



103RD GENERAL ASSEMBLY

State of Illinois

2023 and 2024

HB1124

Introduced 1/12/2023, by Rep. Michelle Mussman

SYNOPSIS AS INTRODUCED:

105 ILCS 5/2-3.161
105 ILCS 5/10-20.85 new
105 ILCS 5/34-18.82 new

Amends the School Code. Provides that the dyslexia handbook developed by the State Board of Education shall include guidelines on the administration of a universal screener and dyslexia screening, the interpretation of data from these screeners, and the resulting appropriate instruction within a multi-tiered system of support framework. Provides that the State Board of Education shall adopt any rules necessary to ensure that a student will be screened for the risk factors of dyslexia using a universal screener. Sets forth which students are required to be screened. Provides that no later than January 1, 2024, the State Board of Education shall employ at least 5 dyslexia specialists or dyslexia therapists with a minimum of 5 years of field experience in screening, identifying, and treating dyslexia and related disorders. Provides that beginning with the 2023-2024 school year, each school district must screen students in grades kindergarten through 2 for the risk factors of dyslexia using a universal screener approved by the State Board of Education. Provides that if a student is determined to be either at risk or at some risk for dyslexia after the universal screener has been administered, the school district must administer a dyslexia screening of the student. Provides that if a student's dyslexia screening indicates that the student has characteristics of dyslexia, the dyslexia intervention services provided to the student must utilize a structured literacy approach as outlined in the State Board of Education's handbook. Makes other changes.

LRB103 05755 RJT 50775 b

STATE MANDATES
ACT MAY REQUIRE
REIMBURSEMENT

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 2-3.161 and by adding Sections 10-20.85 and 34-18.82 as
6 follows:

7 (105 ILCS 5/2-3.161)

8 Sec. 2-3.161. Definition of dyslexia; reading instruction
9 advisory group; handbook; screening rules; employment of
10 specialists.

11 (a) In this Section, "universal screener" means an
12 assessment used to aid educators in understanding the causes
13 for student performance, learning strengths, and the needs
14 that underlie student performance. The assessment is conducted
15 to identify or predict which students may be at risk for poor
16 learning outcomes and is typically brief and conducted with
17 all students at a particular grade level.

18 (a-5) The State Board of Education shall incorporate, in
19 both general education and special education, the following
20 definition of dyslexia:

21 Dyslexia is a specific learning disability that is
22 neurobiological in origin. Dyslexia is characterized by
23 difficulties with accurate and/or fluent word recognition

1 and by poor spelling and decoding abilities. These
2 difficulties typically result from a deficit in the
3 phonological component of language that is often
4 unexpected in relation to other cognitive abilities and
5 the provision of effective classroom instruction.
6 Secondary consequences may include problems in reading
7 comprehension and reduced reading experience that can
8 impede growth of vocabulary and background knowledge.

9 (b) (Blank).

10 (c) The State Board of Education shall develop and
11 maintain a handbook to be made available on its Internet
12 website that provides guidance for pupils, parents or
13 guardians, and teachers on the subject of dyslexia. The
14 handbook shall include, but is not limited to:

15 (1) guidelines for teachers and parents or guardians
16 on how to identify signs of dyslexia;

17 (2) a description of educational strategies that have
18 been shown to improve the academic performance of pupils
19 with dyslexia; ~~and~~

20 (3) a description of resources and services available
21 to pupils with dyslexia, parents or guardians of pupils
22 with dyslexia, and teachers; and -

23 (4) guidelines on the administration of a universal
24 screeener and dyslexia screening, the interpretation of
25 data from these screeners, and the resulting appropriate
26 instruction within a multi-tiered system of support

1 framework.

2 The State Board shall review the handbook on or before
3 January 1, 2024 and at least once every 4 years to update, if
4 necessary, the guidelines, educational strategies, or
5 resources and services made available in the handbook.

6 (d) The State Board of Education shall adopt any rules
7 necessary to ensure that a student will be screened, as
8 provided under Section 10-20.85 or 34-18.82, for the risk
9 factors of dyslexia using a universal screener. A student
10 shall be screened:

11 (1) if a student is enrolled in a public school in any
12 of grades kindergarten through 2;

13 (2) if a student in any of the grades kindergarten
14 through 2:

15 (A) transfers to a new public school; and

16 (B) has not been screened previously during the
17 school year;

18 (3) if a teacher, parent, or guardian of a student in
19 grade 3 or higher requests the student be screened for the
20 risk factors of dyslexia using a universal screener; and

21 (4) if a student from another state enrolls for the
22 first time in any of grades kindergarten through 2 in a
23 school district in this State, unless the student, the
24 student's parent, or the student's guardian presents
25 documentation that the student:

26 (A) was screened for dyslexia using the screening

1 under this Section or was screened using another
2 similar screening during the school year; or
3 (B) is exempt from screening.

4 (e) The universal screener must include, as
5 developmentally appropriate, all of the following:

6 (1) phonological and phonemic awareness;

7 (2) sound symbol recognition;

8 (3) alphabet knowledge;

9 (4) decoding skills;

10 (5) rapid naming skills;

11 (6) encoding skills; and

12 (7) oral reading fluency.

