

STATE OF NEW YORK

8786

2019-2020 Regular Sessions

IN ASSEMBLY

November 25, 2019

Introduced by M. of A. CARROLL -- read once and referred to the Committee on Education

AN ACT to amend the education law, in relation to establishing a dyslexia task force and implementing the findings of such task force

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

1 Section 1. The education law is amended by adding two new sections
2 4407-a and 4407-b to read as follows:

3 § 4407-a. Dyslexia; task force. 1. The task force on dyslexia is hereby
4 created within the department to develop guidelines for the appropriate
5 screening of students for dyslexia and related disorders, provide
6 guidelines regarding the appropriate interventions and classroom support
7 for students deemed at risk, and to develop a program of study for
8 teachers to better help students with dyslexia.

9 2. For the purposes of this section, the following terms shall have
10 the following meanings:

11 (a) The term "dyslexia" shall mean a disorder that is neurological in
12 origin, characterized by difficulties with accurate and fluent word
13 recognition and poor spelling and decoding abilities that typically
14 result from a deficit in the phonological component of language, often
15 unexpected in relation to other cognitive abilities and the provision of
16 effective classroom instruction, and of which secondary consequences may
17 include problems in reading comprehension and reduced reading experience
18 that can impede growth of vocabulary and background knowledge as well as
19 other related disorders.

20 (b) The term "screening program" shall mean a dyslexia screening
21 program which is: (i) evidence based with proven psychometrics for
22 validity; (ii) efficient and low cost; and (iii) readily available.

23 (c) The term "related disorders" shall mean disorders similar to or
24 related to dyslexia including, but not limited to, developmental audito-

EXPLANATION--Matter in italics (underscored) is new; matter in brackets
[-] is old law to be omitted.

LBD14035-01-9

1 ry imperception, dysphasia, specific developmental dyslexia, develop-
2 mental dysgraphia, and developmental spelling disability.

3 (d) The term "support" shall mean low-cost and effective best prac-
4 tices including, but not limited to, oral examinations and extended
5 test-taking periods used to support students who have dyslexia or any
6 related disorder.

7 3. (a) Such task force shall consist of ten members, each to serve for
8 a term of three calendar years. Such members shall be appointed as
9 follows: four members shall be appointed by the governor; two members
10 shall be appointed by the temporary president of the senate; one member
11 shall be appointed by the minority leader of the senate; two members
12 shall be appointed by the speaker of the assembly; and one member shall
13 be appointed by the minority leader of the assembly. Appointments shall
14 be made on or before July first, two thousand twenty. Vacancies in the
15 task force shall be filled in the manner provided for original appoint-
16 ments.

17 (b) Such members shall include: two physicians and/or scientists who
18 work with dyslexic persons; two educators who specialize in educating
19 dyslexic persons; one parent advocate; one dyslexic person; and one
20 person who works for the state university who is an expert in dyslexia.
21 All appointments shall be coordinated to ensure geographic represen-
22 tation from the entire state.

23 (c) The task force shall consist of a chair, vice-chair and any other
24 necessary officers shall be elected from among all the appointed
25 members.

26 (d) A majority of the members of the task force then in office shall
27 constitute a quorum for the transaction of business or the exercise of
28 any power or function of the task force. An act, determination or deci-
29 sion of the majority of the members present during the presence of a
30 quorum shall be held to be the act, determination, or decision of the
31 task force.

32 (e) The task force shall meet at least quarterly at the call of the
33 chair. Meetings may be held via teleconference. Special meetings may be
34 called by the chair at the request of a majority of the members of the
35 task force.

36 (f) Members of the task force shall receive no compensation for their
37 services but shall be reimbursed for their actual expenses incurred in
38 the performance of their duties in the work of the task force.

