



102ND GENERAL ASSEMBLY

State of Illinois

2021 and 2022

HB4202

Introduced 1/5/2022, by Rep. Jonathan Carroll

SYNOPSIS AS INTRODUCED:

105 ILCS 5/2-3.161
105 ILCS 5/10-20.82 new
105 ILCS 5/34-18.77 new

Amends the School Code. Provides for dyslexia screening guidelines and rules. Requires the State Board of Education to 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 to provide technical assistance and training. Provides that, beginning with the 2022-2023 school year, each school district must screen students in grades kindergarten through second (and in higher grades under certain circumstances) for the risk factors of dyslexia using a universal screener approved by the State Board. 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 a 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, 2022.

LRB102 19897 CMG 28673 b

FISCAL NOTE ACT
MAY APPLY

STATE MANDATES
ACT MAY REQUIRE
REIMBURSEMENT

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 10-20.82 and 34-18.77 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) The State Board of Education shall incorporate, in
12 both general education and special education, the following
13 definition of dyslexia:

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

1 impede growth of vocabulary and background knowledge.

2 (b) (Blank).

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

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

10 (2) a description of educational strategies that have
11 been shown to improve the academic performance of pupils
12 with dyslexia; and

13 (3) a description of resources and services available
14 to pupils with dyslexia, parents or guardians of pupils
15 with dyslexia, and teachers; ~~and-~~

16 (4) guidelines on the administration of a universal
17 screeener and Level I dyslexia screening, the
18 interpretation of data from these screeners, and the
19 resulting appropriate instruction within a multi-tiered
20 system of support (MTSS) framework.

21 The State Board shall review the handbook on or before
22 January 1, 2023 and at least once every 4 years thereafter to
23 update, ~~if necessary,~~ the guidelines, educational strategies,
24 or resources and services made available in the handbook.

25 (d) The State Board of Education shall adopt any rules
26 necessary to ensure that a student will be screened, as

1 provided under Section 10-20.82 or 34-18.77, for the risk
2 factors of dyslexia using a universal screener:

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

5 (2) if a student in any of grades kindergarten through
6 second:

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

8 (B) has not been screened previously during the
9 school year;

10 (3) if a student in grade 3 or higher in the public
11 schools has difficulty, as determined by a classroom
12 teacher, in:

13 (A) phonological and phonemic awareness;

14 (B) sound symbol recognition;

15 (C) alphabet knowledge;

16 (D) decoding skills;

17 (E) rapid naming skills;

18 (F) encoding skills; or

19 (G) oral reading fluency; and

20 (4) if a student from another state enrolls for the
21 first time in any of grades kindergarten through second in
22 a school district in this State, unless the student
23 presents documentation that the student:

24 (A) had the dyslexia screening or a similar
25 screening during the school year; or

26 (B) is exempt from screening.

1 (e) The State Board of Education shall adopt any rules
2 necessary to ensure that a student receives dyslexia
3 intervention services under Section 10-20.82 or 34-18.77.

4 (f) No later than January 1, 2023, the State Board of
5 Education shall employ at least 5 dyslexia specialists or
6 dyslexia therapists with a minimum of 5 years of field
7 experience in screening, identifying, and treating dyslexia
8 and related disorders to provide both of the following:

9 (1) Technical assistance for dyslexia and related
10 disorders to the State Board and school districts.

11 (2) Training to school district employees in:

12 (A) administering a universal screener and Level I
13 dyslexia screening;

14 (B) analyzing and interpreting screening data; and

15 (C) determining, within the MTSS framework,
16 appropriate dyslexia intervention services under
17 Section 10-20.82 or 34-18.77.

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

19 (105 ILCS 5/10-20.82 new)

20 Sec. 10-20.82. Dyslexia screening and support required.

21 (a) In this Section:

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

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

8 (b) Beginning with the 2022-2023 school year, each school
9 district must screen students in grades kindergarten through
10 second for the risk factors of dyslexia using a universal
11 screener approved by the State Board of Education. The
12 screening of students must include, as developmentally
13 appropriate, all of the following:

14 (1) Phonological and phonemic awareness.

15 (2) Sound symbol recognition.

16 (3) Alphabet knowledge.

17 (4) Decoding skills.

18 (5) Rapid naming skills.

19 (6) Encoding skills.

20 (7) Oral reading fluency.

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

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

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

13 (e) Before a school district administers a Level I
14 dyslexia screening to a student, the parent or guardian of the
15 student must consent to the screening. A school district is
16 not required to administer a Level I dyslexia screening to a
17 student if:

18 (1) the parent or guardian of the student objects to
19 the screening; or

20 (2) the student is receiving dyslexia intervention
21 services.

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

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

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

4 (A) The characteristics of dyslexia.

5 (B) The appropriate classroom interventions and
6 accommodations for students with dyslexia.

7 (C) A statement that the parent or guardian may
8 elect to have the student receive an educational
9 evaluation by the school.

