



102ND GENERAL ASSEMBLY

State of Illinois

2021 and 2022

HB3324

Introduced 2/19/2021, by Rep. Jackie Haas

SYNOPSIS AS INTRODUCED:

105 ILCS 5/2-3.161
105 ILCS 5/10-20.73 new
105 ILCS 5/34-18.67 new

Amends the School Code. Provides for dyslexia screening guidelines and rules. Requires the State Board of Education to provide technical assistance for specific learning disabilities to school districts. Provides that, beginning with the 2021-2022 school year, each school district must screen students in grades kindergarten through second for the risk factors of dyslexia using a universal screener. Sets forth what the screening must include. Provides for additional screening for a student who is determined to be at risk, or at some risk, for dyslexia to determine if the student has the characteristics of dyslexia. Requires the use of a multi-tiered system of support framework if screening indicates that a student has some risk factors for dyslexia or has the characteristics of dyslexia. Sets forth provisions concerning exceptions to screening, dyslexia intervention services, and reporting. Effective July 1, 2021.

LRB102 14069 CMG 19421 b

FISCAL NOTE ACT
MAY APPLY

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 10-20.73 and 34-18.67 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.

10 (a) The State Board of Education shall incorporate, in
11 both general education and special education, the following
12 definition of dyslexia:

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

1 (b) Subject to specific State appropriation or the
2 availability of private donations, the State Board of
3 Education shall establish an advisory group to develop a
4 training module or training modules to provide education and
5 professional development to teachers, school administrators,
6 and other education professionals regarding multi-sensory,
7 systematic, and sequential instruction in reading. This
8 advisory group shall complete its work before December 15,
9 2015 and is abolished on December 15, 2015. The State Board of
10 Education shall reestablish the advisory group abolished on
11 December 15, 2015 to complete the abolished group's work. The
12 reestablished advisory group shall complete its work before
13 December 31, 2016 and is abolished on December 31, 2016. The
14 provisions of this subsection (b), other than this sentence,
15 are inoperative after December 31, 2016.

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 a universal
4 screeener and Level I dyslexia screening, the
5 interpretation of data from the screener or screening, and
6 the resulting appropriate instruction within a
7 multi-tiered system of support (MTSS) framework.

8 The State Board shall review the handbook once every 4
9 years to update, if necessary, the guidelines, educational
10 strategies, or resources and services made available in the
11 handbook.

12 (d) The State Board of Education shall adopt any rules
13 necessary to ensure that a student is screened, as provided
14 under Section 10-20.73 or 34-18.67, for the risk factors of
15 dyslexia using a universal screener:

16 (1) if a student is in any of grades kindergarten
17 through second in the public schools;

18 (2) if a student in any of grades kindergarten through
19 second:

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

21 (B) has not been screened previously during the
22 school year; and

23 (3) if a student from another state enrolls for the
24 first time in any of grades kindergarten through second in
25 a school district in this State, unless the student
26 presents documentation that the student:

1 (A) had the dyslexia screening or a similar
2 screening during the school year; or

3 (B) is exempt from screening.

4 (e) The State Board of Education shall adopt any rules
5 necessary to ensure that (i) a student is screened, as
6 provided under Section 10-20.73 or 34-18.67, for the
7 characteristics of dyslexia using a Level I dyslexia screening
8 and (ii) a student receives dyslexia intervention services
9 under Section 10-20.73 or 34-18.67.

10 (f) The State Board of Education shall provide technical
11 assistance for specific learning disabilities to school
12 districts, including assistance with universal screeners and
13 Level I dyslexia screenings.

14 (Source: P.A. 99-65, eff. 7-16-15; 99-78, eff. 7-20-15;
15 99-602, eff. 7-22-16; 99-603, eff. 7-22-16; 100-201, eff.
16 8-18-17; 100-617, eff. 7-20-18.)

17 (105 ILCS 5/10-20.73 new)

18 Sec. 10-20.73. Dyslexia screening and support required.

19 (a) In this Section:

20 "Level I dyslexia screening" means a process, as
21 determined by the school district, for gathering additional
22 information to determine if the characteristics of dyslexia
23 are present.

24 "Universal screener" means an assessment used to aid
25 educators in understanding the causes for student performance,

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

6 (b) Beginning with the 2021-2022 school year, each school
7 district must screen students in grades kindergarten through
8 second for the risk factors of dyslexia using a universal
9 screeener. The screening of students must include, as
10 developmentally appropriate, all of the following:

11 (1) Phonological and phonemic awareness.

12 (2) Sound symbol recognition.

13 (3) Alphabet knowledge.

14 (4) Decoding skills.

15 (5) Rapid naming skills.

16 (6) Encoding skills.

17 (7) Oral reading fluency.

18 (c) If a student is determined to be at risk, or at some
19 risk, for dyslexia after the universal screener has been
20 administered under subsection (b), the school district must
21 administer a Level I dyslexia screening of the student.
22 Through the Level I dyslexia screening, the school district
23 must gather additional information to determine if the student
24 has the characteristics of dyslexia. The additional
25 information may include, but is not limited to, information
26 from progress monitoring data, work samples, additional age

1 and grade-appropriate assessments related to dyslexia, teacher
2 questionnaires, parent interviews, information regarding the
3 student's family history related to dyslexia, and speech and
4 language assessments.

