Welcome to Today's Supportive School Discipline Webinar Series Event!

Overview of the School Discipline Guidance Package

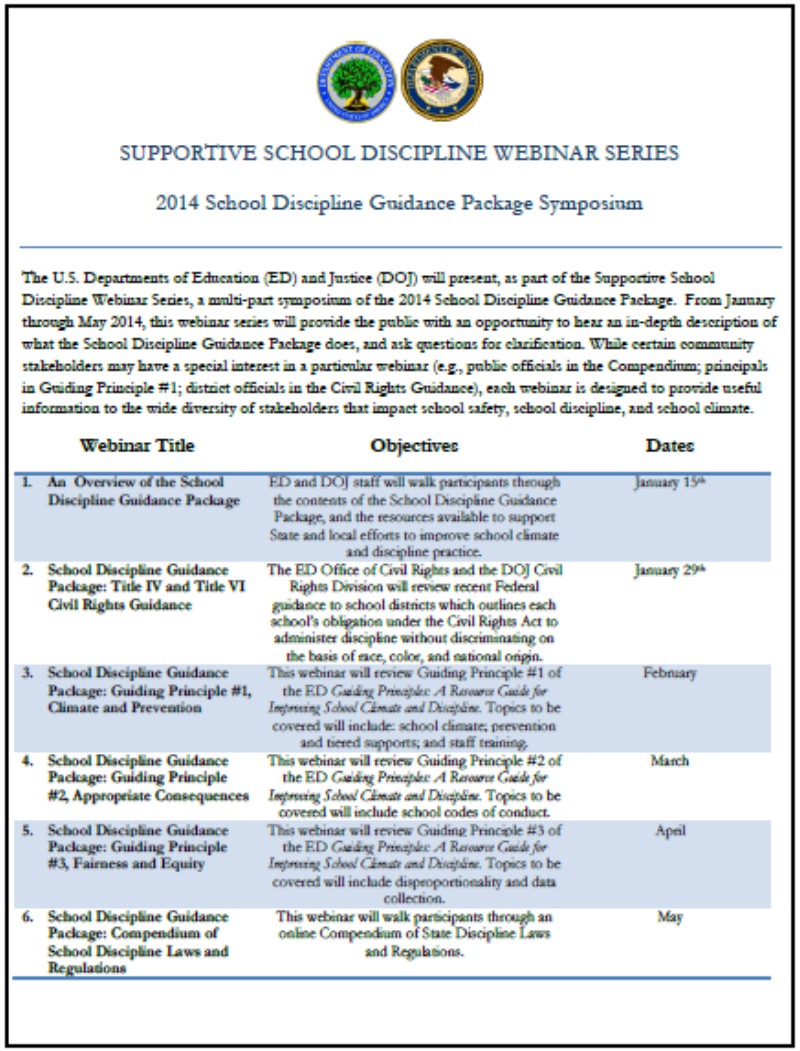
This event will start at 3:30 p.m. E.T.

SSD Webinar Series

- Increase understanding of punitive school discipline & its consequences
- Provide positive alternatives to help ensure student success
- Promote fair & equitable administration of school discipline

SSD Webinar Series

What's scheduled for 2014?



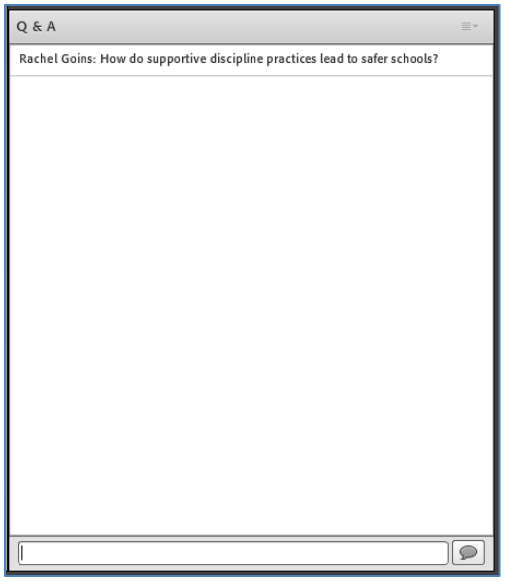
SUPPORTIVE SCHOOL DISCIPLINE WEBINAR SERIES

