

House File 2148 - Introduced

HOUSE FILE 2148

BY KONFRST and JAMES

A BILL FOR

1 An Act relating to the education of kindergarten through grade
2 twelve students with characteristics of dyslexia and the
3 preparation and licensure of practitioners who provide
4 instruction to such students.

5 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

1 Section 1. Section 256.7, subsection 3, Code 2020, is
2 amended to read as follows:

3 3. Prescribe standards and procedures for the approval of
4 practitioner preparation programs and professional development
5 programs offered in this state by practitioner preparation
6 institutions located within or outside this state and by area
7 education agencies.

8 a. Procedures provided for approval of programs shall
9 include procedures for enforcement of the prescribed standards
10 and, except as provided in [section 256.16, subsection 3](#), shall
11 not include a procedure for the waiving of any of the standards
12 prescribed.

13 b. The board, in consultation with the Iowa reading research
14 center and the board of educational examiners, shall adopt
15 rules under chapter 17A requiring practitioner preparation
16 programs approved in accordance with this subsection to develop
17 and offer preparation for an advanced dyslexia specialist
18 endorsement established pursuant to section 272.2, subsection
19 23.

20 c. The board may establish by rule and collect from
21 practitioner preparation institutions located outside this
22 state an amount equivalent to the department's necessary
23 travel and actual expenses incurred while engaged in the
24 program approval process for the institution located outside
25 this state. Amounts collected under [this subsection](#) shall be
26 deposited in the general fund of the state.

27 Sec. 2. Section 256.9, Code 2020, is amended by adding the
28 following new subsection:

29 NEW SUBSECTION. 60. a. Collaborate with area education
30 agencies to develop and implement an action plan for educators,
31 using the dyslexia professional learning framework proposed
32 by the Iowa dyslexia task force, for the identification and
33 support of students with characteristics of dyslexia.

34 b. Dedicate at least one of the department's authorized
35 full-time equivalent positions to a dyslexia consultant to

1 facilitate and support guidance relating to kindergarten
2 through grade twelve instruction of students with
3 characteristics of dyslexia, to provide technical guidance for
4 the instruction of students with characteristics of dyslexia,
5 and to provide assistance to the department, area education
6 agencies, school districts and accredited nonpublic schools.
7 Such guidance and instruction shall include but not be limited
8 to professional development, strategies, and materials.

9 (1) The dyslexia consultant shall assist practitioner
10 preparation programs to implement the dyslexia professional
11 learning framework as proposed by the Iowa dyslexia task force
12 and coordinate a statewide system of programs and assistive
13 technologies designed to support students with characteristics
14 of dyslexia.

15 (2) The dyslexia consultant shall develop, and the
16 department shall maintain, an internet site designed in
17 collaboration with dyslexia stakeholders and the Iowa reading
18 research center to provide information relating to best
19 practices for the education of students with characteristics
20 of dyslexia, provide information to the public relating to
21 dyslexia, and provide professional learning opportunities
22 relating to dyslexia education for teachers, teacher leaders,
23 and administrators.

24 (3) The dyslexia consultant shall be highly trained in
25 dyslexia and have a minimum of three years of field experience
26 in screening, identifying, and treating dyslexia and related
27 disorders.

28 *c.* Subject to an appropriation of funds by the general
29 assembly, develop, in consultation with the Iowa reading
30 research center, and make available to school districts and
31 accredited nonpublic schools by July 1, 2022, a dyslexia
32 diagnostic assessment to determine whether a student who
33 is persistently at risk in reading has characteristics of
34 dyslexia.

35 *d.* Subject to an appropriation of funds by the general

1 assembly, develop and implement a pilot program, in
2 collaboration with the Iowa reading research center and the
3 board of educational examiners, to build the capacity of all
4 educators to provide high-quality literacy instruction to all
5 learners, as well as to provide intensive interventions for
6 students with more severe forms of dyslexia, and to identify
7 best practices for preparing practitioners as advanced dyslexia
8 specialists.

9 Sec. 3. Section 256.16, subsection 1, Code 2020, is amended
10 by adding the following new paragraph:

11 NEW PARAGRAPH. n. By July 1, 2021, develop and implement
12 all of the following:

13 (1) A dyslexia professional learning framework, guided
14 by the recommendations of the Iowa dyslexia task force. The
15 framework shall include, at a minimum, all of the following:

16 (a) Preparation designed to enhance the learning of
17 all students in all subject areas, and that helps students
18 understand the impact of dyslexia on learners and to use
19 accommodations and modifications to make content area
20 instruction accessible to every student.

