

Advisory Council on Student Behavior & Discipline

February 10, 2020 – 9:00 – 11:00 a.m.

Claiborne Building, Iowa Room (1-153)

1201 N. Third St., Baton Rouge, LA 70802

I. Call to Order

II. Welcome/Meeting protocol by Chairman, Robert Schaff, Interim Principal, John L. Ory Communication Arts Magnet School - 3 minutes

III. Approval of September 20, 2019 Meeting's minutes - 1 minute

IV. Update on Discipline-Related Legislation Proposed for the 2020 Session - by Robert Schaff -2 minutes

V. Discussion of Advisory Council on Student Behavior and Discipline (ACSBD) 2019 Annual Report – 30 minutes

VI. Vote on ACSBD 2019 Annual Report – 1 minute

VI. Presentation on LDOE plans to implement recommendations of 2019 ACSBD Annual Report

VIII. Discussion on LDOE plans

IX. Election of Chair

X. Adjournment 11:00 a.m.

Purpose & Function of the Advisory Council on Student Behavior and Discipline:

“There is hereby established the Advisory Council on Student Behavior and Discipline to provide advice and guidance to the State Board of Elementary and Secondary Education and the state Department of Education regarding best practices in providing support to public school governing authorities in the adoption and implementation of each school’s master plan for student behavior and discipline as provided in R.S. 17:252.” La. R.S. § 17:253(A) (2016)

La. R.S. § 17:252: School master plans for supporting student behavior and discipline

A. (1) The State Board of Elementary and Secondary Education ... shall formulate, develop, and recommend ... a model master plan for improving behavior and discipline within schools.

(2) The model master plan may include but need not be limited to guidelines for accomplishing the following:

(a) Improving communication, coordination, and collaboration between the schools and juvenile justice agencies.

(b) Improving safe school planning.

(c) Revising school zero tolerance policies to ensure compliance with all applicable provisions of law to ensure that schools do not make inappropriate referrals to juvenile justice agencies.

(d) Providing improved mental health services in or through the schools.

(e) Providing better assistance to parents in knowing about and accessing family strengthening programs.

(f) Improving the coordination of special education and juvenile justice services.

(g) Improving classroom management using positive behavioral supports and other effective disciplinary tools.

(h) Improving methods and procedures for the handling of school suspensions, the referral of students to alternative schools, and the use of seclusion and physical restraint in addressing challenging student behavior.

(i) Providing for better and more useful reporting on an annual basis of school behavioral and disciplinary problems.

B. Each city, parish, and other local public school board shall cause to be developed and shall submit by October 1, 2004, a master plan for each school under the board's jurisdiction for improving behavior and discipline in each such school based on the model master plan developed and approved by the State Board of Elementary and Secondary Education.

C. The model master plan for improving behavior and discipline within the schools and the school master plans required of city, parish, and other local public school boards by this Section shall not prohibit a teacher from removing a pupil from the classroom for disciplinary reasons in accordance with the provisions of R.S. 17:416.

D. (1) The school master plans required of city, parish, and other local public school boards by this Section shall make provision for pre-service and ongoing grade appropriate classroom management training for teachers, principals, and other appropriate school personnel regarding positive behavioral supports and reinforcement, conflict resolution, mediation, cultural competence, restorative practices, guidance and discipline, and adolescent development.

(2) City, parish, and other local public school boards shall provide ongoing classroom management courses and regularly review discipline data from each school to determine what additional classroom management training is needed, if any, and what additional classroom support activities should be provided by the principal and school administration.