

Amended 17:416

A. Legislative Findings: Roles and Responsibilities of All Stakeholders around Student Behavior and School Discipline (*Source: Entirety of Section A derived from ACSBD's May 2017 meeting re: "Rights & Responsibilities of Stakeholders" exercise*).

1. Students

a. Roles

1. To learn in a safe, positive educational environment where adults consistently implement evidence-based practices to positively and constructively address student behavior.
2. To be informed by school staff of school rules and classroom expectations in an age-appropriate manner, and to have rules and expectations consistently taught and enforced.

b. Responsibilities

1. To follow school rules and classroom expectations.
2. To respect the rights of other students to learn.

2. Parents or Legal Guardians

a. Roles

1. To collaborate with their child's school to proactively, positively, and constructively address their child's behavior.
2. To receive the LEA student code of conduct in an accessible form, be informed of its contents, and to receive clear and accessible communication from their school and LEA when their student violates the student code of conduct.

b. Responsibilities

1. To engage and participate with their child's school to positively and constructively address their child's behavior.

3. Teachers/Educators

a. Roles

1. To obtain training and resources from their administration, their LEA, and the state department of education on implementing evidence-based practices to positively and constructively address student behavior.
2. To teach in a safe, positive educational environment.

b. Responsibilities

1. To implement school rules and expectations consistently across all classrooms and as applied to all students.
2. To use evidence-based practices to positively and constructively address student behavior and administer school discipline.

4. School-Level Administrators (Principals, Vice/Assistant Principals, Deans of Discipline, etc.)

- a. Roles
 - 1. To obtain training and resources from their LEA and the state department of education on implementing evidence-based practices to positively and constructively address student behavior.
 - b. Responsibilities
 - 1. To use evidence-based practices to positively and constructively address student behavior and administer school discipline.
 - 2. To follow, respect, and fairly implement district and state-level discipline laws, regulations, and policies.
 - 3. To protect students' due process rights.
 - 4. To create and implement school master discipline plans and LEA codes of conduct and facilitate collaboration in creating the code of conduct with teachers, parents, students, and other stakeholders.
 - 5. To monitor school-level disciplinary data and school implementation of evidence-based practices to positively and constructively address student behavior at every school in the LEA, and support schools with appropriate implementation of school discipline and evidence-based practices to positively and constructively address student behavior, aligned with R.S. 17:252.
5. LEA-level leadership (Superintendents, School Boards)
- a. Roles
 - 1. To establish an LEA code of conduct.
 - 2. To obtain training and resources from the state department of education on implementing evidence-based practices to positively and constructively address student behavior.
 - b. Responsibilities
 - 1. To follow, respect, and fairly implement state and federal discipline laws, regulations, and policies.
 - 2. To protect students' due process rights.
 - 3. To create and implement school master discipline plans and LEA codes of conduct and facilitate collaboration in creating the code of conduct with teachers, parents, students, and other stakeholders.
 - 4. To provide schools and staff with clear guidance, support, resources, and training to effectively implement the LEA code of conduct as well as evidence-based practices to positively and constructively address student behavior.
 - 5. To monitor school-level disciplinary data and school implementation of evidence-based practices to positively and constructively address student behavior at every school in the LEA, and support schools with appropriate implementation of

school discipline and evidence-based practices to positively and constructively address student behavior, aligned with R.S. 17:252.

6. State Department of Education

a. Roles

1. To collect and publicly report on its website data on disciplinary removals and school, LEA, and statewide implementation of evidence-based practices to positively and constructively address student behavior.
2. To monitor LEA and school implementation of LEA codes of conduct and evidence-based practices to positively and constructively address student behavior to ensure LEA and school compliance with relevant state and federal law.

b. Responsibilities

1. To provide guidance, support, training, and resources to LEAs, administrators, and teachers regarding school discipline and implementation of evidence-based practices to positively and constructively address student behavior.
2. To equitably allocate adequate funding to LEAs to implement evidence-based practices to positively and constructively address student behavior.
3. To monitor LEA and school site discipline removal data and implementation of LEA codes of conduct and evidence-based practices to positively and constructively address student behavior.

