

# Policy JK

## Board of Education Las Cruces Public Schools

**Related Entries:** ~~JK-R, JK-RA, JK-RB,~~ JI, JI-RA, JICF, JICF-RA, JICH, JICH-RA, JICK, JICK-RA, JIH, JIH-RA, JKA, ~~JKA-RA,~~ JKC, KLG

**Responsible Office:** ~~Chief Academic Officer~~ [Division of Equity, Innovation, & Social Justice](#)

### Student Discipline

#### I. PURPOSE

- A. ~~To provide a philosophy of discipline that will guide staff and students in promoting good behavior in an environment that is conducive to effective and efficient learning~~ [promote a disciplined learning environment that is safe, positive, and respectful; increases student engagement; boosts student achievement; and, when possible, prevents student misbehavior before it occurs](#)
- B. ~~To promote a disciplined environment that is safe, holds mutual respect as an expectation, and does not tolerate disrespect~~ [engage all students in learning with effective instruction and to intervene appropriately to support struggling and vulnerable students by using preventative and restorative practices to minimize the need for discipline and maximize instructional time for every student.](#)
- C. ~~To ensure that our students and staff are protected against disruptive behavior and encouraged to participate in the pursuit of higher social standards for behavior and respect for others~~ [provide a philosophy of discipline that promotes fairness and equity with clear, appropriate, and consistent expectations and consequences to address disruptive student behavior](#)
- D. To clearly communicate to students, staff, and parents/guardians expected student behaviors and consequences for misbehavior

#### II. ISSUE

~~The Board of Education believes that learning is a continuous evolutionary process. The Board also believes that while learning is not confined to a school building, it is nonetheless the primary function of the school. Like all social institutions, the school must evolve a certain set of rules and regulations to govern its participants and to facilitate the performance of its primary function. These rules should reflect a balance between the responsibilities and rights of the individual and the responsibilities and rights of the group. They must also reflect the need to promote good behavior in an environment that is conducive to effective and efficient learning and the need for mutual respect and cooperation among all segments of the school community. Schools should be communities in which positive behavior is expected and modeled within an environment of mutual respect and dignity~~ [promoting student learning is its primary function; to this end, the Board's discipline policy sets forth the expectations of an environment that is conducive to learning and acknowledges that appropriate behavior is learned. In addition](#)

to a student's home, schools are also communities in which positive behavior is expected, modeled, and learned within an environment of mutual respect and dignity.

In order to grow into healthy, productive adults, students should be afforded opportunities to learn from their mistakes, correct any harm that results from their behavior and restore relationships that are disrupted by their conduct. An engaging environment conducive to learning can keep students in school so that they may be better prepared for college or a satisfying career.

### III. POSITION PHILOSOPHY

- A. ~~In a system the size of Las Cruces Public Schools, absolutely consistent application of a discipline policy, if valued as the overriding consideration and taken to the extreme, would require the listing of every possible infraction with a specific, mandated disciplinary action in response to each. At the other extreme, recognition of both the diversity of community settings within the district and the individuality of each disciplinary situation would suggest that each school should establish its own disciplinary standards and apply them only as appropriate to each student's situation. The Board finds the need to balance these two opposing considerations and, therefore, elects to follow a middle-ground policy.~~ Schools that foster positive school climate help to engage all students in learning and intervene appropriately to support struggling and vulnerable students.
- B. ~~Certain major infractions are recognized as requiring consistent district wide actions from and direction for all schools. For these infractions, a specified range of responses must be utilized by all school personnel, with the severity and/or frequency of the infraction determining where in the range the penalty should lie. At the same time, for disciplinary infractions not established with mandated disciplinary actions, development of appropriate standards and responses will remain an individual school responsibility subject to review by the appropriate director in the Department of Instruction. Input from students, parents/guardians, and school personnel will permit these disciplinary actions to be tailored to the needs and desires of each community within the district. The Board seeks in this way to provide consistent responses to the more severe infractions without prejudging every disciplinary situation and without depriving individual school administrators of the opportunity for flexible and creative responses to the vast majority of cases.~~ Discipline is a developmental process, and effective discipline strategies are those that meet a student's varied behavioral and developmental needs with tiered supports and interventions. It is the role of teachers and staff members to respond to inappropriate student behavior in a timely and age-appropriate way that supports personal growth and learning opportunities for all students.
- C. ~~The Board believes that discipline is learned and, therefore, can and should be taught in the home, school, and community. The child also learns through experience and imitation of those around him/her. Discipline is a developmental process. As the child matures, he/she should be given increased responsibility in~~

