

HOUSE BILL 282

57TH LEGISLATURE - STATE OF NEW MEXICO - FIRST SESSION, 2025

INTRODUCED BY

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AN ACT

RELATING TO EDUCATION; REQUIRING EMPLOYEE RIGHTS IN THE
WORKPLACE TO BE TAUGHT TO HIGH SCHOOL STUDENTS.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

SECTION 1. Section 22-13-1.1 NMSA 1978 (being Laws 1986,
Chapter 33, Section 5, as amended) is amended to read:

"22-13-1.1. GRADUATION REQUIREMENTS--NEXT-STEP PLANS.--

A. The purpose of the New Mexico diploma of
excellence is to demonstrate that a student is ready for
success in post-secondary education, gainful employment and
citizenship and is equipped with the skills to be a lifelong
learner. The purpose of the state's minimum graduation
requirements is to establish rigorous expectations to support
that success.

B. School districts and charter schools are

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1 encouraged to make available courses and programs of study that
2 allow students to pursue a range of post-secondary
3 opportunities and workforce opportunities and gain knowledge in
4 entrepreneurship principles, as determined by the student's
5 next-step plan and the school district's or charter school's
6 graduate profile.

7 C. At the end of grades eight through eleven, each
8 student shall prepare an interim next-step plan that sets forth
9 the coursework for the grades remaining until high school
10 graduation. Each year's plan shall be aligned to the graduate
11 profile of the student's school district or charter school,
12 shall be completed on a department-approved template, shall
13 explain any differences from previous interim next-step plans,
14 shall be filed with the principal of the student's high school
15 and shall be signed by the student, the student's parent and
16 the student's guidance counselor or other school official
17 charged with coursework planning for the student.

18 D. Each student must complete a final next-step
19 plan during the senior year and prior to graduation. The plan
20 shall be aligned to the graduate profile of the student's
21 school district or charter school, shall be completed on a
22 department-approved template, shall be filed with the principal
23 of the student's high school and shall be signed by the
24 student, the student's parent and the student's guidance
25 counselor or other school official charged with coursework

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1 planning for the student.

2 E. An individualized education plan that meets the
3 requirements of Subsections C and D of this section and that
4 meets all applicable transition and procedural requirements of
5 the federal Individuals with Disabilities Education Act for a
6 student with a disability shall satisfy the next-step plan
7 requirements of this section for that student.

8 F. A local school board or governing body of a
9 charter school shall ensure that each high school student
10 develops a next-step plan based on reports of college and
11 workplace readiness assessments, as available, and other
12 factors and is reasonably informed about:

13 (1) curricular and course options, including
14 honors or advanced placement courses, international
15 baccalaureate courses, dual-credit courses, distance learning
16 courses, career clusters and career pathways, pre-
17 apprenticeship programs or remediation programs that the
18 college and workplace readiness assessments indicate to be
19 appropriate;

20 (2) opportunities available that lead to
21 different post-high-school options; and

22 (3) alternative opportunities available if the
23 student does not finish a planned curriculum.

24 G. The secretary shall:

25 (1) establish specific accountability

1 standards for administrators, counselors, teachers and other
2 appropriate school district or charter school employees to
3 ensure that every student has the opportunity to develop a
4 next-step plan;

5 (2) promulgate rules for accredited private
6 schools in order to ensure substantial compliance with the
7 provisions of this section;

8 (3) monitor compliance with the requirements
9 of this section; and

10 (4) compile such information as is necessary
11 to evaluate the success of next-step plans and report annually,
12 by December 15, to the legislative education study committee
13 and the governor.

14 H. Once a student has entered ninth grade, the
15 graduation requirements shall not be changed for that student
16 from the requirements specified in the law at the time the
17 student entered ninth grade.

18 I. For students entering the ninth grade beginning
19 in the 2009-2010 school year, at least one of the units
20 required for graduation shall be earned as an advanced
21 placement or honors course, a dual-credit course offered in
22 cooperation with an institution of higher education or a
23 distance learning course.