B. Promulgation of Regulations (*Source: Discipline Working Group negotiations, August-September 2017*)

1. By March 1, 2019, the state Board of Elementary and Secondary Education shall, upon advice and recommendations from the Advisory Council on Student Behavior and Discipline authorized under R.S. 17:253, promulgate regulations regarding student behavior and discipline, including, but not limited to, regulations which:

- a. Create uniform definitions for common terms associated with student behavior and discipline;
- b. Identify and define evidence-based practices and school-based interventions that are designed to positively and constructively address student behavior or that provide alternatives to disciplinary removals (including but not limited to the practices of positive behavioral interventions and supports, restorative justice, etc.), and directing the state Department of Education to develop guidance regarding implementation with fidelity of such identified practices;

- c. Identify and define types and maximum time limits associated with disciplinary removals (in-school suspension, out-of-school suspension, expulsion, referral to alternative placement, etc.); and
- d. Identify and define types of behavioral infractions as well as recommended interventions and consequences aligned with each infraction that are evidence-based, and state a learning objective to be derived from the intervention or consequence.

C. Guidelines for Managing Student Behavior and Responding to Student Misconduct

1. General Expectations

- a. All public schools shall positively and constructively address student behavior, with a focus on using evidence-based interventions. Schools shall prioritize classroom- and school-based interventions that teach appropriate behavior and positively and constructively address student misconduct by teaching replacement behaviors over consequences that remove students from school and deprive them of instructional time. *(Source: Aligning with 17:252)*
- b. In accordance with R.S. 17:252, LEAs shall maintain and administer student codes of conduct aligned with the requirements of the BESE model master discipline plan that incorporate evidence-based, data-driven practices that emphasize proactive, education-oriented approaches to improving school climate and supporting healthy social-emotional development for students. *(Source: Aligning with 17:252)*
- c. LEA codes of conduct shall provide consistent guidelines and expectations for student behavior at school, on the school playground, on any school bus, during recess, and at any school-sponsored activity or function. LEA codes of conduct shall include progressive tiers (i.e., levels) that organize behavioral infractions with corresponding interventions, including consequences, from minor infractions to major infractions, aligned with the common definitions to be promulgated by BESE. *(Source: 17:416(A)(1)(a) and aligning with 17:252).*
- d. LEA codes of conduct shall provide for educator administration of interventions before disciplinary removals, except in instances where the underlying incident seriously threatens the safety of students or staff.
 - 1. For students in grades 6-12, out of school suspensions shall be reserved for those higher tiers representing more major behavioral infractions identified in the LEA code of conduct. *(Source: aligning with 17:252; ACSBD July 2017 discussions)*
 - 2. For students in grades pre-kindergarten through 5, out of school suspensions shall be reserved for the top tier of the most major behavioral infractions identified in the LEA code of conduct, or for

any infraction that poses a serious danger to campus safety.
(Source: *aligning with 17:252; ACSBD July 2017 discussions*)

3. Expulsions shall be reserved for the most severe tier of behavioral infractions involving weapons, drugs, or when the safety of students and staff has been put in imminent jeopardy. (Source: *aligning with 17:252*).
 - e. Within codes of conduct, LEAs have discretion to:
 1. Differentiate infractions and consequences for different grade levels (i.e., differentiate elementary school from middle and high school). (Source: *ACSBD July 2017 discussion*).
 2. Eliminate any or all exclusionary consequences from codes of conduct. (Source: *ACSBD July 2017 discussion*).
 - f. The administration of LEA codes of conduct and related matters of student behavior and school discipline are responsibilities whose implementation shall be reserved for school employees. Other individuals present in a school building, including but not limited to school resource officers not employed by the LEA and volunteers, shall not administer LEA codes of conduct and school discipline.
2. Notice and Due Process Provisions for Students in Disciplinary Incidents
- a. When a school recommends any type of out of school removal as a consequence for a student's disciplinary infraction, the following procedures shall be followed and shall be represented in all LEA codes of conduct:
 1. If the student has an identified disability, the LEA shall provide the student with all relevant substantive and procedural protections enumerated in state and federal law.
 2. The State Board of Elementary and Secondary Education shall develop and maintain model forms that reflect the required informational fields that should be collected when for reporting incidents of misconduct and disciplinary referrals, and such forms shall be used by the governing authority of each public elementary and secondary school. Any teacher or other school employee may report any violation of the LEA code of conduct to the appropriate school principal using the forms. (Source: *adaptation of 17:416(A)(4)(a)(ii)*).
 3. Such forms shall include the following informational fields: (Source: *adaptation of 17:416(A)(4)(a)(ii)*).
 - a. School name;
 - b. Name and telephone number of the student;
 - c. Indication of whether the student is in regular or special education;
 - d. Time and location of the incident;

