talented children understand
3 the characteristics and educational needs of children and
4 are able to differentiate the curriculum and apply
5 instructional methods to meet the needs of the children.

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

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

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