

Priority Issues for the Act 522 Advisory Council on Student Behavior & Discipline

1. Teacher Training & Ongoing Professional Development
 - a. Training for incoming teachers at our teacher development programs as well as ongoing professional development for veteran teachers
 - b. Topics: classroom management, cultural competency, implicit bias, conflict resolution
 - c. Promoting ESSA Title II funding for these programs
 - d. Increasing their availability through official LEA/SEA development – stop relying on unions, etc. to make them privately available
2. Addressing & Remediating Disproportionalities in Disciplinary Removals
 - a. What should schools/districts do when they identify disproportionalities in their removals based on race, disability, or other equity indicators?
 - b. What are the best practices to address & remedy them, what funding is required, and how can we promote these within our districts?
 - c. Opportunities within ESSA: require districts to address it in their needs assessments?
3. Focused revisions to existing state disciplinary laws (La R.S. 17:416, et al)
 - a. Looking at previous vetoed legislation – interest in reviving?
 - b. Considering other proposals to remove zero tolerance aspects of the laws and increase educator discretion in attempts to lessen the number of mandatory removals envisioned in the law
4. Disciplinary Rates of young students (preK-3)
 - a. Further discussion of why our removal rates of young children is so high – are we testing young children too much and exacerbating behavioral problems? Are we providing quality education and access to play in the lower grades that is developmentally appropriate to their needs?
 - b. Changing statutes to focus on increasing school-based consequences for younger grades and/or eliminating out-of-school consequences for certain offenses
 - c. Role of Early Childhood Mental Health consultations to proactively address concerning behavior
5. PBIS Implementation statewide
 - a. We have a PBIS mandate; so what's the state of implementation? Are there barriers to increased fidelity of implementation?
 - b. How do we do PBIS with fidelity for all grades of children?
6. Addressing Mental Health needs of students – what proactive programming exists to incorporate good mental health services into public schools?
 - a. Discuss: ACES, Early Childhood Mental Health consults, Trauma-informed care, Partnerships between MH providers & schools to embed services into the schools
 - b. Leveraging funding to pay for services – Medicaid & beyond
 - c. Are there statutory/regulatory barriers preventing providers from having access to schools?
7. Restorative approaches as a means to address conflict resolution/student fighting
8. Corporal Punishment: what is the frequency with which corporal punishment is actually occurring in Louisiana schools? Is it an effective or appropriate method to reduce undesirable student behavior? For all students vs Students with Disabilities?