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FISCAL IMPACT REPORT

SPONSOR: Nava DATE TYPED: 2/20/03 HB _____

SHORT TITLE: School Positive Behavioral Support Program SB 511

ANALYST: L. Baca

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY03	FY04	FY03	FY04		
	\$200.0			Recurring	GF

(Parenthesis () Indicate Expenditure Decreases)

Relates to Appropriation in the General Appropriation Act

SOURCES OF INFORMATION

Responses Received From

State Department of Education (SDE)
Department of Health (DOH)

SUMMARY

Synopsis of Bill

Senate Bill 511 appropriates \$200.0 from the general fund to the Developmental Disabilities Planning Council for the purpose of collaborating with the State Department of Public Education to implement and provide training for a positive behavioral support program at public schools.

Significant Issues

Throughout the nation, problem behaviors are of great concern, and educators spend an inordinate amount of time dealing with issues raised by these behaviors. Positive Behavioral Support (PBS) is described as “a proactive approach to school wide discipline and is designed to be responsive to current issues in individual schools.” PBS practices are credited with helping create positive school climates, reducing discipline problems, and allowing teachers and administrators to devote more time to instruction.

DOH and SDE report 35 schools are currently involved in a PBS pilot with funding from SDE. This appropriation would enable an estimated 80 additional schools to become involved in PBS.

The SDE reports that, without this appropriation, the expansion of PBS would be limited to 40 new schools.

FISCAL IMPLICATIONS

The appropriation of \$200.0 contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2004 shall revert to the general fund.

School districts with participating schools are expected to cover the per diem, travel and substitute costs for 5 to 7 team members per school who are trained for approximately 6 days per school year.

OTHER SUBSTANTIVE ISSUES

In support of this bill and PBS, DOH and SDE both cite the following research:

“It is estimated that 22% of school age children exhibit at-risk behavior (Lombardi, Odell & Novotny, 1990), and approximately one half of school children report feeling unsafe at school (Leitman & Binns, 1993). More than 50% of all crime in the US is committed by 5-7% of youth between ages of 10-20 (APA Commission on Youth Violence, 1993). Each day 100,000 students in the United States bring weapons to school (Walker, 1994) and 7.4% of students reported they had been threatened or injured by a weapon during the past year (CDC Center for Injury Prevention and Control, 1997). Punishing problem behaviors, without a proactive support system, is associated with increases in aggression, vandalism, truancy and dropping out (Mayer, 1995, Mayer & Sulzar-Azaroff, 1991, Skiba & Peterson, 1999)”

POSSIBLE QUESTIONS

1. Which school districts have schools that are presently involved with PBS?
2. What is the reported achievement level of students in schools involved in PBS, e.g., probationary? Meet standards? Exceed standards?
3. How were participating schools selected?
4. Will the same school receive funding to continue PBS during the coming school year?