





August 2018

TO: District Superintendents
Superintendents of Public Schools
Public School Administrators
Charter School Administrators
Superintendents of State-Operated and State-Supported Schools
Executive Directors of Approved Private Schools
Nonpublic School Administrators
Directors of Special Education
Directors of Pupil Personnel Services
Chairpersons of Committees on Special Education
Organizations, Parents and Individuals Concerned with Special Education

FROM: Angelica Infante-Green, Deputy Commissioner 
Christopher Suriano, Assistant Commissioner
Office of Special Education 

SUBJECT: Guidance on Chapter 216 of the Laws of 2017: Students with Disabilities
Resulting from Dyslexia, Dysgraphia, and Dyscalculia

All students with disabilities must receive an appropriate education that meets their unique, individual needs in order to meaningfully participate and progress in the general curriculum. To that end, this memorandum serves to inform school districts of new guidance on students with disabilities resulting from dyslexia, dysgraphia, and dyscalculia. Chapter 216 of the Laws of 2017, signed by the Governor in August 2017, amends New York State Education Law to include provisions for the New York State Education Department (NYSED), in cooperation with stakeholders to issue guidance on the unique educational needs of students with dyslexia, dysgraphia, and dyscalculia and to clarify that school districts may reference or use the terms dyslexia, dysgraphia, and dyscalculia in evaluations, eligibility determinations, or in developing an individualized education program under the Individuals with Disabilities Education Act.

Consistent with Chapter 216, a statewide group of stakeholders representing various perspectives and constituencies related to the education of students with dyslexia, dysgraphia, and dyscalculia was convened to advise NYSED on the unique educational needs of such students. Additionally, online surveys related to the education of students with learning disabilities resulting from dyslexia, dysgraphia, and dyscalculia were disseminated statewide to special education administrators, educators and providers, and families. Results of the surveys and input from our stakeholder group informed the development of the following guidance documents related to students with dyslexia, dysgraphia, and dyscalculia: *Meeting the Needs of Students with Dyslexia, Dysgraphia, and Dyscalculia*; *Students with Disabilities Resulting from Dyslexia, Dysgraphia, and Dyscalculia: Questions and Answers*; and *Identification of Students with Learning Disabilities within a Multi-Tiered System of Support*.

Questions regarding this memorandum may be directed to the Special Education Policy Unit at (518) 473-2878 or to speced@nysed.gov

Attachment: Chapter 216 of the Laws of 2017