

POLICY JKC

Board of Education Las Cruces Public Schools

Related Entries: JKC-R, JI, JI-R, JK, JKA, JLF, JLF-R
Responsible Office: Associate Superintendent for Instruction

SCHOOL SAFETY, CLASSROOM MANAGEMENT AND STUDENT BEHAVIORAL INTERVENTIONS

I. PURPOSE

To set forth procedures concerning the continuum of behavior interventions designed to maintain an appropriate environment conducive to student learning, and techniques for addressing behavior that presents an imminent danger of serious physical harm.

II. BACKGROUND

- A. The classroom teacher has a primary responsibility for guiding student behavior in order to create an appropriate learning environment that supports academic achievement.
- B. Utilization of restorative practices and other positive appropriate behavior interventions facilitates the maintenance of an orderly and effective learning climate.

III. DEFINITIONS

For purposes of this Policy and any implementing regulations:

- A. *First responder* means a person based outside of a school who functions within the emergency medical services system and who is dispatched to a school to provide initial emergency aid.
- B. *Mechanical restraint* means the use of any device or material attached or adjacent to the student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove, but "mechanical restraint" does not include mechanical supports or protective devices.
- C. *Physical restraint* means the use of physical force without the use of any device or material that restricts the free movement of all or a portion of a student's body, but "physical restraint" does not include physical escort.
- D. *Restraint* when not otherwise modified means mechanical or physical restraint.
- E. *Seclusion* means the involuntary confinement of a student alone in a room from which egress is prevented. "Seclusion" does not mean the use of a voluntary behavior management technique, including a timeout location, as part of a

student's education plan, individual safety plan, behavioral plan or individualized education program that involves the student's separation from a larger group for purposes of calming.

IV. GUIDELINES

- A. Staff will use a wide array of positive behavior intervention strategies and supports to guide student behavior and appropriate responsive strategies to maintain a safe and secure environment.
- B. LCPS permits the use of restraint or seclusion techniques on any student only if both of the following apply:
 - 1. the student's behavior presents an imminent danger of serious physical harm to the student or others; and
 - 2. less restrictive interventions appear insufficient to mitigate the imminent danger of serious physical harm.
- C. The use of restraint or seclusion is limited to personnel who are trained in the safe and effective use of restraint and seclusion techniques unless an emergency situation does not allow sufficient time to summon those trained personnel.
- D. The Superintendent of Schools, in collaboration with district and school administrators and teachers/staff, is responsible for determining the need for appropriate district professional training relative to classroom management.
- E. The Superintendent of Schools shall promulgate a regulation for the enforcement of this policy including for the use of restraint or seclusion techniques in a school safety plan that meets the requirements of NMSA 1978, § 22-5-4.12 (Use of restraint and seclusion; techniques; requirements) provided that:
 - 1. the school safety plan shall not be specific to any individual student; and
 - 2. any school safety plan shall be drafted by a planning team that includes at least one special education expert.

V. REVIEW

This policy shall be reviewed on an ongoing basis in accordance with the Board of Education policy review process.



Board of Education, President

12/18/18

Date Approved

History: New policy, approved 05.02.06

Legal Reference: [NMSA 1978, § 22-5-4.12](#)