

## Department of Planning and Budget 2012 Fiscal Impact Statement

**1. Bill Number:** HB325-H1

<b>House of Origin</b>	<input type="checkbox"/> Introduced	<input checked="" type="checkbox"/> Substitute	<input type="checkbox"/> Engrossed
<b>Second House</b>	<input type="checkbox"/> In Committee	<input type="checkbox"/> Substitute	<input type="checkbox"/> Enrolled

**2. Patron:** Massie

**3. Committee:** Appropriations

**4. Title:** Board of Education; teacher licensure; paraprofessional training.

**5. Summary:** Requires the Board of Education to include in its regulations governing licensure a requirement that by September 1, 2014, every person seeking initial licensure or renewal of a license with an endorsement in special education and working with students with autism spectrum disorders must demonstrate proficiency in student behavior management. The bill also requires that by September 1, 2014, from such funds as may be appropriated for such purposes, each school board shall ensure that any employee of the school board with primary oversight of students with autism spectrum disorder, including aides assigned to work with a teacher, vehicle operators and aides, physical education and arts teachers, and librarians, demonstrates competency in student behavioral management within 60 days of assignment to such responsibility. The Board of Education must provide standards that school divisions can use to establish a measure for the demonstration of competency in student behavioral management.

**6. Budget Amendment Necessary:** No.

**7. Fiscal Impact Estimates:** Indeterminate. See item 8.

**8. Fiscal Implications:** This substitute version of this legislation amends the Code of Virginia to require those who seek special education licensure to demonstrate competency in student behavior management when their primary responsibility is for students with autism spectrum disorders. Moreover, any employee of the school board with primary oversight of students with autism spectrum disorders, including aides assigned to work with a teacher, vehicle operators and aides, physical education and arts teachers, and librarians also demonstrate competency in student behavioral management within 60 days of being assigned such responsibility. The Board of Education would be required to provide standards that school divisions can use to determine competency in student behavioral management for employees subject to the provisions of this bill.

The substitute version of the bill does not specifically require school divisions to provide any training to employees in order for them to demonstrate competency in student behavioral management; however, school divisions would be required to “ensure” that any employee

subject to the provisions of this bill demonstrates such competency. To the extent that existing employees cannot immediately demonstrate competency in student behavioral management, there could be local fiscal impact to provide such training to those employees. This would be a local decision and no state funds would be provided for this purpose. To the extent that local school divisions do provide training to existing employees on student behavioral management, those costs would be included in Standards of Quality rebenchmarking calculations in future biennia, so the potential exists for a state fiscal impact in the future. However, it is not possible to estimate the potential out-year fiscal impact at this time.

Furthermore, the process to be used to measure competency is unknown at this time so it is not possible to make any estimate of fiscal implications for that requirement. It is assumed that any administrative costs for the Board of Education related to the development of standards to measure competency would be absorbed within current resources.

**9. Specific Agency or Political Subdivisions Affected:** Board of Education and local school divisions.

**10. Technical Amendment Necessary:** None.

**11. Other Comments:** None.

**Date:** 2/7/2012

**Document:** H:\EDUCATION\K-12\General Assembly\2012\FIS