2014 School Discipline Guidance Package Symposium

The U.S. Departments of Education (ED) and Justice (DOJ) will present, as part of the Supportive School Discipline Webinar Series, a multi-part symposium of the 2014 School Discipline Guidance Package. From January through May 2014, this webinar series will provide the public with an opportunity to hear an in-depth description of what the School Discipline Guidance Package does, and ask questions for clarification. While certain community stakeholders may have a special interest in a particular webinar (e.g., public officials in the Compendium; principals in Guiding Principle #1; district officials in the Civil Rights Guidance), each webinar is designed to provide useful information to the wide diversity of stakeholders that impact school safety, school discipline, and school climate.

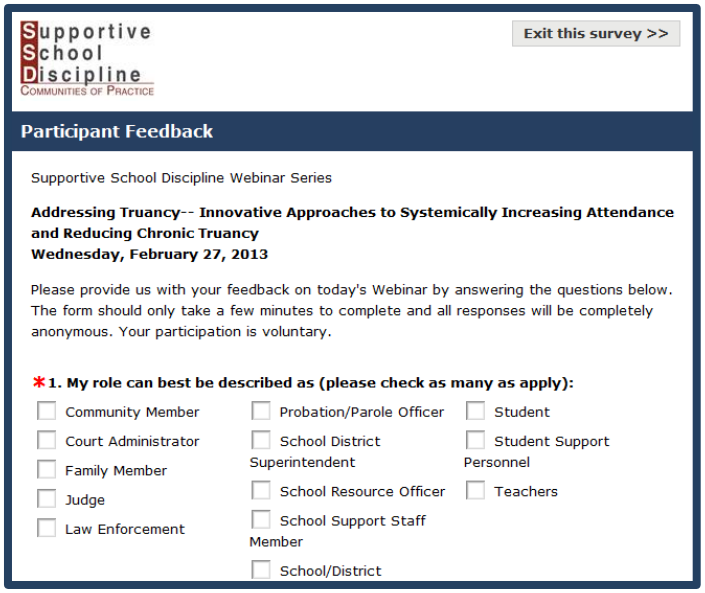
	Webinar Title	Objectives	Dates
1.	**An Overview of the School Discipline Guidance Package**	ED and DOJ staff will walk participants through the contents of the School Discipline Guidance Package, and the resources available to support State and local efforts to improve school climate and discipline practice.	January 15th
2.	**School Discipline Guidance Package: Title IV and Title VI Civil Rights Guidance**	The ED Office of Civil Rights and the DOJ Civil Rights Division will review recent Federal guidance to school districts which outlines each school's obligation under the Civil Rights Act to administer discipline without discriminating on the basis of race, color, and national origin.	January 29th
3.	**School Discipline Guidance Package: Guiding Principle #1, Climate and Prevention**	This webinar will review Guiding Principle #1 of the ED *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*. Topics to be covered will include: school climate; prevention and tiered supports; and staff training.	February
4.	**School Discipline Guidance Package: Guiding Principle #2, Appropriate Consequences**	This webinar will review Guiding Principle #2 of the ED *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*. Topics to be covered will include school codes of conduct.	March
5.	**School Discipline Guidance Package: Guiding Principle #3, Fairness and Equity**	This webinar will review Guiding Principle #3 of the ED *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*. Topics to be covered will include disproportionality and data collection.	April
6.	**School Discipline Guidance Package: Compendium of School Discipline Laws and Regulations**	This webinar will walk participants through an online Compendium of State Discipline Laws and Regulations.	May

Q&A



If you have a question for the presenters, please type it in the Q&A Pod or email ncssle@air.org during the Webinar.

Feedback Form



At the end of the presentation, an event feedback form will appear. Please provide feedback on this event so that we can better provide the resources that you need. All answers are completely anonymous and are not visible to other participants.

For assistance during the Webinar, please contact the National Center on Safe Supportive Learning Environments at ncssle@air.org.

Polling Question #1

Which of the following best describes your role?