24 J. The department shall establish a procedure for
25 students to be awarded credit through completion of specified

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1 career technical education for certain graduation requirements,
2 and districts may choose to allow students who successfully
3 complete an industry-recognized credential, a certificate or a
4 degree to receive additional weight in the calculation of the
5 student's grade point average.

6 K. Successful completion of the requirements of the
7 New Mexico diploma of excellence shall be required for
8 graduation for students entering the ninth grade beginning in
9 the 2009-2010 school year. Successful completion of a minimum
10 of twenty-four units aligned to the state academic content and
11 performance standards shall be required to earn a New Mexico
12 diploma of excellence. These units shall be as follows:

13 (1) four units in English, with major emphasis
14 on grammar, nonfiction writing and literature; provided that
15 department-approved work-based training or career and technical
16 education courses that meet state English academic content
17 performance standards shall qualify as one of the four required
18 English units;

19 (2) four units in mathematics, of which one
20 shall be the equivalent to or higher than the level of algebra
21 2, unless the parent submitted written, signed permission for
22 the student to complete a lesser mathematics unit; and provided
23 that a financial literacy course or department-approved work-
24 based training or career and technical education course that
25 meets state mathematics academic content and performance

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1 standards shall qualify as one of the four required mathematics
2 units;

3 (3) three units in science, two of which shall
4 have a laboratory component; provided that department-approved
5 work-based training or career and technical education courses
6 that meet state science academic content and performance
7 standards shall qualify as one of the three required science
8 units;

9 (4) three and one-half units in social
10 science, which shall include United States history and
11 geography, world history and geography, government and
12 economics and one-half unit of New Mexico history;

13 (5) one unit in physical education, as
14 determined by each school district or charter school, which may
15 include a physical education program that meets state content
16 and performance standards or participation in marching band,
17 junior reserve officers' training corps or interscholastic
18 sports sanctioned by the New Mexico activities association or
19 any other co-curricular physical activity;

20 (6) one unit in one of the following: a
21 career cluster course, workplace readiness or a language other
22 than English; and

23 (7) seven and one-half elective units that
24 meet department content and performance standards. Career and
25 technical education courses shall be offered as an elective.

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1 Student service learning shall be offered as an elective.
2 Financial literacy shall be offered as an elective. Pre-
3 apprenticeship programs may be offered as electives. Media
4 literacy may be offered as an elective.

5 L. For students entering the eighth grade in the
6 2012-2013 school year, one-half unit in health education is
7 required prior to graduation. Health education may be required
8 in either middle school or high school, as determined by the
9 school district or charter school. Health education courses
10 shall include:

11 (1) age-appropriate sexual abuse and assault
12 awareness and prevention training that meets department
13 standards developed in consultation with the federal centers
14 for disease control and prevention that are based on evidence-
15 based methods that have proven to be effective; and

16 (2) lifesaving skills training that follows
17 nationally recognized guidelines for hands-on psychomotor
18 skills cardiopulmonary resuscitation training. Students shall
19 be trained to recognize the signs of a heart attack, use an
20 automated external defibrillator and perform the Heimlich
21 maneuver for choking victims. The secretary shall promulgate
22 rules to provide for the:

23 (a) use of the following instructors for
24 the training provided pursuant to this paragraph: 1) school
25 nurses, health teachers and athletic department personnel as

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1 instructors; and 2) any qualified persons volunteering to
2 provide training at no cost to the school district or charter
3 school that the school district or charter school determines to
4 be eligible to offer instruction pursuant to this paragraph;
5 and

6 (b) approval of training and
7 instructional materials related to the training established
8 pursuant to this paragraph in both English and Spanish.

9 M. For students entering the ninth grade in the
10 2017-2018 school year and subsequent school years:

11 (1) one of the units in mathematics required
12 by Paragraph (2) of Subsection K of this section may comprise a
13 computer science course if the course is not used to satisfy
14 any part of the requirement set forth in Paragraph (3) of that
15 subsection; and

16 (2) one of the units in science required by
17 Paragraph (3) of Subsection K of this section may comprise a
18 computer science course if the course is not used to satisfy
19 any part of the requirement set forth in Paragraph (2) of that
20 subsection.

