

SB1910



104TH GENERAL ASSEMBLY

State of Illinois

2025 and 2026

SB1910

Introduced 2/6/2025, by Sen. Laura Fine

SYNOPSIS AS INTRODUCED:

105 ILCS 5/22-50

Amends the School Code. Provides that in the development of an individual education program (IEP) or Section 504 plan for a twice-exceptional child, if the child's ability or achievement indicates that the student would benefit from advanced academic programs, then those abilities or achievement levels shall be the primary focus of the child's IEP or Section 504 plan and be reflected in the individualized services, goals, and objectives for the child. Defines "twice-exceptional child". Effective immediately.

LRB104 09686 LNS 19752 b

A BILL FOR

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 children; recommendations.

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

1 (b) As used in this Section, "twice-exceptional children"
2 means children who have potential for high achievement who are
3 talented or accelerated, would benefit from advanced academic
4 programs, as defined in Section 14A-17 of this Code, and are
5 eligible for an individualized education program (IEP) or for
6 services under Section 504 of the federal Rehabilitation Act
7 of 1973, as defined by federal or State eligibility criteria.

8 (c) In the development of the IEP or the Section 504 plan
9 for a twice-exceptional child, if the child's ability or
10 achievement indicates that the student would benefit from
11 advanced academic programs as defined in Section 14A-17 of
12 this Code, then those abilities or achievement levels shall be
13 the primary focus of the child's IEP or Section 504 plan and be
14 reflected in the individualized services, goals, and
15 objectives for the child.

16 (d) Best practices for identifying and addressing the
17 educational and related needs of twice-exceptional children
18 may include, but are not limited to:

- 19 (1) individualizing services;
20 (2) providing appropriate challenges for the child;
21 (3) focusing on the strengths of the child first;
22 (4) being flexible when grouping children;
23 (5) allowing flexibility to show mastery;
24 (6) grading by learning objective rather than by
25 execution of directions;
26 (7) using a strength-based approach;

- 1 (8) using a multidimensional approach to identify
2 twice-exceptional children;
3 (9) using oral questions;
4 (10) extending time for demonstrating knowledge;
5 (11) offering assessment procedures that accommodate
6 language and cultural differences; and
7 (12) using both formal and informal assessments.

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

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