



104TH GENERAL ASSEMBLY

State of Illinois

2025 and 2026

HB3009

Introduced 2/6/2025, by Rep. Joe C. Sosnowski

SYNOPSIS AS INTRODUCED:

105 ILCS 5/22-82.5 new

Amends the School Code. Provides that immediately upon the determination of a substantial deficiency in reading or the characteristics of dyslexia based upon (i) screening, diagnostic, progress monitoring, or assessment data, (ii) statewide assessments, or (iii) teacher observations, the parent or legal guardian of a student in grades 1 through 3 who exhibits a substantial deficiency in reading must be notified in writing by the student's teacher of the following: (1) that the student has been identified as having a substantial deficiency in reading; (2) a description of the services that the school district currently is providing to the student; (3) a description of the proposed supplemental instructional services and supports that are designed to remediate the identified area of reading deficiency which the school district plans to provide the student; and (4) strategies for parents and guardians to use in helping the student to succeed in reading proficiency.

LRB104 08761 LNS 18815 b

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 adding Section
5 22-82.5 as follows:

6 (105 ILCS 5/22-82.5 new)

7 Sec. 22-82.5. Parental notification of reading deficiency.
8 Immediately upon the determination of a substantial deficiency
9 in reading or the characteristics of dyslexia, as defined in
10 subsection (a) of Section 2-3.16, based upon (i) screening,
11 diagnostic, progress monitoring, or assessment data, (ii)
12 statewide assessments, or (iii) teacher observations, the
13 parent or legal guardian of a student in grades 1 through 3 who
14 exhibits a substantial deficiency in reading must be notified
15 in writing by the student's teacher of the following:

16 (1) that the student has been identified as having a
17 substantial deficiency in reading;

18 (2) a description of the services that the school
19 district currently is providing to the student;

20 (3) a description of the proposed supplemental
21 instructional services and supports that are designed to
22 remediate the identified area of reading deficiency which
23 the school district plans to provide the student; and

1 (4) strategies for parents and guardians to use in
2 helping the student to succeed in reading proficiency.