



104TH GENERAL ASSEMBLY

State of Illinois

2025 and 2026

SB1672

Introduced 2/5/2025, by Sen. Christopher Belt - Julie A. Morrison

SYNOPSIS AS INTRODUCED:

105 ILCS 5/2-3.161
105 ILCS 5/10-20.53a new
105 ILCS 5/34-18.45a new

Amends the School Code. Provides that the State Board of Education shall include in its handbook regarding dyslexia guidelines on the administration of universal screeners for a risk of reading difficulties and secondary reviews, the interpretation of data from these screeners and reviews, and the resulting appropriate intervention within a multi-tiered system of support framework. Requires the State Board to adopt any rules necessary to ensure that a student will be screened for a risk of reading difficulties using a universal screener. Provides that a student shall be screened: (1) if the student is enrolled in a public school in any of grades kindergarten through 3; (2) if the student is in any of grades kindergarten through 3, transfers to a new public school, and has not been screened twice previously during the school year; (3) if the student is in grade 4 or higher and the student's teacher, parent, or guardian requests that the student be screened for a risk of reading difficulties using a universal screener; or (4) if the student is from another state and enrolls for the first time in any of grades kindergarten through 3 in a school district in the State. Provides that, beginning with the 2025-2026 school year, each school district must screen students, no less than twice each school year, in grades kindergarten through 3 for a risk of reading difficulties using a universal screener approved by the State Board. Provides for intervention. Requires a report to the State Board. Makes other changes. Effective immediately.

LRB104 08071 LNS 18117 b

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 10-20.53a and 34-18.45a 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 and support.

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

15 The State Board of Education shall incorporate, in both
16 general education and special education, the following
17 definition of dyslexia:

18 Dyslexia is a specific learning disability that is
19 neurobiological in origin. Dyslexia is characterized by
20 difficulties with accurate and/or fluent word recognition
21 and by poor spelling and decoding abilities. These
22 difficulties typically result from a deficit in the
23 phonological component of language that is often

1 unexpected in relation to other cognitive abilities and
2 the provision of effective classroom instruction.
3 Secondary consequences may include problems in reading
4 comprehension and reduced reading experience that can
5 impede growth of vocabulary and background knowledge.

6 (b) (Blank).

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

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

14 (2) a description of educational strategies that have
15 been shown to improve the academic performance of pupils
16 with dyslexia; ~~and~~

17 (3) a description of resources and services available
18 to pupils with dyslexia, parents or guardians of pupils
19 with dyslexia, and teachers; and -

20 (4) guidelines on the administration of universal
21 screeners for a risk of reading difficulties and secondary
22 reviews, the interpretation of data from these screeners
23 and reviews, and the resulting appropriate intervention
24 under Section 10-20.53a or 34-18.45a within a multi-tiered
25 system of support framework.

26 The State Board shall review the handbook once every 4

1 years to update, ~~if necessary,~~ the guidelines, educational
2 strategies, or resources and services made available in the
3 handbook.

4 (d) The State Board shall adopt any rules necessary to
5 ensure that a student will be screened, as provided under
6 Section 10-20.53a or 34-18.45a, for a risk of reading
7 difficulties, including dyslexia, using a universal screener.
8 The purpose of the universal screener is to identify, through
9 a school district's multi-tiered system of support framework,
10 students who may be at risk of reading difficulties, not to
11 indicate a need to initiate an evaluation for special
12 education. A student shall be screened:

13 (1) if the student is enrolled in a public school in
14 any of grades kindergarten through 3;

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

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

18 (B) has not been screened twice previously during
19 the school year;

20 (3) if the student is in grade 4 or higher and the
21 student's teacher, parent, or guardian requests that the
22 student be screened for a risk of reading difficulties,
23 including dyslexia, using a universal screener; or

24 (4) if the student is from another state and enrolls
25 for the first time in any of grades kindergarten through 3
26 in a school district in this State.