21 (b) The principles and practices of explicit, systematic
22 literacy instruction that benefits all students, including
23 students with characteristics of dyslexia.

24 (c) Specialized knowledge and skills to provide intensive
25 intervention that incorporates evidence-based practices to
26 instruct students with significant literacy needs or special
27 education students.

28 (2) An action plan, in collaboration with the Iowa
29 reading research center, to provide, commencing July 1,
30 2022, differentiated training on the knowledge, skills, and
31 dispositions, that is aligned to the dyslexia professional
32 learning framework developed and implemented pursuant to
33 subparagraph (1), for students to provide instruction as
34 advanced dyslexia specialists.

35 Sec. 4. Section 272.2, Code 2020, is amended by adding the

1 following new subsection:

2 NEW SUBSECTION. 23. Adopt rules pursuant to chapter 17A, in
3 consultation with the department of education, the Iowa reading
4 research center, and the area education agencies, establishing
5 an endorsement for an advanced dyslexia specialist, including
6 traditional and nontraditional pathways for obtaining such
7 endorsement. The endorsement shall require applicants to
8 demonstrate skill in developing and supporting services for
9 students with characteristics of dyslexia including those who
10 are eligible for services under chapter 256B or section 504
11 of the federal Rehabilitation Act of 1973, 29 U.S.C. §794, as
12 amended, have three years of prior teaching experience, at a
13 minimum, and have completed a supervised practical experience.

14 Sec. 5. Section 279.68, subsection 1, Code 2020, is amended
15 by adding the following new paragraph:

16 NEW PARAGRAPH. c. A school district shall administer to
17 any student who, following the universal screening assessment
18 conducted pursuant to paragraph "a", is determined to be
19 persistently at risk in reading, the dyslexia diagnostic
20 assessment if developed by the department of education pursuant
21 to section 256.9, subsection 60, paragraph "c", and if the
22 assessment determines the student has characteristics of
23 dyslexia, the school district shall provide to the student
24 intensive instructional services and support relating to best
25 practices for the education of students with characteristics of
26 dyslexia in the manner required pursuant to this section.

27 Sec. 6. Section 279.68, subsection 2, paragraph d,
28 subparagraph (3), subparagraph division (a), Code 2020, is
29 amended to read as follows:

30 (a) Assists students who are persistently at risk in reading
31 to develop the skills to read at grade level. Assistance
32 shall include but not be limited to strategies that formally
33 address dyslexia, when appropriate. ~~For purposes of this~~
34 ~~subparagraph division (a), "dyslexia" means a specific and~~
35 ~~significant impairment in the development of reading, including~~

~~1 but not limited to phonemic awareness, phonics, fluency,
2 vocabulary, and comprehension, that is not solely accounted for
3 by intellectual disability, sensory disability or impairment,
4 or lack of appropriate instruction.~~

5 Sec. 7. Section 279.68, subsection 3, Code 2020, is amended
6 by adding the following new paragraph:

7 NEW PARAGRAPH. c. Prior to the beginning of each school
8 calendar, each school district shall require every classroom
9 teacher who is under contract to provide instruction in English
10 and language arts, mathematics, science, and social studies
11 to students enrolled in kindergarten through grade twelve, to
12 complete the Iowa reading research center dyslexia overview
13 module. However, a beginning teacher serving under an initial
14 or intern license has until the end of the teacher's first year
15 of teaching to complete the module.

16 Sec. 8. Section 279.68, Code 2020, is amended by adding the
17 following new subsection:

18 NEW SUBSECTION. 4. For purposes of this section, "*dyslexia*"
19 means a specific learning disability that is neurobiological
20 in origin. "*Dyslexia*" is characterized by difficulties with
21 accurate or fluent word recognition and by poor spelling and
22 decoding abilities. These difficulties typically result from
23 a deficit in the phonological component of language that is
24 often unexpected in relation to other cognitive abilities and
25 the provision of effective classroom instruction. Secondary
26 consequences may include problems in reading comprehension and
27 reduced reading experience that can impede growth of vocabulary
28 and background knowledge.

29 Sec. 9. STATE MANDATE FUNDING SPECIFIED. In accordance
30 with section 25B.2, subsection 3, the state cost of requiring
31 compliance with any state mandate included in this Act shall
32 be paid by a school district from state school foundation aid
33 received by the school district under section 257.16. This
34 specification of the payment of the state cost shall be deemed
35 to meet all of the state funding-related requirements of

1 section 25B.2, subsection 3, and no additional state funding
2 shall be necessary for the full implementation of this Act
3 by and enforcement of this Act against all affected school
4 districts.