13 (f) No later than January 1, 2024, the State Board of
14 Education shall employ at least 5 dyslexia specialists or
15 dyslexia therapists with a minimum of 5 years of field
16 experience in screening, identifying, and treating dyslexia
17 and related disorders to provide both of the following:

18 (1) technical assistance for dyslexia and related
19 disorders to the State Board of Education and school
20 districts; and

21 (2) training to school district employees in:

22 (A) administering a universal screener and
23 dyslexia screening;

24 (B) analyzing and interpreting screening data; and

25 (C) determining, within the multi-tiered system of
26 support framework, appropriate dyslexia intervention

1 services in accordance with Sections 10-20.85 and
2 34-18.82.

3 (g) The State Board of Education shall adopt any rules
4 necessary to ensure that a student receives dyslexia
5 intervention services under Section 10-20.85 or 34-18.82.

6 (Source: P.A. 102-539, eff. 8-20-21.)

7 (105 ILCS 5/10-20.85 new)

8 Sec. 10-20.85. Dyslexia screening and support.

9 (a) In this Section:

10 "Dyslexia screening" means a process, as determined by a
11 school district, for gathering additional information to
12 determine if the characteristics of dyslexia are present.

13 "Universal screener" means an assessment used to aid
14 educators in understanding the causes for student performance,
15 learning strengths, and the needs that underlie student
16 performance. The assessment is conducted to identify or
17 predict which students may be at risk for poor learning
18 outcomes and is typically brief and conducted with all
19 students at a particular grade level.

20 (b) Beginning with the 2023-2024 school year, each school
21 district must screen students in grades kindergarten through 2
22 for the risk factors of dyslexia using a universal screener
23 approved by the State Board of Education.

24 (c) If a student is determined to be either at risk or at
25 some risk for dyslexia after the universal screener has been

1 administered under subsection (b), the school district must
2 administer a dyslexia screening of the student. Through the
3 dyslexia screening, the school district must gather additional
4 information to determine if the student has the
5 characteristics of dyslexia. The additional information may
6 include, but is not limited to, information from progress
7 monitoring data, work samples, additional age and grade
8 appropriate assessments related to dyslexia, teacher
9 questionnaires, parent interviews, information regarding the
10 student's family history related to dyslexia, and speech and
11 language assessments.

12 (d) If the universal screener or the dyslexia screening
13 indicates that a student has some risk factors for dyslexia or
14 the characteristics of dyslexia, the school must use a
15 multi-tiered system of support framework to address the needs
16 of the student.

17 (e) Before a school district administers a dyslexia
18 screening to a student, the parent or guardian of the student
19 must consent to the screening. A school district is not
20 required to administer a dyslexia screening to a student if:

21 (1) the parent or guardian of the student objects to
22 the screening; or

23 (2) the student is already receiving dyslexia
24 intervention services.

25 (f) If a student's performance on a dyslexia screening
26 indicates a need for dyslexia intervention services, the

1 school district must:

2 (1) notify the student's parent or guardian of the
3 results of all screenings; and

4 (2) provide the student's parent or guardian with
5 information and resource material that includes all of the
6 following:

7 (A) the characteristics of dyslexia;

8 (B) the appropriate classroom interventions and
9 accommodations for students with dyslexia; and

10 (C) a statement that the parent or guardian may
11 elect to have the student receive an educational
12 evaluation by the school.

13 (g) If a student's dyslexia screening indicates that the
14 student has characteristics of dyslexia, the dyslexia
15 intervention services provided to the student must utilize a
16 structured literacy approach as outlined in the State Board of
17 Education's handbook under subsection (c) of Section Sec.
18 2-3.161. The dyslexia intervention services must:

19 (1) provide explicit, direct, systematic, sequential,
20 and cumulative instruction that adheres to a logical plan
21 about the alphabetic principle and is designed to
22 accommodate the needs of each individual student without
23 presuming prior skills or knowledge;

24 (2) implement evidence-based practices that have been
25 proven effective in the treatment of dyslexia;

26 (3) engage the student in multi-modal language

1 learning techniques;

2 (4) include phonemic awareness activities to enable
3 the student to detect, segment, blend, and manipulate
4 sounds in the spoken language;

5 (5) provide graphophonemic knowledge for teaching the
6 letter sound plan of the English language;

7 (6) teach the structure and patterns of the English
8 language, including linguistic instruction in morphology,
9 semantics, syntax, and pragmatics, that are directed
10 toward proficiency and fluency with the patterns of
11 language so that words and sentences are the carriers of
12 meaning;

13 (7) develop strategies that advance the student's
14 ability in decoding, encoding, word recognition, fluency,
15 and comprehension; and

16 (8) provide meaning-based instruction directed at
17 purposeful reading and writing, with an emphasis on
18 comprehension and composition.

