

SENATE, No. 2439

STATE OF NEW JERSEY 215th LEGISLATURE

INTRODUCED JANUARY 8, 2013

Sponsored by:

Senator JEFF VAN DREW

District 1 (Atlantic, Cape May and Cumberland)

Senator M. TERESA RUIZ

District 29 (Essex)

Senator DIANE B. ALLEN

District 7 (Burlington)

Co-Sponsored by:

Senators Turner and Madden

SYNOPSIS

Directs State Board of Education to incorporate the International Dyslexia Association's definition of dyslexia into special education regulations.

CURRENT VERSION OF TEXT

As introduced.



(Sponsorship Updated As Of: 6/28/2013)

1 AN ACT concerning special education and supplementing chapter
2 46 of Title 18A of the New Jersey Statutes.

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4 **BE IT ENACTED** *by the Senate and General Assembly of the State*
5 *of New Jersey:*

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7 1. The State Board of Education shall promulgate regulations
8 that incorporate the International Dyslexia Association's definition
9 of dyslexia into chapter 14 of Title 6A of the New Jersey
10 Administrative Code.

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12 2. This act shall take effect immediately.

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STATEMENT

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17 This bill directs the State Board of Education to promulgate
18 regulations that incorporate the International Dyslexia Association's
19 (IDA) definition of dyslexia into chapter 14 of Title 6A of the New
20 Jersey Administrative Code, which outlines the requirements for the
21 provision of special education programs and services.

22 Currently, State board regulations at N.J.A.C.6A:14-3.5c-12 list
23 dyslexia as one of the specific learning disabilities that may impair
24 a person's ability to understand or use language, or perform
25 mathematical calculations. However, the regulations do not
26 specifically define dyslexia.

27 Under the bill, the State Board of Education would incorporate
28 the IDA definition which reads as follows:

29 "Dyslexia is a specific learning disability that is neurological in
30 origin. It is characterized by difficulties with accurate and/or fluent
31 word recognition and by poor spelling and decoding abilities.
32 These difficulties typically result from a deficit in the phonological
33 component of language that is often unexpected in relation to other
34 cognitive abilities and the provision of effective classroom
35 instruction. Secondary consequences may include problems in
36 reading comprehension and reduced reading experience that can
37 impede growth of vocabulary and background knowledge."