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LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
57th Legislature, 2nd Session, 2026

Bill Number	<u>SB54</u>	Sponsor	<u>Ramos/Terrazas</u>
Tracking Number	<u>.232556.2</u>	Committee Referrals	<u>SEC/SJC</u>
Short Title	<u>School Personnel Required Trainings</u>		
Analyst	<u>Armatage</u>	Original Date	<u>2/2/2026</u>
		Last Updated	<u></u>

BILL SUMMARY

Senate Bill 54 (SB54) would reduce the frequency of some required trainings for public school personnel from annually to a single training within the first year of employment. SB54 would reduce the frequency of the following trainings:

- Anti-racism, racial awareness and sensitivity;
- Care of students with diabetes; and
- Bullying prevention.

SB54 would require the Public Education Department (PED) to collaborate with the Health Care Authority (HCA), rather than Human Services Department (HSD), to provide already required child abuse and ethical misconduct trainings—this reflect current state agency structures as in 2024, HSD, the State Employee Benefits team, the Developmental Disabilities Supports Division, the Division of Health Improvement, and staff for the Health Care Affordability Fund were merged to form the HCA.

The bill does not contain an effective date and, as a result, would go into effect 90 days after the Legislature adjourns if enacted, or May 20, 2026.

FISCAL IMPACT

SB54 does not contain an appropriation.

Because the bill would reduce required trainings, LESC staff do not expect SB54 to have a fiscal impact.

SUBSTANTIVE ISSUES

Teacher Training in New Mexico. Each year, teachers are required to complete nonacademic trainings required by both state and federal statute. All teachers in New Mexico must complete at least five such trainings annually, but some teachers must complete more based on where they are in their teaching career, their assignment area, and additional responsibilities they may have. See **Table 2: Mandatory Non-Academic Teacher Trainings in New Mexico.**

Table 2: Mandatory Non-Academic Teacher Trainings in New Mexico

	Training	Federally Required	State Required	Frequency
All Teachers	Anti-Racism and Racial Sensitivity		X	Annually
	Bloodborne Pathogens	X		Annually
	Bullying Prevention		X	Annually
	Ethical Misconduct		X	Annually
	Sexual Abuse and Assault Awareness		X	Upon Employment
	Title IX & Sexual Harassment	X		Annually
	Diabetes Management	X		As Needed
Some Teachers	Brain Injury		X	As Needed
	Challenges and Needs of System-Involved Youth		X	Unspecified
	CPR and AED Training		X	Unspecified
	English Learner Identification Process Training		X	Unspecified
	Instructional Material Reviewer		X	Annually
	Mentor Teacher		X	Unspecified
	Restraint and Seclusion		X	Unspecified

Source: LESC Files

In addition to nonacademic trainings, all teachers may be required to complete professional development designed to improve classroom instruction prescribed by the state, their local education agency (LEA), or their principal. State statute requires teachers to complete trainings on bilingual and multicultural education programs, digital citizenship, and identifying English learners. In recent years, PED has also required training for teachers based on the department's priorities.

In 2022, PED issued a [memo](#) requiring all teachers serving kindergarten through fifth grade students, including special education teachers and interventionists, as well as instructional coaches, gifted teachers, and administrators to complete the Language Essentials for Teachers of Reading and Spelling (LETRS) professional development program, which can take upwards of [160 hours](#) to complete over two years. Middle school and high school teachers are required to complete the AIM Pathways to Proficient Reading [training](#), which is estimated to require 55 hours to complete. In addition, all kindergarten through third-grade teachers are required to complete an 8-hour course on structured literacy and dyslexia.

In 2024, PED introduced the Advancement Program Level micro-credentials for teacher licensure advancement. This program replaced the professional development dossier, which required teachers to document evidence of teaching competencies. Micro-credentials are competency-based online courses that align with the four domains of Elevate NM, the educator evaluation system. Advancing from a level 1 teacher license to a level 2 license requires completion of five micro-

credentials. Advancing from a level 2 to a level 3 license requires completion of four micro-credentials. Each micro-credential is intended to require 20 hours to complete over 12 weeks.

Beyond these state-required training courses, teachers may also be required to participate in professional development activities prescribed by their principal or school district. LEAs may count up to 60 professional work hours for elementary teachers, and up to 30 professional work hours for secondary teachers as instructional hours. In addition, many LEAs incorporate in-service days prior to the start of the school year into teacher contracts. How teachers are compensated for training outside of instructional hours is subject to contracts and collective bargaining agreements.

Anti-Racism, Racial Awareness, and Sensitivity Training. Prompted by the consolidated *Martinez-Yazzie* lawsuit, legislation was passed in the 2021 legislative session requiring all educational staff to complete annual anti-racism, racial awareness, and sensitivity training. The training must be approved by PED; may be in-person or online; must address race, racism, and racialized aggression; and must demonstrate how to create and foster an equitable and culturally responsive learning environment for racial minority students.

According to PED's discipline dashboard, in the 2022-2023 school year (SY23), bullying or harassment on the basis of sex, race, color, national origin, or disability comprised 53 percent of all hate crime flagged infractions in New Mexico public schools.

Research shows implicit bias training—intended to address unconscious attitudes or stereotypes that affect one's understanding, actions, and decisions without their awareness—is more effective at changing short-term knowledge about the vocabulary of diversity than changing behavior. Involving staff to review school policies, practices, and structures that may promote bias, and setting specific goals to address any identified problems, may be more effective in creating equitable learning environments.

