

**COMMONWEALTH OF KENTUCKY STATE FISCAL NOTE STATEMENT
LEGISLATIVE RESEARCH COMMISSION
2017 REGULAR SESSION**

MEASURE

2017 BR NUMBER **60**

HOUSE BILL NUMBER **307/GA**

RESOLUTION NUMBER _____

AMENDMENT NUMBER _____

SUBJECT/TITLE **An ACT relating to implementation of screening and interventions to improve student learning.**

SPONSOR **Representative Addia Wuchner**

NOTE SUMMARY

FISCAL ANALYSIS: IMPACT NO IMPACT INDETERMINABLE IMPACT

LEVEL(S) OF IMPACT: STATE LOCAL FEDERAL

BUDGET UNIT(S) IMPACT: **Kentucky Department of Education**

FUND(S) IMPACT: GENERAL ROAD FEDERAL RESTRICTED AGENCY _____ OTHER

FISCAL SUMMARY

FISCAL ESTIMATES	2016-2017	2017-2018	ANNUAL IMPACT AT FULL IMPLEMENTATION
REVENUES			
EXPENDITURES		Indeterminable	
NET EFFECT		(Indeterminable)	

() indicates a decrease/negative

MEASURE'S PURPOSE: HB 307/GA requires local school districts to develop policies to improve screenings and intervention options for students with learning difficulties, particularly dyslexia. Specific steps are prescribed if a student is identified with characteristics of dyslexia. Professional development in this area is required for teachers in grades K-3. The bill also requires the Kentucky Department of Education (KDE) to develop screening tools that districts may use to determine if students have a learning disability, along with related resources for dyslexia. Finally, it requires teacher preparation programs to cover these issues.

PROVISIONS/MECHANICS: Subsection 1 amends the definition of "dyslexia" and inserts definitions for "qualified screening tool" and "universal screening tool."

Subsection 3 inserts language to require that by December 31, 2017, each school district must develop a policy for screening and intervention for a range of learning difficulties.

Subsection 7 inserts language to require that teacher preparation programs include training on dyslexia and other disorders.

Subsection 8 inserts language to require that all teachers in grades K-3 be provided with professional development that discusses dyslexia and other disorders.

Subsection 9 inserts language to require that KDE establish a list of approved screening tools by July 1, 2018, that school districts use an approved universal screening tool on each student at least once in grades K-3, and that school districts use an approved qualified screening tool on each student who is identified for additional screening.

Subsection 10 inserts language to mandate steps the school must take if a student is identified as having characteristics of dyslexia.

Subsection 11 inserts language to require KDE to develop dyslexia resources for teachers.

FISCAL EXPLANATION: The bulk of the costs would be absorbed by local school districts, which are responsible for the costs of student screenings and professional development. However, these costs are outside the purview of this fiscal note.

KDE would be responsible for both creating and maintaining the list of approved screening tools, as well as developing resources and guidance on the topic of dyslexia. These indeterminable but minor costs can reasonably be absorbed by KDE's current appropriations.

Both the Education Professional Standards Board, which oversees standards for teacher preparation programs, and the Council for Postsecondary Education, which coordinates among the public postsecondary institutions with accredited teacher preparation programs, report that there will be no fiscal impact to their agencies as a result of this legislation.

DATA SOURCE(S): Kentucky Department of Education, Education Professional Standards Board, Council for Postsecondary Education

PREPARER: Chuck Truesdell **NOTE NUMBER:** 135 **REVIEW:** JRS **DATE:** 2/28/2017