

<b>LFC Requester:</b>	<b>Sunny Liu</b>
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**AGENCY BILL ANALYSIS - 2025 REGULAR SESSION**

**WITHIN 24 HOURS OF BILL POSTING, UPLOAD ANALYSIS TO**

**[AgencyAnalysis.nmlegis.gov](http://AgencyAnalysis.nmlegis.gov) and email to [billanalysis@dfa.nm.gov](mailto:billanalysis@dfa.nm.gov)**

*(Analysis must be uploaded as a PDF)*

**SECTION I: GENERAL INFORMATION**

*{Indicate if analysis is on an original bill, amendment, substitute or a correction of a previous bill}*

**Date Prepared:** 2/6/2025 *Check all that apply:*  
**Bill Number:** H260 Original  Correction   
 Amendment  Substitute

**Sponsor:** Yanira Gurrola; Eleanor Chavez **Agency Name and Code** NMSBVI 979  
**Short Title:** Allowable responses to student behavior **Number:** \_\_\_\_\_  
**Person Writing** Heather Miller  
**Phone:** 5754303183 **Email** heathermiller@nmsbvi.k12.nm.us

**SECTION II: FISCAL IMPACT**

**ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)**

	<b>FY25</b>	<b>FY26</b>	<b>FY27</b>	<b>3 Year Total Cost</b>	<b>Recurring or Nonrecurring</b>	<b>Fund Affected</b>
<b>Total</b>	NFI	NFI	NFI			

(Parenthesis ( ) Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to:  
 Duplicates/Relates to Appropriation in the General Appropriation Act

**SECTION III: NARRATIVE**

**BILL SUMMARY**

Synopsis: RELATING TO PUBLIC SCHOOLS; ADDRESSING ALLOWABLE RESPONSES TOSTUDENT BEHAVIOR; LIMITING THE USE OF PHYSICAL RESTRAINT; PROHIBITING OTHER TYPES OF RESTRAINT AND SECLUSION; REQUIRING TRAINING; REQUIRING DOCUMENTATION OF BEHAVIORS AND TECHNIQUES.

**FISCAL IMPLICATIONS**

It does not appear there are any fiscal implications for NMSBVI, as all elements are already implemented in our practices.

**SIGNIFICANT ISSUES**

H260 seeks to require consistent training practices in de-escalation, restraint, and positive behavior strategies, as well as improve debriefing and reporting should a restraint be used. All

NMSBVI staff who have contact with students are trained annually, with quarterly reviews, through a nationally recognized behavior support system designed for a holistic approach to positive support, de-escalation, and restraint. A behavior specialist works with all staff on positive behavior supports and implementing behavior plans. Procedures are in place for documentation and review after the use of a restraint. A school policy is in place.

#### **PERFORMANCE IMPLICATIONS**

#### **ADMINISTRATIVE IMPLICATIONS**

#### **CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

#### **TECHNICAL ISSUES**

#### **OTHER SUBSTANTIVE ISSUES**

#### **ALTERNATIVES**

#### **WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL**

#### **AMENDMENTS**