

# Louisiana Believes

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Advisory Council on Student Behavior and Discipline  
September 16, 2016

# Purpose

***From R.S. 17:253: “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.”***

Enacted through Act 522 of the 2016 Regular Session, this same law addresses the seclusion and restraint of students with disabilities (to be discussed later in this meeting); however, the scope of the council’s work is not limited to the use of seclusion and restraint.

## Council Requirements:

- 24 members, as specified
- LDE staff support
- Serve in advisory capacity, pursuant to open meetings law
- Elected chair
- Meet at least three times annually
- Annual written report to BESE and legislative education committees; to contain findings and recommendations

# What is a Master Plan?

R.S. 17:252 requires local school districts to have a master plan for improving behavior and discipline within its schools. Those plans may include but need not be limited to guidelines for accomplishing the following:

- Improving communication, coordination, and collaboration between the schools and juvenile justice agencies;
- Improving safe school planning;
- 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;
- Providing improved mental health services in or through the schools;
- Providing better assistance to parents in knowing about and accessing family strengthening programs;
- Improving the coordination of special education services and juvenile justice services;
- Improving classroom management using positive behavioral supports and other effective disciplinary tools; and
- Providing better and more useful reporting on an annual basis of school behavioral and disciplinary problems.



## What is a Master Plan? (continued)

- Master plans shall not prohibit a teacher from removing a student from the classroom for disciplinary reasons.
- Master plans shall make provision for pre-service and ongoing grade appropriate classroom management training for teachers, principals, and other personnel regarding positive behavioral supports and reinforcement, conflict resolution, mediation, cultural competence, restorative practices, guidance and discipline, and adolescent development.
- The law requires local school districts to provide on going classroom management courses and regularly review discipline data from each school to determine what additional classroom support management training is needed, if any, and what additional classroom support activities should be provided by school leadership.

# Election of Chair

- Nominations
- Remarks by nominees
- Election by council

# Louisiana's Education Plan: Guiding Beliefs

Louisiana's students—all of them, no matter race, disability, or creed—are as smart and capable as any in America. They have gifts and talents no lesser than those given to any children on this earth.

Our state has worked hard to raise expectations for students, and as a result, students are performing at higher levels than ever before.

While we have made great strides in increasing life opportunities for our students, there remain serious challenges in our state's schools. Often these challenges are experienced to the greatest extent from children of historically disadvantaged backgrounds.

Educators have a powerful role to play in helping all students overcome the challenges they will experience on the way to leading healthy and productive lives as adults.

# Louisiana's Priorities

- **Unify** child care, Head Start, and prekindergarten to prepare every student for kindergarten.
- **Align** standards, curriculum, assessment, and professional development that are as challenging for students and educators as any in America.
- **Prepare** every educator under a mentor educator through a professional residency.
- **Create** opportunity for every graduate through Jump Start, Advanced Placement, and other early college pathways to a funded education after high school.
- **Focus** relentlessly on students in persistently struggling schools by transforming those schools and creating new options.

# Progress to Date

Louisiana students have achieved record gains in recent years.

- Louisiana **fourth-grade students achieved the highest growth among all states** on the 2015 NAEP reading test and the second highest growth in math.
- The Louisiana class of 2015 showed **greater improvement on the ACT** than did any senior class in states using the ACT as their state test.
- Louisiana's 2015 **high school graduation rate was an all-time high** of 77.5 percent.
- Louisiana's class of 2015 **Advanced Placement® results showed greater annual improvement** than any state other than Massachusetts.



# Challenges Persist

In spite of great progress, data indicate that challenges to achieving prosperous adult lives persist for many Louisiana students.

- Many students graduating from high school are **required to repeat high school coursework when they arrive in college** because they have yet to master fundamental skills.
- As we raise expectations to better prepare students for life after high school, we need to ensure that student achievement for all students is increasing, and that **we close pernicious achievement gaps**.
- Disadvantaged students experience not only these gaps, but also **lower levels of access to enriching experiences** that may spark lifelong interests.
- Disadvantaged students are also more likely to attend **schools that struggle year after year**.
- Underlying all of this is a need to **strengthen the educator profession**, making ours competitive with high-growth industries.

# The Challenge of Student Behavior and Discipline

Last year, about 60,000 students were suspended out of school and nearly 400 were expelled out of school. Those disciplined were disproportionately low-income, minority, and disabled.

While student behavior and discipline are indeed their own challenges, often they are symptoms of other issues or needs

- Academic deficiencies
- Disabilities or exceptionalities, either undiagnosed or not well served
- Family/home difficulties

