



Sen. Adriane Johnson

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10400SB3533sam001

LRB104 18419 LNS 35268 a

1 AMENDMENT TO SENATE BILL 3533

2 AMENDMENT NO. _____. Amend Senate Bill 3533 by replacing
3 everything after the enacting clause with the following:

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 an
12 advanced academic program, 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.

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

18 **(c)** In the development of the IEP or the Section 504 plan
19 for a twice-exceptional student, if the student's ability or
20 achievement indicates that the student would benefit from an
21 advanced academic program, as defined in Section 14A-17 of
22 this Code, then that ability or achievement level shall be
23 recognized and documented in the student's IEP or Section 504
24 plan, while the student is provided with appropriate services
25 and support for the student's disabilities in all educational
26 settings.

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

- 5 (1) individualizing services;
- 6 (2) providing appropriate challenges for the student;
- 7 (3) focusing on the strengths of the student first;
- 8 (4) encouraging classroom flexible grouping of
9 students;
- 10 (5) allowing flexibility to show mastery;
- 11 (6) grading by learning objective rather than by the
12 execution of directions;
- 13 (7) using a strength-based approach;
- 14 (8) using a multidimensional approach to identify
15 twice-exceptional students;
- 16 (9) using oral questions;
- 17 (10) extending the time for demonstrating knowledge;
- 18 (11) using remote educational programs if appropriate
19 to meet the academic needs of the student;
- 20 (12) offering assessment procedures that accommodate
21 language and cultural differences; and
- 22 (13) using both formal and informal assessments.

23 (e) A school district may adopt a policy to allow for the
24 development of a written education plan to address the
25 advanced abilities or achievement levels of twice-exceptional
26 students through individualized services, goals,

1 accommodations, and objectives for a student, while continuing
2 to provide services and support for the student's disabilities
3 in all educational settings.

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

5 Section 99. Effective date. This Act takes effect upon
6 becoming law.".