

## School Master Plan for Discipline

### Positive Behavior Support

In order to assure classroom management using positive behavioral supports and effective disciplinary tools, \_\_\_\_\_ School will identify data-driven academic, career and technical, discipline/behavioral performance results in the School Improvement Plan (SIP). \_\_\_\_\_ School will establish and use a school-based leadership team to meet on a regularly scheduled basis to review data and guide the positive behavior process. This leadership team shall, to the extent possible, include representatives of the school administration, both regular and special education teachers, parents, guidance counselors, and school bus operators (It may also include other groups, e.g., food services workers).

The leadership team will use a decision-making process utilizing a data-management system that allows graphical representation of discipline issues. Said data system will permit regular and efficient monitoring and evaluation of the effectiveness of the implementation of a school-wide system of discipline. School data collection shall include, but not be limited to, average referrals per day per month, referrals by problem behavior, referrals by location, referrals by time, referrals by student, referrals by staff, individual student report by month and by year, and referrals by grade level. Environmental changes may be made as indicated by data. For instance, increased monitoring, schedule changes, or changes in recess structure may help to alleviate congestion or over-crowding at certain times during the day.

The team will uniformly use the two BESE-approved forms, i.e., "School Behavior Report Form" and "School Bus Behavior Report Form," to report incidents of alleged discipline violations. The referral system will be utilized consistently and appropriately.

The leadership team will review and revise any Zero Tolerance Policy of \_\_\_\_\_ School to ensure that the policy is in compliance with R. S. 17:416.15; the policy does not violate R. S. 17:416 (H) which prohibits disciplinary action against any pupil reasonably acting in self-defense; and that inappropriate referrals are not made to agencies serving children.

The leadership team will review and revise its policies and procedures for handling suspensions and expulsions at \_\_\_\_\_ School to ensure that suspension/expulsion policies are consistent with R. S. 17.416; suspension/expulsion policies are consistently and fairly executed; and alternative interventions, consistent with best theory and practice, to suspensions/expulsions are used including, but not be limited to, counseling, conflict resolution, social and family responsibility, peer mediation, and stress and/or anger management.

The leadership team will make referrals, as appropriate, to Alternative Education Programs that are designed to offer variations of traditional instructional programs, as well as strategies for the purpose of increasing the likelihood that students who are unmotivated or unsuccessful in traditional programs, or are disruptive in the traditional school environment, remain in and be successful in school.

The leadership team will review the current Code of Student Conduct of \_\_\_\_\_ School to assure that it is in compliance with R.S.17:416.12, R.S. 17:416.13, and all federal regulations. They will refine consequences to create a reward/incentives program for positive student and teacher behavior and ensure the delivery of consistent reinforcement. The team will define consequences for rule violations that are clear, reasonable, and consistently enforced and which support maximum time in instruction.

The leadership team will monitor, evaluate and modify the school master plan, as needed, throughout the school year.

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\_\_\_\_\_ School adopts the following clearly defined behavioral expectations in these five (can be less) basic rules. (Keep them simple and positive, e.g., "Keep your hands to yourself." "Respect others." "Be kind.")

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

These rules shall be posted in prominent places around the school site, e.g., hallways, cafeterias, gymnasiums, and classrooms. These rules shall be provided to parents and shall be known by all students and school staff.

Each teacher at \_\_\_\_\_ School shall develop lesson plans and teach expectations across each school setting by providing direct instruction on expected behaviors at the beginning of the school year and reinforced throughout the year for all students.

\_\_\_\_\_ School shall design programs for students with special needs so that the students are challenged and engaged in school curriculum, and are appropriately placed so they remain in school rather than being suspended/expelled or becoming drop-outs.

The principal of \_\_\_\_\_ School shall submit annual reports to the district's Discipline Policy Review Committee.

### Safe School Planning

\_\_\_\_\_ School has established and shall maintain grade-appropriate programs of alcohol, drug and substance prevention, education, information and counseling as provided in R.S. 17:404.

\_\_\_\_\_ School has established a plan, in accordance with Sec. 4114, of the No Child Left Behind Act of 2001, for keeping the school safe and drug-free that includes appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and/or other drugs; has established security procedures at school and while students are on the way to and from school; has established prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments; has established a crisis management plan for responding to violent or traumatic incidents on school grounds; and has established a Code of Student Conduct (and as also required by R.S. 17:416.12 and R.S. 17:416.13) for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that allows a teacher to communicate effectively with all students in the class; allows all students in the class to learn; allows all students and school employees to be treated respectfully; has consequences that are fair and developmentally appropriate; considers the student and the circumstances of the situation; and, is enforced accordingly.

