



Rep. Michelle Mussman

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10300HB1124ham002

LRB103 05755 RJT 59206 a

1 AMENDMENT TO HOUSE BILL 1124

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

5 "Section 5. The School Code is amended by changing Section
6 2-3.161 and by adding Sections 10-20.85 and 34-18.82 as
7 follows:

8 (105 ILCS 5/2-3.161)

9 Sec. 2-3.161. Definition of dyslexia; reading instruction
10 advisory group; handbook; screening rules; support for
11 screening.

12 (a) In this Section, "universal screener" means a tool
13 used to predict which students may be at risk for poor learning
14 outcomes, including risk for reading difficulties, and is
15 typically brief, valid, and reliable and conducted with all
16 students at a particular grade level.

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

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

15 (b) (Blank).

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

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

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

26 (3) a description of resources and services available

1 to pupils with dyslexia, parents or guardians of pupils
2 with dyslexia, and teachers; and-

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

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

12 (d) The State Board shall adopt any rules necessary to
13 ensure that a student will be screened, as provided under
14 Section 10-20.85 or 34-18.82, for the risk factors of reading
15 difficulties, including dyslexia, using a universal screener.
16 For any student who is an English learner, the school's or
17 school district's English learner team must be consulted prior
18 to the administration of a universal screener. A universal
19 screener administered under this Section shall be administered
20 in English and the student's home language if a universal
21 screener in the student's home language is available. Any
22 student who is an English learner may be exempt from a
23 universal screener based on the English learner team's input.

24 Unless a student who is an English learner has been
25 exempted under this subsection (d), a student shall be
26 screened:

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

3 (2) if the student is in any of grades kindergarten
4 through 2 and:

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

6 (B) has not been screened previously during the
7 school year;

8 (3) if the student is in grade 3 or higher and the
9 student's teacher, parent, or guardian requests that the
10 student be screened for risk factors of reading
11 difficulties, including dyslexia, using a universal
12 screeener; or

13 (4) if the student is from another state and enrolls
14 for the first time in any of grades kindergarten through 2
15 in a school district in this State.

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

18 (1) phonological and phonemic awareness;

19 (2) sound symbol recognition;

20 (3) alphabet knowledge;

21 (4) decoding skills;

22 (5) rapid automatic naming skills;

23 (6) encoding skills; and

24 (7) oral reading fluency.

25 (f) The State Board of Education is authorized, to the
26 extent funds are available, to provide statewide support,

1 professional development, and technical assistance to school
2 districts in relation to:

3 (1) the administration of universal screeners and
4 secondary reviews;

5 (2) analyzing and interpreting data therefrom;

6 (3) providing structured literacy intervention in
7 accordance with Sections 10-20.85 and 34-18.82; and

8 (4) dyslexia.

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

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

13 (105 ILCS 5/10-20.85 new)

14 Sec. 10-20.85. Early literacy screening and support.

15 (a) In this Section:

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

20 "Universal screener" means a tool used to predict which
21 students may be at risk for poor learning outcomes, including
22 risk for reading difficulties, and is typically brief, valid,
23 and reliable and conducted with all students at a particular
24 grade level.

25 (b) Beginning with the 2024-2025 school year, each school

1 district must screen students, no less than once each school
2 year, in grades kindergarten through 2 for risk factors of
3 reading difficulties, including dyslexia using a universal
4 screeener approved by the State Board of Education.

5 (c) If a universal screener administered under subsection
6 (b) indicates that a student may be at risk or at some risk for
7 reading difficulties, including dyslexia, the school district
8 must conduct a secondary review of the student within the
9 district's multi-tiered system of support framework. Through
10 the secondary review conducted by the multi-tiered system of
11 support team, the school district must gather additional
12 information to determine if the student has risk factors of
13 reading difficulties, including dyslexia. The purpose of the
14 secondary review is only to determine the need for
15 intervention through the district's multi-tiered system of
16 support framework, not to indicate a need to initiate an
17 evaluation for special education. The additional information
18 may include, but is not limited to, information from progress
19 monitoring data, work samples, and teacher input. For any
20 student who is an English learner, the school's or school
21 district's English learner team must be included in the
22 secondary review of the student. The additional information
23 gathered through the secondary review for a student who is an
24 English learner may also include, but is not limited to,
25 information from any home language survey, information from
26 any State English language proficiency screener or assessment,

1 and information regarding previous educational experiences
2 inside or outside of the United States.

