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## FISCAL IMPACT REPORT

ORIGINAL DATE 02/11/11

SPONSOR Harden LAST UPDATED \_\_\_\_\_ HB \_\_\_\_\_

SHORT TITLE Autism Education Plan Development SB 314

ANALYST Hanika-Ortiz

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY11	FY12		
	NFI		

(Parenthesis ( ) Indicate Expenditure Decreases)

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Department of Health (DOH)

Children, Youth & Families Department (CYFD)

### SUMMARY

#### Synopsis of Bill

Senate Bill 314 (SB 314) revises the Public School Code to include “autism spectrum disorder” (ASD) within definitions in the Section relating to special education and provides for the consideration of certain information when conducting an evaluation or developing an education plan for these children.

Considerations include: 1) extended educational programming based on academic need and other issues that impact learning, 2) inclusion of active engagement during traditionally unstructured times, 3) in- home and community-based training to assist with transferring skills learned, 4) positive behavior supports including a behavioral intervention plan, 5) transition services to support post-secondary goals, 6) parent training in effective teaching strategies and behavioral management skills, 7) appropriate staff to pupil ratios, 8) effective communication interventions, 9) social skills support, 10) school staff support, and 11) implementation of teaching strategies based on research and best practice.

### FISCAL IMPLICATIONS

The strategies identified are not mandates; but best practices to consider when developing and implementing the Individual Education Plan (IEP). Any fiscal impact to the Public Education Department (PED) will be determined by which strategies are adopted and to what extent, when supporting a child’s educational progress.

## **SIGNIFICANT ISSUES**

In 2010, Senate Joint Memorial 25 requested that PED conduct a study to determine how to provide educational services to children with ASD in the public schools. The provisions in this bill reflect the study findings and recommendations from the Legislative Education Study Committee released last November. This bill also reflects the eleven best practices identified in a “guidance” document sent by the Department to special education directors, charter school administrators, and regional education cooperatives in January of this year. The stated purpose of the guidance document was to provide school teams with a checklist of strategies to consider when developing a plan for a student with ASD.

PED’s guidance document provided eleven best practices which included:

- Extended Educational Programming
- Daily Schedules reflecting minimal unstructured time and active engagement in learning activities
- In-home and Community-Based Training or viable alternatives that assist the student with acquisition of social/behavioral skills
- Positive Behavior Support Strategies
- Futures Planning
- Parent/Family Training and Support
- Staff-to-Student Ratio
- Communication Interventions
- Social Skills Supports
- Professional Educator/Staff Support
- Teaching Strategies based in peer-reviewed, and/or research based practices

## **PERFORMANCE IMPLICATIONS**

The reauthorized Individuals with Disabilities Education Act (IDEA) provides that school districts 1) 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 2) provide special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable.

## **OTHER SUBSTANTIVE ISSUES**

DOH reports that providing targeted supports through the school years will lessen the impact of Autism Spectrum Disorder as the child matures and decrease the need for expensive interventions as adults. This could have a positive impact on DOH, Developmental Disabilities Supports Division, that provides funding and support for children and adults with developmental disabilities.

## **WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL**

School districts will continue to be required under federal law to develop an individual education plan for exceptional children to support progress in the general education curriculum.