## **School Master Plan for Discipline**

### **Parental and Community Involvement**

\_\_\_\_\_ School is committed to parental involvement and family strengthening. As set forth in R. S. 17:406.1, effective approaches to involving families more fully as partners in the process of their children's learning require the participation and coordination of numerous state and local, public and private agencies shall be encouraged. \_\_\_\_\_ School shall seek to make connections through a variety of local and culturally sensitive methods to facilitate parents/family members/access to local/regional family strengthening programs available in the community. (Programs can be specifically identified, as applicable, e.g., Families Helping Families, Regional Family Resource centers, Parent Information Resource Center, Families In Need of Services [FINs] programs and other family strengthening programs exhibiting peer to peer support systems and positive mental health initiatives).

\_\_\_\_\_ School shall seek training to facilitate mutual understanding of research-based practices promoting positive relationships between parents, LEA personnel and community service providers.

\_\_\_\_\_ School shall seek to identify the mental health needs of its students and match those needs with available local resources including public, nonpublic and/or volunteer organizations (These can be specified to the extent possible). Pending inclusion of mental health services in the Medicaid Health Services Program (School-Based), the availability of mental health services will be expanded in \_\_\_\_\_ School.

### **Inter-Agency Cooperation**

\_\_\_\_\_ School shall seek to improve communication, coordination and collaboration between schools and agencies serving children; shall foster cooperation regarding the sharing of data about children, youth and families involved agencies serving children; and shall work in cooperation with other schools/districts/communities/regional planning boards to facilitate the successful re-entry and transition of youth formerly in state custody into their diverse school/community settings in order to encourage the continuation of education and their access to other needed services in order to prevent recidivism.

[For correctional facilities only: \_\_\_\_\_ School/Program shall implement this Master Plan in to the extent possible and with the understanding that such facilities will adhere to all policies and procedures of the Department of Corrections/Office of Youth Development.]

### **Student Records**

\_\_\_\_\_ School shall provide for the transfer of student education records upon written request of any authorized person on behalf of an education facility operated within any correctional or health facility or, for children in the custody of the state, an education facility operated within any other state approved facility, whether within or outside the state of Louisiana, where such student has become enrolled or is seeking enrollment. The transfer of such records, whether by mail or otherwise, shall occur not later than 10 business days from the date of receipt of the written request. If the student has been expelled, the transferred records shall include the dates of the expulsion and the reason(s) for which the student was expelled.

No education record of any student may be withheld as the result of lack of payment of any fine, debt, or other outstanding obligation.

A student or his or her parent(s) may inspect the education record of that in accordance with the federal Family Education Rights and Privacy Act.

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Any student seeking admission to \_\_\_\_\_ School who has been suspended or expelled from any public or nonpublic school within or outside the state of Louisiana shall provide information on the dates of any suspensions or expulsions and the reason or reasons for which the student was suspended or expelled.

### **Visiting Teacher/ Child Welfare and Attendance Supervisor/Families in Need of Services (FINS) Officer**

It is the duty of all staff at \_\_\_\_\_ School to cooperate fully with the visiting teachers, or supervisors of child welfare and attendance. \_\_\_\_\_ School shall make available to visiting teachers, or supervisors of child welfare and attendance, FINS officers, and Truancy Assessment and Service Centers such information as will assist them in promoting the regular attendance and school adjustment of these children.

[For schools/programs housing children in state custody: It is the duty of the principals, superintendents, or heads of the training and correctional schools to notify the visiting teachers, or supervisors of child welfare and attendance, and FINS officer (if applicable) when a child is to be released and/or returned to a parish.]

Visiting teachers, or supervisors of child welfare and attendance (pursuant to R. S. 17:235), and FINS officers, shall cooperate fully with the state departments of social services, labor, and health and hospitals, and with other state and local agencies, including interchange of confidential and privileged information; cooperate fully with juvenile and family court authorities, training and correctional schools, law enforcement officers; and make such referrals and conduct such investigations as seem necessary for the enforcement of school attendance laws, including interchange of confidential and privileged information.

### **Statements of compliance**

Each homeroom teacher of students in grades 4-12 shall, on the first day of school each school year, provide information to and answer any questions from students relative to the statement of compliance as provided by \_\_\_\_\_ School.

Each parent/guardian of each student in grades 4-12 shall sign a statement of compliance committing to do all of the following: ensure that his child attends school daily, except for school absences; ensure that his child arrives at school on time each day; ensure that his child completes all required homework assignments; and attend all required parent and teacher or parent and principal conferences.