1 (e) As outlined in the State Board of Education's
2 comprehensive literacy plan under subsection (c) of Section
3 2-3.200, a universal screener administered to a student who is
4 an English learner must, in consultation with the school's or
5 school district's English learner team, be administered in the
6 student's first language, if possible, or account for language
7 differences. The screening must be culturally and
8 linguistically responsive, and the English learner team must
9 differentiate between language acquisition challenges and
10 reading difficulties.

11 (f) As outlined in the State Board of Education's handbook
12 under subsection (c) of this Section and the State Board of
13 Education's comprehensive literacy plan under subsection (c)
14 of Section 2-3.200, a universal screener must include, as
15 developmentally appropriate, all of the following:

16 (1) phonological and phonemic awareness;

17 (2) sound symbol recognition;

18 (3) alphabet knowledge;

19 (4) decoding skills;

20 (5) rapid automatic naming skills;

21 (6) encoding skills; and

22 (7) oral reading fluency.

23 (g) The State Board of Education is authorized, to the
24 extent funds are available, to provide statewide support,
25 professional development, and technical assistance to school
26 districts in relation to:

1 (1) the administration of universal screeners for a
2 risk of reading difficulties and secondary reviews;

3 (2) analyzing and interpreting data therefrom;

4 (3) providing intervention in accordance with Sections
5 10-20.53a and 34-18.45a; and

6 (4) dyslexia.

7 (h) The State Board of Education shall adopt any rules
8 necessary to ensure that a student receives intervention under
9 Section 10-20.53a or 34-18.45a.

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

11 (105 ILCS 5/10-20.53a new)

12 Sec. 10-20.53a. Early literacy screening and support.

13 (a) As used in this Section:

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

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

23 (b) Beginning with the 2025-2026 school year, each school
24 district must screen students, no less than twice each school
25 year, in grades kindergarten through 3 for a risk of reading

1 difficulties, including dyslexia, using a universal screener
2 approved by the State Board of Education.

3 (c) If a universal screener administered under subsection
4 (b) indicates that a student may be at risk or at some risk for
5 reading difficulties, including dyslexia, the school district
6 must conduct a secondary review of the student within the
7 district's multi-tiered system of support framework. Through
8 the secondary review conducted by the multi-tiered system of
9 support team, the school district must gather additional
10 information to determine if the student has risk factors for
11 reading difficulties, including dyslexia. The purpose of the
12 secondary review is only to determine the need for
13 intervention through the school district's multi-tiered system
14 of support framework, not to indicate a need to initiate an
15 evaluation for special education. The additional information
16 may include, but is not limited to, information from progress
17 monitoring data, work samples, and teacher input.

18 For any student who is an English learner, the school's or
19 school district's English learner team must be included in the
20 secondary review of the student. The additional information
21 gathered through the secondary review for a student who is an
22 English learner may also include, but is not limited to,
23 information from any home language survey, information from
24 any State English language proficiency screener or assessment,
25 and information regarding previous educational experiences
26 inside or outside of the United States.

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

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

8 (f) If a student's secondary review indicates that the
9 student has risk factors for reading difficulties, including
10 dyslexia, the school or school district must provide the
11 student with intervention that aligns with the components of
12 effective structured literacy instruction, as outlined in the
13 State Board of Education's handbook under subsection (c) of
14 Section 2-3.161, and that:

15 (1) includes the teaching of phoneme awareness,
16 phoneme-grapheme correspondences, orthography,
17 morphology, syntax, and semantics;

18 (2) incorporates multimodal, hands-on practice and
19 intensive instruction with additional time, repeated
20 exposures, and practice;

21 (3) uses decodable texts that align with phonics
22 instruction for scaffolded learning;

23 (4) encourages orthographic mapping for automatic word
24 recognition;

25 (5) uses explicit instruction that is direct,
26 unambiguous teaching with modeling, scaffolding, and

1 quality feedback;

2 (6) ensures systematic and cumulative instruction with
3 structured sequence building from simple to complex, with
4 prerequisite skills taught first;

5 (7) uses diagnostic teaching, with adjustments based
6 on frequent assessment and progress monitoring; and

7 (8) is delivered by a highly skilled teacher or
8 teachers who understand individual needs and the reading
9 process.