5 (d) If the universal screener or the Level I dyslexia
6 screening indicates that a student has some risk factors for
7 dyslexia or the characteristics of dyslexia, the school must
8 use a multi-tiered system of support (MTSS) framework to
9 address the needs of the student.

10 (e) A school district is not required to administer a
11 Level I dyslexia screening to a student if the student is
12 receiving dyslexia intervention services.

13 (f) If a student's performance on a Level I dyslexia
14 screening indicates a need for dyslexia intervention services,
15 the school district must do both of the following:

16 (1) Notify the student's parent or guardian of the
17 results of all screenings.

18 (2) Provide the student's parent or guardian with
19 information and resource material that includes all of the
20 following:

21 (A) The characteristics of dyslexia.

22 (B) The appropriate classroom interventions and
23 accommodations for students with dyslexia.

24 (C) A statement that the parent or guardian may
25 elect to have the student receive an educational
26 evaluation by the school.

1 (g) If the student's Level I dyslexia screening indicates
2 that the student has characteristics of dyslexia, the dyslexia
3 intervention services provided to the student must be
4 implemented using diagnostic teaching guidelines described in
5 the handbook developed under Section 2-3.161.

6 (h) On or before July 1, 2022 and on or before each July 1
7 thereafter, each school district must report all of the
8 following information to the State Board of Education:

9 (1) The number of students who were administered a
10 universal screener during the school year.

11 (2) The number of students who were determined to be
12 at risk, or at some risk, for dyslexia.

13 (3) The number of students during the previous school
14 year who received dyslexia intervention services under
15 this Section.

16 (4) The total number of students identified with the
17 characteristics of dyslexia during the school year.

18 The State Board of Education shall publish the information
19 collected from the reports submitted by school districts on
20 its Internet website.

21 (105 ILCS 5/34-18.67 new)

22 Sec. 34-18.67. Dyslexia screening and support required.

23 (a) In this Section:

24 "Level I dyslexia screening" means a process, as
25 determined by the school district, for gathering additional

1 information to determine if the characteristics of dyslexia
2 are present.

3 "Universal screener" means an assessment used to aid
4 educators in understanding the causes for student performance,
5 learning strengths, and the needs that underlie student
6 performance. The assessment is conducted to identify or
7 predict students who may be at risk for poor learning outcomes
8 and is typically brief and conducted with all students at a
9 particular grade level.

10 (b) Beginning with the 2021-2022 school year, the school
11 district must screen students in grades kindergarten through
12 second for the risk factors of dyslexia using a universal
13 screener. The screening of students must include, as
14 developmentally appropriate, all of the following:

15 (1) Phonological and phonemic awareness.

16 (2) Sound symbol recognition.

17 (3) Alphabet knowledge.

18 (4) Decoding skills.

19 (5) Rapid naming skills.

20 (6) Encoding skills.

21 (7) Oral reading fluency.

22 (c) If a student is determined to be at risk, or at some
23 risk, for dyslexia after the universal screener has been
24 administered under subsection (b), the school district must
25 administer a Level I dyslexia screening of the student.
26 Through the Level I dyslexia screening, the school district

1 must gather additional information to determine if the student
2 has the characteristics of dyslexia. The additional
3 information may include, but is not limited to, information
4 from progress monitoring data, work samples, additional age
5 and grade-appropriate assessments related to dyslexia, teacher
6 questionnaires, parent interviews, information regarding the
7 student's family history related to dyslexia, and speech and
8 language assessments.

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

14 (e) The school district is not required to administer a
15 Level I dyslexia screening to a student if the student is
16 receiving dyslexia intervention services.

17 (f) If a student's performance on a Level I dyslexia
18 screening indicates a need for dyslexia intervention services,
19 the school district must do both of the following:

20 (1) Notify the student's parent or guardian of the
21 results of all screenings.

22 (2) Provide the student's parent or guardian with
23 information and resource material that includes all of the
24 following:

25 (A) The characteristics of dyslexia.

26 (B) The appropriate classroom interventions and

1 accommodations for students with dyslexia.

2 (C) A statement that the parent or guardian may
3 elect to have the student receive an educational
4 evaluation by the school.

5 (g) If the student's Level I dyslexia screening indicates
6 that the student has characteristics of dyslexia, the dyslexia
7 intervention services provided to the student must be
8 implemented using diagnostic teaching guidelines described in
9 the handbook developed under Section 2-3.161.

10 (h) On or before July 1, 2022 and on or before each July 1
11 thereafter, the school district must report all of the
12 following information to the State Board of Education:

13 (1) The number of students who were administered a
14 universal screener during the school year.

15 (2) The number of students who were determined to be
16 at risk, or at some risk, for dyslexia.

17 (3) The number of students during the previous school
18 year who received dyslexia intervention services under
19 this Section.

20 (4) The total number of students identified with the
21 characteristics of dyslexia during the school year.

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

24 Section 99. Effective date. This Act takes effect July 1,
25 2021.