

<b>LFC Requester:</b>	<b>Sunny Liu</b>
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**AGENCY BILL ANALYSIS  
2019 REGULAR SESSION**

**WITHIN 24 HOURS OF BILL POSTING, EMAIL ANALYSIS TO:**

**[LFC@NMLEGIS.GOV](mailto:LFC@NMLEGIS.GOV)**

*and*

**[DFA@STATE.NM.US](mailto:DFA@STATE.NM.US)**

*{Include the bill no. in the email subject line, e.g., HB2, and only attach one bill analysis and related documentation per email message}*

**SECTION I: GENERAL INFORMATION**

*{Indicate if analysis is on an original bill, amendment, substitute or a correction of a previous bill}*

Check all that apply:  
**Original**     **Amendment**    \_\_\_\_\_  
**Correction**    \_\_\_\_\_ **Substitute**    \_\_\_\_\_

**Date** 2/18/19  
**Bill No:** HB510

**Sponsor:** Rep. Figueroa  
**Short Title:** SCHOOL BUS ATTENDANTS FOR DISABLED STUDENTS

**Agency Name and Code Number:** 924 PED  
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**SECTION II: FISCAL IMPACT**

**APPROPRIATION (dollars in thousands)**

Appropriation		Recurring or Nonrecurring	Fund Affected
FY19	FY20		

(Parenthesis ( ) Indicate Expenditure Decreases)

**REVENUE (dollars in thousands)**

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY19	FY20	FY21		

(Parenthesis ( ) Indicate Expenditure Decreases)

**ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)**

	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>3 Year Total Cost</b>	<b>Recurring or Nonrecurring</b>	<b>Fund Affected</b>
<b>Total</b>						

(Parenthesis ( ) Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to:  
Duplicates/Relates to Appropriation in the General Appropriation Act

**SECTION III: NARRATIVE**

**BILL SUMMARY**

Synopsis: Requiring at least one attendant on any school bus carrying disabled students.

**FISCAL IMPLICATIONS**

Since there is no definition regarding students with disabilities, this bill could include all students with disabilities including those under IDEA and 504. Those that need assistance is reflected in health plans and in Individualized Education Plans and Section 504 plans. We have over 56,000 students on IEPs. This would also include all to and from, field trips, extracurricular and sporting events.

Students identified may meet the 14 categories in our stats as well as 504 eligible students (ie. Food allergies, diabetes, asthma)

Note: if additional operating budget impact is estimated, assumptions and calculations should be reported in this section.

**SIGNIFICANT ISSUES**

**Page 1 section 19-25** Lacks definition of a student with a disability. Currently if a student needs additional support, it is documents through process at each school with the family. The IEP team clearly defines the need for this service.

Page 2 section 1- 3 school bus attendant needs to be defined and transportation has rules regarding first aid and CPR for drivers.

Page 2 section 2-8 This requires a school nurse to train the bus attendant. This is a conflict, every school doesn't have a full time nurse to train. There is no license for a medication aid. This is not defined. Since there is not license, the board of nursing would not train.

Page 2 Section 6-7 This requires the primary medical provider to training. We do not manage physicians.

**PERFORMANCE IMPLICATIONS**

Capacity needs to be built in to the number of additional adults on the bus. The ratio is not defined and if there is already and aid with a student or more, then the reader is unsure how many more adults need to be on the bus.

**ADMINISTRATIVE IMPLICATIONS**

**Time, money and training**

**CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

This is already a part of IDEA

**TECHNICAL ISSUES**

Coordinating physicians and nurses.

**OTHER SUBSTANTIVE ISSUES**

There is no definition of a student with a disability.

**ALTERNATIVES**

None

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

None

**AMENDMENTS**

None