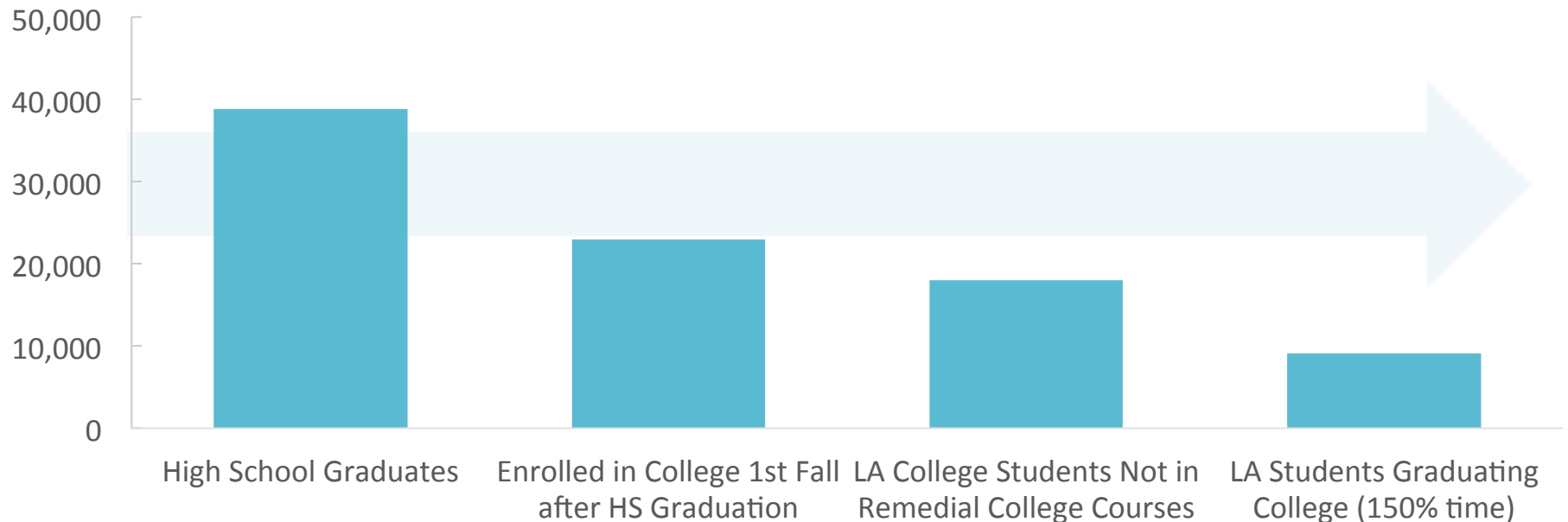
Discipline data can also reveal a need for educators, particularly new educators, to receive greater training and support on classroom management and meeting students' unique needs.

The next slides further illustrate the importance of addressing these needs.

# Challenge: Mastery of Fundamental Skills

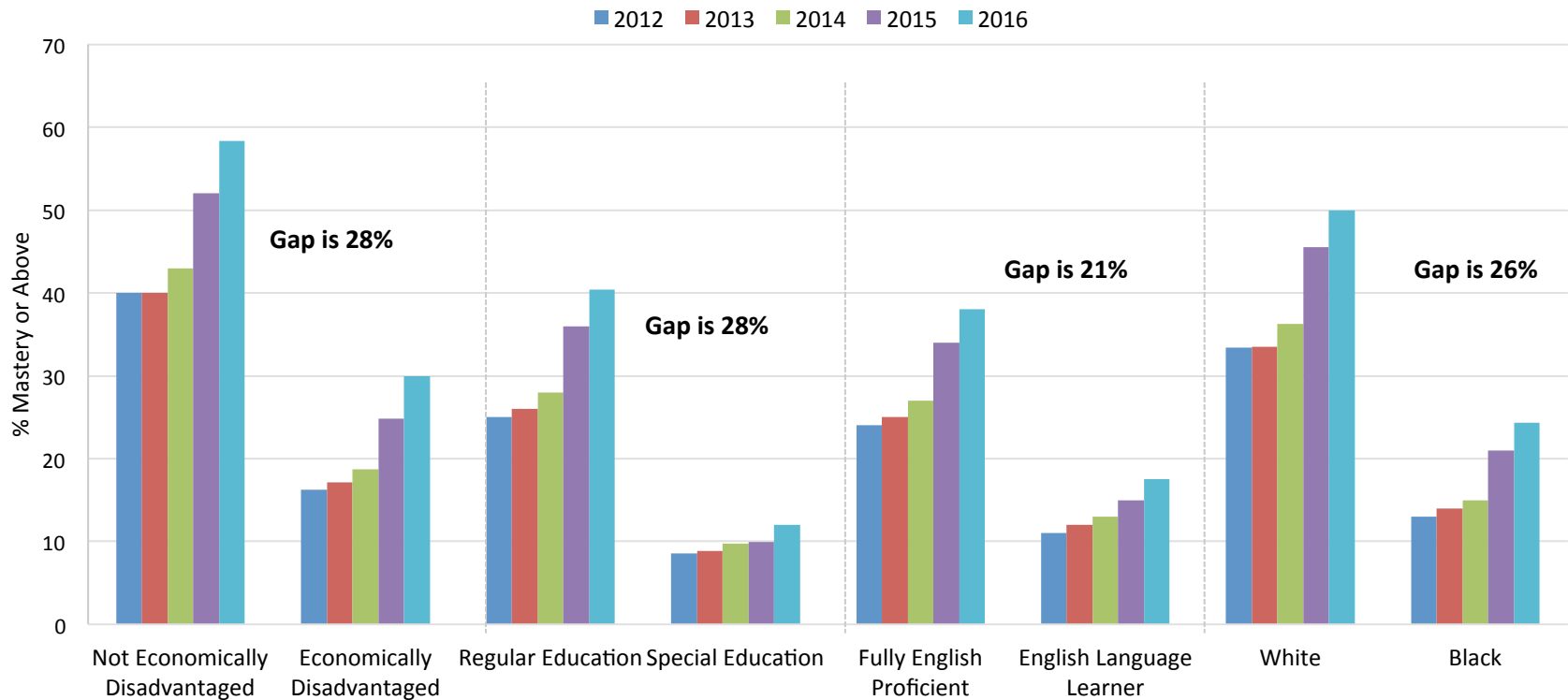
Most jobs in Louisiana require some education after high school, often at a four-year college or at a two-year technical and community college. However, in 2014, only roughly 30 percent of the Louisiana workforce had a four-year and two-year degree.

Fewer than 40 percent of students who enroll in a Louisiana college or university even graduate in a period of “time and a half” (3 years for an associate’s degree and 6 years for a bachelor’s degree).



# Challenge: As Expectations Rise, Gaps Can Widen

Historically disadvantaged students disproportionately struggled when measured on expectations, even in demonstrations of a basic level of proficiency. The graphs below show the percentage of students scoring Mastery or above on grade 3–8 ELA and math assessments from 2012 to 2015.

