



# Iowa Dyslexia Related Legislation

The following provides a summary of Iowa Code and Administrative Rules that are related to dyslexia. This resource incorporates laws passed through [Senate File 2356](#). This resource will be updated regularly.

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## Educator Preparation Programs

Topic	Code and/or Rule	Description
Preparation Programs: All Teacher Candidate Knowledge, Skills & Dispositions	<a href="#">IC 256.16</a> ; <a href="#">IAC 281.79.15</a>	Requires all teacher candidates to have knowledge of students who are struggling with literacy, including those with dyslexia Including: reading theory, knowledge, strategies, and approaches; and integrating literacy instruction into content areas. Including evidence-based practices, determined by research and the IRRC.
Preparation Programs: All Administrator Knowledge, Skills & Dispositions	<a href="#">IAC 281.79.17</a>	Requires all school administrators to have knowledge of students who are struggling with literacy, including those with dyslexia.
Preparation Program: Practitioner (counselor, audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education) Knowledge Skills & Dispositions	<a href="#">IAC 281.79.19</a>	Requires all practitioners to have knowledge of students who are struggling with literacy, including those with dyslexia.

## Iowa Board of Educational Examiners (BoEE) License/Endorsement Requirements

Topic	Code and/or Rule	Description
Superintendent/Area Education Agency (AEA) Administrator Endorsement	<a href="#">IAC 282.18.10</a> <a href="#">IAC 282.18.9</a>	Requires all superintendents, AEA administrators, PK-12 principals and supervisors of special education to have knowledge of students who are struggling with literacy, including those with dyslexia.
BoEE Elementary Teaching Endorsement	<a href="#">IAC 282.13.26(4)</a>	Requires teachers to receive content focused on literacy development including: <ul style="list-style-type: none"> <li>• Knowledge of the signs and symptoms of dyslexia and other reading difficulties;</li> <li>• Best-practice, research-based strategies for effective instruction including strategies to meet the needs of students with dyslexia.</li> </ul>
BOEE Reading K-8 and 5-12 Teaching Endorsement	<a href="#">IAC 282-13.28(15)</a>	Requires teachers have competencies in reading including: <ul style="list-style-type: none"> <li>• Knowledge of definitions of reading difficulties including dyslexia;</li> <li>• Knowledge of scientifically based reading research;</li> <li>• Designing research-based instruction/interventions for students with dyslexia and other difficulties;</li> <li>• Differentiating instruction to meet the needs of all learners, including those with dyslexia.</li> <li>• Knowledge of the signs and symptoms of dyslexia;</li> <li>• Knowledge of integrating literacy into content for all students including those with dyslexia.</li> </ul>

Topic	Code and/or Rule	Description
Reading Specialist K-12 Teaching Endorsement	<a href="#">IAC 282.13.28(16)</a>	<p>Requires the teacher training to include:</p> <ul style="list-style-type: none"> <li>• Implement and adapt in-depth instructional approaches to improve decoding, comprehension and information retention for students including interventions and supports for students with dyslexia;</li> <li>• Demonstrate an understanding of the signs and symptoms of reading difficulties including but not limited to dyslexia;</li> <li>• Select, administer and interpret assessments including assessing reading, writing and language growth of all students including those with dyslexia;</li> <li>• Examine effectiveness of interventions and students' response to intervention including for those with dyslexia;</li> </ul> <p>Psychology of language and reading including: processes by which children learn to speak, read, and write, language acquisition, linguistics including phonology and phonological awareness, sound-symbol association, syllable types, morphology, syntax and semantics and relationship of these components to typical and atypical reading development and reading instruction, ranges of individual differences, reading difficulties and reading disabilities, including but not limited to dyslexia.</p>

## Dyslexia Specialist Program & Endorsement

Topic	Code and/or Rule	Description
Dyslexia Specialist Endorsement: Program Approval	<a href="#">IC 256.7(3c)</a>	Requires the State Board of Education in collaboration with the IRRC to adopt rules prescribing standards and procedures for approval of teacher preparation programs to offer the dyslexia specialist endorsement.
Dyslexia Specialist Endorsement: Program Approval Changes	<a href="#">IAC 281-79.9</a>	Requires the IRRC to approve dyslexia specialist endorsement programs and allows the Iowa BoEE to approve minor changes.
Dyslexia Specialist Endorsement: BoEE Criteria	<a href="#">IC 272.2(23)</a> <a href="#">IAC 282.13.28(36)</a>	Outlines the criteria required to obtain the dyslexia specialist endorsement from the BoEE.