keeping with his/her developmental level and social maturity and every opportunity to practice self-discipline in order to positively reinforce responsible action. Classroom models should put children's needs at the center of decisions about classroom management and problem-solving. Children should be helped to understand the consequences of violence and learn various methods of addressing conflict. Our schools should be environments where conflict that may occur can be used as an opportunity to teach and learn. The ultimate goal should be the internalization of discipline so that little external enforcement is required. The Board believes that this philosophy will foster the development of positive, self-disciplined, self-reliant individuals capable of behaving appropriately as the situation demands. A continuum of [e1]Effective school districts and schools provide professional development activities, student instructional strategies and disciplinary responses that supports teaching and learning, fosters positive behaviors, and reflects a restorative practice approach philosophy and approach; as follows inclusive of the following:

1. Provides sStaff professional learning to strengthen classroom behavior management skills with strategies for teaching and modeling expected behavior and social and emotional competencies;
  2. Provides-Student instruction regarding social/emotional learning, cultural awareness, problem solving, and conflict resolution; and
  3. Maintains-aA continuum of prevention and intervention strategies and programs, within a three-tiered model of student intervention, as needed.
- D. While causes are not always evident, misbehavior may be related to economic, social, physical, psychological or emotional factors. It is important for staff to consider that misbehavior could be a symptom. Effective discipline depends on the cause of the behavior. Staff members are encouraged to involve the family to seek solutions. The family and community also must take responsibility to provide guidance, support, and structure to meet student needs. In some instances, changing the environment will be the most appropriate response; in other situations, the student and his behavior must be dealt with directly. Caring adults in schools play an important role in building strong relationships with students, which facilitates their connection to school and decreases their likelihood of engaging in disruptive behaviors. School staff members should seek ways to develop meaningful relationships with students because students who have meaningful relationships with an adult in their school are less likely to engage in disruptive behaviors in class, be absent, or drop out of school.
- E. Staff members will collaborate with families and the community to provide guidance, support, and structure to meet student needs.
- F. Fair, firm, and consistent application of disciplinary action is expected, and students should be made aware of the consequences of misbehavior. However, school discipline should be administered in a way to keep students within their regular school program to the greatest extent practicable. Exclusionary Ssuspensions and expulsions are to ~~the-be~~ used only as a last resort.

#### IV. POSITION

- A. The Las Cruces Public Schools will build staff capacity and continuously evaluate its discipline policies, regulations and practices to promote fairness, equity, and achievement for all students.
  - B. The Superintendent ~~of Schools~~<sup>[e2]</sup> ~~shall~~ will<sup>[e3]</sup> promulgate appropriate regulations to accompany this policy for the suspension and expulsion of students (JK-RA) and a ~~separate supplemental regulation for the suspension and expulsion of that incorporates those additional obligations when disciplining students with disabilities~~ (JK-RB). Both regulations shall be consistent with federal laws and due process for all students.
  - C. No employee of the district shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct (see *JKA: Prohibition of Corporal Punishment*).
  - D. The Superintendent ~~of Schools~~ will implement a comprehensive plan for safety and security that maintains an environment for working and learning that protects the rights, health, and welfare of students and staff.
  - E. The Superintendent ~~of School~~ will work with city and county law enforcement, the Dona Ana County District Attorney, and other law enforcement agencies to review, implement, and update as necessary, a written agreement that sets clear expectations for the roles and responsibilities of law enforcement personnel as important partners in supporting a positive school climate, while avoiding unnecessary arrests and referrals to the justice system that may have unintended negative collateral consequences for students and their families, as well as disproportionate impacts on students of color and students with disabilities.
- A. ~~Student Behavior~~
- 1. ~~Student conduct that disrupts class work, involves disorder, or invades the rights of others will not be tolerated and may be cause for suspension or other disciplinary action.~~
  - 2. ~~The administration of disciplinary action will focus both on consequences and on changing or managing inappropriate behavior. To that end, all available resources should be utilized, including preventive and responsive interventions to support students' needs. These interventions should include interdisciplinary — psychological, curricular, behavioral — services which should take place within classrooms, schools, and alternative settings. Exclusion from the classroom should be the disciplinary action of last resort. Fair, firm, and consistent application of disciplinary action is expected, and students should be made aware of the consequences of misbehavior. It is equally important that there be careful evaluation of the individual situation so that the school's response to the student is~~

appropriate.