- ❑ School/district administrator
- ❑ School/student support staff
- ❑ Teacher
- ❑ School resource officer
- ❑ Probation/parole officer
- ❑ Law enforcement
- ❑ Judge or court administrator
- ❑ Family member
- ❑ Youth
- ❑ Community stakeholders

Today's Presenters

Becky Monroe

Civil Rights Division, U.S. Department of Justice

Kristen Harper

Office of Special Education and Rehabilitative Services, U.S. Department of Education

Agenda

1	Federal School Climate and Discipline Efforts: Overview and Update
2	OCR & DOJ Joint Dear Colleague Letter (DCL) on the Nondiscriminatory Administration of School Discipline
3	Guiding Principles: A Resource Guide for Improving School Climate and Discipline
4	Appendix 1: Directory of Federal School Climate and Discipline Resources
5	Appendix 2: Compendium of School Discipline Laws and Regulations

Federal School Climate and Discipline Efforts

Supportive School Discipline Initiative

- Federal initiative announced July 2011
- Followed release of *Breaking Schools Rules'* study
- Comprised of four elements:
  - Consensus project report
  - Research & data collection
  - Guidance & enforcement
  - Awareness & capacity building

Vigorous Civil Rights Enforcement

- Meridian Municipal Separate School District, MS. (March 2013)
- School District of Palm Beach County, FL. (Feb 2013)
- Christina School District, DE (Dec 2012)
- Oakland Unified School District, CA. (Sept 2012)

Improved Civil Rights Data Collection

- Biennial data collection by ED Office for Civil Rights tracks:
  - the total number of students receiving in-school and out-of-school suspensions and expulsions;
  - the number of students referred to law enforcement, the number of students with school-related arrests; and
  - the total number of students expelled under zero-tolerance policies.
- 2009-2010 collection, released in 2012, represented a sample of nearly 7,000 school districts, including all districts above 3,000 students and a sample of smaller districts.
- For the 2011-2012 data collection, to be released in 2014, ED's Office for Civil Rights collected data from all school districts in the country (approximately 17,000 districts).
- For more information regarding the CRDC, see http://ocrdata.ed.gov/.

Federal Grantmaking

- ED Race to the Top Grant
- Supplemental Grants to the National Forum for Youth Violence Prevention
- FY2014 Budget Requests

OCR & DOJ Joint Dear Colleague Letter (DCL) (January, 2014)

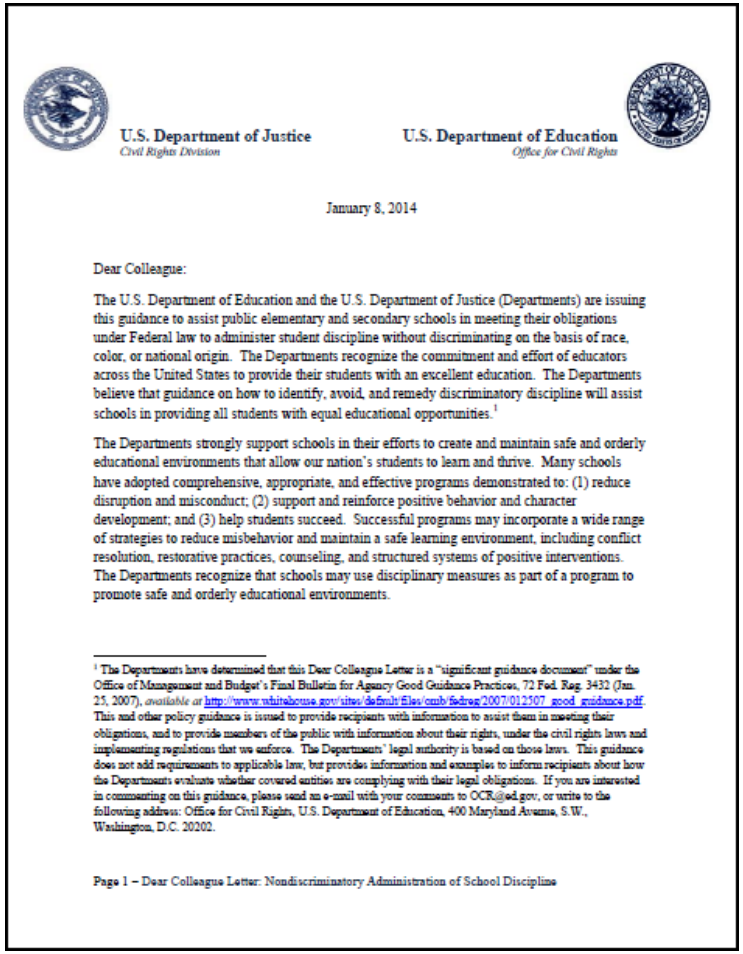
Nondiscriminatory Administration of School Discipline

STTAC Office of Juvenile Justice and Delinquency Prevention State Training and Technical Assistance Center
Dedicated to helping States and communities improve outcomes for youth.

