

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS

PART 227
GIFTED EDUCATION

Section

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AUTHORITY: Implementing Article 14A of the School Code [105 ILCS 5/Art. 14A] and authorized by Sections 14A-32 and 14A-55 of the School Code [105 ILCS 5/14A-32 and 14A-55].

SOURCE: Adopted at 31 Ill. Reg. 2449, effective January 16, 2007; amended at 38 Ill. Reg. 8335, effective April 1, 2014; amended at 43 Ill. Reg. 7255, effective June 07, 2019.

Section 227.5 Definitions

"Accelerated placement" means the placement of a child in an educational setting with curriculum that is usually reserved for children who are older or in higher grades than the child. (See Section 14A-17 of the School Code.) Accelerated placement includes, but is not limited to, early entrance to kindergarten or first grade, single subject acceleration and grade acceleration. Accelerated placement is not limited to those children who have been identified as gifted and talented, but rather is open to all children who demonstrate high ability and who may benefit from accelerated placement. (See Section 14A-32 of the School Code.)

"Early entrance to kindergarten" means the admission of a student to kindergarten who (a) is assessed for and meets the admitting school district's readiness standards to attend school and will not yet be 5 years old by September 1 of that school year (b) will not yet be 5 years old by September 1 of that year, or, *for school districts operating on a year-round basis, will not yet be 5 years old within 30 days after the commencement of that school term.* (See Section 10-20.12 of the School Code.)

"Early entrance to first grade" is the admission of a student to first grade (a) is assessed for and meets the admitting school district's readiness standards to attend school; and (term. Such a student may, but is not required to, have attended a nonpublic preschool and continued his or her education at that school through kindergarten and been taught in kindergarten by an appropriately certified teacher. Students who are younger than 6 upon starting first grade but who were admitted early to kindergarten do not need to be reevaluated prior to admission to first grade.

"Individual subject acceleration" means the practice of assigning a student to a specific content area at a higher instructional level than is typical given the student's grade for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.

"Multiple persons" as used in Section 14A-32(a)(2) of the School Code includes, but is not limited to, the student's parent or guardian, current teachers, district gifted coordinator or gifted education specialist, guidance counselor, principal, and school psychologist.

"Multiple referrers" as used in Section 14A-32(b)(2) of the school Code includes, but is not limited to, the student's parents or guardian, current teachers, district gifted coordinator or gifted education specialist, guidance counselor, principal,

and school psychologist. Multiple referrers does not mean more than one person has to refer the student to begin the assessment process.

"School Code" means 105 ILCS 5.

"Whole grade acceleration" means the practice of assigning a student to a higher grade level than is typical given the student's age on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities.

(Source: Added at 43 Ill. Reg. 7255, effective June 07, 2019)

Section 227.10 Purpose and Applicability

This Part establishes the procedure and criteria for approval by the State Board of Education of programs of gifted education under Article 14A of the School Code and implements other provisions of that Article, including accelerated placement. The requirements of this Part apply only to locally developed programs for which State funding is sought. Eligible applicants shall be those entities identified in Section 14A-45 of the School Code as well as public university laboratory schools (see 105 ILCS 5/2-3.109a), charter schools (see 105 ILCS 5/27A-11.5), and area vocational centers (see 105 ILCS 5/2-3.109b).

(Source: Amended at 43 Ill. Reg. 7255, effective June, 07, 2019)

Section 227.20 Submission of Proposal; Plan

As used in this Part, a "proposal" means the plan for gifted education that is required under Section 14A-30 of the School Code, accompanied by the additional materials applicants will be required to submit in response to a Request for Proposals (RFP) as described in Section 14A-45 of the School Code and this Section.