21 N. Final examinations shall be administered to all
22 students in all classes offered for credit.

23 O. Beginning with students entering the ninth grade
24 in the 2025-2026 school year, successful completion of a
25 minimum of twenty-four units aligned to the state academic

1 content and performance standards shall be required for
2 graduation and the award of a diploma of excellence. These
3 units shall be as follows:

4 (1) four units in English, which shall include
5 a three-unit sequence; provided that department-approved work-
6 based learning, career technical education or English language
7 development courses that meet state English or English language
8 development academic content and performance standards may
9 qualify as required English units;

10 (2) four units in mathematics, two of which
11 shall include a sequence of algebra 1 and geometry or another
12 integrated pathway of mathematics equivalent to algebra 1 and
13 geometry; provided that financial literacy courses or
14 department-approved work-based learning or career technical
15 education courses that meet state mathematics academic content
16 and performance standards may qualify as required mathematics
17 units; and provided further that algebra 2 shall be offered as
18 a mathematics course;

19 (3) three units in science, two of which shall
20 have a laboratory component; provided that department-approved
21 work-based learning or career technical education courses that
22 meet state science academic content and performance standards
23 may qualify as required science units;

24 (4) four units in social science, which shall
25 include United States history and geography, which course

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1 content contains New Mexico history; government and economics
2 and personal financial literacy, which course content contains
3 civics; provided that, beginning with students entering the
4 ninth grade in the 2026-2027 school year, the course contents
5 shall include information on employee rights in the workplace,
6 including information on the Human Rights Act, the Public
7 Employee Bargaining Act, the federal National Labor Relations
8 Act, the United States equal employment opportunity commission
9 and labor organizations; and world history and geography;

10 (5) one unit in physical education, as
11 determined by the school district or charter school, which may
12 include a physical education program that meets state academic
13 content and performance standards or participation in marching
14 band, dance programs, junior reserve officers' training corps
15 or interscholastic sports sanctioned by the New Mexico
16 activities association or any other co-curricular physical
17 activity;

18 (6) one-half unit in health education;
19 provided that this one-half unit may be earned in either middle
20 or high school;

21 (7) five and one-half elective units that meet
22 department academic content and performance standards and that
23 shall include a two-unit pathway concentration of the student's
24 choice in a language other than English, including American
25 sign language; fine arts; health; military career preparation;

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1 a career technical education program; or community or service
2 learning, a capstone course or work-based learning; provided
3 that financial literacy, computer science, student service
4 learning, career technical education courses and a sequence of
5 languages other than English shall be offered as electives; and
6 provided further that media literacy and pre-apprenticeship
7 programs may be offered as electives; and

8 (8) two units set by each local school board
9 or governing body of a charter school that meet department
10 academic content and performance standards.

11 P. If a high school student who has taken one or
12 both units provided in Paragraph (8) of Subsection O of this
13 section moves from one school district or charter school to
14 another, the receiving school district or charter school shall
15 accept those earned units toward the student's graduation.

16 Q. For students entering the ninth grade in the
17 2025-2026 school year, one-half unit of health education is
18 required prior to graduation. Health education courses shall
19 include:

20 (1) age-appropriate sexual abuse and assault
21 awareness and prevention training that meets department
22 standards developed in consultation with the federal centers
23 for disease control and prevention that are based on evidence-
24 based methods that have proven to be effective; and

25 (2) lifesaving skills training that follows

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1 nationally recognized guidelines for hands-on psychomotor
2 skills cardiopulmonary resuscitation training. Students shall
3 be trained to recognize the signs of a heart attack, use an
4 automated external defibrillator and perform the Heimlich
5 maneuver for choking victims. The secretary shall promulgate
6 rules to provide for the:

7 (a) use of the following instructors for
8 the training provided pursuant to this paragraph: 1) school
9 nurses, health teachers and athletic department personnel as
10 instructors; and 2) any qualified persons volunteering to
11 provide training at no cost to the school district that the
12 school district determines to be eligible to offer instruction
13 pursuant to this paragraph; and

14 (b) approval of training and
15 instructional materials related to the training established
16 pursuant to this paragraph in both English and Spanish.

