

STATE OF NEW YORK

7093

IN SENATE

(Prefiled)

January 8, 2020

Introduced by Sen. HOYLMAN -- read twice and ordered printed, and when printed to be committed 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 here-
4 by created within the department to develop guidelines for the appropri-
5 ate 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 an unexpected difficulty in reading
12 for an individual who has the intelligence to be a much better reader,
13 most commonly caused by a difficulty in the phonological processing, the
14 appreciation of the individual sounds of spoken language, which affects
15 the ability of an individual to speak, read, and spell.

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

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

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

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

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

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

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

20 (d) A majority of the members of the task force then in office shall
21 constitute a quorum for the transaction of business or the exercise of
22 any power or function of the task force. An act, determination or deci-
23 sion of the majority of the members present during the presence of a
24 quorum shall be held to be the act, determination, or decision of the
25 task force.

26 (e) The task force shall meet at least quarterly at the call of the
27 chair. Meetings may be held via teleconference. Special meetings may be
28 called by the chair at the request of a majority of the members of the
29 task force.

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

33 4. The task force established shall:

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

35 (b) Study intervention and classroom support services for dyslexic
36 persons;

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

39 (d) Develop a program of study in the diagnosis and remediation of
40 reading and language arts that includes supervised practicum hours and
41 instruction in the detection and recognition of, and evidence-based
42 structured literacy interventions for, students with dyslexia and other
43 related disorders.

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

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

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

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

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

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

16 § 4407-b. Dyslexia; screening and intervention. 1. For the purposes of
17 this section, the following terms shall have the following meanings:

18 (a) The term "dyslexia" shall mean an unexpected difficulty in reading
19 for an individual who has the intelligence to be a much better reader,
20 most commonly caused by a difficulty in the phonological processing, the
21 appreciation of the individual sounds of spoken language, which affects
22 the ability of an individual to speak, read, and spell.

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

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

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

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

38 3. On or before July first, two thousand twenty-two, any certified
39 educator applying for a comprehensive special education or integrated
40 early childhood and special education endorsement or applicant for an
41 initial, provisional or professional educator certificate and a compre-
42 hensive special education or integrated early childhood and special
43 education endorsement shall have completed a program of study in the
44 diagnosis and remediation of reading and language arts that includes
45 supervised practicum hours and instruction in the detection and recogni-
46 tion of, and evidence-based structured literacy interventions for,
47 students with dyslexia and other related disorders.

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

51 § 2. This act shall take effect immediately.