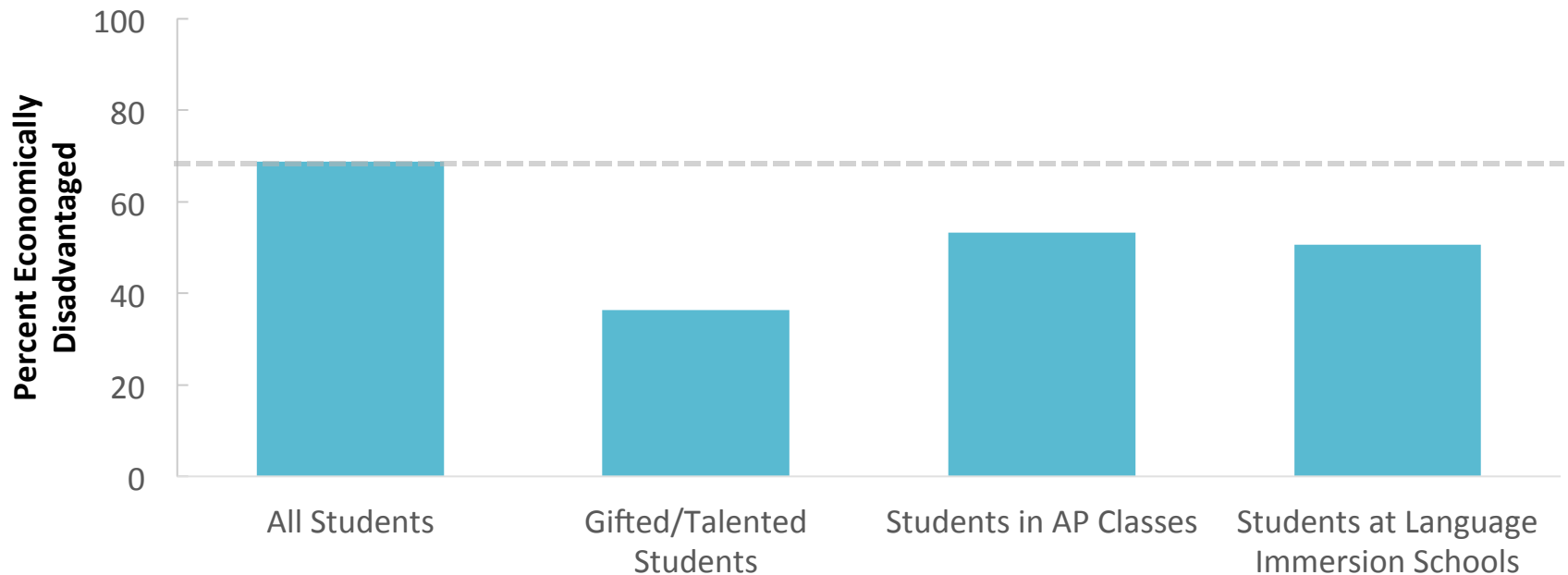




# Challenge: Access to Enriching Experiences

In order for students to be successful in school and in life, it is important that their individual needs and interests be met. Louisiana students need affordable access to advanced coursework, the arts, foreign language options, and other experiences that can be life-changing for children.

However, gaps still exist in the opportunities provided to students to enroll in enrichment courses or ones that address their unique interests or needs.

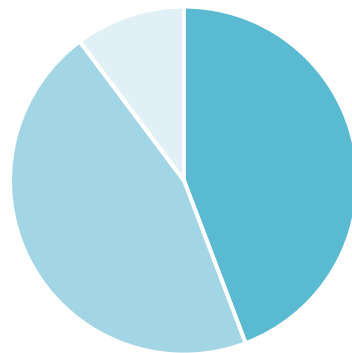


# Challenge: Struggling Schools Serve Large Groups of Disadvantaged Students

Despite significant student achievement gains statewide in recent years, some schools continue to struggle to provide a quality education to all students.

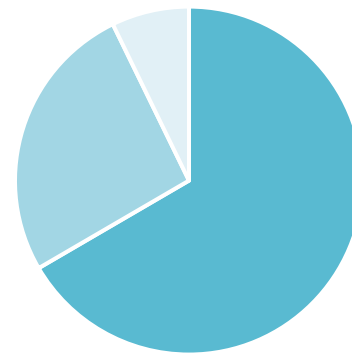
Statewide, 100 schools that are not alternative schools have graduated fewer than two-thirds of students on time or have 12 percent or fewer students scoring Mastery or above every year for the past three years. These schools are significantly more likely to serve African American students than are other schools.

All Louisiana Public School Students



■ African American ■ White ■ Other

Students in 100 Persistently Low-Performing Schools



■ African American ■ White ■ Other

# Challenge: Strengthening the Educator Profession

Surveys and workforce analyses indicate that many Louisiana schools are struggling to compete with other industries and states in identifying high-potential candidates for teaching, effectively preparing those candidates, and retaining them in the profession.

- According to a 2014 survey, **50 percent** of teachers with one to five years of experience said that they were not fully prepared for the realities of a classroom in their first year of teaching.
- **Sixty-seven percent** of Louisiana school system leaders reported that preparation programs do not produce enough teachers to meet staffing needs in certain certification areas and schools.
- In 2015-2016, **12 percent of secondary math and science classes** and **19 percent of special education classes** in Louisiana public schools were taught by out-of-field teachers.
- From 2012 to 2015, **16 percent** of teachers with six to ten years of experience—those who have a strong instructional base upon which to build—left the profession in Louisiana.
- **Forty-five percent** of departing teachers from 2012 to 2015 received effective or higher ratings according to objective measures of student achievement (transitional student growth data).

