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

a. "Center" shall mean the center for dyslexia and dysgraphia established under this section.

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

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

d. "Local education agencies" shall mean school districts, boards of cooperative educational services, and other educational services providers designated as such by the director.

2. There is hereby established within the department the center for dyslexia and dysgraphia. The center shall be led by the executive director of the center who shall be appointed by the commissioner.

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

a. Establishing a definition of dyslexia and dysgraphia in consultation with nationally recognized dyslexia and dysgraphia advocacy groups, physicians and scientists who specialize in dyslexia and dysgraphia, and educators who specialize in remediating dyslexia and dysgraphia.

b. Collecting data to inventory, synthesize, and publicize best practices for serving students with dyslexia, dysgraphia, and other related reading or writing difficulties.

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

d. Setting explicit standards and requirements for peer-reviewed evidence-based teacher preparation programs and certifications that

address dyslexia and dysgraphia.

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

f. Setting explicit standards for peer-reviewed evidence-based dyslexia and dysgraphia interventions and other educational supports for use by local education agencies.

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

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

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

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

a. Definitions regarding dyslexia and dysgraphia.

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

c. Universal screening policies, procedures, and evidence-based practices.

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

e. Screening modifications and adaptations for English language learners and multilingual learners and students with disabilities that impact oral language development and/or graphomotor skill development.

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

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

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

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

j. Professional development opportunities.

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

* NB There are 2 § 319's