Supportive School Discipline Communities of Practice

Safe Supportive Learning
Engagement | Safety | Environment

Purpose of the DCL



U.S. Department of Justice
Civil Rights Division

U.S. Department of Education
Office for Civil Rights

January 8, 2014

Dear Colleague:

The U.S. Department of Education and the U.S. Department of Justice (Departments) are issuing this guidance to assist public elementary and secondary schools in meeting their obligations under Federal law to administer student discipline without discriminating on the basis of race, color, or national origin. The Departments recognize the commitment and effort of educators across the United States to provide their students with an excellent education. The Departments believe that guidance on how to identify, avoid, and remedy discriminatory discipline will assist schools in providing all students with equal educational opportunities.[1]

The Departments strongly support schools in their efforts to create and maintain safe and orderly educational environments that allow our nation's students to learn and thrive. Many schools have adopted comprehensive, appropriate, and effective programs demonstrated to: (1) reduce disruption and misconduct; (2) support and reinforce positive behavior and character development; and (3) help students succeed. Successful programs may incorporate a wide range of strategies to reduce misbehavior and maintain a safe learning environment, including conflict resolution, restorative practices, counseling, and structured systems of positive interventions. The Departments recognize that schools may use disciplinary measures as part of a program to promote safe and orderly educational environments.

[1] The Departments have determined that this Dear Colleague Letter is a "significant guidance document" under the Office of Management and Budget's Final Bulletin for Agency Good Guidance Practices, 72 Fed. Reg. 3432 (Jan. 25, 2007), *available at* http://www.whitehouse.gov/sites/default/files/omb/fedreg/2007/012507_good_guidance.pdf. This and other policy guidance is issued to provide recipients with information to assist them in meeting their obligations, and to provide members of the public with information about their rights, under the civil rights laws and implementing regulations that we enforce. The Departments' legal authority is based on those laws. This guidance does not add requirements to applicable law, but provides information and examples to inform recipients about how the Departments evaluate whether covered entities are complying with their legal obligations. If you are interested in commenting on this guidance, please send an e-mail with your comments to OCR@ed.gov, or write to the following address: Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Page 1 – Dear Colleague Letter: Nondiscriminatory Administration of School Discipline

1. Assist schools in meeting their obligations under federal law to administer student discipline without discriminating on the basis of **race**, **color** or **national origin**.

2. Assist schools in providing all students with equal educational opportunities through guidance on how to identify, avoid, and remedy discriminatory discipline.

Purpose of the DCL (continued)

3. Explain OCR's Title VI and DOJ's Title IV and Title VI investigative process, including…

The **legal framework** within which the Departments consider allegations of racially discriminatory student discipline practices.

Evidence the Departments may consider in evaluating a complaint alleging race discrimination in the administration of student discipline.

If a violation under Title IV or Title VI is found, examples of **remedies** designed to provide individual relief to students and prospective remedies for the identified violation that are necessary to ensure the school's future adherence to the requirements of Titles IV and VI.

Purpose of the DCL (continued)