- e. Space to provide specific remarks and comments concerning the incident and alleged discipline violation;
 - f. A menu of check-off items indicating the type and date of contact with the student's parent or legal guardian, including by phone or by letter;
 - g. A space for recommendations from the teacher or other school employee initiating the incident report, including documentation of interventions used by the teacher or other school employee prior to making the disciplinary referral;
 - h. A statement to be signed and dated by the teacher or other school employee initiating the incident report that the named student caused a discipline problem, that disciplinary action against the student is recommended, and that the signatory desires to be informed of action taken on the incident report or the reasons for not taking action.
 - i. A space to report action taken by the receiving administrator on the incident report, including a menu of check-off items to indicate contact with the student's parent or legal guardian, whether a conference with the student and the student's parent or legal guardian was conducted, and the intervention or consequence administered as a result. The report on action taken shall be dated and signed by the school principal or their designee.
 - j. Space for comments and remarks by the student or a student's parent or legal guardian concerning the incident and action taken.
 - k. A menu of check-off items to indicate that copies of the completed document have been supplied to: the student's parent or legal guardian in an accessible manner, the school's student file, the teacher or other school employee filing the incident report, and the principal or their designee.
 - l. The LEA shall have authority to supplement BESE's model forms with additional information as may be determined.
- b. When a student receives an office disciplinary referral: (*Source: 17:416(A)(1)(c)(ii)(aa), (bb)*)
- 1. The principal or their designee shall advise the student of the particular misconduct of which they are accused as well as the basis for such accusation, and the student shall be given an opportunity to explain their version of the facts.
 - 2. The principal or their designee shall provide oral or written notification to the parent or legal guardian of any student who receives an office disciplinary referral. Such notification shall include a description of any disciplinary action taken.
- c. When a student is referred for a disciplinary removal (out-of-school suspension, referral to alternative placement, or expulsion):

1. Prior to the removal, the school principal or their designee shall advise the student in question of the particular misconduct they allegedly engaged in, as well as the basis for such allegation, and the student shall be given an opportunity to explain their version of the facts to the school principal or their designee. (*Source: adaptation of 17:416(A)(3)(b)(i) & Frank Pasqua's proposed amendments presented at ACSBD Dec. 9, 2016 meeting*).
2. The school principal or their designee shall contact by telephone at the telephone number shown on the student's registration card and send a certified letter at the address shown on the student's registration card to the parent or legal guardian of the student in question giving notice of the removal, the reasons for the removal, and establishing a date and time for a conference with the principal or their designee. (*Source: adaptation of 17:416(A)(3)(b)(i) & Frank Pasqua's proposed amendments presented at ACSBD Dec. 9, 2016 meeting*).
3. Upon the recommendation by a principal for the out-of-school suspension longer than ten days, referral to alternative placement, or expulsion of any student:
 - a. A hearing shall be conducted by the superintendent or their designee within 5 business days to determine the facts of the case and make a finding of whether the student engaged in the alleged misconduct.
 - b. Until such hearing takes place, the student shall remain suspended from the school with access to work as explained below in subsection (d).
 - c. Upon the conclusion of the hearing and upon a finding that the student engaged in the alleged misconduct, the superintendent or their designee shall determine whether to administer the proposed consequence, refuse the proposed consequence, or offer an alternative intervention or consequence aligned with the LEA code of conduct and state statutes and regulations.
 - d. The parent, legal guardian, or student if they are of legal age may appeal the finding pursuant to subsection (e) below.
 - e. At this hearing the parent or legal guardian of the student, or the student if they are of legal age, may be represented by any person of their choice. The interests of the principal or teacher concerned may be represented by any person

appointed by the superintendent. School staff involved in the incident shall be permitted to attend such hearing and shall be permitted to present information deemed relevant by the superintendent or the designee. School staff wishing to make statements on the student's behalf shall be permitted to offer such statements to the superintendent or his designee (*Source: adaptation of 17:416(C)(1); aligning with Goss v. Lopez*).

