



Rep. Michelle Mussman

Filed: 4/13/2026

10400HB4582ham001

LRB104 17871 LNS 36626 a

1 AMENDMENT TO HOUSE BILL 4582

2 AMENDMENT NO. _____. Amend House Bill 4582 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) 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

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

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

19 (1) individualizing services;

20 (2) providing appropriate challenges for the student;

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

22 (4) encouraging the classroom flexible grouping of
23 students;

24 (5) allowing flexibility to show mastery;

25 (6) grading by learning objective rather than by the
26 execution of directions;

1 (7) using a strength-based approach;

2 (8) using oral questions;

3 (9) extending the time for demonstrating knowledge;

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

6 (11) offering assessment procedures that accommodate
7 language and cultural differences; and

8 (12) using both formal and informal assessments.

9 (c) A school board may adopt a policy to allow for the
10 development of a written education plan to address the
11 advanced abilities or achievement levels of twice-exceptional
12 students through individualized services, goals,
13 accommodations, and objectives for a student, while continuing
14 to provide services and support for the student's disabilities
15 in all educational settings.

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

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