

STATE OF NEW YORK

2687

2025-2026 Regular Sessions

IN ASSEMBLY

January 22, 2025

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

AN ACT to amend the education law, in relation to establishing a center
for dyslexia and dysgraphia

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

1 Section 1. The education law is amended by adding a new section 319 to
2 read as follows:

3 § 319. Center for dyslexia and dysgraphia. 1. As used in this section,
4 unless another meaning clearly appears from the context:

5 a. "Center" shall mean the center for dyslexia and dysgraphia estab-
6 lished under this section.

7 b. "Director" shall mean the executive director of the center.

8 c. "Guidebook" shall mean the comprehensive guidebook on dyslexia and
9 dysgraphia created by the center under paragraph h of subdivision three
10 of this section.

11 d. "Local education agencies" shall mean school districts, boards of
12 cooperative educational services, and other educational services provid-
13 ers designated as such by the director.

14 2. There is hereby established within the department the center for
15 dyslexia and dysgraphia. The center shall be led by the executive direc-
16 tor of the center who shall be appointed by the commissioner.

17 3. The center's duties shall include, but not be limited to:

18 a. Establishing a definition of dyslexia and dysgraphia in consulta-
19 tion with nationally recognized dyslexia and dysgraphia advocacy groups,
20 physicians and scientists who specialize in dyslexia and dysgraphia, and
21 educators who specialize in remediating dyslexia and dysgraphia.

22 b. Collecting data to inventory, synthesize, and publicize best prac-
23 tices for serving students with dyslexia, dysgraphia, and other related
24 reading or writing difficulties.

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

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1 c. Developing and disseminating of informational tools and briefs on
2 dyslexia and dysgraphia.

3 d. Setting explicit standards and requirements for peer-reviewed
4 evidence-based teacher preparation programs and certifications that
5 address dyslexia and dysgraphia.

6 e. Setting explicit standards for annual peer-reviewed evidence-based
7 universal screening for all students in grades kindergarten through
8 fifth and new entrants to schools within the state for reading and writ-
9 ing difficulties and for screening students identified as at risk for
10 dyslexia and/or dysgraphia.

11 f. Setting explicit standards for peer-reviewed evidence-based dysle-
12 xia and dysgraphia interventions and other educational supports for use
13 by local education agencies.

14 g. Issuing a public report on the state's progress on implementing
15 policies and practices regarding dyslexia and dysgraphia screenings,
16 interventions, and supports within two years from the effective date of
17 this section and every two years thereafter.

18 h. Creating a comprehensive guidebook on dyslexia and dysgraphia for
19 professional development providers, leaders of local education agencies,
20 school administrators, educators, and specialists.

21 i. Perform any other duties the commissioner or the director deems
22 necessary to identify students as at risk for dyslexia and/or dysgraphia
23 or to reduce barriers to education for those with dyslexia and/or
24 dysgraphia.

25 4. The guidebook shall be created within two years of the effective
26 date of this section and shall be updated at least every five years. The
27 center shall release a draft version of the guidebook for public comment
28 sixty days prior to its publication. The guidebook shall include, but
29 not be limited to, information related to:

30 a. Definitions regarding dyslexia and dysgraphia.

31 b. Legal responsibilities of the local education agencies and school
32 to address the needs of students with diagnosed or suspected dyslexia
33 and/or dysgraphia.

34 c. Universal screening policies, procedures, and evidence-based prac-
35 tices.

36 d. Dyslexia and dysgraphia screening policies, procedures, and
37 evidence-based practices.

38 e. Screening modifications and adaptations for English language lear-
39 ners and multilingual learners and students with disabilities that
40 impact oral language development and/or graphomotor skill development.

41 f. Appropriate use of data to guide practices and protocols for local
42 education agencies.

43 g. Regulations, guidance, and support for communicating and meeting
44 with parents or guardians to share and discuss screening results,
45 options for next steps, and making data-based decisions about inter-
46 ventions aligned with identified reading and/or writing difficulties.

47 h. Classroom instruction and interventions grounded in the science of
48 reading and structured literacy.

49 i. Development of effective individualized education plans goals,
50 progress monitoring, and accommodations for students with diagnosed or
51 suspected dyslexia and/or dysgraphia and related reading and/or writing
52 difficulties.

53 j. Professional development opportunities.

54 k. Decision criteria and steps from universal screening through
55 supports and progress monitoring.

56 § 2. This act shall take effect immediately.