4. Students shall be afforded access to academic work and/or credit during disciplinary removals:
 - a. A student who is suspended shall be contemporaneously provided school work aligned with the curriculum missed while they are suspended and shall receive credit for work completed satisfactorily and in a timely manner.
 - b. A student who is excessively absent due to suspension shall be eligible for attendance and credit recovery opportunities and such absence shall not prohibit a student from receiving grades or advancing to the next grade if the student is otherwise eligible for advancement. (*Source: adaptation of 17:416(A)(3)(e) and Frank Pasqua's proposed amendments presented at ACSBD Dec. 9, 2016 meeting*).
 - c. A student who is expelled shall be provided with academic instruction at an alternative program in accordance with R.S. 17:416.2(A)(1). (*Source: 17:416.2(A)(1)*).
5. Parental appeal of a disciplinary removal
 - a. For suspensions of less than 10 days, any parent or legal guardian of a student suspended shall have the right to appeal the suspension to the superintendent of schools or their designee, who shall conduct a hearing on the merits. The decision of the superintendent of schools on the merits of the case, as well as the term of suspension, shall be final, reserving to the superintendent of schools the right to remit any portion of the time of suspension. (*Source: 17:416(A)(3)(c)*).
 - b. For out-of-school suspension longer than ten days, referral to alternative placement, or expulsions, the parent or legal guardian of the student may, within 15 business days after the decision is rendered, request the LEA's governing board to review the findings of the superintendent or their

designee at a time set by the school board, otherwise the decision of the superintendent shall be final.

- i. If requested, as herein provided, and after reviewing the findings of the superintendent or their designee, the school board may affirm, modify, or reverse the action previously taken.
- ii. If the parent or legal guardian of the student remains unsatisfied with the decision of the LEA's governing board, the parent or legal guardian may, within 15 business days, appeal to the district court for the parish in which the student's school is located. The court may reverse or revise the ruling of the school board. The parent may also take any other legal action permitted under state or federal law. (*Source: 17:416(C)(4), (5)*).

3. Admission / Readmission After Expulsion:

- a. Any student expelled from school may be readmitted to the expelling school at any time during the specified period of expulsion on such terms and conditions as may be stipulated by the school superintendent and agreed to in writing by the student and by the student's parent or other person responsible for the student's school attendance. (*Source: adaptation of 17:416(C)(2)(D)(i)*).
- b. A student who has been expelled from any public or nonpublic school and is seeking enrollment in another LEA in the state during the period of expulsion shall, at a minimum, be enrolled in that LEA's alternative education school or program for the remaining duration of the student's expulsion; alternatively, upon the review and approval of the school governing authority of the school system to which he seeks admittance, the student may be admitted to a traditional school within the LEA. (*Source: aligning 17:416(B)(3)(a), (b) with 17:416.2(A)*).
- c. A student who has previously been expelled from any public or nonpublic school, whose period of expulsion is complete, and who is seeking enrollment in a new LEA, shall be enrolled in a regular school within the LEA's jurisdiction according to the LEA's enrollment and registration guidelines applicable to all students. (*Source: aligning 17:416(B)(3)(a), (b) with 17:416.2(A)*).
- d. To facilitate the review and approval contemplated in this subsection, any student who has been expelled from any public or nonpublic school within or outside the state of Louisiana shall provide to any public school or school system in the state to which the student is seeking

admission information on the dates of any expulsions and the reason or reasons for which the student was expelled. Additionally, the transfer of a student's records by any public school or school system in the state to any other public or nonpublic school or school system shall include information on the dates of any expulsions and the reason or reasons for which the student was expelled. These documentation requirements are subject to limitations provided in federal law, including under the McKinney Vento Homeless Assistance Act at 42 U.S.C. § 11431 et seq.. (*Source: adaptation of 17:416(B)(3)(c)*).

4. Special Circumstances

- a. Self-Defense: No student shall be disciplined in any manner by a public elementary or secondary school for use of force when it can be reasonably concluded that the use of such force more probably than not was committed for the purpose of preventing a forcible offense against the student or a forcible offense, provided that the force used must be reasonable and apparently necessary to prevent such offense. However, a student who is the aggressor or who brings on a difficulty cannot claim the right provided by this Subsection to defend himself. (*Source: 17:416(H)(1), (2)*).
- b. School Administrator Conflict of Interest: Any public school superintendent, superintendent's designee, administrator, or administrator's designee who is required to make a recommendation, decide an issue, or take action in a matter involving the discipline of a student shall recuse themselves from doing so whenever the individual's immediate family member is involved in any manner in the recommendation to be made, the issue to be decided, or the action to be taken. In case of such recusal, the recommendation shall be made by, the issued decided by, or the action taken by the school system superintendent or an impartial designee of the superintendent. For the purposes of this Subsection, immediate family member means the individual's children, brothers, sisters, parents, grandparents, grandchildren, and spouse and the children, brothers, sisters, parents, grandparents, and grandchildren of the spouse. (*Source: 17:416(I)(1), (2)*).
- c. Battery of School Employees:
 1. Notwithstanding any provision of law to the contrary, whenever a student has been adjudicated or convicted for violating the provisions of R.S. 14:34.3, or has violated school disciplinary rules, for committing a battery on any school employee, the principal may suspend the student from school immediately and

the student may be removed immediately from the school premises without the benefit of the suspension procedures provided by this Section. However, the school shall provide the necessary notifications and other procedures as soon as is practicable, and that child shall be educated immediately at an interim site separated from the teacher. (*Source: adaptation of 17:416(A)(1)(c)(vii)(aa)*).