10 Within a multi-tiered system of support framework, the
11 frequency and intensity of the intervention under this Section
12 shall meet the individual needs of the student.

13 (g) On or before July 1, 2026, and on or before each July 1
14 thereafter, each school district must report to the State
15 Board of Education the following information with respect to
16 the previous school year:

17 (1) the universal screeners and the interventions that
18 were used by the school district under this Section;

19 (2) the number of students who were administered a
20 universal screener under this Section;

21 (3) the number of students who were determined to be
22 at risk or at some risk for reading difficulties under
23 this Section; and

24 (4) the number of students who received intervention
25 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 5/34-18.45a new)

3 Sec. 34-18.45a. Early literacy screening and support.

4 (a) As used 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 for reading difficulties, including
8 dyslexia, are present.

9 "Universal screener" means a tool that is used to predict
10 which students may be at risk for poor learning outcomes,
11 including a risk for reading difficulties, and is typically
12 brief, valid, and reliable and conducted with all students at
13 a particular grade level.

14 (b) Beginning with the 2025-2026 school year, the school
15 district must screen students, no less than twice each school
16 year, in grades kindergarten through 3 for a risk of reading
17 difficulties, including dyslexia, using a universal screener
18 approved by the State Board of Education.

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

1 information to determine if the student has risk factors for
2 reading difficulties, including dyslexia. The purpose of the
3 secondary review is only to determine the need for
4 intervention through the school district's multi-tiered system
5 of support framework, not to indicate a need to initiate an
6 evaluation for special education. The additional information
7 may include, but is not limited to, information from progress
8 monitoring data, work samples, and teacher input.

9 For any student who is an English learner, the school's or
10 school district's English learner team must be included in the
11 secondary review of the student. The additional information
12 gathered through the secondary review for a student who is an
13 English learner may also include, but is not limited to,
14 information from any home language survey, information from
15 any State English language proficiency screener or assessment,
16 and information regarding previous educational experiences
17 inside or outside of the United States.

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

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

25 (f) If a student's secondary review indicates that the
26 student has risk factors for reading difficulties, including

1 dyslexia, the school or school district must provide the
2 student with intervention that aligns with the components of
3 effective structured literacy instruction, as outlined in the
4 State Board of Education's handbook under subsection (c) of
5 Section 2-3.161, and that:

6 (1) includes the teaching of phoneme awareness,
7 phoneme-grapheme correspondences, orthography,
8 morphology, syntax, and semantics;

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10 intensive instruction with additional time, repeated
11 exposures, and practice;

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15 recognition;

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17 unambiguous teaching with modeling, scaffolding, and
18 quality feedback;

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20 structured sequence building from simple to complex, with
21 prerequisite skills taught first;

22 (7) uses diagnostic teaching, with adjustments based
23 on frequent assessment and progress monitoring; and

24 (8) is delivered by a highly skilled teacher or
25 teachers who understand individual needs and the reading
26 process.

1 Within a multi-tiered system of support framework, the
2 frequency and intensity of the intervention under this Section
3 shall meet the individual needs of the student.

4 (g) On or before July 1, 2026, and on or before each July 1
5 thereafter, the school district must report to the State Board
6 of Education the following information with respect to the
7 previous school year:

8 (1) the universal screeners and the interventions that
9 were used by the school district under this Section;

10 (2) the number of students who were administered a
11 universal screener under this Section;

12 (3) the number of students who were determined to be
13 at risk or at some risk for reading difficulties under
14 this Section; and

15 (4) the number of students who received intervention
16 under this Section.

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

19 Section 99. Effective date. This Act takes effect upon
20 becoming law.