### **Signatures:**

<b>Principal</b>	<b>Leadership Team Member</b>
<b>Leadership Team Member</b>	<b>Leadership Team Member</b>
<b>Leadership Team Member</b>	<b>Leadership Team Member</b>
<b>Leadership Team Member</b>	<b>Leadership Team Member</b>

## School Master Plan for Discipline Worksheet

This worksheet and accompanying documentation should be kept on file with a copy of the School Master Plan for Discipline and the Student Handbook for purposes of review or monitoring.

**A. School-Based Leadership Team Membership: (Complete Chart Below or Attach List)**

Member's Name	Member's Title	Member's Phone	Member's E-mail

**B. School-Level Data System Requirements:**

Requirement	Collection Tool Exists (Yes/No)	If Yes, List.	If No, Suggestion(s)
Average Referrals per Day per Month			
Referrals By Problem Behavior			
Referrals by Location			
Referrals by Time			
Referrals by Student			
Referrals by Staff			
Individual Student Report by Month and by Year			
Referrals by Grade Level			
Other:			
Other:			

**C. Type "Yes" or "No" in the box as applicable to the following.**

1. School consistently and uniformly utilizes the two BESE-approved forms.  
If no, explain:

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2. School has addendum to two BESE-approved forms to assist with data collection.

If yes, attach a copy of the addendum with worksheet.

3. School has a Zero Tolerance Policy. If Yes, go to #4. If no, go to # 6.

## School Master Plan for Discipline Worksheet

- 4. Leadership Team has reviewed the Zero Tolerance Policy to ensure compliance with R.S. 17:416.15, including R.S. 17:416 (H) which prohibits disciplinary action against any pupil reasonably acting in self-defense.
- 5. Leadership Team has revised the Zero Tolerance Policy to comply with R.S. 17:416.15.
- 6. Leadership Team has reviewed policies for handling suspensions and expulsions to ensure compliance with R.S. 17:416.
- 7. Leadership Team has reviewed procedures for handling suspensions and expulsion to ensure consistent and fair execution and to ensure that alternative interventions are used.
- 8. Leadership Team has reviewed policies and procedures related to referrals to Alternative Education Programs.
- 9. Leadership Team has reviewed the current Code of Student Conduct to ensure compliance with R.S. 17:416.12, R.S. 17:416.13 and Section 4114 of the No Child Left Behind Act of 2001.
- 10. Leadership Team has refined consequences to create a reward/incentives program for positive student and teacher behavior.
- 11. Leadership Team has created a procedure/protocol to ensure the consistent delivery of the reward/incentives program.
- 12. Leadership Team has defined consequences for rule violations that are clear and reasonable, that will be consistently enforced, and that will support maximum time in instruction.
- 13. Leadership Team has identified the clearly, defined behavioral expectations in a small set of school rules (5 or fewer).
- 14. Leadership Team has worked with teachers to develop lesson plans that teach these expectations across each school setting.
- 15. Leadership Team has worked with teachers to establish a schedule for direct instruction to be provided at the beginning of the school year and reinforced throughout the school year.
- 16. Leadership Team will work with the principal to develop and submit an annual report to the district's Discipline Policy Review Committee.
- 17. Leadership Team has reviewed programs as required under R.S. 17:404.
- 18. Leadership Team has reviewed the school's Safe and Drug Free Schools and Communities plan and the Crisis Management Plan.  
(Attach a copy of the Crisis Management Plan).
- 19. Leadership Team has developed a plan/continues to develop a plan to improve and strengthen parental and community involvement in the school, including the facilitation of partnerships with programs and organizations/agencies.  
(Attach a list of programs and organizations/agencies with which the school is working to strengthen family and community involvement).

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## School Master Plan for Discipline Worksheet

- 20. Leadership Team has worked/continues to work with counselors, and other mental health professionals to develop a plan to identify the mental health needs of its students and to match those needs with available local resources.
- 21. Leadership Team is working to help improve communication, coordination, and collaboration between the school and agencies that serve children.
- 22. Leadership Team is working with the local youth planning boards to help meet the needs of all children.
- 23. Leadership Team has reviewed existing procedures/established procedures to ensure that records for transfer students are provided not later than 10 business days from the date of the receipt of the written request.
- 24. Leadership Team has reviewed existing procedures/established procedures to ensure that information on the dates and reasons for any suspension or expulsion is included on transferred student records.
- 25. Leadership Team has reviewed existing procedures/established procedures to ensure that all staff within the school cooperates fully with the visiting teachers/supervisor of child welfare and attendance. And Team is working with administration to ensure that all staff is aware of procedures.
- 26. Leadership Team has reviewed student and parent/guardian statements of compliance that must be disseminated and collected at the beginning of school each year.