

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) The State Advisory Council on the Education of
10 Children with Disabilities and the Advisory Council on the
11 Education of Gifted and Talented Children shall research and
12 discuss best practices for addressing the needs of
13 twice-exceptional students ~~"twice exceptional" children~~,
14 those who are gifted and talented and have a disability. The
15 Councils shall then jointly make recommendations to the State
16 Board of Education with respect to the State Board of
17 Education providing guidance and technical assistance to
18 school districts in furthering improved educational outcomes
19 for gifted and twice-exceptional students ~~children~~.
20 Recommendations shall include strategies to (i) educate
21 teachers and other providers about the unique needs of this
22 population, (ii) train teachers in target, research-based,
23 identification and pedagogical methods, and (iii) establish

1 guidelines for unique programming for twice-exceptional
2 students.

3 (b) Suggested best practices for addressing the
4 educational and related needs of a twice-exceptional student,
5 as well as any student who (i) is gifted, talented, or
6 accelerated or would benefit from an advanced academic
7 program, as defined in Section 14A-17 and as offered according
8 to the policies and procedures of the school district, and
9 (ii) is eligible for a Section 504 plan under the federal
10 Rehabilitation Act of 1973 pursuant to federal or State
11 eligibility, may include, but are not limited to:

12 (1) individualizing services;

13 (2) providing appropriate challenges for the student;

14 (3) focusing on the strengths of the student first;

15 (4) encouraging the classroom flexible grouping of
16 students;

17 (5) allowing flexibility to show mastery;

18 (6) grading by learning objective rather than by the
19 execution of directions;

20 (7) using a strength-based approach;

21 (8) using oral questions;

22 (9) extending the time for demonstrating knowledge;

23 (10) using remote educational programs if appropriate
24 to meet the academic needs of the student;

25 (11) offering assessment procedures that accommodate
26 language and cultural differences; and

1 (12) using both formal and informal assessments.

2 (c) A school board may adopt a policy to allow for the
3 development of a written education plan to address the
4 advanced abilities or achievement levels of twice-exceptional
5 students through individualized services, goals,
6 accommodations, and objectives for a student, while continuing
7 to provide services and support for the student's disabilities
8 in all educational settings.

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

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