

## **Department of Planning and Budget**

### **2017 Fiscal Impact Statement**

**1. Bill Number:** HB2395

<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 checked="" type="checkbox"/> Substitute	<input type="checkbox"/> Enrolled

**2. Patron:** Cline

**3. Committee:** Education and Health

**4. Title:** Public schools; dyslexia advisor.

**5. Summary:** Requires one reading specialist or school psychologist employed by each local school board that employs a reading specialist or school psychologist 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 or school psychologist must 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:** Preliminary. 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:** None