



104TH GENERAL ASSEMBLY

State of Illinois

2025 and 2026

SB3533

Introduced 2/5/2026, by Sen. Adriane Johnson

SYNOPSIS AS INTRODUCED:

105 ILCS 5/22-50

Amends the School Code. In a provision concerning twice-exceptional children, changes references from "children" to "students" and defines "twice-exceptional student". Provides that in the development of an individualized education program (IEP) or federal Section 504 plan for a twice-exceptional student, if the student's ability or achievement indicates that the student would benefit from advanced academic programs, then those abilities or achievement levels shall be recognized and addressed in the student's IEP or Section 504 plan and be reflected in the individualized services, goals, accommodations, and objectives for the student, while continuing to provide appropriate services and support for the student's disabilities in all educational settings. Sets forth what the services, goals, objectives, accommodations, and best practices for identifying and addressing the educational and related needs of a twice-exceptional student may include. Effective immediately.

LRB104 18419 LNS 31861 b

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 22-50 as follows:

6 (105 ILCS 5/22-50)

7 Sec. 22-50. Twice-exceptional students ~~children~~;
8 recommendations.

9 (a) As used in this Section, "twice-exceptional student"
10 means a student who has the potential for high achievement and
11 who is gifted, talented, or accelerated, would benefit from
12 advanced academic programs, as defined in Section 14A-17 of
13 this Code, and is eligible for an individualized education
14 program (IEP) or for a Section 504 plan under Section 504 of
15 the federal Rehabilitation Act of 1973, as defined by federal
16 or State eligibility criteria.

17 (b) The State Advisory Council on the Education of
18 Children with Disabilities and the Advisory Council on the
19 Education of Gifted and Talented Children shall research and
20 discuss best practices for addressing the needs of
21 twice-exceptional students ~~"twice-exceptional" children,~~
22 ~~those who are gifted and talented and have a disability.~~ The
23 Councils shall then jointly make recommendations to the State

1 Board of Education with respect to the State Board of
2 Education providing guidance and technical assistance to
3 school districts in furthering improved educational outcomes
4 for gifted and twice-exceptional students ~~children~~.
5 Recommendations shall include strategies to (i) educate
6 teachers and other providers about the unique needs of this
7 population, (ii) train teachers in target, research-based,
8 identification and pedagogical methods, and (iii) establish
9 guidelines for unique programming for twice-exceptional
10 students.

11 (c) In the development of the IEP or the Section 504 plan
12 for a twice-exceptional student, if the student's ability or
13 achievement indicates that the student would benefit from
14 advanced academic programs as defined in Section 14A-17 of
15 this Code, then those abilities or achievement levels shall be
16 recognized and addressed in the student's IEP or Section 504
17 plan and be reflected in the individualized services, goals,
18 accommodations, and objectives for the student, while
19 continuing to provide appropriate services and support for the
20 student's disabilities in all educational settings.

21 (d) Services, goals, objectives, accommodations, and best
22 practices for identifying and addressing the educational and
23 related needs of a twice-exceptional student may include, but
24 are not limited to:

25 (1) individualizing services;

26 (2) providing appropriate challenges for the student;

- 1 (3) focusing on the strengths of the student first;
- 2 (4) encouraging classroom flexible grouping of
- 3 students;
- 4 (5) allowing flexibility to show mastery;
- 5 (6) grading by learning objective rather than by the
- 6 execution of directions;
- 7 (7) using a strength-based approach;
- 8 (8) using a multidimensional approach to identify
- 9 twice-exceptional students;
- 10 (9) using oral questions;
- 11 (10) extending the time for demonstrating knowledge;
- 12 (11) offering assessment procedures that accommodate
- 13 language and cultural differences; and
- 14 (12) using both formal and informal assessments.

15 (Source: P.A. 96-382, eff. 8-13-09; 96-1000, eff. 7-2-10.)

16 Section 99. Effective date. This Act takes effect upon
17 becoming law.