17 R. Nothing in the minimum graduation requirements
18 specified in Subsection 0 of this section affects:

19 (1) a school district's or charter school's
20 authority to require more units for graduation than provided in
21 this section; or

22 (2) a student's opportunity to take advanced
23 placement or honors courses, international baccalaureate
24 courses or distance learning courses offered by the public
25 school or dual credit courses offered in cooperation with

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1 institutions of higher education.

2 S. Subject to the department's academic content and
3 performance standards and other provisions of this section,
4 every school district and charter school shall develop a
5 graduate profile:

6 (1) that is specific to each community;

7 (2) that articulates the core academic
8 competencies and subjects that are key to graduates' post-high-
9 school success; and

10 (3) to which required units are aligned.

11 T. Units earned in health, algebra 1 and geometry
12 prior to enrolling in high school shall satisfy unit
13 requirements required to earn a New Mexico diploma of
14 excellence.

15 U. The department shall adopt and promulgate rules
16 to implement graduation requirements by no later than December
17 31, 2024. The rules shall include revisions to expand course
18 offerings so that students have access to a range of rigorous
19 academic options and career technical education courses and to
20 establish guidance for the development of graduate profiles.

21 V. As used in this section:

22 (1) "capstone course" means a multifaceted
23 academic and intellectual experience that may take a wide
24 variety of forms and that culminates in a final product,
25 performance or presentation explaining how the final product,

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1 performance or presentation explicates the chosen course to an
2 evaluation panel convened by the public school to evaluate the
3 quality of course and the final product, performance or
4 presentation;

5 (2) "career technical education" means
6 organized programs offering a sequence of courses, including
7 technical education and applied technology education, that are
8 directly related to the preparation of students for paid or
9 unpaid employment in current or emerging occupations requiring
10 an industry-recognized credential, a certificate or a degree;

11 (3) "career technical education course" means
12 a course with content that provides technical knowledge, skills
13 and competency-based applied learning and that aligns with
14 educational standards and expectations as defined in rule;

15 (4) "career cluster" means a grouping of
16 occupations in industry sectors based on recognized
17 commonalities that provide an organizing tool for developing
18 instruction within the educational system;

19 (5) "career pathways" means a sub-grouping
20 used as an organizing tool for curriculum design and
21 instruction of occupations and career specialities that share a
22 set of common knowledge and skills for career success;

23 (6) "final next-step plan" means a next-step
24 plan that shows that the student has committed or intends to
25 commit in the near future to a four-year college or university,

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1 a two-year college, a trade or vocational program, an
2 internship or apprenticeship, military service or a job;

3 (7) "graduate profile" means a document that a
4 school district or charter school uses to specify the
5 cognitive, personal and interpersonal competencies that
6 students should have when they graduate;

7 (8) "interim next-step plan" means an annual
8 next-step plan in which the student specifies post-high-school
9 goals and sets forth the coursework that will allow the student
10 to achieve those goals; and

11 (9) "next-step plan" means an annual personal
12 written plan of studies developed by a student in a public
13 school or other state-supported school or institution in
14 consultation with the student's parent and school counselor or
15 other school official charged with coursework planning for the
16 student that includes one or more of the following:

17 (a) advanced placement, international
18 baccalaureate or honors courses;

19 (b) dual-credit courses offered in
20 cooperation with an institution of higher education;

21 (c) distance learning courses;

22 (d) career technical education or work-
23 based learning courses; and

24 (e) pre-apprenticeship programs.

25 W. The secretary may establish a policy to provide

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1 for administrative interpretations to clarify curricular and
2 testing provisions of the Public School Code."

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