3. ~~No employee of the district shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct (see *JKA: Prohibition of Corporal Punishment*).~~
4. ~~Each school will maintain a local school discipline policy developed and review it regularly with the active involvement of parents/guardians, students, and staff. All school discipline policies and procedures shall be consistent with the philosophy of this student discipline policy.~~

B. ~~School Climate~~

~~School organizational and operational structures are as important a focus for change as the individual student's behavior. The superintendent will work with district departments, and building administrators to implement a comprehensive plan for safety and security that will ensure a learning and working environment that protects the rights, health, and welfare of students and staff.~~

**IV. V. DESIRED OUTCOMES**

- A. Students and parents/guardians will understand their responsibilities and rights be well informed about school discipline policies and will be encouraged to ~~participate~~ participate in efforts to ensure that schools are safe and orderly.
- B. Schools will be safe and orderly environments where students are engaged in learning foster environments that are conducive to learning and where positive behavior is expected, modeled, and learned within an environment of mutual respect and dignity.
- C. Students will exercise self-discipline, self-management, and demonstrate appropriate behavior in order to become productive citizens understand their responsibilities and rights with respect to discipline.
- D. School discipline will be administered fairly, equitably, and consistently.
- E. Parents/guardians and students will be well informed about school discipline policies and will be encouraged to participate in efforts to ensure that schools are safe and orderly.

**V. VI. IMPLEMENTATION GUIDELINES**

- A. The Superintendent ~~shall~~ will develop and make available to students and their families an LCPS Code of Conduct. The LCPS Code of Conduct shall be published in all student handbooks and posted on the district's web site.

- ~~B. Beginning with 2006-07 school year, information from this policy will be described in *The Student's Guide to Rights and Responsibilities* which will be made available to all LCPS students and parents/guardians. Each school shall develop its own code of conduct with the involvement of families, students, and staff, and review it periodically to incorporate feedback and learning from implementation. The Superintendent or his/her designee will review each school's code of conduct to ensure consistency with this policy, LCPS regulations, and the LCPS Code of Conduct, as well as applicable federal and state laws.~~
- A. Each school is responsible for disciplinary infractions not established with mandated districtwide disciplinary actions based on analysis of local data and input from students, parents/guardians, and school personnel.
- B. Procedures for disciplining students for major infractions that require consistent districtwide actions from and direction for all schools are found in specific regulations such as:
1. Regulation ACA-RA: *Sexual Harassment*
  2. Regulation JICK-RA: *Harassment, Intimidation, Bullying, and Hazing*
  3. Regulation JKD-RA: *Suspension or Expulsion of Students*
  4. Regulation JICF-RA: *Violent, Gang, and/or Gang Like Activities*
  5. Regulation JICH-RA: *Alcohol, Tobacco, and Other Drugs*
  6. Regulation JIH-RA: *Student Interrogations, Searches, and Arrests*
- C. The Superintendent will monitor issues of concern to the safety and security of the community and report to the Board, particularly those items for which legislative positions need to be taken.
- D. The Superintendent or his/her designee will monitor recordkeeping and other data collection from schools and department offices regarding disciplinary infractions and interventions to evaluate and develop programs.
- E. The Superintendent will work with district departments, and building administrators to strengthen existing instructional programs to include such skills as respect for others, conflict resolution, interpersonal relations, restorative practices, etc. Efforts to improve discipline should include students in identifying effective classroom management strategies and problem solving.
- F. The Superintendent will seek a continuum of alternative strategies to address students who are chronically disruptive and/or dangerous to the school including:
1. Strengthening classroom behavior management skills through staff training;

2. Expanding the repertoire of curriculum based instruction about conflict resolution, positive social skills, problem solving, bias awareness and prejudice reduction; ~~and~~
3. Increasing prevention, intervention and alternative strategies, programs, and/or sites; ~~and~~
- 3.4. Ensuring effective use of a three-tiered model of student intervention as a proactive system for early intervention for students who demonstrate a need for educational support for learning or behavior including a properly constituted student assistance team at each school site, which includes the student's parents and the student (as appropriate).

#### **VI.IV. REVIEW AND REPORTING**

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

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*Board of Education, President*

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*Date Approved*

**History:** New Policy, Adopted 04.04.06, [Revised 12.7.18](#)  
**Legal Reference:** 22-5-4.3 NMSA (1978), 6.11.2.7-6.11.2.12 NMAC