



Rep. Michelle Mussman

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10300HB1124ham001

LRB103 05755 RJT 58441 a

1 AMENDMENT TO HOUSE BILL 1124

2 AMENDMENT NO. _____. Amend House Bill 1124 by replacing
3 everything after the enacting clause with the following:

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 a screener
12 used to aid educators in understanding the causes for student
13 performance, learning strengths, and the needs that underlie
14 student performance. The screener is conducted to identify or
15 predict which students may be at risk for poor learning
16 outcomes and is typically brief and conducted with all

1 students at a particular grade level.

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

5 Dyslexia is a specific learning disability that is
6 neurobiological in origin. Dyslexia is characterized by
7 difficulties with accurate and/or fluent word recognition
8 and by poor spelling and decoding abilities. These
9 difficulties typically result from a deficit in the
10 phonological component of language that is often
11 unexpected in relation to other cognitive abilities and
12 the provision of effective classroom instruction.
13 Secondary consequences may include problems in reading
14 comprehension and reduced reading experience that can
15 impede growth of vocabulary and background knowledge.

16 (b) (Blank).

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

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

24 (2) a description of educational strategies that have
25 been shown to improve the academic performance of pupils
26 with dyslexia; ~~and~~

1 (3) a description of resources and services available
2 to pupils with dyslexia, parents or guardians of pupils
3 with dyslexia, and teachers; and ~~and~~

4 (4) guidelines on the administration of a universal
5 screeener and secondary reviews, the interpretation of data
6 from these screeners and reviews, and the resulting
7 appropriate instruction under Section 10-20.85 or 34-18.82
8 within a multi-tiered system of support framework.

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

13 (d) The State Board of Education shall adopt any rules
14 necessary to ensure that a student will be screened, as
15 provided under Section 10-20.85 or 34-18.82, for the risk
16 factors of reading difficulties, including dyslexia, using a
17 universal screener. A student shall be screened:

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

20 (2) if a student in any of the grades kindergarten
21 through 2:

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

23 (B) has not been screened previously during the
24 school year;

25 (3) if a teacher, parent, or guardian of a student in
26 grade 3 or higher requests the student be screened for

1 risk factors of reading difficulties, including dyslexia,
2 using a universal screener; and

3 (4) if a student from another state enrolls for the
4 first time in any of grades kindergarten through 2 in a
5 school district in this State provided that if a student's
6 score is below 3.0 on either the listening or the speaking
7 portion of the ACCESS for ELLs assessment, the student may
8 be exempt from a universal screener as determined by the
9 school's or school district's English language learner
10 team.

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

13 (1) phonological and phonemic awareness;

14 (2) sound symbol recognition;

15 (3) alphabet knowledge;

16 (4) decoding skills;

17 (5) rapid naming skills;

18 (6) encoding skills; and

19 (7) oral reading fluency.

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

25 (1) technical assistance for dyslexia and related
26 disorders to the State Board of Education and school

1 districts; and

2 (2) training to school district employees in:

3 (A) administering a universal screener and
4 secondary review;

5 (B) analyzing and interpreting screening and
6 secondary review data; and

7 (C) determining, within the multi-tiered system of
8 support framework, appropriate intervention services
9 in accordance with Sections 10-20.85 and 34-18.82.

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

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

14 (105 ILCS 5/10-20.85 new)

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

16 (a) In this Section:

17 "Secondary review" means a process, as determined by a
18 school district, for gathering additional information to
19 determine if risk factors of reading difficulties, including
20 dyslexia, are present.

21 "Universal screener" means a screener used to aid
22 educators in understanding the causes for student performance,
23 learning strengths, and the needs that underlie student
24 performance. The screener is conducted to identify or predict
25 which students may be at risk for poor learning outcomes and is

1 typically brief and conducted with all students at a
2 particular grade level.

3 (b) Beginning with the 2024-2025 school year, each school
4 district must screen students, no less than once each school
5 year, in grades kindergarten through 2 for risk factors of
6 reading difficulties, including dyslexia using a universal
7 screeener approved by the State Board of Education.