# Louisiana's Education Plan and ESSA

Louisiana has an opportunity to enhance its education plan through the new federal Every Student Succeeds Act (ESSA), the United States' national education law and longstanding commitment to equal opportunity for all students.

ESSA requires that every state submit a plan to the federal government in roughly the next year. The plan should build on what is working to help students overcome challenges and to provide teachers clarity and consistency and include the following:

- Adoption of statewide standards in math and English aligned with entrance requirements of public higher education and relevant career and technical education standards
- Assessment of all students in the same grades and subjects as required under NCLB
- Reporting on specific metrics, including student outcomes and subgroup results, at the school and school system level to address student equity gaps
- A rating system for all schools, identification of schools in need of comprehensive and targeted support and improvement, and a plan for improvement in those schools
- Authorization of federal education funding and competitive grant opportunities

**The work of this council will directly support Louisiana's long-term education plan to provide all students with access to a high-quality education, to support their individual needs, and to prepare them for college and careers.**



# Overview of Louisiana Discipline Data

## 2015-16 Discipline Rates (Duplicated & Unduplicated by grade and discipline reason)

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers.

GradePlacementCd	Duplicated Count of Incidents				Unduplicated # of Students				In School School Rate	Out of School School Rate	In Schools Expulsion Rate	Out of School Expulsion Rate
	In School Suspension Incident Count	Out of School Suspension Incident Count	In School Expulsion Incident Count	Out of school Expulsion Incident Count	In School Suspension Total	Out of School Suspension Total	In school Expulsion Total	Out of School Expulsion Total				
Infants/Toddlers	0	0	0	0	0	0	0	0	0.00%	0.00%	0.00%	0.00%
Preschool (SpEd)	8	92	0	0	6	52	0	0	0.07%	0.57%	0.00%	0.00%
Pre-K	52	287	0	2	42	181	0	2	0.14%	0.59%	0.00%	0.01%
Kindergarten	1107	1969	10	3	628	1050	10	3	1.13%	1.89%	0.02%	0.01%
01	2535	3275	44	4	1371	1744	42	3	2.29%	2.92%	0.07%	0.01%
02	3154	4173	65	3	1753	2147	56	3	2.95%	3.62%	0.09%	0.01%
03	4176	5010	93	2	2313	2721	87	2	3.94%	4.63%	0.15%	0.00%
04	5533	6254	140	12	3103	3368	131	12	5.56%	6.03%	0.23%	0.02%
05	7416	8167	223	15	3880	4370	195	15	7.10%	7.99%	0.36%	0.03%
06	15871	13318	545	30	7132	6603	498	27	12.99%	12.02%	0.91%	0.05%
07	19182	14676	799	39	8697	7236	723	36	16.16%	13.45%	1.34%	0.07%
08	18496	14467	910	78	8638	7280	814	69	15.95%	13.44%	1.50%	0.13%
T9	3023	2273	166	6	1033	891	148	6	36.92%	31.84%	5.29%	0.21%
09	26550	17705	1149	98	11512	8664	1025	89	19.34%	14.56%	1.72%	0.15%
10	18131	10937	698	62	8756	6184	643	59	16.35%	11.55%	1.20%	0.11%
11	12280	7116	390	35	6535	4309	368	33	14.16%	9.34%	0.80%	0.07%
12	8128	4852	231	18	4804	3138	222	18	11.04%	7.21%	0.51%	0.04%
State	145642	114571	5463	407	70203	59938	4962	377	9.33%	7.97%	0.66%	0.05%

\* Only students with grade level the same in both the numerator and dominator included in the counts/rates. **Rate is based on student count, not incident count.**

# Overview of Louisiana Discipline Data

Age/Grade	Primary Reason Description and Rank
Birth – 3 <sup>rd</sup> Grade	<ul style="list-style-type: none"><li>#1. Willful disobedience</li><li>#2. Exhibits injurious conduct</li><li>#3. Instigates/participates in fights</li><li>#4. Disturbs the school and violates rules</li><li>#5. Treats authority with disrespect</li></ul>
Birth – 12 <sup>th</sup> Grade	<ul style="list-style-type: none"><li>#1. Willful disobedience</li><li>#2. Instigates/participates in fights</li><li>#3. Disturbs the school and violates rules</li><li>#4. Treats authority with disrespect</li><li>#5. Leaves school premises without permission</li></ul>

# Overview of Louisiana Discipline Data

## 2015-16 Discipline Rates (Unduplicated by race/ethnicity and discipline reason)

This report contains personally identifiable information or information that when combined with other reports and/or information a student's identity might be revealed. Personally identifiable student information must be kept confidential pursuant to the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. Information in this report cannot be disclosed to any other person, except for employees of a student's school or school system who must have access to that information in order to perform their official duties and for those other persons and entities specified in 20 U.S.C. 1232g.

Race/Ethnicity	In School Suspension Total	Out of School Suspension Total	In school Expulsion Total	Out of School Expulsion Total	In School School Rate	Out of School Rate	In Schools Expulsion Rate	Out of School Expulsion Rate
American Indian or Alaskan	439	428	25	1	8.6%	8.3%	0.5%	0.0%
Asian	360	200	10	2	3.1%	1.7%	0.1%	0.0%
Black or African American	45694	41103	3772	276	13.8%	12.4%	1.1%	0.1%
Hispanic/Latino	3142	2065	114	19	6.8%	4.5%	0.2%	0.0%
Two or More Races	1252	1062	64	4	8.0%	6.8%	0.4%	0.0%
Native Hawaiian/Pacific Islander	33	27	1	0	4.8%	3.9%	0.1%	0.0%
White	20987	16831	1135	93	6.2%	4.9%	0.3%	0.0%

*\* Only students with grade level the same in both the numerator and dominator included in the counts/rates.*

