



## 104TH GENERAL ASSEMBLY

### State of Illinois

2025 and 2026

HB2918

Introduced 2/6/2025, by Rep. Jackie Haas

#### SYNOPSIS AS INTRODUCED:

105 ILCS 5/2-3.161  
105 ILCS 5/10-20.88 new  
105 ILCS 5/34-18.88 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 2022-2023 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, 2025.

LRB104 08893 LNS 18948 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 10-20.88 and 34-18.88 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) (Blank).

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

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

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

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

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

20 The State Board shall review the handbook once every 4  
21 years to update, if necessary, the guidelines, educational  
22 strategies, or resources and services made available in the  
23 handbook.

24 (d) The State Board of Education shall adopt any rules  
25 necessary to ensure that a student is screened, as provided  
26 under Section 10-20.88 or 34-18.88, for the risk factors of

1 dyslexia using a universal screener:

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

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

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

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

9 (3) if a student from another state enrolls for the  
10 first time in any of grades kindergarten through second in  
11 a school district in this State, unless the student  
12 presents documentation that the student:

13 (A) had the dyslexia screening or a similar  
14 screening during the school year; or

15 (B) is exempt from screening.

16 (e) The State Board of Education shall adopt any rules  
17 necessary to ensure that (i) a student is screened, as  
18 provided under Section 10-20.88 or 34-18.88, for the  
19 characteristics of dyslexia using a Level I dyslexia screening  
20 and (ii) a student receives dyslexia intervention services  
21 under Section 10-20.88 or 34-18.88.

22 (f) The State Board of Education shall provide technical  
23 assistance for specific learning disabilities to school  
24 districts, including assistance with universal screeners and  
25 Level I dyslexia screenings.

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

1 (105 ILCS 5/10-20.88 new)

2 Sec. 10-20.88. Dyslexia screening and support required.

3 (a) In this Section:

4 "Level I dyslexia screening" means a process, as  
5 determined by the school district, for gathering additional  
6 information to determine if the characteristics of dyslexia  
7 are present.

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

15 (b) Beginning with the 2025-2026 school year, each school  
16 district must screen students in grades kindergarten through  
17 second for the risk factors of dyslexia using a universal  
18 screener. The screening of students must include, as  
19 developmentally appropriate, all of the following:

20 (1) Phonological and phonemic awareness.

21 (2) Sound symbol recognition.

22 (3) Alphabet knowledge.

23 (4) Decoding skills.

24 (5) Rapid naming skills.

25 (6) Encoding skills.

1           (7) Oral reading fluency.

2           (c) If a student is determined to be at risk, or at some  
3 risk, for dyslexia after the universal screener has been  
4 administered under subsection (b), the school district must  
5 administer a Level I dyslexia screening of the student.  
6 Through the Level I dyslexia screening, the school district  
7 must gather additional information to determine if the student  
8 has the characteristics of dyslexia. The additional  
9 information may include, but is not limited to, information  
10 from progress monitoring data, work samples, additional age  
11 and grade-appropriate assessments related to dyslexia, teacher  
12 questionnaires, parent interviews, information regarding the  
13 student's family history related to dyslexia, and speech and  
14 language assessments.

15           (d) If the universal screener or the Level I dyslexia  
16 screening indicates that a student has some risk factors for  
17 dyslexia or the characteristics of dyslexia, the school must  
18 use a multi-tiered system of support (MTSS) framework to  
19 address the needs of the student.

20           (e) A school district is not required to administer a  
21 Level I dyslexia screening to a student if the student is  
22 receiving dyslexia intervention services.

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

26           (1) Notify the student's parent or guardian of the

1 results of all screenings.

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

5 (A) The characteristics of dyslexia.

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

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

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

16 (h) On or before July 1, 2026 and on or before each July 1  
17 thereafter, each school district must report all of the  
18 following information to the State Board of Education:

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

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

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

26 (4) The total number of students identified with the

1 characteristics of dyslexia during the school year.  
2 The State Board of Education shall publish the information  
3 collected from the reports submitted by school districts on  
4 its Internet website.

5 (105 ILCS 5/34-18.88 new)

6 Sec. 34-18.88. Dyslexia screening and support required.

7 (a) In this Section:

8 "Level I dyslexia screening" means a process, as  
9 determined by the school district, for gathering additional  
10 information to determine if the characteristics of dyslexia  
11 are present.

12 "Universal screener" means an assessment used to aid  
13 educators in understanding the causes for student performance,  
14 learning strengths, and the needs that underlie student  
15 performance. The assessment is conducted to identify or  
16 predict students who may be at risk for poor learning outcomes  
17 and is typically brief and conducted with all students at a  
18 particular grade level.

19 (b) Beginning with the 2025-2026 school year, the school  
20 district must screen students in grades kindergarten through  
21 second for the risk factors of dyslexia using a universal  
22 screener. The screening of students must include, as  
23 developmentally appropriate, all of the following:

24 (1) Phonological and phonemic awareness.

25 (2) Sound symbol recognition.

1           (3) Alphabet knowledge.

2           (4) Decoding skills.

3           (5) Rapid naming skills.

4           (6) Encoding skills.

5           (7) Oral reading fluency.

6           (c) If a student is determined to be at risk, or at some  
7 risk, for dyslexia after the universal screener has been  
8 administered under subsection (b), the school district must  
9 administer a Level I dyslexia screening of the student.

10 Through the Level I dyslexia screening, the school district  
11 must gather additional information to determine if the student  
12 has the characteristics of dyslexia. The additional  
13 information may include, but is not limited to, information  
14 from progress monitoring data, work samples, additional age  
15 and grade-appropriate assessments related to dyslexia, teacher  
16 questionnaires, parent interviews, information regarding the  
17 student's family history related to dyslexia, and speech and  
18 language assessments.

19           (d) If the universal screener or the Level I dyslexia  
20 screening indicates that a student has some risk factors for  
21 dyslexia or the characteristics of dyslexia, the school must  
22 use a multi-tiered system of support (MTSS) framework to  
23 address the needs of the student.

24           (e) The school district is not required to administer a  
25 Level I dyslexia screening to a student if the student is  
26 receiving dyslexia intervention services.

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

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

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

9                   (A) The characteristics of dyslexia.

10                   (B) The appropriate classroom interventions and  
11 accommodations for students with dyslexia.

12                   (C) A statement that the parent or guardian may  
13 elect to have the student receive an educational  
14 evaluation by the school.

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

20       (h) On or before July 1, 2026 and on or before each July 1  
21 thereafter, the school district must report all of the  
22 following information to the State Board of Education:

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

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

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

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

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

8           Section 99. Effective date. This Act takes effect July 1,  
9           2025.