



**LEGISLATIVE FISCAL OFFICE  
Fiscal Note**

Fiscal Note On: **SB 176** SLS 22RS 379  
 Bill Text Version: **ENROLLED**  
 Opp. Chamb. Action:  
 Proposed Amd.:  
 Sub. Bill For.:

<b>Date:</b> May 31, 2022	2:45 PM	<b>Author:</b> FIELDS
<b>Dept./Agy.:</b> Education		
<b>Subject:</b> Blind Persons' Literacy Rights and Education		<b>Analyst:</b> Garrett Ordner

SPECIAL EDUCATION EN NO IMPACT See Note Page 1 of 2  
 Amends the Blind Persons' Literacy Rights and Education Act. (gov sig)

Proposed legislation amends the Blind Persons' Literacy Rights and Education Act. Proposed legislation expands the definition of "blind student", provides for assessments for blind students, requires an individualized education plan (IEP) be developed for each blind student, and provides for specialized supports that may be included in a blind student's IEP. Effective upon governor's signature.

EXPENDITURES	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>	<u>5 -YEAR TOTAL</u>
State Gen. Fd.	\$0	\$0	\$0	\$0	\$0	\$0
Agy. Self-Gen.	\$0	\$0	\$0	\$0	\$0	\$0
Ded./Other	\$0	\$0	\$0	\$0	\$0	\$0
Federal Funds	\$0	\$0	\$0	\$0	\$0	\$0
Local Funds	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>Annual Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

  

REVENUES	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>	<u>5 -YEAR TOTAL</u>
State Gen. Fd.	\$0	\$0	\$0	\$0	\$0	\$0
Agy. Self-Gen.	\$0	\$0	\$0	\$0	\$0	\$0
Ded./Other	\$0	\$0	\$0	\$0	\$0	\$0
Federal Funds	\$0	\$0	\$0	\$0	\$0	\$0
Local Funds	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>Annual Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**EXPENDITURE EXPLANATION**

There is no anticipated direct material effect on governmental expenditures as a result of this measure.

The proposed legislation updates the definition of "blind student" in state law to include individuals with corrected vision of 20/70 or less, a progressive loss of vision which may in the future affect the student's ability to learn, or other blindness resulting from a medically documented condition. This change aligns the definition of blind student in current law with the criteria for "visual impairment" in the Board of Elementary and Secondary Education (BESE) Bulletin 1508.

The proposed legislation updates the required braille skills inventory provided to blind students to include an assessment of the student's future need for braille; however, BESE Bulletin 1508 currently includes this provision in its braille skills inventory requirements. The proposed legislation also requires the administration of a learning media assessment to determine the most appropriate reading medium for the student's current and future needs. If necessary, students may also receive a low vision assessment centered on how the student uses their vision on a daily basis. The learning media assessment is currently provided for in BESE Bulletin 1508, and the bulletin also provides for additional screening as needed: Bulletin 1508 states, "when the data indicate a severe visual impairment, the evaluation coordinator should consider referring the student to the Statewide Assessment Center for Students with Visual Impairments for assistance in conducting specialized aspects of the evaluation."

The specialized supports listed in the proposed legislation are the components of the Expanded Core Curriculum (ECC), a set of concepts and skills that often require specialized instruction with students who are blind or visually impaired in order to compensate for decreased opportunities to learn incidentally by observing others.

**EXPENDITURE EXPLANATION CONTINUED ON PAGE TWO**

**REVENUE EXPLANATION**

There is no anticipated direct material effect on governmental revenues as a result of this measure.

Senate  
 13.5.1 >= \$100,000 Annual Fiscal Cost {S & H}  
 13.5.2 >= \$500,000 Annual Tax or Fee Change {S & H}

House  
 6.8(F)(1) >= \$100,000 SGF Fiscal Cost {H & S}  
 6.8(G) >= \$500,000 Tax or Fee Increase or a Net Fee Decrease {S}

*Evan Brasseaux*  
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**Evan Brasseaux**  
 Interim Deputy Fiscal Officer



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**CONTINUED EXPLANATION from page one:**

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**EXPENDITURE EXPLANATION CONTINUED FROM PAGE ONE**

The supports outlined in the ECC are designed to comply with the Individuals with Disabilities Education Act (IDEA), which currently requires a student's Individualized Education Program (IEP) to contain goals designed to "meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum," and "meet each of the child's other educational needs that result from the child's disability."

Federal law and BESE policy currently require each district to provide a free appropriate public education (FAPE) to students with exceptionalities. BESE Bulletin 1706 currently states that "each [district] is responsible for making available a free appropriate public education to each eligible student with an exceptionality, 3 through 21 years of age, who resides within its jurisdiction except those students enrolled by their parents in a private school program." Therefore, schools are already required to provide any of the listed specialized supports as needed to children with visual impairments.

Senate      Dual Referral Rules

13.5.1 >= \$100,000 Annual Fiscal Cost {S & H}

13.5.2 >= \$500,000 Annual Tax or Fee Change {S & H}

House

6.8(F)(1) >= \$100,000 SGF Fiscal Cost {H & S}

6.8(G) >= \$500,000 Tax or Fee Increase or a Net Fee Decrease {S}

*Evan Brasseaux*

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Interim Deputy Fiscal Officer