



97TH GENERAL ASSEMBLY

State of Illinois

2011 and 2012

HB4084

by Rep. Naomi D. Jakobsson

SYNOPSIS AS INTRODUCED:

105 ILCS 5/2-3.71e new
105 ILCS 5/3-11

from Ch. 122, par. 3-11

Amends the School Code. Requires the State Board of Education to establish a pilot project to provide early screening and intervention services for children with risk factors for dyslexia, subject to appropriation. Requires the State Superintendent of Education to select 3 school districts to participate in the pilot project. Sets forth provisions concerning district qualifications and requirements, the duration and goal of the pilot project, consultation, reporting, and rules. Beginning with the 2012-2013 school year, allows teachers institutes to include instruction on the indicators of dyslexia, which instruction must be provided by a dyslexia specialist. Effective immediately.

LRB097 18037 NHT 63260 b

FISCAL NOTE ACT
MAY APPLY

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 adding Section
5 2-3.71e and by changing Section 3-11 as follows:

6 (105 ILCS 5/2-3.71e new)

7 Sec. 2-3.71e. Dyslexia pilot project.

8 (a) In this Section:

9 "Dyslexia" means a specific learning disorder that is
10 neurological in origin and that is characterized by unexpected
11 difficulties with accurate or fluent word recognition and by
12 poor spelling and decoding abilities not consistent with the
13 person's intelligence, motivation, and sensory capabilities,
14 which difficulties typically result from a deficit in the
15 phonological component of language.

16 "Pilot project" means the pilot project established under
17 subsection (b) of this Section.

18 (b) The State Board of Education shall establish a pilot
19 project to provide early screening and intervention services
20 for children with risk factors for dyslexia, including low
21 phonemic awareness. The State Superintendent of Education
22 shall select 3 school districts to participate in the pilot
23 project, one of which must be located in an urban setting, one

1 of which must be located in a suburban setting, and one of
2 which must be located in a rural setting. Each of these
3 districts must have an early childhood program already in
4 place.

5 To be considered for the pilot project, a school district
6 shall submit a proposal to the State Board of Education that
7 identifies a method of screening children for low phonemic
8 awareness and other risk factors for dyslexia, provides for the
9 enrollment of children identified as having risk factors for
10 dyslexia in a reading program staffed by teachers trained in
11 multisensory structured language programs, and includes a
12 methodology for evaluating the effects of the reading program
13 on the children's identified risk factors.

14 The pilot project shall operate for 3 full school years,
15 beginning with the school year that begins at least 3 months
16 after the effective date of this Section.

17 (c) The establishment and operation of the pilot project is
18 subject to appropriation.

19 (d) The goal of the pilot project is to demonstrate and
20 evaluate the effectiveness of early reading assistance
21 programs for children with risk factors for dyslexia and to
22 evaluate whether those programs can reduce future special
23 education costs.

24 (e) The State Superintendent of Education shall consult
25 with an organization that specializes in multisensory
26 structured language programs for the treatment of dyslexia in

1 establishing and operating the pilot project.

2 (f) Under the pilot project, each participating school
3 district, through early childhood reading instruction and
4 reading assistance programs, shall screen children 6 years of
5 age or younger for indications of dyslexia, provide appropriate
6 reading intervention services for those children suspected of
7 having dyslexia, and administer assessments, approved by the
8 State Superintendent of Education, to ascertain whether the
9 intervention services improve those students' reading and
10 learning. If a child is suspected of having dyslexia, the
11 district shall notify the child's parent or guardian of that
12 fact and that the child, as part of the pilot project, is
13 eligible to receive reading intervention services to measure
14 the effectiveness of early reading assistance programs. The
15 district shall require the parent or guardian to indicate in
16 writing that the parent or guardian voluntarily and knowingly
17 consents to the child's participation in the pilot project for
18 the provision of reading intervention services. Each district
19 shall provide to the parents or guardians of children suspected
20 of having dyslexia information about the learning disability,
21 recommended multisensory treatments, and possible services
22 under this Code.

23 (g) Each participating school district shall report
24 annually to the State Board of Education data about the
25 operation and results of the pilot project, as required by the
26 State Board in the manner prescribed by the State Board.

1 (h) Not later than the 31st day of December of the third
2 school year in which the pilot project is operating, the State
3 Board of Education shall submit a report to the General
4 Assembly containing the State Board's evaluation of the results
5 of the pilot project and legislative recommendations on whether
6 to continue, expand, or make changes to the pilot project.

7 (i) The State Board of Education shall adopt rules to
8 implement this Section.