# Overview of Louisiana Discipline Data

## 2015-16 Discipline Rates (Unduplicated by Students with a Disability and discipline reason)

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Students with a Disability	In School Suspension Total	Out of School Suspension Total	In school Expulsion Total	Out of School Expulsion Total	In School School Rate	Out of School Rate	In Schools Expulsion Rate	Out of School Expulsion Rate
"No"	62738	51130	4499	369	9.5%	7.8%	0.7%	0.1%
"Yes"	9159	10572	621	26	9.9%	11.4%	0.7%	0.0%

## 2015-16 Discipline Rates (Unduplicated by Section 504 Status and discipline reason)

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Section 504 Status	In School Suspension Total	Out of School Suspension Total	In school Expulsion Total	Out of School Expulsion Total	In School School Rate	Out of School Rate	In Schools Expulsion Rate	Out of School Expulsion Rate
"No"	63621	54038	4430	361	9.0%	7.7%	0.6%	0.1%
"Yes"	8312	7706	690	34	17.4%	16.1%	1.4%	0.1%

\* Only students with grade level the same in both the numerator and dominator included in the counts/rates.



# Recent Reports and Legislative Considerations

## 2014 Regular Session:

- HB 777: Provides relative to student discipline, including suspensions and expulsions, codes of conduct, and bullying.
- [SCR 134](#): Requests BESE to study and report to the legislature regarding current student discipline policies and possible changes to these policies.
- SR 174: Requests the State Board of Elementary and Secondary Education to review and consider adopting the United States Department of Education's "Guiding Principles: A Resource Guide for Improving School Climate and Discipline" as a master plan for supporting student behavior and discipline.

## 2015 Regular Session:

- SB 54: Prohibits suspension or expulsion of students in grades prekindergarten through five for certain uniform violations.
- [SR 130](#): Requests the Board of Elementary and Secondary Education and the state Department of Education to study the implementation and effectiveness of the Positive Behavioral Interventions and Supports program in public schools.
- SR 167: Directs public elementary school governing authorities to report to DOE regarding alternative discipline strategies utilized prior to suspending or expelling students in grades Pre-K through five out of school.

## 2016 Regular Session:

- HB 372: Provides relative to student discipline
- HB 1159: Provides relative to student discipline including the creation of the Commission on Safe Supportive Discipline

# Positive Behavior Interventions and Supports

- One of the best practices that Louisiana has used to address student behavior and discipline is Positive Behavior Interventions and Supports (PBIS).
- PBIS is an evidence–based, proactive approach for developing positive behavior and a positive climate where all students in a school may achieve social, emotional and academic success.
- The LDE provides allocations to eight local education agencies (LEAs) to serve as fiscal agents for their respective regional PBIS consortia.
- The allocations fund training opportunities provided by the consortium for LEA personnel on the implementation of PBIS.
- Training topics include, but are not limited to:
  - Universal, secondary, and tertiary Interventions
  - Classroom management
  - Data-based decision making
  - FBA (Functional Behavior Assessment) and BIP (Behavior Intervention Plan)

# Regional PBIS Facilitators



## REGION 1

**Pearl Danos**

**Jefferson Parish Public Schools**

4501 E. Ames Blvd., Marrero, LA 70072

504-341-9469

[pearl.danos@jppss.k12.la.us](mailto:pearl.danos@jppss.k12.la.us)

[www.jppss.k12.la.us](http://www.jppss.k12.la.us)



## REGION 2

**Valerie Altazin**

**East Baton Rouge Parish Public Schools**

1050 S. Foster Dr.

Baton Rouge, LA 70806

225-226-3436

[valtazin@ebrschools.org](mailto:valtazin@ebrschools.org)



## REGION 3

**Harry Francois III**

**St. James Parish Public Schools**

P.O. Box 338, Lutchet, LA 70071

225-258-4803

[hfrancois@stjames.k12.la.us](mailto:hfrancois@stjames.k12.la.us)



## REGION 4

**Leslie Boullion**

**Vermilion Parish Public Schools**

220 S. Jefferson St., Abbeville, LA 70510

337-898-5775

[leslie.boullion@vpsb.net](mailto:leslie.boullion@vpsb.net)



## REGION 5

**Joelyn H. Doland, LCSW**

**Jefferson Davis Parish Public Schools**

802 W. Jefferson St.

Jennings, LA 70546

337-824-1357

[joelyn.doland@jdpsbk12.org](mailto:joelyn.doland@jdpsbk12.org)



## REGION 6

**Shelly Lewis-Rivers**

**Sabine Parish Public Schools**

695 Peterson St.

P.O. Box 1079, Many, LA 71449

318-256-9228 ext. 229

[riverss@sabine.k12.la.us](mailto:riverss@sabine.k12.la.us)



## REGION 7

**Dr. Barzanna White**

**Caddo Parish Public Schools**

1961 Midway St.

Shreveport, LA 71108

318-603-6484

[bwhite@caddoschools.org](mailto:bwhite@caddoschools.org)



## REGION 8

**Barbara McGuffee**

**Franklin Parish Public Schools**

7293 Prairie Rd.

Winnsboro, LA 71295

318-435-8528 ext. 136

[bmcguffee@fpsb.us](mailto:bmcguffee@fpsb.us)

# PBIS Expectations

- Each consortium must develop a Plan of Action and ensure the plan addresses all districts and schools within its area that have identified PBIS as its positive behavioral approach.
- LEAs are expected to identify and support a PBIS district coordinator to assist schools in their respective district with implementation and expansion of PBIS.
- Schools are expected to establish a PBIS leadership team and make the implementation of PBIS with fidelity a school improvement goal.
- Data collected by the LDE, district and school teams drive the decision-making process and assist in the continued development of PBIS.



# Seclusion and Restraint

Act 522 clarified definitions and statewide reporting requirements for the use of seclusion and restraint for students with disabilities.