8 (c) If a universal screener administered under subsection
9 (b) indicates that a student is at risk or at some risk for
10 dyslexia reading difficulties, including dyslexia, the school
11 district must conduct a secondary review of the student.
12 Through the secondary review, the school district must gather
13 additional information to determine if the student has risk
14 factors of reading difficulties, including dyslexia. The
15 additional information may include, but is not limited to,
16 information from progress monitoring data, work samples,
17 additional age and grade appropriate literacy assessments,
18 teacher questionnaires, parent interviews, information
19 regarding the student's family history related to dyslexia,
20 and speech and language assessments. For any student who is an
21 English language learner, the school's or school district's
22 English language learner team must be included in the
23 secondary review of the student.

24 (d) If the secondary review indicates that a student has
25 some risk factors of reading difficulties, including dyslexia,
26 the school must use a multi-tiered system of support framework

1 to address the needs of the student.

2 (e) If a student's secondary review indicates that a
3 student has risk factors of reading difficulties, the school
4 district must notify the student's parent or guardian.

5 (f) If a student's secondary review indicates that the
6 student has risk factors for reading difficulties, including
7 dyslexia, the intervention provided to the student must
8 utilize a structured literacy approach as outlined in the
9 State Board of Education's handbook under subsection (c) of
10 Section 2-3.161. The intervention must:

11 (1) provide explicit, direct, systematic, sequential,
12 and cumulative instruction that adheres to a logical plan
13 about the alphabetic principle and is designed to
14 accommodate the needs of each individual student without
15 presuming prior skills or knowledge;

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

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

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

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

25 (6) teach the structure and patterns of the English
26 language, including linguistic instruction in morphology,

1 semantics, syntax, and pragmatics, that are directed
2 toward proficiency and fluency with the patterns of
3 language so that words and sentences are the carriers of
4 meaning;

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

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

11 (g) On or before July 1, 2024 and on or before each July 1
12 thereafter, each school district must report to the State
13 Board of Education the universal screener and intervention
14 that were used during the previous school year under this
15 Section.

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

18 (105 ILCS 5/34-18.82 new)

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

20 (a) In this Section:

21 "Secondary review" means a process, as determined by the
22 school district, for gathering additional information to
23 determine if risk factors of reading difficulties, including
24 dyslexia, are present.

25 "Universal screener" means a screener used to aid

1 educators in understanding the causes for student performance,
2 learning strengths, and the needs that underlie student
3 performance. The screener is conducted to identify or predict
4 which students may be at risk for poor learning outcomes and is
5 typically brief and conducted with all students at a
6 particular grade level.

7 (b) Beginning with the 2024-2025 school year, the school
8 district must screen, no less than annually each school year,
9 students in grades kindergarten through 2 for risk factors of
10 reading difficulties, including dyslexia, using a universal
11 screener approved by the State Board of Education.

12 (c) If a universal screener administered under subsection
13 (b) indicates that a student is at risk or at some risk for
14 reading difficulties, including dyslexia, the school district
15 must conduct a secondary review of the student. Through the
16 secondary review, the school district must gather additional
17 information to determine if the student has risk factors of
18 reading difficulties, including dyslexia. The additional
19 information may include, but is not limited to, information
20 from progress monitoring data, work samples, additional age
21 and grade appropriate literacy assessments, teacher
22 questionnaires, parent interviews, information regarding the
23 student's family history related to dyslexia, and speech and
24 language assessments. For any student who is an English
25 language learner, the school's or school district's English
26 language learner team must be included in the secondary review

1 of the student.

2 (d) If the secondary review indicates that a student has
3 some risk factors of reading difficulties, including dyslexia,
4 the school must use a multi-tiered system of support framework
5 to address the needs of the student.

6 (e) If a student's secondary review indicates that a
7 student has risk factors of reading difficulties, the school
8 district must notify the student's parent or guardian.

9 (f) If a student's secondary review indicates that the
10 student has risk factors of reading difficulties, including
11 dyslexia, the intervention provided to the student must
12 utilize a structured literacy approach as outlined in the
13 State Board of Education's handbook under subsection (c) of
14 Section 2-3.161. The intervention must:

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

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

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

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

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

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

9 (7) develop strategies that advance the student's
10 ability in decoding, encoding, word recognition, fluency,
11 and comprehension; and

12 (8) provide meaning-based instruction directed at
13 purposeful reading and writing, with an emphasis on
14 comprehension and composition.

15 (g) On or before July 1, 2024 and on or before each July 1
16 thereafter, the school district must report to the State Board
17 of Education the universal screener and the intervention that
18 were used during the previous school year under this Section.

19 The State Board of Education shall publish the information
20 collected from the report on its Internet website."