2. While court proceedings or a disciplinary hearing regarding the alleged battery are pending or underway, no student suspended in accordance with the provisions of this subsection may be considered for readmission to the school to which the school employee, allegedly battered by the student, is assigned until all hearings and appeals associated with violation have been exhausted. (*Source: adaptation of 17:416(A)(1)(c)(vii)(bb)*).
3. Except when the school system has no other school of suitable grade level for the student to attend, no student adjudicated or convicted for violating the provisions of R.S. 14:34.3 or found guilty at a school system suspension hearing of committing a battery on any school employee may be assigned to attend or may attend the school to which the school employee battered by the student is assigned, except that the superintendent may modify this prohibition on a case-by-case basis provided that such modification is in writing or the school employee battered by a student has the right, on a case-by-case basis, to waive the reassignment of the student to another school. (*Source: adaptation of 17:416(A)(1)(c)(vii)(cc) and Frank Pasqua's proposed amendments presented at the Dec. 9, 2016 ACSBD meeting*).

d. Campus Safety:

1. Firearms and Knives:
 - a. A student shall not be disciplined for carrying or possessing a firearm or knife for purposes of involvement in a school class or course or school approved cocurricular or extracurricular activity or any other activity approved by the appropriate school officials. (*Source: 17:416(B)(1)(c)(i)*).
 - b. School administrators shall have total discretion and shall exercise such discretion in imposing on a student any disciplinary actions authorized by this Section for possession by a student of a firearm or knife on school property when such firearm or knife is stored in a motor

vehicle and there is no evidence of the student's intent to use the firearm or knife in a criminal manner. (*Source: 17:416(F)*).

- c. The principal may immediately suspend a student who is found carrying or possessing a firearm or another dangerous instrumentality other than a knife. The principal may also immediately recommend the student's expulsion in accordance with this Section. (*Source: 17:416(B)(1)(b)(i)*).
- d. For students found in possession of knives, a student who is found carrying or possessing a knife with a blade less than two inches in length may be suspended by the school principal in accordance with due process procedures. The principal may immediately suspend a student who is found carrying or possessing a knife the blade of which equals or exceeds two inches in length, and may recommend expulsion in accordance with due process procedures set forth in section X. (*Source: adapted from 17:416(B)(1)(b)(ii)(aa)-(cc)*).
- e. Any student in possession of a firearm on school property, on a school bus, or in actual possession at a school-sponsored event may be recommended for expulsion in accordance with due process procedures set forth in subsection X. If the student is expelled, the period of time shall be determined by the superintendent but for maximum period of four complete school semesters and may be referred to the district attorney for appropriate action. (*Source: adapted from 17:416(C)(2)(a)(i)*).

2. Controlled Substances:

- a. A student shall not be suspended or otherwise disciplined for possessing, with no intent to distribute, any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law that has been obtained directly or pursuant to a valid prescription or order from a licensed medical professional, when evidence of that prescription or medical professional's order has been provided or disclosed by the student's parent or legal guardian to relevant school personnel, including, but not limited to, administrators or the school nurse. (*Source: adapted from 17:416(B)(1)(c)(ii)*).

- b. The principal may immediately suspend a student who possesses or distributes, sells, gives, or loans to another student any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law. The principal may also immediately recommend the student's expulsion in accordance with due process procedures set forth in section X. (*Source: 17:416(B)(1)(b)(i)*).
- i. Any case involving a student in kindergarten through grade five accused of possession of, or knowledge and intentional distribution of, or possession with intent to distribute, any illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school sponsored event, shall receive due process as set forth in section X, and shall be referred to the Superintendent who shall determine an appropriate intervention. (*Source: adapted from 17:416(C)(2)(c)(ii)*).
- ii. Any student who is under sixteen years of age and in grades six through twelve and who is expelled for possession of, or knowledge and intentional distribution of, or possession with intent to distribute, any illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school sponsored event pursuant to a hearing may be expelled from school for a maximum period of two complete school semesters, determined at the Superintendent's discretion, in accordance with due process procedures set forth in section X. (*Source: adapted from 17:416(C)(2)(b)(ii)*).
- iii. Any student sixteen years of age or older expelled for possession of, or knowledge and intentional distribution of, or possession with intent to distribute, any illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school sponsored event pursuant to a hearing may be expelled from school for a maximum period of four complete school semesters, determined at the Superintendent's discretion, in accordance with due process procedures set forth in section X. (*Source: adapted from 17:416(C)(2)(a)(ii)*).

