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## FISCAL IMPACT REPORT

ORIGINAL DATE 02/12/13

SPONSOR Moores LAST UPDATED \_\_\_\_\_ HB \_\_\_\_\_

SHORT TITLE Albuquerque Teacher Development Programs SB 390

ANALYST Roberts

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY13	FY14		
	\$50.0	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Human Services Department (HSD)  
 Department of Health (DOH)  
 Public Education Department (PED)

### SUMMARY

#### Synopsis of Bill

Senate Bill 390 (SB 390) appropriates \$50 thousand dollars from the general fund to the Local Government Division (LGD) of the Department of Finance and Administration (DFA) for anti-bullying, antiviolence and character-development programs for public school teachers in Albuquerque.

### FISCAL IMPLICATIONS

The appropriation of \$50 thousand dollars contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2014 shall revert to the general fund.

### SIGNIFICANT ISSUES

The Department of Health (DOH) cites that 30 percent of youth in the United States (over 5.7 million) are estimated to be involved in bullying as either a bully, a target of bullying, or both. In a recent national survey of students in grades 6-10, 13 percent reported bullying others, 11

percent reported being the target of bullies, and another 6 percent said that they bullied others and were bullied themselves.

The DOH further reports:

According to the National Center for Injury Prevention and Control, the leading cause of non-fatal violence for ages 10-24 is physical assault, while the second leading cause for ages 10-14 is sexual assault, and for ages 15-24 is self-harm poisoning. The third leading cause for ages 10-14 is self-harm by cutting or piercing and for ages 15-24, physical assault by cutting or piercing. Self-harm by poisoning is the fourth leading cause of violence related injury for ages 10-14 and self-harm by cutting or piercing is the fourth leading cause for ages 15-24, so both middle and high school students are also at significant risk for suicide attempts and completions.

In New Mexico, more than one-third (31.5 percent) of students were in a physical fight within the 30 days preceding the Youth Risk and Resiliency Survey. A fight was more common among boys (37.6 percent) than among girls (25.1 percent). Also, 11.3 percent of New Mexico students were in a physical fight and 18.7 percent were bullied on school property within the 30 days preceding the survey. Additionally, 8.1 percent of students did not go to school on at least one day in the preceding month because they felt unsafe at school.

A variety of universal school-based programs designed to help elementary schools foster positive student behaviors, reduce negative behaviors, and, ultimately, improve academic performance are available. The development of social competencies during middle childhood has been linked to adjustment to schooling and academic success, while the failure to develop such competencies can lead to problem behavior that interferes with success in school.

The Public Education Department (PED) reports that the Department conducts an annual institute, the School Health Educator Institute (SHEI), which provides training for public school health educators on the best practices for classroom instruction on health topics including bullying, violence, and character building. On November 30, 2006, the PED issued a rule requiring all public schools, including charter schools and state supported educational institutions to address bullying of students by adopting and implementing policies by April 2007 (Section 6.12.7.1 NMAC).

The Albuquerque Public Schools (APS) staff has conducted the following activities in these areas and reports the following:

- Two community forums were held in the fall to receive input from parents and communities members around their ideas about what works and what they would like to see related to bullying prevention. Recurring themes:
  - Increase cultural competence and awareness in the schools,
  - Train bystanders—“Students are the answer and have the power to change their schools”,
  - Provide pro-social skills for students,
  - Educate staff and parents around the differences between conflict and bullying, and
  - Create unified school culture; promoting children getting to know each other, creating bonds in the school community.

- Streamlining of bullying prevention programs. In order to support consistency of message and language at each level (elementary, middle and high) a task force for each level is reviewing current and new programs and looking at the effectiveness, ease of use and language. The task forces are in the process of choosing one program for each level.
- Using federal grant funds (Safe Schools Healthy Students) and developed a nationally recognized website [www.abqsafeschools.org](http://www.abqsafeschools.org) and a local community task force that works with UNM, Bernalillo County and other local organization to raise awareness about the devastating effects of bullying and ways to prevent it.
- The Safe Schools Healthy Students grant also funded a specific program called Safe School Ambassadors. The program identifies natural leaders from diverse groups across the campus and forms them into a team. They are trained in the skills of nonviolent communication to stop bullying and violence. Currently, the program is in 9 schools which have seen dramatic impact in students feeling more connected to school and students taking action on small things that would likely escalate to larger incidents. One program advisor has reported several high risk cases of suicidal ideation being intervened upon.

The APS is currently in the final year of the Safe Schools Healthy Students grant and the district will no longer have any specific federal money to support bullying prevention programs or efforts and would rely on other funding sources for further implementation.

### **PERFORMANCE IMPLICATIONS**

The PED notes that this bill supports the Department's strategic lever, ensuring that all students are ready for success by providing a same, inviting and caring learning environment.

### **ADMINISTRATIVE IMPLICATIONS**

The LGD of the DFA will be responsible for administering the funds for anti-bullying, antiviolence and character-development programs for public school teachers in Albuquerque.

### **RELATIONSHIP**

SB 390 relates to HB 54 and HB 234. HB 54 amends the Public School Code (Section 22-2-21 NMSA 1978) which will require the PED to establish guidelines for school boards to promulgate policies specific to cyber bullying prevention by August 2013 and HB 234 adds a new section to the criminal code stating whoever commits bullying resulting in bodily harm or substantial emotional distress is guilty of a misdemeanor.

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

The APS would need to seek other funding sources for anti-bullying, antiviolence and character-development in their schools.

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