STATE OF NEW YORK

2185--B

2021-2022 Regular Sessions

IN ASSEMBLY

January 14, 2021

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, ENGLEBRIGHT, ANDERSON, JACKSON, McDONALD, OTIS, WALSH -- 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 -- reported and referred to the Committee on Ways and Means -- committee discharged, bill amended, ordered reprinted as amended and recommitted to said committee

AN ACT in relation to establishing a dyslexia and dysgraphia task force; and providing for the repeal of such provisions upon expiration thereof

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

Section 1. Dyslexia and dysgraphia task force. 1. The commissioner of education shall establish a task force to examine appropriate and effective evidence-based dyslexia and dysgraphia screening methods, reading interventions, and other educational supports for students in kindergarten through grade five. The task force shall consist of at least ten members, including the commissioner of education or their designee, who shall serve as chair of the task force. The remaining members shall be appointed by the commissioner of education in such a manner to ensure that all regions of the state are represented, and shall include: (a) at least two members who specialize in identifying, evaluating, and diagnosing individuals with dyslexia or dysgraphia; (b) at least one member who specializes in educating individuals with dyslexia or dysgraphia; (c) at least one member who is a parent of a student with dyslexia or dysgraphia; (d) at least one member with dyslexia or dysgraphia; (e) at least one member from an institute of higher education who is an expert

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

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in dyslexia or dysgraphia; and (f) at least one member who is a public school teacher who specializes in teaching literacy and evidence-based reading instruction. All members shall have expertise in fields or disciplines related to the identification of students with learning disabilities including the unique educational needs of students with dyslexia or dysgraphia.

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

3. The task force shall prepare and submit a report of its findings and recommendations to the governor, temporary president of the senate and speaker of the assembly eighteen months after the effective date of this act.

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

§ 2. This act shall take effect January 1, 2023 and shall expire and be deemed repealed August 1, 2024.