# Policy Changes Resulting from Act 522

Location	Recommended Change	Reason for Change
<p>Bulletin 1706 Section 540</p>	<p><del>ii. holding of a student, by a school employee, for less than five minutes in any given hour or class period for the protection of the student or others</del> <u>momentary blocking of a student's action if the student's action is likely to result in harm to the student or any other person;</u></p>	<p>Act 522 revises the definition of what is not a restraint</p>
	<p>4. <i>Positive Behavior Interventions and Support</i>—a systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate <u>and culture</u>;</p>	<p>Adding the “and culture”</p>
<p>Bulletin 1706 Section 543</p>	<p>I If a student is involved in five incidents in a single school year involving the use of physical restraint or seclusion, the student’s Individualized Education Plan team shall review and revise the student’s behavior intervention plan to include any appropriate and necessary behavioral supports. <u>Thereafter, if the student's challenging behavior continues or escalates requiring repeated use of seclusion or physical restraint practices, the special education director or his designee shall review the student's plans at least once every three weeks.</u>  <del>J. The documentation compiled for a student who has been placed in seclusion or has been physically restrained and whose challenging behavior continues or escalates shall be reviewed at least once every three weeks.</del></p>	<p>Specifies the requirement that the special education or designee must review the IEP once every three weeks if behaviors continue</p>

# Policy Changes Resulting from Act 522

Location	Recommended Change	Reason for Change
Bulletin 1706 Section 543	<p>K. The guidelines and procedures shall be provided to <u>the state Department of Education</u>, all school employees and every parent of a child with a disability. <u>The guidelines and procedures shall also be posted at each school and on each school system's website.</u></p>	<p>Clarifies that policies must be posted on each LEA's website and at each school and provided to the DOE</p>
	<p>L. The governing authority of each public elementary and secondary school shall report all instances where seclusion or physical restraint is used to address student behavior to the <u>state Department of Education through the Special Education Reporting (SER) System. At a minimum, all instances must be reported on a monthly basis.</u></p>	
	<p>M. The <u>state Department of Education, using the data elements collected in SER</u>, shall maintain a database of all reported incidents of seclusion and physical restraint of students with disabilities and shall disaggregated the data for analysis by school, student age, race, ethnicity, and gender, student disability, where applicable, and any involved school employees.</p>	<p>Clarifies that incidents must be reported through SER</p>

# Policy Changes Resulting from Act 522

Location	Recommended Change	Reason for Change
<p>Bulletin 1706 Section 543</p>	<p><u>N. Based upon the data collected, the state Department of Education shall annually compile a comprehensive report regarding the use of seclusion and physical restraint of students with exceptionalities, which shall at a minimum include the following:</u></p> <ol style="list-style-type: none"> <li><u>1. The number of incidents of physical restraint disaggregated by school system; student age, race, ethnicity, gender, and student disability classification.</u></li> <li><u>2. The number of incidents of seclusion disaggregated by school system; student age, race, ethnicity, gender, and student disability classification.</u></li> <li><u>3. A list of the school systems and charter schools that have complied with the reporting requirements pursuant to paragraph 2 of this subsection.</u></li> </ol> <p><u>O. The state Department of Education shall post the annual report pursuant to O. of this section on its website and submit a written copy to the Senate and House committees on education and the Advisory Council on Student Behavior and Discipline established pursuant to R.S. 17:253.</u></p>	<p>Clarifies DOE reporting requirements</p>