9 (105 ILCS 5/3-11) (from Ch. 122, par. 3-11)

10 Sec. 3-11. Institutes or inservice training workshops. In
11 counties of less than 2,000,000 inhabitants, the regional
12 superintendent may arrange for or conduct district, regional,
13 or county institutes, or equivalent professional educational
14 experiences, not more than 4 days annually. Of those 4 days, 2
15 days may be used as a teacher's and educational support
16 personnel workshop, when approved by the regional
17 superintendent, up to 2 days may be used for conducting
18 parent-teacher conferences, or up to 2 days may be utilized as
19 parental institute days as provided in Section 10-22.18d.
20 Educational support personnel may be exempt from a workshop if
21 the workshop is not relevant to the work they do. A school
22 district may use one of its 4 institute days on the last day of
23 the school term. "Institute" or "Professional educational
24 experiences" means any educational gathering, demonstration of
25 methods of instruction, visitation of schools or other

1 institutions or facilities, sexual abuse and sexual assault
2 awareness seminar, or training in First Aid (which may include
3 cardiopulmonary resuscitation or defibrillator training) held
4 or approved by the regional superintendent and declared by him
5 to be an institute day, or parent-teacher conferences. With the
6 concurrence of the State Superintendent of Education, he or she
7 may employ such assistance as is necessary to conduct the
8 institute. Two or more adjoining counties may jointly hold an
9 institute. Institute instruction shall be free to holders of
10 certificates good in the county or counties holding the
11 institute, and to those who have paid an examination fee and
12 failed to receive a certificate.

13 In counties of 2,000,000 or more inhabitants, the regional
14 superintendent may arrange for or conduct district, regional,
15 or county inservice training workshops, or equivalent
16 professional educational experiences, not more than 4 days
17 annually. Of those 4 days, 2 days may be used as a teacher's
18 and educational support personnel workshop, when approved by
19 the regional superintendent, up to 2 days may be used for
20 conducting parent-teacher conferences, or up to 2 days may be
21 utilized as parental institute days as provided in Section
22 10-22.18d. Educational support personnel may be exempt from a
23 workshop if the workshop is not relevant to the work they do. A
24 school district may use one of those 4 days on the last day of
25 the school term. "Inservice Training Workshops" or
26 "Professional educational experiences" means any educational

1 gathering, demonstration of methods of instruction, visitation
2 of schools or other institutions or facilities, sexual abuse
3 and sexual assault awareness seminar, or training in First Aid
4 (which may include cardiopulmonary resuscitation or
5 defibrillator training) held or approved by the regional
6 superintendent and declared by him to be an inservice training
7 workshop, or parent-teacher conferences. With the concurrence
8 of the State Superintendent of Education, he may employ such
9 assistance as is necessary to conduct the inservice training
10 workshop. With the approval of the regional superintendent, 2
11 or more adjoining districts may jointly hold an inservice
12 training workshop. In addition, with the approval of the
13 regional superintendent, one district may conduct its own
14 inservice training workshop with subject matter consultants
15 requested from the county, State or any State institution of
16 higher learning.

17 Such teachers institutes as referred to in this Section may
18 be held on consecutive or separate days at the option of the
19 regional superintendent having jurisdiction thereof.

20 Whenever reference is made in this Act to "teachers
21 institute", it shall be construed to include the inservice
22 training workshops or equivalent professional educational
23 experiences provided for in this Section.

24 Any institute advisory committee existing on April 1, 1995,
25 is dissolved and the duties and responsibilities of the
26 institute advisory committee are assumed by the regional office

1 of education advisory board.

2 Districts providing inservice training programs shall
3 constitute inservice committees, 1/2 of which shall be
4 teachers, 1/4 school service personnel and 1/4 administrators
5 to establish program content and schedules.

6 The teachers institutes shall include teacher training
7 committed to (i) peer counseling programs and other
8 anti-violence and conflict resolution programs, including
9 without limitation programs for preventing at risk students
10 from committing violent acts, and (ii) educator ethics and
11 teacher-student conduct.

12 Beginning with the 2009-2010 school year, the teachers
13 institutes shall include instruction on prevalent student
14 chronic health conditions.

15 Beginning with the 2012-2013 school year, the teachers
16 institutes may include instruction on the indicators of
17 dyslexia, which instruction must be provided by a dyslexia
18 specialist. "Dyslexia", for the purposes of this paragraph,
19 means a specific learning disorder that is neurological in
20 origin and that is characterized by unexpected difficulties
21 with accurate or fluent word recognition and by poor spelling
22 and decoding abilities not consistent with the person's
23 intelligence, motivation, and sensory capabilities, which
24 difficulties typically result from a deficit in the
25 phonological component of language. "Dyslexia specialist", for
26 the purposes of this paragraph, means a person who is trained

1 and certified in a multisensory structured language program
2 that meets standards from a recognized organization that
3 specializes in issues surrounding dyslexia or standards
4 adopted by rule of the State Board of Education. Persons so
5 certified may provide training for teachers of
6 pre-kindergarten through grade 4 on the indicators of dyslexia
7 and the types of instruction that children with dyslexia need
8 to learn, read, write, and spell.

9 (Source: P.A. 96-431, eff. 8-13-09; 97-525, eff. 1-1-12.)

10 Section 99. Effective date. This Act takes effect upon
11 becoming law.