

**Department of Planning and Budget**  
**2021 Special Session I Fiscal Impact Statement**

**1. Bill Number:** HB1865

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

**2. Patron:** Delaney

**3. Committee:** Passed both houses

**4. Title:** Certain students in kindergarten through grade 3; reading intervention services.

**5. Summary:** Requires reading intervention services for students in kindergarten through grade three who demonstrate deficiencies based on their individual performance on the Standards of Learning reading test or any reading diagnostic test that meets criteria established by the Department of Education to be evidence-based, including services that are grounded in the science of reading, and include (i) the components of effective reading instruction and (ii) explicit, systematic, sequential, and cumulative instruction, to include phonemic awareness, systematic phonics, fluency, vocabulary development, and text comprehension as appropriate based on the student's demonstrated reading deficiencies. Requires the parent of each student who receives such reading intervention services to be notified before the services begin, and the progress of each student to be monitored throughout the provision of services.

**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, as engrossed. Any fiscal impact to localities is indeterminate.

**9. Specific Agency or Political Subdivisions Affected:** Department of Education, local school divisions

**10. Technical Amendment Necessary:** No

**11. Other Comments:** None