

Carter Booth, *Chair*
Susan Kent, *First Vice Chair*
Daniel Miller, *Second Vice Chair*
Bob Gormley, *District Manager*



Antony Wong, *Treasurer*
Valerie De La Rosa, *Secretary*
Vacant, *Assistant Secretary*

COMMUNITY BOARD NO. 2, MANHATTAN

3 WASHINGTON SQUARE VILLAGE
NEW YORK, NY 10012-1899

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Greenwich Village ∨ Little Italy ∨ SoHo ∨ NoHo ∨ Hudson Square ∨ Chinatown ∨ Gansevoort Market

March 25, 2020

The Honorable Andrea Stewart-Cousins
New York State Senator
28 Wells Avenue, Building #3
Yonkers, NY 10701

The Honorable Carl E. Heastie
Assembly Speaker
1446 East Gun Hill Road
Bronx, NY 10469

Shannon Tahoe, Interim Commissioner
NYS Education Department and President of the
State of New York
New York State Education Building
89 Washington Avenue
Albany, NY 12234

Richard Carranza, Chancellor
Department of Education
Tweed Courthouse
52 Chamber Street
New York, NY 10007

Dear Senator Stewart-Cousins, Assembly Speaker Heastie, Interim Commissioner Tahoe, and
Chancellor Carranza:

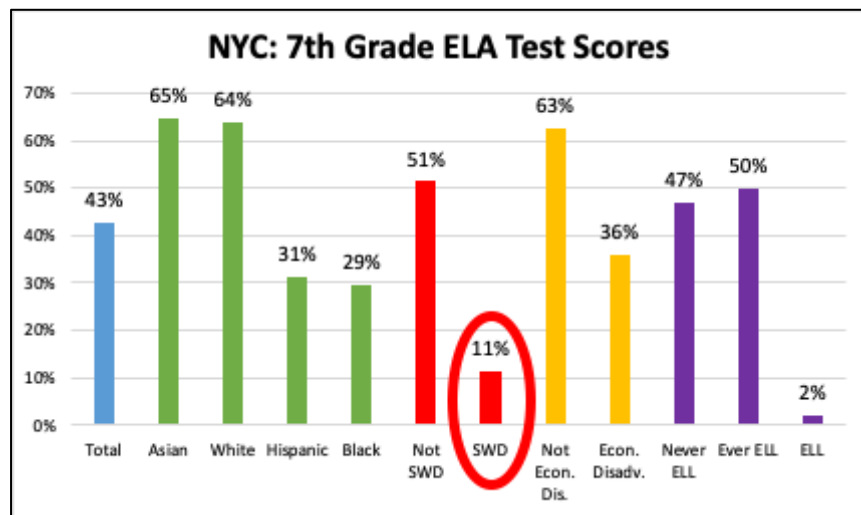
At its Full Board meeting March 19, 2020, Community Board #2, adopted the following resolution:

Resolution In Support of State Legislation to Mandate Early Screening, Intervention, Dedicated Schools and Teacher Training Programs for All Children with Dyslexia and Other Phonological Learning Disabilities

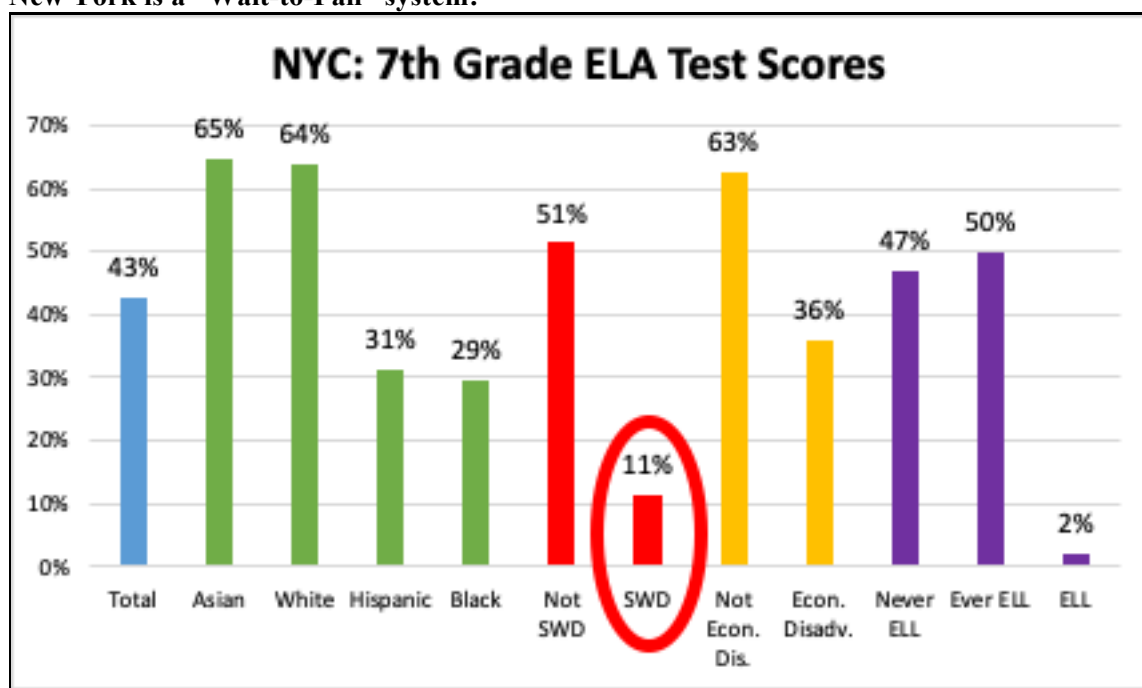
Whereas:

1. *The NYC Department of Education has failed to develop comprehensive early screening, curriculum, teacher training, programs and schools to support and teach children with dyslexia, creating a deeply inequitable system that is out of reach for the vast majority of New York City families;*
2. New York State legislators have proposed a series of bills to address these deficiencies:
 - a. **Mandatory Early Screening:** [S4341/A5259](#) requires school districts to conduct mandatory early screening for dyslexia for all children;
 - b. **Dyslexia Interventions & Task Force:** [S5608/A7210](#) establishes interventions for children with dyslexia and [S7093/A8786](#) establishes a dyslexia task force;
 - c. **Dedicated Schools:** [A6911](#) establishes schools dedicated to teaching dyslexic students in school districts that serve more than one million children;
 - d. **Testing:** [S5697/A5038-A](#) provides that any standardized test or examination shall not be subject to any time limitation when administered by the city district; and,
 - e. **Higher Education:** [S4342/A6450](#) requires higher education programs for teachers incorporate evidence-based, structured literacy methods for teaching reading;

3. **“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction,”** according to the International Dyslexia Association⁽¹⁾;



4. **Dyslexia is common** and affects 10-20% of the population, regardless of primary language or background; occurs on a continuum, can run in families; but it can be remediated with scientifically proven structured literacy approaches, like Orton-Gillingham⁽¹⁾;
5. **New York is a “Wait-to-Fail” system:**



- a. The achievement gap between typical and dyslexic readers impacts students as early as first grade and persists and often worsens over time⁽²⁾ making addressing the needs of dyslexic students a critical education and equity issue;
- b. In NYC, by 7th grade, students with disabilities are the lowest performing subgroup in ELA (other than current English Language Learners), with only 11% achieving proficiency on State exams⁽³⁾; and,
- c. Left untreated, dyslexia increases risk for anxiety, depression, low self-esteem, peer rejection,⁽⁴⁾ absenteeism,⁽⁵⁾ dropping out,⁽⁶⁾ and involvement in criminal justice system⁽⁷⁾;
6. Currently, the **DOE lacks screening, curriculum, teacher training, and public school programs** to address the needs of students with dyslexia and other language-based learning disabilities, including:
- a. **No universal screening** in grades K-2 to identify struggling readers sooner so that they receive interventions needed to learn to read, even though 30 states have passed legislation that mandates some level of screening for students at risk of dyslexia⁽⁸⁾;
- b. **Limited curricula** based on scientifically proven structured literacy approaches, like Orton-Gillingham (OG) that is multisensory, structured, sequential, cumulative, cognitive and flexible;⁽⁹⁾

in contrast, the current education system teaches reading with a “whole language”, “balanced literacy” or “leveled literacy” approach that is ineffective for teaching reading to the roughly 10-20% of students who have dyslexia or language-based learning disabilities ⁽¹⁰⁾;

- c. **Lack of teacher training** to recognize the early signs for dyslexia, screen students and effectively teach OG-based curricula; and,
- d. **No DOE public school programs** even though private and charter schools that serve dyslexic students continue to expand and provide models for the DOE, such as The Windward School that opened a Manhattan campus in Fall 2015 for 100 students in grades 3-6 and now serves 350 students in grades 1-8⁽¹¹⁾ and Bridge Preparatory Charter School that opened in Staten Island in Fall 2019 and serves 90 students in grades 1-2 with plans to expand through grade 5.⁽¹²⁾

Therefore, be it resolved that Community Board 2:

1. Supports the passage of New York State Senate bills [S4341](#), [S7093](#), [S5608](#), [S5697](#) and [S4342](#) and New York State Assembly bill [A5259](#), [A8786](#), [A7210](#), [A6911](#), [A5038-A](#) and [A6450](#) and urges the Governor to sign them into law; and,
2. Urges our elected officials, the NYS Education Department and the NYC Department of Education to support mandatory early screening, interventions, dedicated schools, teacher training and testing accommodations for all children with dyslexia and related learning disabilities.