- a) When sufficient State funding is expected to be available to support local programs of gifted education, the State Superintendent of Education shall issue anRFP. To be considered for funding, an eligible entity shall submit for approval by the State Superintendent a plan for its program that incorporates all the elements required by Section 14A-30 of the School Code and meets the specific requirements of this subsection (a).
 - 1) In order to demonstrate compliance with Section 14A-30(2) of the School Code, each plan shall include programs of instruction in English language arts and mathematics and may include programs of instruction in additional subjects. Each plan shall indicate whether the program will be unified across the subjects offered or students will be identified gifted on a subject-by-subject basis and shall provide a description of the curriculum and instructional materials to be used, the grades to be served in the various subjects to be offered, and the program's approach to the development of higher-level skills, as required by Section 14A-30(11) and (12) of the School Code.
 - 2) In order to demonstrate compliance with the requirements of Section 14A-30 of the School Code related to identification of the students to be served, each plan shall:
 - A) demonstrate that:
 - i) active consideration is given to the potential eligibility of students who are identified as having disabilities;
 - ii) multiple assessment instruments will be used for the purposes of identifying a student for accelerated placement of each eligible student; and
 - iii) a selection process designed to help identify gifted and talented students in an inclusive and equitable manner who are members of underrepresented groups, including low-income students, minority students, students with

- disabilities, twice-exceptional students, and English Learners;
- B) provide evidence that the measures to be used in each curricular area, when taken together, provide equivalent rigor in the identification of students as gifted and talented; and
 - C) discuss how the measures to be used in each subject area correspond to the level of attainment prerequisite to students' participation in the program.
- 3) In order to demonstrate compliance with Sections 14A-25 and 14A-30(7) of the School Code, each plan shall include evidence that:
- A) the ranking process for each subject area, or across subject areas, as applicable, is applied in the same manner to the scores achieved by all students;
 - B) if any program's capacity is inadequate to serve the entire number of students identified as eligible, the method of selecting those who will participate considers only the composite scores and their ranking;
 - C) the applicant has a procedure for accommodating students who were not available when the relevant assessment measures were administered but who may be eligible to participate in the program;
 - D) in identifying the locations where the program will be offered, consideration has been given to the needs of students who are members of underrepresented groups; and
 - E) local norms of score ranges on assessments are taken into consideration when identifying students for accelerated placement.
- 4) In order to demonstrate compliance with the requirement of Section 14A-30(8) of the School Code, each plan shall describe the appeals process that will be available when students are not identified as gifted and talented or are not selected to be served by a program, including evidence that each appeal will be considered:
- A) by an individual not involved in the original decision and at an equal or higher level of authority within the applicant organization;

- B) using information in accordance with the requirements of subsection (a)(3); and
 - C) in time for the student to be placed into the program at the beginning of the next semester, if the appeal results in the student's identification and selection.
- 5) In order to demonstrate compliance with the requirement of Section 14A-30(16) of the School Code, each plan shall identify the qualifications held by the teachers who will be assigned to the program, provided that:
- A) each teacher employed shall be qualified under Section 227.25 after no more than three years of teaching in any program funded pursuant to this Part; and
 - B) each teacher not qualified under Section 227.25 shall complete some portion of the requirements chosen during each year of the grace period permitted under subsection (a)(6)(A).
- 6) In order to demonstrate compliance with Section 14A-30(9) of the School Code, each plan shall:
- A) describe the steps the applicant will take to inform parents and other members of the public of:
 - i) the existence and scope of the program;
 - ii) the methods used for identifying students who are gifted and talented and in selecting participants for the program; and
 - iii) the availability of the appeals process established pursuant to subsection (a)(4); and
 - B) provide a rationale for the applicant's outreach plans, with specific reference to the linguistic or cultural needs of any segments of the population that may not be readily informed of the program.
- b) Each RFP shall describe the format that applicants will be required to follow and any additional information they may be required to submit.

- c) Each RFP shall include a budget summary and payment schedule, as well as requiring a narrative budget breakdown, i.e., a detailed explanation of each line item of expenditure that discusses the need for State funds in the context of the applicant's other available resources.
- d) Each RFP shall identify the data recipients will be required to collect and report regarding the achievement of students participating in the program, as well as any other information to be reported and the associated timelines.
- e) Each RFP shall include such certification and assurance forms as the State Superintendent may, by law, require.
- f) Each RFP shall specify the date by which applications shall be submitted. The deadline established shall provide at least 45 days in which to submit plans that conform to the requirements of Article 14A of the School Code and this Part as applications for funding.
- g) Separate proposals for renewal of funding as discussed in Section 227.40(b) shall be invited and shall contain at least:
 - 1) evidence that the program has complied with all aspects of Article 14A of the School Code and the approved plan;
 - 2) the required data relative to students' achievement and growth;
 - 3) information on the qualifications and professional development of the teachers employed that will permit verification of compliance with the requirements of subsection(a)(5);
 - 4) an updated narrative that discusses the services and materials for which funding is requested and presents evidence of continued need for State support; and
 - 5) an updated budget summary and payment schedule for the renewal year, including a narrative budget breakdown.
- h) Incomplete applications shall not be considered.