19 (h) On or before July 1, 2024 and on or before each July 1
20 thereafter, each school district must report to the State
21 Board of Education:

22 (1) the number of students who were administered a
23 universal screener under this Section for the risk factors
24 of dyslexia during the school year;

25 (2) the number of students who were determined to be
26 at risk or at some risk for dyslexia;

1 (3) the number of students identified with the
2 characteristics of dyslexia during the school year;

3 (4) the number of students during the previous school
4 year who received dyslexia intervention under this
5 Section; and

6 (5) the dyslexia intervention services that were used
7 during the previous school year under this Section.

8 The State Board of Education shall publish the information
9 collected from the report on its Internet website.

10 (105 ILCS 5/34-18.82 new)

11 Sec. 34-18.82. Dyslexia screening and support.

12 (a) In this Section:

13 "Dyslexia screening" means a process, as determined by the
14 school district, for gathering additional information to
15 determine if the characteristics of dyslexia are present.

16 "Universal screener" means an assessment used to aid
17 educators in understanding the causes for student performance,
18 learning strengths, and the needs that underlie student
19 performance. The assessment is conducted to identify or
20 predict which students may be at risk for poor learning
21 outcomes and is typically brief and conducted with all
22 students at a particular grade level.

23 (b) Beginning with the 2023-2024 school year, the school
24 district must screen students in grades kindergarten through 2
25 for the risk factors of dyslexia using a universal screener

1 approved by the State Board of Education.

2 (c) If a student is determined to be either at risk or at
3 some risk for dyslexia after the universal screener has been
4 administered under subsection (b), the school district must
5 administer a dyslexia screening of the student. Through the
6 dyslexia screening, the school district must gather additional
7 information to determine if the student has the
8 characteristics of dyslexia. The additional information may
9 include, but is not limited to, information from progress
10 monitoring data, work samples, additional age and grade
11 appropriate assessments related to dyslexia, teacher
12 questionnaires, parent interviews, information regarding the
13 student's family history related to dyslexia, and speech and
14 language assessments.

15 (d) If the universal screener or the dyslexia screening
16 indicates that a student has some risk factors for dyslexia or
17 the characteristics of dyslexia, the school must use a
18 multi-tiered system of support framework to address the needs
19 of the student.

20 (e) Before the school district administers a dyslexia
21 screening to a student, the parent or guardian of the student
22 must consent to the screening. The school district is not
23 required to administer a dyslexia screening to a student if:

24 (1) the parent or guardian of the student objects to
25 the screening; or

26 (2) the student is already receiving dyslexia

1 intervention services.

2 (f) If a student's performance on a dyslexia screening
3 indicates a need for dyslexia intervention services, the
4 school district must:

5 (1) notify the student's parent or guardian of the
6 results of all screenings; and

7 (2) provide the student's parent or guardian with
8 information and resource material that includes all of the
9 following:

10 (A) the characteristics of dyslexia;

11 (B) the appropriate classroom interventions and
12 accommodations for students with dyslexia; and

13 (C) a statement that the parent or guardian may
14 elect to have the student receive an educational
15 evaluation by the school.

16 (g) If a student's dyslexia screening indicates that the
17 student has characteristics of dyslexia, the dyslexia
18 intervention services provided to the student must utilize a
19 structured literacy approach as outlined in the State Board of
20 Education's handbook under subsection (c) of Section Sec.
21 2-3.161. The dyslexia intervention services must:

22 (1) provide explicit, direct, systematic, sequential,
23 and cumulative instruction that adheres to a logical plan
24 about the alphabetic principle and is designed to
25 accommodate the needs of each individual student without
26 presuming prior skills or knowledge;

1 (2) implement evidence-based practices that have been
2 proven effective in the treatment of dyslexia;

3 (3) engage the student in multi-modal language
4 learning techniques;

5 (4) include phonemic awareness activities to enable
6 the student to detect, segment, blend, and manipulate
7 sounds in the spoken language;

8 (5) provide graphophonemic knowledge for teaching the
9 letter sound plan of the English language;

10 (6) teach the structure and patterns of the English
11 language, including linguistic instruction in morphology,
12 semantics, syntax, and pragmatics, that are directed
13 toward proficiency and fluency with the patterns of
14 language so that words and sentences are the carriers of
15 meaning;

16 (7) develop strategies that advance the student's
17 ability in decoding, encoding, word recognition, fluency,
18 and comprehension; and

19 (8) provide meaning-based instruction directed at
20 purposeful reading and writing, with an emphasis on
21 comprehension and composition.

22 (h) On or before July 1, 2024 and on or before each July 1
23 thereafter, the school district must report to the State Board
24 of Education:

25 (1) the number of students who were administered a
26 universal screener under this Section for the risk factors

1 of dyslexia during the school year;

2 (2) the number of students who were determined to be
3 at risk or at some risk for dyslexia;

4 (3) the number of students identified with the
5 characteristics of dyslexia during the school year;

6 (4) the number of students during the previous school
7 year who received dyslexia intervention under this
8 Section; and

9 (5) the dyslexia intervention services that were used
10 during the previous school year under this Section.

11 The State Board of Education shall publish the information
12 collected from the report on its Internet website.