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

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

10 (f) If a student's secondary review indicates that the
11 student has risk factors for reading difficulties, including
12 dyslexia, the intervention provided to the student must
13 utilize a structured literacy approach as outlined in the
14 State Board of Education's handbook under subsection (c) of
15 Section 2-3.161. Within a multi-tiered system of support
16 framework, the frequency and intensity of the intervention
17 provided utilizing a structured literacy approach shall be
18 discretionary to meet the individual needs of the student. The
19 intervention must:

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

25 (2) implement evidence-based practices that have been
26 proven effective for students with weak foundational

1 literacy skills, including students with dyslexia;

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

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

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

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

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

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

21 (g) On or before July 1, 2024 and on or before each July 1
22 thereafter, each school district must report to the State
23 Board of Education the universal screeners and the
24 interventions that were used by the school district during the
25 previous school year under this Section.

26 The State Board of Education shall publish the information

1 collected from the report on its Internet website.

2 (105 ILCS 5/34-18.82 new)

3 Sec. 34-18.82. Early literacy screening and support.

4 (a) In this Section:

5 "Secondary review" means a process, as determined by the
6 school district, for gathering additional information to
7 determine if risk factors of reading difficulties, including
8 dyslexia, are present.

9 "Universal screener" means a screener conducted to
10 identify or predict which students may be at risk for poor
11 learning outcomes and is typically brief and conducted with
12 all students at a particular grade level.

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

18 (c) If a universal screener administered under subsection
19 (b) indicates that a student may be at risk or at some risk for
20 reading difficulties, including dyslexia, the school district
21 must conduct a secondary review of the student within the
22 district's multi-tiered system of support framework. Through
23 the secondary review conducted by the multi-tiered system of
24 support team, the school district must gather additional
25 information to determine if the student has risk factors of

1 reading difficulties, including dyslexia. The purpose of the
2 secondary review is only to determine the need for
3 intervention through the district's multi-tiered system of
4 support framework, not to indicate a need to initiate an
5 evaluation for special education. The additional information
6 may include, but is not limited to, information from progress
7 monitoring data, work samples, and teacher input. For any
8 student who is an English learner, the school's or school
9 district's English learner team must be included in the
10 secondary review of the student. The additional information
11 gathered through the secondary review for a student who is an
12 English learner may also include, but is not limited to,
13 information from any home language survey, information from
14 any State English language proficiency screener or assessment,
15 and information regarding previous educational experiences
16 inside or outside of the United States.

17 (d) If the secondary review indicates that a student has
18 risk factors of reading difficulties, including dyslexia, the
19 school must use a multi-tiered system of support framework to
20 address the needs of the student.

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

24 (f) If a student's secondary review indicates that the
25 student has risk factors of reading difficulties, including
26 dyslexia, the intervention provided to the student must

1 utilize a structured literacy approach as outlined in the
2 State Board of Education's handbook under subsection (c) of
3 Section. 2.3.161. Within a multi-tiered system of support
4 framework, the frequency and intensity of the intervention
5 provided utilizing a structured literacy approach shall be
6 discretionary to meet the individual needs of the student. The
7 intervention must:

8 (1) provide explicit, direct, systematic, sequential,
9 and cumulative instruction that adheres to a logical plan
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14 proven effective for students with weak foundational
15 literacy skills, including students with dyslexia;

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17 learning techniques;

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

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

23 (6) teach the structure and patterns of the English
24 language, including linguistic instruction in morphology,
25 semantics, syntax, and pragmatics, that are directed
26 toward proficiency and fluency with the patterns of

1 language so that words and sentences are the carriers of
2 meaning;

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

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

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

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

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