## Early Literacy Implementation Law

Topic	Code and/or Rule	Description
Early Literacy Implementation Law	<a href="#">IC 279.68(2d)</a> <a href="#">IAC</a> <a href="#">281.62.6(3)</a>	<p>Requires that schools assess all students K-3 for their reading or reading readiness and schools must provide intensive reading instruction if a student is not proficient and is persistently at-risk.</p> <p>Intensive intervention must include a reading curriculum supported by scientifically based research and strategies that formally address dyslexia, when appropriate.</p> <p>Those students who are at-risk or persistently at-risk must have regular progress monitoring toward proficiency with an approved progress monitoring measure.</p> <p>Parents must be provided a written contract with interventions and regular progress updates toward student proficiency.</p>
Dyslexia Definition	<a href="#">IC 279.68(2d)</a> <a href="#">IAC</a> <a href="#">281.62.6(3)</a>	Revised the definition of dyslexia that is part of the Iowa Early Literacy Implementation Law.

## Special Education Laws

Topic	Code and/or Rule	Description
Specific Learning Disability Definition	<a href="#">IAC: 41.50(10);</a> <a href="#">41.307-41.311</a>	Dyslexia is a specific condition listed under Specific Learning Disability (SLD).
Special Education Eligibility: Specific Learning Disability	<a href="#">41.307-41.311</a>	While schools are not required to diagnose dyslexia nor SLD they are required to identify any student who is eligible and in need of services and the special education services they would need. Iowa law requires the use of a process based on the child's response to scientific, research-based intervention or the use of other alternative research-based procedures for determining whether a child has a specific learning disability.

## Other Dyslexia Specific Laws

Topic	Code and/or Rule	Description
Dyslexia Task Force (4/17/18-11/15/19)	<a href="#">SF 2360</a>	<p>The Task Force was legislated to submit a report regarding findings and recommendations relating to dyslexia including but not limited to screening, interventions, teacher preparation and professional development, accommodations, and assistive technology.</p> <p>The Task Force submitted its' findings November 2019: <a href="#">Dyslexia Task Force Report</a>; <a href="#">Task Force website</a>.</p>
Dyslexia Board	<a href="#">IC 256.32A</a>	Legislates an <a href="#">Iowa Dyslexia Board</a> to guide, facilitate and oversee implementation of dyslexia instruction in Iowa and make recommendations regarding qualifications of dyslexia consultant positions and recommendations to the legislature annually. Legislated through July 1, 2025.
Iowa Department of Education (IDoE) Dyslexia Consultant	<a href="#">IC 256.9(60)</a>	Requires the IDoE, by 7/1/24, to dedicate at least one full-time position to be a dyslexia consultant to provide technical guidance and assistance related to identification of and instruction for students with characteristics of dyslexia.
AEA Dyslexia Specialists	<a href="#">IC 273.2(11)</a>	Subject to an appropriation by the general assembly, the AEA board shall, by July 1, 2024, dedicate at least one full-time equivalent position to maintain a dyslexia specialist. The dyslexia specialist shall provide technical guidance and assistance related to identification of and instruction for students with characteristics of dyslexia. In absence of appropriation, encourages each AEA to employ a highly qualified dyslexia specialist.
Dyslexia Training: AEA Personnel	<a href="#">IC 273.3(25)</a>	Requires any person employed by the AEA who holds a license, certificate, statement of recognition or authorization other than coaching to complete the <a href="#">IRRC Dyslexia Overview Module</a> . Required within 1 year of employment after 7/1/24.

Topic	Code and/or Rule	Description
Dyslexia Training: School District Personnel	<a href="#">IC 279.72</a>	<p>Requires the following persons to complete the <a href="#">IRRC Dyslexia Overview Module</a> by 7/1/24 or within 1 year of hire after 7/1/24 including those with:</p> <ul style="list-style-type: none"> <li>• Any person employed by an AEA who holds a license, certificate, statement of recognition or authorization other than coaching.</li> <li>• School district personnel with the following endorsements: <ul style="list-style-type: none"> <li>○ PK-K teacher, prekindergarten-kindergarten classroom (103)</li> <li>○ PK-K early childhood special education (262)</li> <li>○ Elementary special education (260; 263; 264)</li> <li>○ Prekindergarten through grade 3 (100; 106)</li> <li>○ Birth-grade 3 inclusive settings (1001)</li> <li>○ Dyslexia specialist (1761)</li> <li>○ English as a second language (104)</li> </ul> </li> <li>• School district practitioners and paraprofessionals assigned as: <ul style="list-style-type: none"> <li>○ Title I teachers (102; 148; 176)</li> <li>○ Title I paraprofessionals under ESSA</li> </ul> </li> </ul> <p>See also <a href="#">Iowa Board of Educational Examiners Endorsement List</a>.</p>