10 (g) If the student's Level I dyslexia screening indicates
11 that the student has characteristics of dyslexia and needs
12 dyslexia intervention services, the dyslexia intervention
13 services provided to the student must be implemented using
14 diagnostic teaching guidelines outlined in the Knowledge and
15 Practice Standards for Teachers of Reading created by the
16 International Dyslexia Association. The dyslexia intervention
17 services must:

18 (1) provide explicit, direct, systematic, sequential,
19 and cumulative instruction that adheres to a logical plan
20 about the alphabetic principle and is designed to
21 accommodate the needs of each individual student without
22 presuming prior skills or knowledge; each teaching plan
23 must be flexible, must be based on the individualized
24 instructional needs of the student through continuous
25 assessment, and must include a periodic evaluation of the
26 student's progress;

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

3 (3) engage the student in multi-sensory and hands-on
4 activities;

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 is directed toward
13 proficiency and fluency with the patterns of language so
14 that words and sentences are the carriers of 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 (h) On or before July 1, 2023 and on or before each July 1
22 thereafter, each school district must report to the State
23 Board of Education the number of students who were:

24 (1) administered a universal screener during the
25 school year; and

26 (2) determined to be at risk, or at some risk, for

1 dyslexia.

2 (i) On or before July 1, 2023 and on or before each July 1
3 thereafter, each school district must report on its Internet
4 website all of the following information:

5 (1) The dyslexia intervention services that were used
6 during the previous school year to assist students with
7 dyslexia.

8 (2) The number of students during the previous school
9 year who received dyslexia intervention services under
10 this Section.

11 (3) The total number of students identified with the
12 characteristics of dyslexia during the school year.

13 (105 ILCS 5/34-18.77 new)

14 Sec. 34-18.77. Dyslexia screening and support required.

15 (a) In this Section:

16 "Level I dyslexia screening" means a process, as
17 determined by the school district, for gathering additional
18 information to determine if the characteristics of dyslexia
19 are present.

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

1 particular grade level.

2 (b) Beginning with the 2022-2023 school year, the school
3 district must screen students in grades kindergarten through
4 second for the risk factors of dyslexia using a universal
5 screeener approved by the State Board of Education. The
6 screening of students must include, as developmentally
7 appropriate, all of the following:

8 (1) Phonological and phonemic awareness.

9 (2) Sound symbol recognition.

10 (3) Alphabet knowledge.

11 (4) Decoding skills.

12 (5) Rapid naming skills.

13 (6) Encoding skills.

14 (7) Oral reading fluency.

15 (c) If a student is determined to be at risk, or at some
16 risk, for dyslexia after the universal screener has been
17 administered under subsection (b), the school district must
18 administer a Level I dyslexia screening of the student.
19 Through the Level I dyslexia screening, the school district
20 must gather additional information to determine if the student
21 has the characteristics of dyslexia. The additional
22 information may include, but is not limited to, information
23 from progress monitoring data, work samples, additional age
24 and grade-appropriate assessments related to dyslexia, teacher
25 questionnaires, parent interviews, information regarding the
26 student's family history related to dyslexia, and speech and

1 language assessments.

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

7 (e) Before a school district administers a Level I
8 dyslexia screening to a student, the parent or guardian of the
9 student must consent to the screening. The school district is
10 not required to administer a Level I dyslexia screening to a
11 student if:

12 (1) the parent or guardian of the student objects to
13 the screening; or

14 (2) the student is receiving dyslexia intervention
15 services.

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

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

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

24 (A) The characteristics of dyslexia.

25 (B) The appropriate classroom interventions and
26 accommodations for students with dyslexia.

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

4 (g) If the student's Level I dyslexia screening indicates
5 that the student has characteristics of dyslexia and needs
6 dyslexia intervention services, the dyslexia intervention
7 services provided to the student must be implemented using
8 diagnostic teaching guidelines outlined in the Knowledge and
9 Practice Standards for Teachers of Reading created by the
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11 services must:

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16 presuming prior skills or knowledge; each teaching plan
17 must be flexible, must be based on the individualized
18 instructional needs of the student through continuous
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20 student's progress;

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

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24 activities;

25 (4) include phonemic awareness activities to enable
26 the student to detect, segment, blend, and manipulate

1 sounds in the spoken language;

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

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5 language, including linguistic instruction in morphology,
6 semantics, syntax, and pragmatics, that is directed toward
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20 (2) determined to be at risk, or at some risk, for
21 dyslexia.

22 (i) On or before July 1, 2023 and on or before each July 1
23 thereafter, the school district must report on its Internet
24 website all of the following information:

25 (1) The dyslexia intervention services that were used
26 during the previous school year to assist students with

1 dyslexia.

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

5 (3) The total number of students identified with the
6 characteristics of dyslexia during the school year.

7 Section 99. Effective date. This Act takes effect July 1,
8 2022.