

# STATE OF NEW YORK

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2185--A

2021-2022 Regular Sessions

## IN ASSEMBLY

January 14, 2021

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Introduced by M. of A. CARROLL, COLTON, SEAWRIGHT, SIMON, DINOWITZ, LUPARDO, WILLIAMS, DICKENS, GRIFFIN, ABINANTI, EPSTEIN, SAYEGH, JONES, RA, TAYLOR, DAVILA, McMAHON, REYES, JEAN-PIERRE, ASHBY, FALL, ENGLE-BRIGHT, ANDERSON, JACKSON, McDONALD -- Multi-Sponsored by -- M. of A. COOK, FRONTUS, HYNDMAN, SILLITTI, THIELE -- read once and referred to the Committee on Education -- recommitted to the Committee on Education in accordance with Assembly Rule 3, sec. 2 -- committee discharged, bill amended, ordered reprinted as amended and recommitted to said committee

AN ACT in relation to establishing a dyslexia task force

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

1 Section 1. Dyslexia task force. 1. The commissioner of education shall  
2 establish a task force to examine appropriate and effective evidence-  
3 based screening methods, reading interventions, and other educational  
4 supports for dyslexia and related disorders for students in kindergarten  
5 through grade five. Such task force shall consist of at least ten  
6 members, including the commissioner of education or their designee, who  
7 shall serve as chair of the task force. The remaining members shall be  
8 appointed by the commissioner of education in such a manner to ensure  
9 that all regions of the state are represented, and shall include: (a) at  
10 least two professionals who specialize in identifying, evaluating, and  
11 diagnosing individuals with dyslexia and related disorders; (b) at least  
12 one member who specializes in educating individuals with dyslexia and  
13 related disorders; (c) at least one parent of a student with dyslexia;  
14 (d) at least one individual with dyslexia; and (e) at least one repre-  
15 sentative from an institute of higher education who is an expert in  
16 dyslexia and related disorders. All members shall have expertise in  
17 fields or disciplines related to the identification of students with  
18 learning disabilities including the unique educational needs of students  
19 with dyslexia, dyscalculia, and dysgraphia.

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

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1     2. The task force shall conduct at least two public hearings for the  
2 purpose of obtaining information from stakeholders and other interested  
3 parties including but not limited to speech pathologists, reading  
4 specialists, teachers, school administrators, and parents.

5     3. The task force shall prepare and submit a report of its findings  
6 and recommendations to the governor, temporary president of the senate  
7 and speaker of the assembly eighteen months after the date upon which  
8 this section shall have become a law.

9     4. For the purposes of this section, the term "screening methods" may  
10 include examining the use and frequency of dyslexia screeners that are  
11 valid, reliable, low cost, and developmentally appropriate that measure  
12 deficits in areas including: (a) phonological awareness; (b) phonologi-  
13 cal or language-based memory; (c) rapid automatic naming; (d) receptive  
14 vocabulary; (e) phonics skills; (f) decoding and encoding real and pseu-  
15 do-words; (g) oral reading fluency; and (h) writing at the sentence and  
16 paragraph level. Dyslexia screeners shall be inclusive of students with  
17 diverse racial, linguistic, and socio-economic backgrounds, and factor  
18 familial history.

19     § 2. This act shall take effect immediately.