e. Students With Criminal Convictions or Adjudications

1. The conviction or adjudication of any currently enrolled student of a felony or the incarceration of any student in a juvenile justice facility for an act which, had it been committed by an adult, would have constituted a felony, may be cause for expulsion of the student for a period of time as determined by the LEA, but no longer the period of the student's dispositional placement. The expulsion shall require the vote of two-thirds of the elected members of the school board. *(Source: adapted from 17:416(D)(1)).*
2. A student returning to their LEA or seeking enrollment in a new LEA after a period of incarceration shall be enrolled into the LEA according to the following guidelines:
 - a. The student shall presumptively be enrolled into a regular school within the LEA's jurisdiction.
 - b. At the superintendent or their designee's discretion, the school may develop a specific behavior plan to assist the student in reentering school after a period of incarceration. This behavior plan shall not be a replacement of or substitute for any behavioral intervention plans required pursuant to federal disability laws.
 - c. For good cause, and upon review and approval of a majority of the elected members of the school board, an LEA may refuse to readmit a student to the regular school and may instead enroll the student at the LEA's alternative school or program; the student's placement in the alternative school or program may last for up to two semesters.
 - d. *(Source: amending 17:416(D)(2) to align with 17:416.2(A)).*

- D. The provisions of this Section shall be applicable to exceptional children provided special education services pursuant to Part I of Chapter 8 of this Title to the maximum extent allowed by federal law and rules applicable to the education of exceptional children in the state. No policy adopted by the State Board of Elementary and Secondary Education applicable to exceptional children as provided in this Subsection shall be more restrictive than required by federal law and rules.
- E. Charter schools that are legally designated Local Educational Agencies (LEAs) pursuant to state law (R.S. 17:3996(?)) shall be required to follow this statute in its entirety.

Proposed Amendments of 17:252

A. Providing Statewide Leadership to Address Student Behavior and School Discipline

1. Ensure that promoting positive school climate and student social, emotional, and behavioral health are established by organizational leadership as one of the top five permanent goals or priorities.
2. Identify (and publicly share membership of) a cross-disciplinary leadership team with the goal to ensure Louisiana educators and parents have the resources, supports, tools and technologies available to offer the appropriate level of effective, research-based behavioral guidance, support and intervention for children across the spectrum of support needs.
3. Clearly articulate observable, measurable, specific, and actionable long-term outcomes. Develop a clear set of measureable objectives related to promoting positive school climate and student social, emotional, and behavioral health that include, but are not limited to:
 - a. Indices measuring the integrity and degree of implementation of evidence-based practices across multiple tiers of intervention in the most efficient and child-focused manner possible.
 - b. Student Outcomes: Academic, behavioral, etc.
 - c. School climate.
4. Include a description of how decisions regarding activities, resources, and action steps will be driven by data.
5. Identify specific data sources to be used to drive decisions related to district, school, class, and student level capacity and implementation support.
6. Develop recommendations to align statutes, rules, and policies with best practices. Actively advocate for this alignment to the general public, legislature, BESE, and the governor's office.
7. Develop a budget plan detailing at least three years of prioritized funding allocated to support operating structures and capacity building activities for implementation of positive behavioral interventions and supports across multiple tiers.
8. Assess, align, and identify long-term funding and organizational resources to ensure adequate and appropriate levels of training and technical assistance are available to Louisiana educators and parents.
9. Recruit, hire and provide professional development to ensure in-house personnel possess knowledge and skills to provide training, technical assistance and support across the entire range of behavioral interventions and supports.
10. Identify sites according to fidelity of PBIS? implementation and visible activities, data, and products to serve as demonstrations of process and outcomes across tiers.

11. Develop policies and guidelines for ensuring integrity of disciplinary removal and behavioral programs data, and for addressing LEAs that do not provide relevant data and/or who fail to provide accurate data.
12. Annually publish on the internet, available to the general public, disciplinary removal data disaggregated at the LEA and school site levels; disaggregated by student populations of race, ethnicity, disability, sex, and English Learner status; and capable of being cross-tabulated across disaggregations (FERPA & student privacy laws notwithstanding).