

SENATE EDUCATION COMMITTEE SUBSTITUTE FOR
SENATE BILL 235

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

This document may incorporate amendments proposed by a committee, but not yet adopted, as well as amendments that have been adopted during the current legislative session. The document is a tool to show amendments in context and cannot be used for the purpose of adding amendments to legislation.

AN ACT

RELATING TO PUBLIC SCHOOLS; AMENDING THE MATHEMATICS AND SCIENCE EDUCATION ACT; DEFINING TERMS; PROVIDING THAT THE MATHEMATICS AND SCIENCE BUREAU OF THE PUBLIC EDUCATION DEPARTMENT MONITOR THE IMPLEMENTATION OF INSTRUCTIONAL AND PROFESSIONAL DEVELOPMENT PROGRAMS; REQUIRING SCHOOL DISTRICTS AND CHARTER SCHOOLS TO DEVELOP MATHEMATICS PROFESSIONAL LEARNING PLANS; REQUIRING THE PUBLIC EDUCATION DEPARTMENT TO

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ESTABLISH A MATHEMATICS INSTRUCTIONAL LEADERSHIP FRAMEWORK;
REQUIRING MATHEMATICS COACHES TO HOLD MATHEMATICS SPECIALIST
ENDORSEMENTS; REQUIRING PUBLIC SCHOOLS TO ADOPT, BEGINNING IN
THE 2026-2027 SCHOOL YEAR, A MATHEMATICS INTERVENTIONS PROCESS
THAT INCLUDES MATHEMATICS SCREENERS FOR STUDENTS IN
KINDERGARTEN THROUGH FIFTH GRADE, PARENTAL NOTIFICATION IF A
STUDENT IS IDENTIFIED AS HAVING CHARACTERISTICS OF A MATH
DIFFICULTY AND THE PROVISIONS OF INTERVENTIONS FOR THE STUDENT.

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

SECTION 1. Section 22-15E-1 NMSA 1978 (being Laws 2007,
Chapter 44, Section 1 and Laws 2007, Chapter 239, Section 1) is
amended to read:

"22-15E-1. SHORT TITLE.--~~[This act]~~ Chapter 22, Article
15E NMSA 1978 may be cited as the "Mathematics and Science
Education Act"."

SECTION 2. Section 22-15E-2 NMSA 1978 (being Laws 2007,
Chapter 44, Section 2 and Laws 2007, Chapter 239, Section 2) is
amended to read:

"22-15E-2. DEFINITIONS.--As used in the Mathematics and
Science Education Act:

- A. "bureau" means the mathematics and science
bureau;
- B. "chief" means the chief of the bureau; ~~[and]~~
- C. "council" means the mathematics and science

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advisory council;

D. "math difficulty" means a student's inability to perform at grade level when learning or applying mathematical concepts and includes the student's inability to:

- (1) process numerical information;
- (2) learn arithmetic facts;
- (3) perform accurate or fluent numerical calculation;
- (4) engage in mathematical reasoning; and
- (5) articulate the person's understanding of mathematical information or how the person engaged in mathematical reasoning; and

E. "screener" means a grade-specific, nondiagnostic assessment of a student's performance in mathematics."

SECTION 3. Section 22-15E-3 NMSA 1978 (being Laws 2007, Chapter 44, Section 3 and Laws 2007, Chapter 239, Section 3) is amended to read:

"22-15E-3. BUREAU CREATED--DUTIES.--

A. The "mathematics and science bureau" is created in the department. The secretary shall appoint the chief as provided in the Public Education Department Act.

B. The bureau shall:

- (1) administer the provisions of the Mathematics and Science Education Act;
- (2) provide staff support for and coordinate

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the activities of the council;

(3) work with the council to develop a statewide strategic plan for mathematics and science education in the public schools and coordinate education activities with other state agencies, the federal government, business consortia and public or private organizations or other persons;

(4) ensure that school districts' plans include goals for improving mathematics and science education aligned to the department's strategic plan;

(5) recommend funding mechanisms that support the improvement of mathematics and science education in the state, including web-based mathematics and science curricula, mentoring and web-based homework assistance;

(6) promote partnerships among public schools, higher education institutions, government, business and educational and community organizations to improve the mathematics and science education in the state;

(7) ~~[develop and evaluate curricula]~~ monitor the implementation of instructional materials, instructional programs and professional development programs in mathematics and science to ensure such programs are aligned with state academic content and performance standards; and

(8) assess the outcomes of efforts to improve mathematics and science education using existing data."

SECTION 4. A new section of the Mathematics and Science

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Education Act is enacted to read:

"[NEW MATERIAL] MATHEMATICS PROFESSIONAL LEARNING PLANS--
INSTRUCTIONAL LEADERSHIP FRAMEWORK--ASSESSMENTS.--

A. A school district or charter school shall develop and implement an elementary mathematics professional learning plan and a secondary mathematics professional learning plan in accordance with standards established by the department. The professional learning plans shall be developed in cooperation with teachers and public school administrators and shall be updated at least once every two years.

B. The department shall determine the minimum mathematics professional learning course requirements for the following licenses:

- (1) prekindergarten through third grade;
- (2) kindergarten through eighth grade;
- (3) fifth grade through ninth grade;
- (4) sixth grade through twelfth grade;
- (5) special education; and
- (6) alternative licenses.

C. A public school that has a mathematics coach shall require that the mathematics coach hold a mathematics specialist endorsement from a department-approved program.

D. The department shall establish a mathematics instructional leadership framework for public school administrators. The framework shall provide standards for

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mathematical content, mathematical instruction, ongoing professional learning in mathematics, mathematics coaching and program evaluation.

E. Beginning in the 2026-27 school year and subject to the availability of funding, all school districts shall adopt the mathematics instructional leadership framework established by the department pursuant to Subsection D of this section and the following mathematics intervention process:

(1) a public school shall begin assessing students' mathematical performance using a department-approved early numeracy screener prior to students' completion of the second grade;

(2) if a public school identifies a student in kindergarten through fifth grade as having characteristics of SEC→~~dyscalculia or a~~←SEC math difficulty, the public school shall provide written notice to the parents of that student within fifteen days from the date an early numeracy screener was administered or from the date an interim assessment was administered for a student in third through fifth grade, and the notice shall include:

(a) an explanation that the student was identified as having characteristics of SEC→~~dyscalculia or~~ a←SEC math difficulty and that a mathematics improvement plan for the student will be developed;

(b) a description of services currently

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provided to the student;

(c) a description of the proposed research-based mathematics interventions and supplemental instructional services and supports for the student;

(d) an explanation that interventions will be provided to the student and that the parents will receive monthly written notification regarding the student's progress; and

(e) a description of the student's specific skill deficits and strategies for parents to use at home to address those skill deficits; and

(3) if a public school identifies a student in kindergarten through fifth grade as having characteristics of ~~SEC~~**dyscalculia or a**~~SEC~~ math difficulty, the public school shall provide the student with interventions during core instruction or targeted or intensive interventions through a multilayered system of support after written notice is provided the student's parents.

F. Notwithstanding the provisions of Subsection E of this section, beginning July 1, 2025 and subject to the availability of funding, the department shall conduct outreach to school districts to strongly encourage early adoption of the mathematics instructional leadership framework and the mathematics intervention process for the 2025-2026 school year."

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