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SENATE BILL 235

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

INTRODUCED BY

William P. Soules

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
ESTABLISH A MATHEMATICS INSTRUCTIONAL LEADERSHIP FRAMEWORK;
REQUIRING MATHEMATICS COACHES TO HOLD MATHEMATICS SPECIALIST
ENDORSEMENTS; REQUIRING MATHEMATICS SCREENERS FOR STUDENTS IN
KINDERGARTEN THROUGH FIFTH GRADE; REQUIRING IMMEDIATE
INTERVENTIONS AND PARENTAL NOTIFICATION IF A STUDENT IS
IDENTIFIED AS HAVING CHARACTERISTICS OF DYSCALCULIA.

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

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1 SECTION 1. Section 22-15E-2 NMSA 1978 (being Laws 2007,
2 Chapter 44, Section 2 and Laws 2007, Chapter 239, Section 2) is
3 amended to read:

4 "22-15E-2. DEFINITIONS.--As used in the Mathematics and
5 Science Education Act:

6 A. "bureau" means the mathematics and science
7 bureau;

8 B. "chief" means the chief of the bureau; [~~and~~]

9 C. "council" means the mathematics and science
10 advisory council;

11 D. "dyscalculia" means a specific learning
12 disability or a pattern of symptoms characterized by a person's
13 difficulty or inability to:

14 (1) process numerical information;

15 (2) learn arithmetic facts;

16 (3) perform accurate or fluent numerical
17 calculation;

18 (4) engage in mathematical reasoning; and

19 (5) articulate the person's understanding of
20 mathematical information or how the person engaged in
21 mathematical reasoning; and

22 E. "screeener" means a grade-specific, nondiagnostic
23 assessment of a student's performance in mathematical content."

24 SECTION 2. Section 22-15E-3 NMSA 1978 (being Laws 2007,
25 Chapter 44, Section 3 and Laws 2007, Chapter 239, Section 3) is

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1 amended to read:

2 "22-15E-3. BUREAU CREATED--DUTIES.--

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

6 B. The bureau shall:

7 (1) administer the provisions of the
8 Mathematics and Science Education Act;

9 (2) provide staff support for and coordinate
10 the activities of the council;

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

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

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

23 (6) promote partnerships among public schools,
24 higher education institutions, government, business and
25 educational and community organizations to improve the

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1 mathematics and science education in the state;

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

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

9 SECTION 3. A new section of the Mathematics and Science
10 Education Act is enacted to read:

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

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

20 B. The department shall establish a mathematics
21 instructional leadership framework for public school
22 administrators. The framework shall provide standards for
23 mathematical content, mathematical instruction, ongoing
24 professional learning in mathematics, mathematics coaching and
25 program evaluation.

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1 C. The department shall determine the minimum
2 course requirements for the following licenses:

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

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

11 E. Beginning in the 2026-2027 school year:

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

16 (2) if a public school identifies a student in
17 kindergarten through fifth grade as having characteristics of
18 dyscalculia or a math difficulty, the public school shall
19 provide that student with interventions during core instruction
20 or targeted or intensive interventions through a multilayered
21 system of support; and

22 (3) if a public school identifies a student in
23 kindergarten through fifth grade as having characteristics of
24 dyscalculia or a math difficulty, the public school shall
25 provide written notice to the parents of that student within

1 fifteen days from the date an early numeracy screener was
2 administered or from the date an interim assessment was
3 administered for a student in third through fifth grade, and
4 the notice shall include:

5 (a) an explanation that the student was
6 identified as having characteristics of dyscalculia or a math
7 difficulty and that a mathematics improvement plan for the
8 student will be developed;

9 (b) a description of services currently
10 provided to the student;

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

14 (d) an explanation that the parents will
15 receive monthly written notification regarding the student's
16 progress; and

17 (e) a description of the student's
18 specific skill deficits and strategies for parents to use at
19 home to address those skill deficits."