

Department of Planning and Budget

2017 Fiscal Impact Statement

1. Bill Number: HB2395

House of Origin	<input type="checkbox"/> Introduced	<input type="checkbox"/> Substitute	<input type="checkbox"/> Engrossed
Second House	<input type="checkbox"/> In Committee	<input type="checkbox"/> Substitute	<input checked="" type="checkbox"/> Enrolled

2. Patron: Cline

3. Committee: Passed both houses

4. Title: Public schools; dyslexia advisor.

5. Summary: Requires one reading specialist employed by each local school board that employs a reading specialist to have training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder and to serve as an advisor on dyslexia and related disorders. Such reading specialist shall have an understanding of the definition of dyslexia and a working knowledge of (i) techniques to help a student on the continuum of skills with dyslexia; (ii) dyslexia characteristics that may manifest at different ages and grade levels; (iii) the basic foundation of the keys to reading, including multisensory, explicit, systemic, and structured reading instruction; and (iv) appropriate interventions, accommodations, and assistive technology supports for students with dyslexia.

6. Budget Amendment Necessary: No

7. Fiscal Impact Estimates: Final. See Item 8.

8. Fiscal Implications: There is no anticipated state fiscal impact as a result of this bill. Any fiscal impact to local school divisions is indeterminate.

9. Specific Agency or Political Subdivisions Affected: Local school divisions

10. Technical Amendment Necessary: No

11. Other Comments: This bill is identical to SB 1516 as enrolled.