(Source: Amended at 43 Ill. Reg. 7255, effective June 07,2019)

Section 227.25 Required Qualifications

As a means of demonstrating that he or she *understands the characteristics and educational needs of children and is able to differentiate the curriculum and apply instructional methods to meet the needs of the children* as required by Section 14A-30(16) of the School Code, and subject to the provisions of Section 227.20(a)(6) of this Part, each teacher who is assigned to provide instruction in a program funded pursuant to this Part shall have completed, or shall be required to complete at least one of the following:

- a) Nine semester hours of college credit from a regionally accredited institution of higher education and demonstrably related to the education of gifted and talented students;
- b) Both the State and national assessment instruments, namely:
 - 1) the self-assessment developed by the Illinois Association for Gifted Children (IAGC) (which shall be based on the "Professional Teaching Standards for Educators Working with Gifted/Talented Learners" (2012), published by IAGC, 800 E. Northwest Highway, Suite 610, Palatine IL 60074 and posted at www.iagcgifted.org; no later editions of or revisions to these standards are incorporated) with a rating of "experienced" or "expert" earned before November 15, 2018; and
 - 2) the National Evaluation Series (NES) Gifted Education examination (Test Code 312; Pearson Education, Inc., PO Box 226, Amherst MA 01004 (2014));
- c) Six semester hours of college credit from a regionally accredited institution of higher education and demonstrably related to the education of gifted and talented students and any one of the following additional choices:
 - 1) the self-assessment referred to in subsection (b)(1); or
 - 2) the Gifted Education examination referred to in subsection (b)(2); or
 - 3) the applicable gifted education course of instruction offered by the State Board of Education in cooperation with IAGC:
 - A) for those successfully completing the course before October 1, 2009, the Gifted Education Institute; or

- B) for those successfully completing the course on or after October 1, 2009, the Gifted Education Seminar; or
- 4) two years of experience teaching in, coordinating or directing a program for gifted students; or
- 5) participation in no fewer than two State or national conferences on gifted education, such as those offered by IAGC or the National Association for Gifted Children; or
- 6) professional development activities demonstrably related to the education of gifted and talented students that are sufficient to generate 30 continuing professional development units (CPDUs) or 30 clock hours of professional development, as defined and quantified in the rules for educator license renewal (see 23 Ill. Adm. Code 25, Subpart J);
- d) Three semester hours of college credit from a regionally accredited institution of higher education and demonstrably related to the education of gifted and talented students and any two of the additional choices listed in subsections (c)(1) through (6);
- e) The gifted education training referred to in subsection (c)(3) and any two of the additional choices listed in subsection (c);
- f) Coursework that leads to obtaining a gifted teacher endorsement; or
- g) Coursework that leads to obtaining a gifted specialist endorsement.

(Source: Amended at 43 Ill. Reg. 7255, effective June 07, 2019)

Section 227.30 Criteria for the Review of Initial Applications

Recipients of grants under this Part shall be required to devote State funds to needs and expenditures that are not captured in the per capita amount generally devoted to the education of students at the grade levels to be served by the program. Applications for initial funding shall be evaluated in accordance with the following criteria:

- a) Quality of the Plan (60 points)
 - 1) There is a coherent set of strategies for continuity of instruction in the specified subject areas as students progress through the grade levels, and articulation between those portions of the district's program supported with State funds and the other aspects of the program is evident.
 - 2) The curriculum in the subject areas covered by the program will provide appropriate challenges and learning opportunities for the students who participate.
 - 3) The plan provides evidence that services to gifted students will be integrated effectively into those students' schedules.
- b) Impact and Need (30 points)
 - 1) Decisions about the numbers of students to be served are justified in light of the resources available for meeting the goals of the program.
 - 2) Other sources of funding are limited to such an extent that the applicant will be unable to provide a high-quality program without grant funds under this Part.
- c) Staff Capacity (10 points)
 - 1) The plan identifies school staff who are available for assignment and who are qualified to provide instruction in the program or who will attain the required qualifications in the time permitted under Section 227.20(a)(6) of this Part.
 - 2) The proposal includes plans for ongoing professional development for the staff members assigned to the program, as well as others who may be assigned to it in future years.