Care of Students with Diabetes Training. Statute requires all school nurses, diabetes care personnel, and all school personnel who have a primary responsibility for supervising a student with diabetes during some portion of the school day receive annual training that prepares them to care for students with diabetes. Every school with one or more students in attendance who have diabetes must designate at least two employees as diabetes care personnel.

Federal law protects the right of students with diabetes to a free appropriate public education and prohibits schools from requiring parents to provide diabetes care at school. Federal law does not specify how often school nurses and diabetes care personnel must be trained to care for children with diabetes, however, the American Diabetes Association recommends care personnel are trained before the beginning of each school year and again when an enrolled student is first diagnosed with diabetes or when a student with diabetes enrolls in the school, as well as periodic refresher training as needed throughout the school year.

Bullying Prevention Training. In 2019, the Legislature enacted the Safe Schools for All Students Act, mandating school districts develop and implement robust bullying prevention policies, including requiring every public school to provide annual training on bullying prevention to all employees and volunteers who have significant contact with students.

According to the New Mexico Children's Cabinet, in 2023, 45 percent of middle school students, and 17 percent of high school students, reported being bullied at school.

The 2025 LESC brief [School Climate: Supporting Student Success](#) reported results of the 2024 Panorama Education School Climate and Culture Survey of New Mexico students. See **Table 1: Comparison of Select New Mexico and National Survey Results**. For both school climate and sense of belonging, a larger percentage of third- through fifth-grade students than sixth- through 12th-grade students had positive responses. However, both groups of students had positive responses for school climate below the 50th percentile of nationwide responses, and sixth- through 12th-grade students had positive responses for sense of belonging below the 50th percentile. These results demonstrate New Mexico students may need additional supports to feel more positively about their school experiences.

Table 1: Comparison of Select New Mexico and National Survey Results

Topic	Percent Favorable	National Dataset Comparison
School Climate (Grades 3-5)	57	20 th -39 th Percentile
School Climate (Grades 6-12)	38	0-19 th Percentile
Sense of Belonging (Grades 3-5)	63	60th-79 th Percentile
Sense of Belonging (Grades 6-12)	45	20 th -39 th Percentile

Source: LESC Files

[Research](#) on training teachers to prevent and address bullying is [mixed](#), with effectiveness depending on the training offered. However, one [meta-analysis](#) found bullying reduction interventions studied were significantly effective in reducing bullying and improving mental health problems. Duration of intervention was not statistically associated with effectiveness, and the impact of the programs did not diminish over time.

Teacher Overwhelm. In a 2024 national [survey](#) of teachers by the RAND Corporation, a nonprofit think tank, 60 percent of surveyed teachers reported feeling burned out. When asked what their top sources of stress were, teachers cited managing student behavior, insufficient compensation, and administrative work outside of teaching. A 2023 national [survey](#) of teachers by Pew Research Center, a nonprofit think tank, found 84 percent of teachers surveyed reported not having enough time during their regular work hours to complete all their work. A 2025 RAND [survey](#) of teachers found teachers experience worse work-life balance than similar working adults; and 46 percent of teachers said their job made them too tired for activities in private life compared with 13 percent of similar working adults.

OTHER SIGNIFICANT ISSUES

Training Reductions in Other States. In recent years, numerous states have reduced or eliminated certain mandatory nonacademic school employee training. Overall, states reduced trainings from being required annually to every 3 or 5 years. Arkansas and Tennessee prohibited school districts from requiring employees to complete implicit bias training. See **Table 3: States With Recently Reduced School Personnel Training Requirements**. Additionally, Oklahoma set a cap of 150 hours of required professional development or training for teachers over five years; and Virginia set a limit of 25 hours of non-academic training for teachers every five years, excluding training required by federal law.

Table 3: States With Recently Reduced School Personnel Training Requirements
Newly Adopted Training Intervals

Training	Biannually	Every 3 years	Every 4 years	Every 5 years	Prohibited
Bullying Prevention		Delaware West Virginia		Oklahoma	
Child Sexual Abuse Prevention		Utah West Virginia	Kentucky	Illinois, Oklahoma	
Chronic Health Condition Management		Utah (seizure) West Virginia (blood borne pathogens)		Illinois	
Implicit Bias, Anti-Racism, or Multicultural Education	Maryland	West Virginia		Illinois	Arkansas Tennessee

Source: National Conference of State Legislatures

RELATED BILLS

Relates to SB158, PED Micro-Credentialing Pilot Project, which would require PED to evaluate implementation of micro-credentials aligned with the *Martinez-Yazzie* decision.

Relates to HB205, School Teacher Professional Development, which would create a career technical externship program to provide professional development for public school teachers and public community college faculty.

Relates to HB118, Biliteracy Development and Training Project, which would require PED to develop regional and statewide programs to provide teachers with training in biliteracy instruction and state laws and rules regarding bilingual multicultural education.

Relates to SB37, High Quality Literacy Instruction Act, which would require administrators and teachers who teach reading to be trained on the provisions of the proposed High-Quality Literacy Instruction Act.

SOURCES OF INFORMATION

- LESC Files
- The Public Education Department (PED)
- New Mexico Regional Education Cooperatives (REC)
- New Mexico Healthcare Authority (HCA)

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