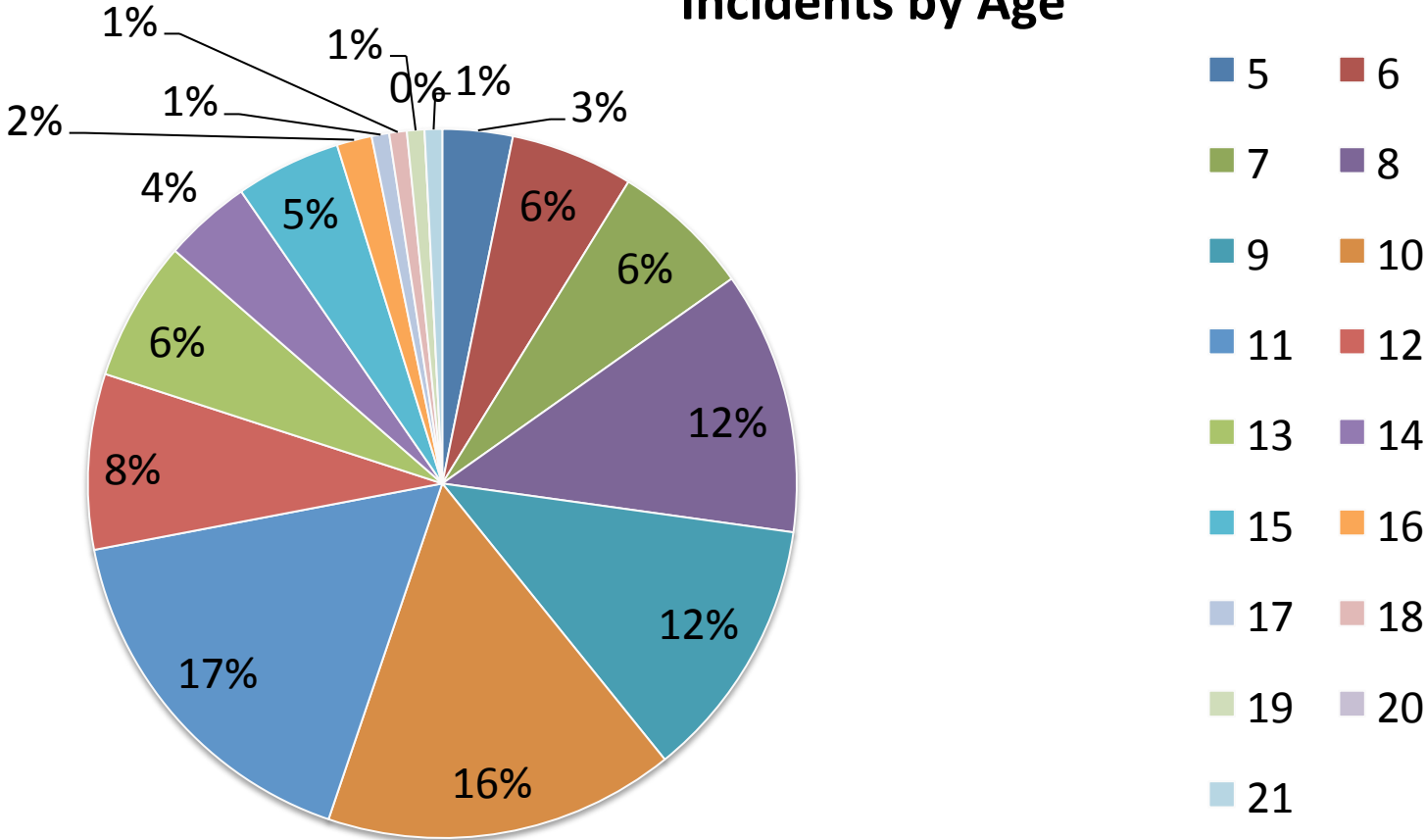


# Overview of the Data

- During the 2015-2016 school year all school systems were required to report any instance of seclusion or restraint exceeding five minutes in any given hour through new fields in the special education reporting system (SER)
- 1,181 incidents of seclusion and restraint involving 207 students were reported to the LDOE

