

Advisory Council on Student Behavior & Discipline

August 24, 2018, 10:00 AM – 2:30 PM
Claiborne Building, Iowa Room (1-153)
1201 N. Third St., Baton Rouge, La. 70802

Agenda

Members: JoAnn Achord, Katie Barras, Christina Conforto, Brenda Cosse', Alan Coulter, Tamara Cupit, Gina Easterly, Tia Edwards, Shawn Fleming, Dannie Garret, Liz Gary, Kevin George, Melanie Jacobs, Raymond Jetson, Cassidy Juneau, Jill Lockhart, Arielle McConduit, Michael Ortego, Laci Polotzola, Brad Prudhomme, Caroline Roemer, Cyndy Rutherford, Zoe Savitsky, Rob Schlicher, Al Simmons, Judge Kim Stansbury, Ariel Test, Debra Weinberg, and Gina Womack

- I. Call to Order
- II. Approval of the [Minutes](#) from the April 13, 2018 meeting and the [minutes](#) from the June 5, 2018 meeting.

Chairman's notes from June 5th, 2018 discussion.

- III. [Act 600 of 2018](#): ACSBD membership, scope, and election of chair.
- IV. ACSBD Workgroup Meetings (concurrently in the rooms below)

10:15 a.m. – 12:30 p.m.

1. Proactive, Positive Approaches Workgroup: Iowa Room (1-153)
2. Dealing with Challenging Behavior: Colorado Room (1-141)
3. Safe Schools & Climate: Montana Room (1-142)

- VI ACSBD Workgroup and Committee Reports

1. Proactive, Positive Approaches Workgroup
[LDOE PBIS 2017-18 State Plan and Consortium Agreement](#)
[Regional PBIS Facilitators](#)
2. Dealing with Challenging Behavior Workgroup
3. Safe Schools & Climate Workgroup
4. **Legislative Workgroup (July 13, 2018 Meeting Notes) and Chairman Recommendations**
5. Data Quality Review Committee

- VII. Announcements

1. 2018 ACSBD Meeting Dates: October 12 and December 7, 2018
2. Reports on Discipline Disparities

[Disciplined and Disconnected: The Experience of Exclusionary Discipline in Minnesota and the Promise of Non-Exclusionary Alternatives, Special Report](#), GradNation State Activation Initiative, Center for Promise, July 2018

U.S. Government Accountability Office, K-12 Education: Discipline Disparities for Black Students, Boys and Students with Disabilities, Published March 22, 2018, Released April 4, 2018 ([GAO-18-258](#))

[Disabling Punishment: The Need for Remedies to the Disparate Loss of Instruction Experienced by Black Students with Disabilities](#); Daniel J. Losen, The Center for Civil Rights Remedies at the Civil Rights Project, April 2018.

[School Climate and Safety: 2015-16 Civil Rights Data Collection](#); U.S. Department of Education, Office for Civil Rights, April 24, 2018

VIII. Adjournment

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.