39 4. The task force established shall:

40 (a) Study screening programs for identifying dyslexic persons;

41 (b) Study intervention and classroom support services for dyslexic
42 persons;

43 (c) Develop guidelines for appropriate screening programs, inter-
44 vention services and classroom support for dyslexic persons; and

45 (d) Develop a program of study in the diagnosis and remediation of
46 reading and language arts that includes supervised practicum hours and
47 instruction in the detection and recognition of, and evidence-based
48 structured literacy interventions for, students with dyslexia and other
49 related disorders.

50 5. The task force may, as it deems appropriate, request that studies,
51 surveys, or analyses relating to the task force's powers and duties be
52 performed by any state department, commission, agency or public authori-
53 ty. All state departments, commissions, agencies or public authorities
54 shall provide information and advice in a timely manner and otherwise
55 assist the task force with its work.

1 6. The department shall provide staff services to the task force and
2 such other administrative assistance as may be necessary for the task
3 force to carry out its duties, functions and powers.

4 7. The task force shall hold a minimum of three public hearings each
5 year: one in New York city; one in western New York; and one in upstate
6 eastern New York. The task force may hold additional public hearings in
7 other locations as it deems appropriate.

8 8. The task force shall issue a report to the governor and the legis-
9 lature of its findings, conclusions, recommendations and activities
10 already undertaken by the task force, not later than September first,
11 two thousand twenty-one and shall submit with its reports legislative
12 proposals as it deems necessary to implement its recommendations, the
13 guidelines developed under paragraph (c) of subdivision four of this
14 section, and the program of study developed under paragraph (d) of
15 subdivision four of this section.

16 9. On or before December thirty-first, two thousand twenty-one, the
17 department shall promulgate rules and regulations to implement the
18 guidelines and program of study developed by the task force which were
19 submitted in the task force's report.

20 10. Nothing in this section shall require a student with dyslexia to
21 obtain an individualized education program unless the student has other-
22 wise met the federal conditions necessary.

23 § 4407-b. Dyslexia; screening and intervention. 1. For the purposes of
24 this section, the following terms shall have the following meanings:

25 (a) The term "dyslexia" shall mean a disorder that is neurological in
26 origin, characterized by difficulties with accurate and fluent word
27 recognition and poor spelling and decoding abilities that typically
28 result from a deficit in the phonological component of language, often
29 unexpected in relation to other cognitive abilities and the provision of
30 effective classroom instruction, and of which secondary consequences may
31 include problems in reading comprehension and reduced reading experience
32 that can impede growth of vocabulary and background knowledge.

33 (b) The term "screening program" shall mean a dyslexia screening
34 program which is: (i) evidence based with proven psychometrics for
35 validity; (ii) efficient and low cost; and (iii) readily available.

36 (c) The term "related disorders" shall mean disorders similar to or
37 related to dyslexia including, but not limited to, developmental audito-
38 ry imperception, dysphasia, specific developmental dyslexia, develop-
39 mental dysgraphia, and developmental spelling disability.

40 (d) The term "support" shall mean low-cost and effective best prac-
41 tices including, but not limited to, oral examinations and extended
42 test-taking periods used to support students who have dyslexia or any
43 related disorder.

44 2. On or before July first, two thousand twenty-two, each public
45 school shall conduct a dyslexia screening program and shall provide
46 interventions based on the rules and regulations promulgated under
47 subdivision nine of section forty-four hundred seven-a of this article.

48 3. On or before July first, two thousand twenty-two, any certified
49 educator applying for a comprehensive special education or integrated
50 early childhood and special education endorsement or applicant for an
51 initial, provisional or professional educator certificate and a compre-
52 hensive special education or integrated early childhood and special
53 education endorsement shall have completed a program of study in the
54 diagnosis and remediation of reading and language arts that includes
55 supervised practicum hours and instruction in the detection and recogni-

1 tion of, and evidence-based structured literacy interventions for,
2 students with dyslexia and other related disorders.

3 4. Nothing in this act shall require a student with dyslexia to obtain
4 an individualized education program unless the student has otherwise met
5 the federal conditions necessary.

6 § 2. This act shall take effect immediately.