

# Iowa State Board of Education

## Executive Summary

August 5, 2021



**Agenda Item:** Rules: 281 IAC Chapter 62 – State Standards for Progression in Reading (Adopt)

**State Board Priority:** Eliminating Achievement and Opportunity Gaps

**State Board Role/Authority:** Iowa Code section 256.7(5) provides the State Board’s authority to adopt rules.

**Presenter(s):** None (consent agenda)

**Attachment(s):** One

**Recommendation:** It is recommended that the State Board adopt amendments to Chapter 62.

**Background:** This rule making implements, in whole or in part, 2020 Iowa Acts, Senate File 2356. This rule making conforms the definition of “dyslexia” to Senate File 2356.

The Department received one public comment, which was fully in favor of the proposed rule. The rule is identical to the notice of intended action.

**EDUCATION DEPARTMENT[281]**

**Adopted and Filed**

The State Board of Education hereby amends Chapter 62 “State Standards for Progression in Reading,” Iowa Administrative Code.

*Legal Authority for Rule Making*

This rule making is adopted under the authority provided in Iowa Code section 256.7(5).

*State or Federal Law Implemented*

This rule making implements, in whole or in part, 2020 Iowa Acts, Senate File 2356.

*Purpose and Summary*

This rule making conforms the definition of “dyslexia” in rule to the definition of “dyslexia” in 2020 Iowa Acts, Senate File 2356.

*Public Comment and Changes to Rule Making*

Notice of Intended Action for this rule making was published in the Iowa Administrative Bulletin on June 2, 2021, as **ARC 5663C**.

A public hearing was held on June 22, 2021, at 8:30 a.m. at the ICN Classroom, Grimes State Office Building, with an option to participate by video conference. No one attended the hearing. The Department received one public comment, from Decoding Dyslexia Iowa, which comment was fully in favor of the proposed rule making. The rules amendments are identical to those published in the notice of intended action.

*Adoption of Rule Making*

This rule making was adopted by the State Board on August 5, 2021.

*Fiscal Impact*

This rule making has no fiscal impact to the state of Iowa.

### *Jobs Impact*

After analysis and review of this rule making, no impact on jobs has been found.

### *Waivers*

Any person who believes that the application of the discretionary provisions of this rule making would result in hardship or injustice to that person may petition the State Board for a waiver of the discretionary provisions, if any, pursuant to 281—Chapter 4.

### *Review by Administrative Rules Review Committee*

The Administrative Rules Review Committee, a bipartisan legislative committee which oversees rule making by executive branch agencies, may, on its own motion or on written request by any individual or group, review this rule making at its regular monthly meeting or at a special meeting. The Committee's meetings are open to the public, and interested persons may be heard as provided in Iowa Code section 17A.8(6).

### *Effective Date*

This rule making will become effective on September 29, 2021.

The following rule-making action is adopted:

Amend paragraph **62.6(3)“a”** as follows:

*a.* Assists students assessed as persistently at risk in reading to develop the skills to read at grade level. Assistance shall include but not be limited to strategies that formally address dyslexia, when appropriate. For purposes of this paragraph, “dyslexia” means a specific ~~and significant impairment in the development of reading, including but not limited to phonemic awareness, phonics, fluency, vocabulary, and comprehension, that is not solely accounted for by intellectual disability, sensory learning disability or impairment, or lack of appropriate instruction that is neurobiological in origin, is characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities, and may include difficulties that typically result from~~

a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, as well as secondary consequences such as problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.