5

EXPLANATION

6

The inclusion of this explanation does not constitute agreement with
7 the explanation's substance by the members of the general assembly.

7

8 This bill relates to the education of kindergarten through
9 grade 12 students with characteristics of dyslexia and to
10 the preparation and licensure of practitioners who provide
11 instruction to such students.

12 STATE BOARD OF EDUCATION. The bill directs the state board,
13 in consultation with the Iowa reading research center and
14 the board of educational examiners, to adopt rules requiring
15 approved practitioner preparation programs to develop and offer
16 preparation for an advanced dyslexia specialist endorsement.

17 DIRECTOR'S DUTIES. The director of the department of
18 education must collaborate with area education agencies (AEAs)
19 to develop and implement an action plan for educators, using
20 the dyslexia professional learning framework proposed by the
21 Iowa dyslexia task force, for the identification and support
22 of students with characteristics of dyslexia; and employ a
23 dyslexia consultant with responsibilities outlined by the bill.
24 Also, subject to an appropriation of funds by the general
25 assembly, the director must develop and implement a pilot
26 program, in collaboration with the Iowa reading research center
27 and the board of educational examiners, to build the capacity
28 of all educators to provide high-quality literacy instruction
29 to all learners, intensive interventions for students with
30 more severe forms of dyslexia, and to identify best practices
31 for preparing practitioners as advanced dyslexia specialists;
32 and must, subject to an appropriation of funds by the general
33 assembly, develop with the Iowa reading research center
34 a dyslexia diagnostic assessment, and make the assessment
35 available to school districts and accredited nonpublic schools

1 by July 1, 2022.

2 APPROVED PRACTITIONER PREPARATION REQUIREMENTS. The
3 state board of education is directed to adopt rules requiring
4 that each practitioner preparation program will, by July 1,
5 2021, develop and implement a dyslexia professional learning
6 framework, guided by the recommendations of the Iowa dyslexia
7 task force, and an action plan, in collaboration with the
8 Iowa reading research center, to provide commencing July 1,
9 2022, differentiated training on the knowledge, skills, and
10 dispositions, that is aligned to the framework, for students to
11 provide instruction as advanced dyslexia specialists.

12 BOARD OF EDUCATIONAL EXAMINERS. The board of educational
13 examiners is directed to adopt rules, in consultation with the
14 department of education, the Iowa reading research center, and
15 the AEAs, establishing an endorsement for an advanced dyslexia
16 specialist, including traditional and nontraditional pathways
17 for obtaining such endorsements. The bill establishes criteria
18 for the endorsement.

19 SCHOOL DISTRICT REQUIREMENTS. A school district must
20 administer to any student who is persistently at risk in
21 reading the dyslexia diagnostic assessment, if the general
22 assembly appropriates moneys for the development of the
23 assessment by the department. If the assessment determines the
24 student has characteristics of dyslexia, the school district
25 must provide to the student appropriate services and support.

26 Prior to the beginning of each school calendar, each school
27 district must require every classroom teacher of English and
28 language arts, mathematics, science, and social studies in K-12
29 to complete the Iowa reading research center dyslexia overview
30 module. Beginning teachers have until the end of their first
31 year of teaching to complete the module.

32 DYSLEXIA DEFINITION. The bill replaces the current
33 definition of "dyslexia" used for purposes of reading
34 curriculum guidelines, with a new definition for use relating
35 to Code section 279.68. Under the new definition, "dyslexia"

1 means a specific learning disability that is neurobiological
2 in origin, characterized by difficulties with accurate or
3 fluent word recognition and by poor spelling and decoding
4 abilities which typically result from a deficit in the
5 phonological component of language that is often unexpected
6 in relation to other cognitive abilities and the provision of
7 effective classroom instruction. Secondary consequences may
8 include problems in reading comprehension and reduced reading
9 experience that can impede growth of vocabulary and background
10 knowledge.

11 The bill may include a state mandate as defined in Code
12 section 25B.3. The bill requires that the state cost of
13 any state mandate included in the bill be paid by a school
14 district from state school foundation aid received by the
15 school district under Code section 257.16. The specification
16 is deemed to constitute state compliance with any state mandate
17 funding-related requirements of Code section 25B.2. The
18 inclusion of this specification is intended to reinstate the
19 requirement of political subdivisions to comply with any state
20 mandates included in the bill.