

SCHOOL LAW GROUP**The Accelerated Placement Act Requires Illinois Public School Districts to Adopt and Implement Policies That Allows for Accelerated Placement of Students**

The Accelerated Placement Act was amended, effective July 1, 2018. Illinois public school districts are required to adopt policies on acceleration for all students in all grades, including, at a minimum, provide opportunities for early entrance to kindergarten and first grade, opportunities for accelerating a student in a single subject area, and opportunities for “whole grade” acceleration (sometimes referred to as “grade skipping”). The law also allows districts to provide additional forms of acceleration not specifically addressed in the Accelerated Placement Act such as advanced courses, grade telescoping, AP courses, and dual enrollment programs.

Districts are required to have these policies in place for the 2018 –19 school year. The Acceleration Placement Act will increase access to acceleration throughout Illinois and help ensure that districts adopt equitable, effective, and efficient referral, assessment, and placement practices, both those identified for gifted services and those who have not been identified but show high ability and would benefit from such placement.

A detailed summary of the Act is provided herein.

The Illinois State Board of Education guidance on the Act is available at:

[ISBE Accelerated Placement Act](#)

A full copy of the Act is available at:

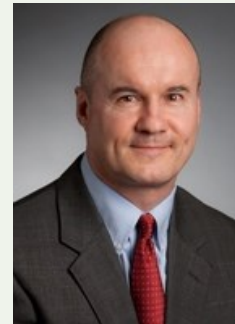
[Public Act](#)

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SUMMARY – SB 1223 (PUBLIC ACT 100-0421)

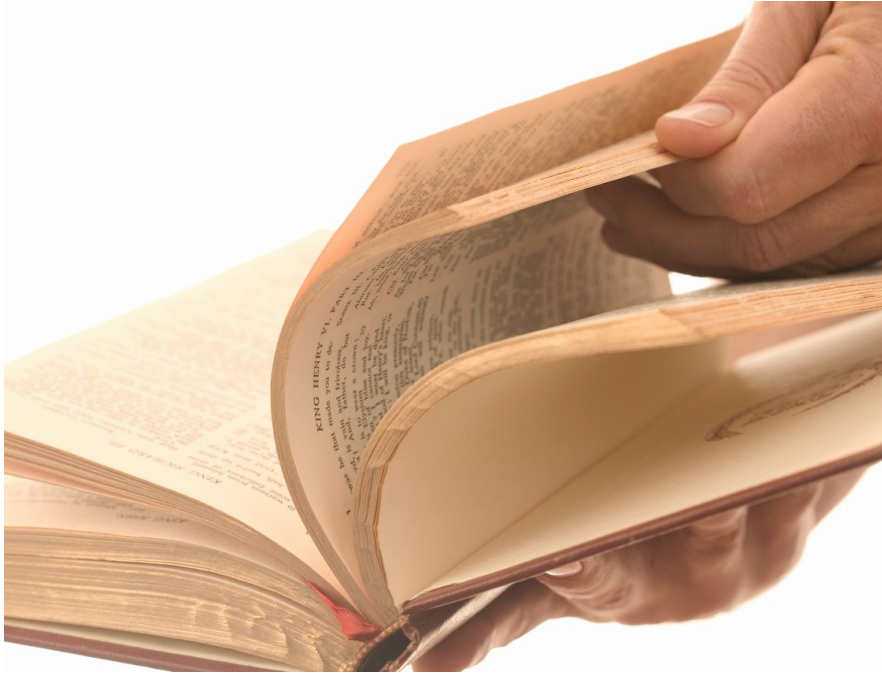
Accelerated Placement Act: Gifted and Talented Children and Children Eligible for Accelerated Placement

The Accelerated Placement Act expands services to all students, not only those identified as gifted and talented by local policy, who demonstrate high ability and who may benefit from accelerated placement. It requires the development of local policy to identify such students through a fair and equitable decision making and multiple measure assessment process.

Under the amended Act, accelerated placement is defined as the placement of a student in an academically appropriate instructional setting with appropriate level curriculum that may include, but is not limited to, a child entering kindergarten or first grade early, and a child accelerating in a single subject or grade level. School districts have flexibility designing local education policy and instructional programs for gifted and talented children. Local school district policies must include provisions for all students who may benefit from accelerated placement in an Accelerated Placement Policy.

By law, the following provisions must be included in an Accelerated Placement Policy:

1. Information on how participation in accelerated placement programming is not limited to those children who have been identified as gifted and talented, and how participation is open to all children who demonstrate high ability and who may benefit from accelerated placement;
2. Processes identifying how parents or guardians of students are included in a fair and equitable decision-making process for identification that involves multiple persons;
3. Procedures for notifying parents or guardians of a decision affecting a child's participation in an accelerated placement program; and
4. Identification of the district's/school's assessment process that includes multiple valid, reliable indicators.



Further, a school district's Accelerated Placement Policy may include or incorporate the following provisions:

1. Procedures for annually informing the community at large, including parents or guardians, about the Accelerated Placement Policy and the methods used to identify children eligible for accelerated placement;
2. Processes for referral that allow for multiple referrers, including a child's parents or guardians; other referrers may include licensed education professionals, the child (with the written consent of a parent or guardian), a peer (through a licensed education professional who has knowledge of the referred child's abilities), or, in case of possible early entrance, a preschool educator, pediatrician, or psychologist who knows the child; and
3. A provision that provides that children participating in an accelerated placement program and their parents or guardians will be provided a written plan detailing the type of acceleration the child will receive and strategies to support the child.

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