Section 227.40 Allocation of Funds

- a) The State Superintendent of Education shall approve initial applications for funding and make final determinations regarding the amounts to be provided based upon:
 - 1) the total funds appropriated for this initiative;
 - 2) the needs and resources described and the amounts requested in the top-ranked proposals identified in accordance with the criteria set forth in Section 227.30 of this Part; and
 - 3) the need to make programs under this Part available on a statewide basis.
- b) It is the intention of the State Board of Education to approve funding for programs under this Part for a three-year period. Funding for the second and third years shall be contingent upon the availability of funds for the program, the evident effectiveness of the grantee's program and use of State resources, and the evidence presented in the renewal proposal that a sufficient need continues to exist for State funding.
- c) A district that has received three years' funding under this Part may subsequently apply as a new applicant.

Section 227.50 Statewide Activities

- a) Funding made available pursuant to Article 14A of the School Code may be used by the State Board of Education for purposes including, but not limited to:
 - 1) upgrading professional development materials and events for personnel statewide who serve gifted students, including the Gifted Education Seminar referenced in Section 227.25, or making professional development materials and opportunities more widely available;
 - 2) reaching underserved demographic groups or geographic areas of the State;
 - 3) developing and disseminating new knowledge in this field;
 - 4) developing and disseminating materials for use by parents of gifted students;
 - 5) building awareness of and support for gifted education;
 - 6) providing financial resources to support the review of portfolios developed by teachers to demonstrate required qualifications;
 - 7) supporting the administrative functions of the State Board required or authorized pursuant to Section 14A-35 of the School Code; and
 - 8) other experimental projects and initiatives as outlined in Section 14A-50 of the School Code.
- b) When the funds appropriated under Article 14A of the School Code are sufficient to provide effective support for local programs of gifted education, the State Superintendent may reserve no more than 5 percent of the amount appropriated for the purposes discussed in subsection (a) of this Section. When the State Superintendent determines that the level of service to gifted and talented students statewide can more effectively be increased through statewide activities rather than through support for a small number of local programs, the State Superintendent may devote the entire amount available to these purposes.

(Source: Amended at 43 Ill. Reg. 7255, effective, June 07, 2019)

Section 227.60 Accelerated Placement

Pursuant to Section 14A-32 of the School Code, *school districts shall have a policy that allows for accelerated placement.* (See Section 14A-32 of the School Code.) In writing its policy, each school district shall indicate approaches used to identify students for accelerated placement in both kindergarten and first grade.

- a) A school district shall not be required to submit its acceleration plan to the State Board of Education for review, comment or approval, unless specifically requested by the State Board. A school district shall post its acceleration plan on its website, if available.
- b) School districts must report the following information on accelerated placement to the State Board in the Student Information System:
 - 1) Demographic Information for Each Student Participating in an Accelerated Placement Program
 - A) Gender;
 - B) Ethnicity;
 - C) English language status;
 - D) Special education status; and
 - F) Low-income status
 - 2) Student Participation in Accelerated Programming
 - A) Gender;
 - B) Ethnicity;
 - C) English language status;
 - D) Special education status; and
 - F) Low-income status
 - 3) Type of Placement

- A) Early entrance to kindergarten;
 - B) Early entrance to first grade;
 - C) Individual subject acceleration; and
 - D) Whole grade acceleration.
- c) All of the information required to be reported in subsection (b) shall be entered upon identifying the student as participating in accelerated placement but not later than July 31 of each year beginning with the 2018-2019 school year.
- d) The State Board will make the information reported in subsection (b) available annually on its website.

(Source: Added at 43 Ill. Reg. 7255, effective June 07, 2019)