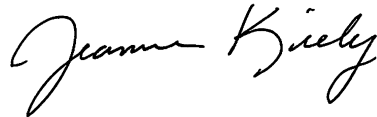
VOTE: Unanimous, with 42 Board Members in favor.

Please advise us of any decision or action taken in response to this resolution.

Sincerely,



Carter Booth, Chair
Community Board #2, Manhattan



Jeannine Kiely, Chair
Schools and Education Committee
Community Board #2, Manhattan

CB/EM

- c: Hon. John E. Brooks, State Senator
Hon. Brad Hoylman, State Senator
Hon. Robert Jackson, State Senator
Hon. Brian Kavanagh, State Senator
Hon. Zellnor Myrie, State Senator
Hon. Robert C. Carroll, Assemblymember
Hon. Deborah Glick, Assemblymember
Hon. Yuh-Line Niou, Assemblymember
Hon. Jo Anne Simon, Assemblymember
Hon. Scott Stringer, Comptroller
Hon. Jumaane Williams, Public Advocate
Hon. Gale Brewer, Borough President
Hon. Corey Johnson, City Council Speaker
Hon. Margaret Chin, Council Member
Karin Goldmark, Deputy Chancellor of School Planning and Development, NYC DOE
Donalda Chumney, District 2 Superintendent, NC DOE

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New York State Education Building
89 Washington Avenue
Albany, NY 12234

Richard Carranza, Chancellor
Department of Education
Tweed Courthouse
52 Chamber Street
New York, NY 10007

Anthony J. Annucci, Acting Commissioner
NYS Department Corrections and Community
Supervision
W.A. Harriman State Campus, Building #2
1220 Washington Avenue
Albany, NY 12226

Cynthia Brann, Commissioner
NYC Department of Corrections
75-20 Astoria Blvd.
East Elmhurst, NY 11370

Dear Senator Stewart-Cousins, Assembly Speaker Heastie, Interim Commissioner Tahoe,
Chancellor Carranza, Acting Commissioner Annucci, and Commissioner Brann:

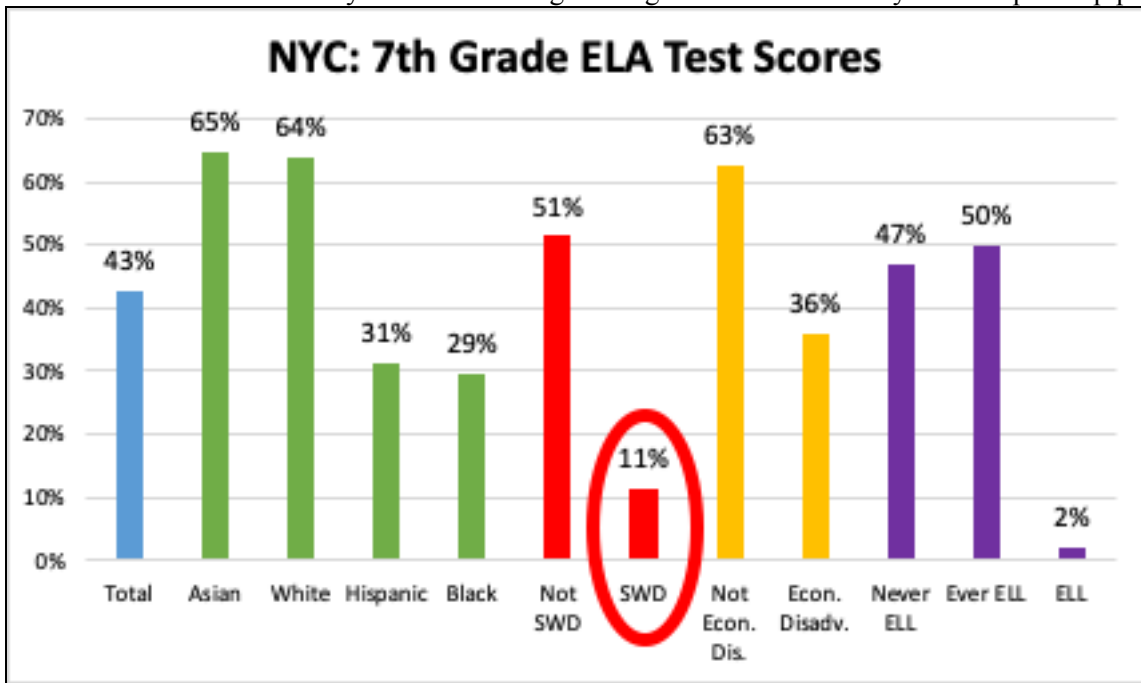
At its Full Board meeting March 19, 2020, Community Board #2, adopted the following resolution:

Resolution In Support of State Legislation to Mandate Screening and Intervention for All Incarcerated Individuals with Dyslexia and Other Phonological Learning Disabilities

Whereas:

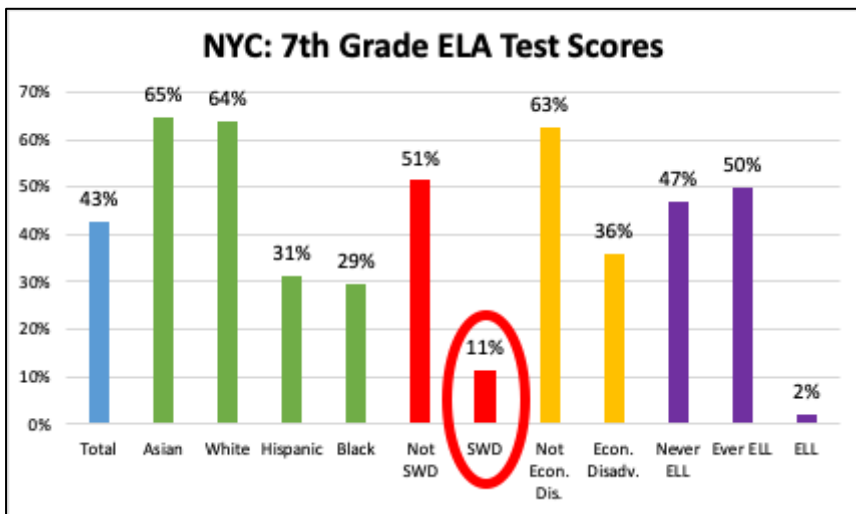
1. Proposed New York State legislation [S6787](#) and [A7822](#) requires dyslexia screening and intervention for incarcerated individuals:
 - a. Targeting those who do not have a high school diploma or its equivalent; and,
 - b. If identified below the proficiency level to be a high functioning reader, providing the individual with academic intervention that is evidence-based and consistent with science-based research for addressing dyslexia;

2. New York’s “Wait-to-Fail” system for teaching reading contributes to the dyslexia to prison pipeline:



- a. The achievement gap between typical and dyslexic readers impacts students as early as first grade and persists and often worsens over time⁽¹⁾ making addressing the needs of dyslexic students a critical education and equity issue;
- b. In NYC, by 7th grade, students with disabilities are the lowest performing subgroup in ELA (other than current English Language Learners), with only 11% achieving proficiency on State exams⁽²⁾; and,
- c. Left untreated, dyslexia increases risk for anxiety, depression, low self-esteem, peer rejection,⁽³⁾ absenteeism,⁽⁴⁾ dropping out,⁽⁵⁾ and involvement in criminal justice system,⁽⁶⁾

3. Adults in prison, on average, have less formal education and lower literacy and numeracy skills than non-incarcerated adults and studies indicate that 30-50% of incarcerated individuals may have learning disabilities.⁽⁷⁾



Therefore, be it resolved that Community Board 2:

1. Supports the passage of New York State Senate bill [S6787](#) and New York State Assembly bill [A7822](#) and urges the Governor to sign them into law; and,
2. Urges our elected officials, the NYS Education Department, the NYC Department of Education, the New York State Department of Corrections and Community Supervision and the New York City Department of Corrections to support mandatory early screening, interventions, dedicated schools, teacher training and testing accommodations for all children with dyslexia and related learning disabilities.


VOTE: Unanimous, with 42 Board Members in favor.

Please advise us of any decision or action taken in response to this resolution.

Sincerely,



Carter Booth, Chair
Community Board #2, Manhattan



Jeannine Kiely, Chair
Schools and Education Committee
Community Board #2, Manhattan

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