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FISCAL IMPACT REPORT

SPONSOR Stapleton DATE TYPED 2-12-04 HB 522

SHORT TITLE High School Graduation-Next Step Plans SB _____

ANALYST Segura

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY04	FY05	FY04	FY05		
			NFI		

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Response Received From

New Mexico Public Education Department (PED)

SUMMARY

Synopsis of Bill

House Bill 522 amends the Public School Code, Section 1,22-13-1.1 NMSA 1978, (GRADUATION REQUIREMENTS) , by deleting language in 22-13-1.1A and inserting new language that establishes requirements, next step plans for high school graduation and student curriculum plans.

Significant Issues

House Bill 522 also repeals Section 22-2-8.12 NMSA 1978. The bill also makes technical corrections to existing statute in the Public School Code.

According to PED, included in HB 212 of 2003 is HB 305, which sets forth requirements for implementation of a next-step plan for “ post-high school goals as a condition for receiving a high school diploma.”

House Bill 522 amends Section 22-13-1.1, NMSA 1978, Graduation Requirements. The bill includes distinct definitions and specific criteria for implementation of an interim next-step plan and a final next-step plan are added to current law.

Sub-section A is deleted and language substituted that requires students in grades eight through 11 to prepare interim next-step plans that set forth the coursework for the grades remaining until high school graduation and require that each year's plans explain any differences from the previous interim next-step plans.

Sub-section B requires each student to complete a final next-step plan during the senior year and prior to graduation.

Sub-section A and B require the plans shall be filled with the principal of the student's high school and shall be signed by the student, the student's parent or guardian and the student's guidance counselor or other school official charged with coursework planning for the student.

Sub-section C specifies that an individualized education program (IEP) that meets all applicable transition and procedural requirements of the federal Individuals with Disabilities Education Act (IDEA) for a student with a disability shall satisfy the next-step plan requirements of this section for that student .

Sub-section D requires the local school board to ensure that each high school student has the opportunity to develop a next-step plan and is reasonable informed about curricular and course options, opportunities available that lead to different post-high school options and alternative opportunities available if the student does not finish a planned curriculum.

Sub-section E sets forth requirements for the Secretary of Education.
Language in Sub-sections F through H remains the same.

Sub-section I defines final next-step plan, interim next-step plan, and next-step plan.

Sub-section J substitutes secretary of public education for the state board.

Section 2 repeals Section 22-2-8.12, NMSA 1978 (Laws 2003, Chapter 159, Section 1).

Section 3 makes July 1, 2004 the effective date of the provisions of this act.

FISCAL IMPLICATIONS

House Bill 522 does not contain an appropriation.

ADMINISTRATIVE IMPLICATIONS

According to PED, if House Bill 522 is enacted, the staff at the school level would be required to meet several times with each student on a one-on-one basis to meet the advisement process regarding interim and final next-step plans.

RELATIONSHIP

Senate Bill 287 is requesting an appropriation that includes support for training school personnel in how to help students plan for post-high school activities and transition planning for all students in grades 8-12.