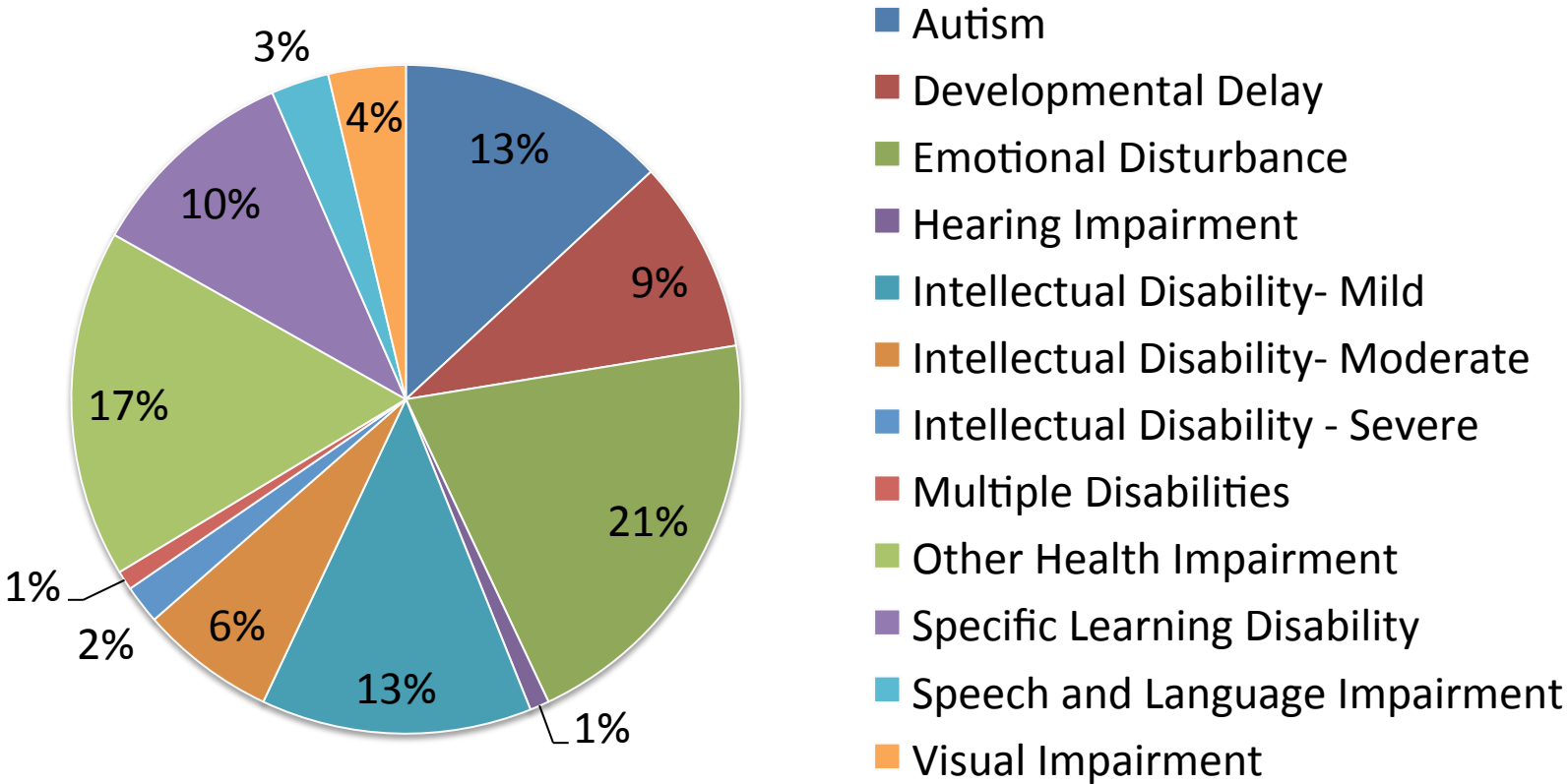
# Initial Statewide Analysis

## Incidents by Age



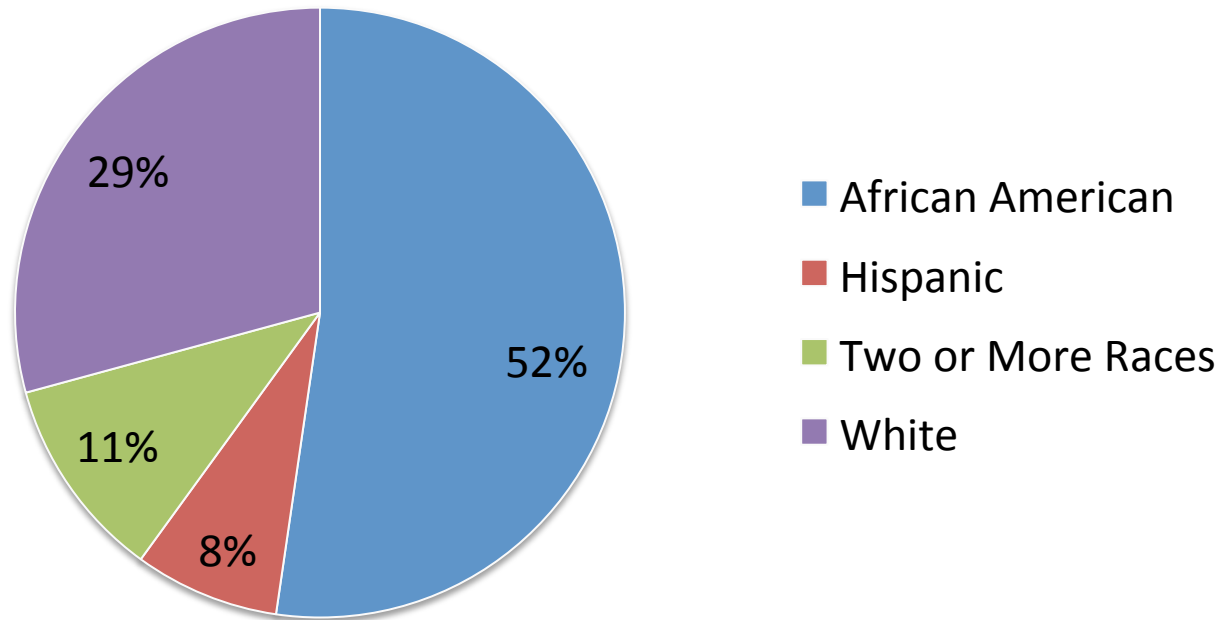
# Initial Statewide Analysis

## Incidents by Disability Classification



# Initial Statewide Analysis

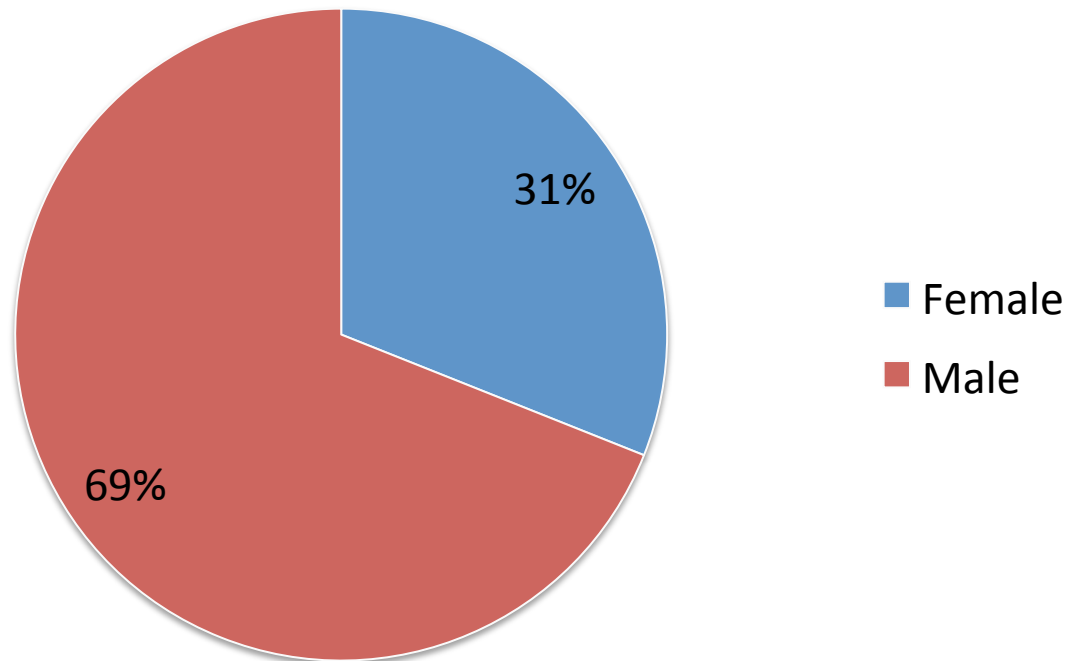
## Incidents by Ethnicity





# Initial Statewide Analysis

## Incidents by Gender



# Initial Statewide Analysis & New Reporting Requirements

Results from the 2015-2016 school year show:

- The majority of incidents of seclusion and restraint happened with students ages 8-12
- The majority of students involved in incidents of seclusion and restraint were African American males

New reporting requirements:

- Number of incidents of physical restraint disaggregated by school system, age, race, ethnicity, gender, and student disability classification
- Number of incidents of seclusion disaggregated by school system, age, race, ethnicity, gender, and student disability classification
- List of school systems and charter schools that have complied with the reporting requirements

# Discussion

- What observations do you have about the information shared today?
  - What do the data show?
  - What is going well? Where are improvements occurring?
  - What challenges remain?
- What additional information would be useful to receive or review at the next meeting?
- What areas should be explored in order to identify best practices and provide support to local school systems as they implement and improve their master plans for behavior and discipline?