# STATE OF NEW YORK

2185--A

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 -- 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:**

Section 1. Dyslexia task force. 1. The commissioner of education shall establish a task force to examine appropriate and effective evidence-based screening methods, reading interventions, and other educational supports for dyslexia and related disorders for students in kindergarten through grade five. Such 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 professionals who specialize in identifying, evaluating, and diagnosing individuals with dyslexia and related disorders; (b) at least one member who specializes in educating individuals with dyslexia and related disorders; (c) at least one parent of a student with dyslexia; (d) at least one individual with dyslexia; and (e) at least one representative from an institute of higher education who is an expert in dyslexia and related disorders. 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, dyscalculia, and dysgraphia.

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

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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 date upon which this section shall have become a law.

4. For the purposes of this section, the term "screening methods" may include examining the use and frequency of dyslexia 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. Dyslexia screeners shall be inclusive of students with diverse racial, linguistic, and socio-economic backgrounds, and factor familial history.

§ 2. This act shall take effect immediately.