4. Provide examples of school discipline policies and practices that may violate civil rights laws.

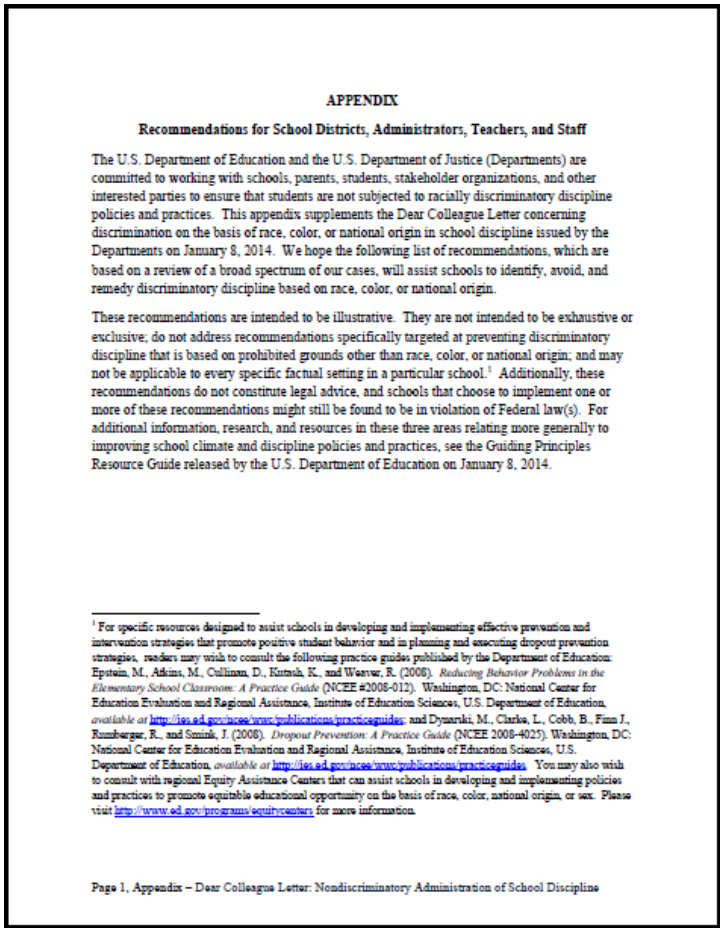
5. Provide an overview of racial disparities in the administration of school discipline as evidenced by the Civil Rights Data Collection and OCR and DOJ investigations.

6. Equip school officials with an array of tools to support positive student behavior - thereby providing a range of options to prevent and address misconduct - that will both promote safety and avoid the use of discipline policies that are discriminatory or inappropriate.

The Appendix to the DCL

Provides a set of **illustrative recommendations** to assist schools to identify, avoid and remedy discriminatory discipline based on race, color or national origin.

The recommendations are linked to ED's **Guiding Principles for Improving School Climate and Discipline**



APPENDIX

Recommendations for School Districts, Administrators, Teachers, and Staff

The U.S. Department of Education and the U.S. Department of Justice (Departments) are committed to working with schools, parents, students, stakeholder organizations, and other interested parties to ensure that students are not subjected to racially discriminatory discipline policies and practices. This appendix supplements the Dear Colleague Letter concerning discrimination on the basis of race, color, or national origin in school discipline issued by the Departments on January 8, 2014. We hope the following list of recommendations, which are based on a review of a broad spectrum of our cases, will assist schools to identify, avoid, and remedy discriminatory discipline based on race, color, or national origin.

These recommendations are intended to be illustrative. They are not intended to be exhaustive or exclusive; do not address recommendations specifically targeted at preventing discriminatory discipline that is based on prohibited grounds other than race, color, or national origin; and may not be applicable to every specific factual setting in a particular school.[1] Additionally, these recommendations do not constitute legal advice, and schools that choose to implement one or more of these recommendations might still be found to be in violation of Federal law(s). For additional information, research, and resources in these three areas relating more generally to improving school climate and discipline policies and practices, see the Guiding Principles Resource Guide released by the U.S. Department of Education on January 8, 2014.

[1] For specific resources designed to assist schools in developing and implementing effective prevention and intervention strategies that promote positive student behavior and in planning and executing dropout prevention strategies, readers may wish to consult the following practice guides published by the Department of Education: Epstein, M., Atkins, M., Cullinan, D., Kutash, K., and Weaver, R. (2008). *Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide* (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, *available at* http://ies.ed.gov/ncee/wwc/publications/practiceguides; and Dynarski, M., Clarke, L., Cobb, B., Finn J., Rumberger, R., and Smink, J. (2008). *Dropout Prevention: A Practice Guide* (NCEE 2008-4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, *available at* http://ies.ed.gov/ncee/wwc/publications/practiceguides. You may also wish to consult with regional Equity Assistance Centers that can assist schools in developing and implementing policies and practices to promote equitable educational opportunity on the basis of race, color, national origin, or sex. Please visit http://www.ed.gov/programs/equitycenters for more information.

Page 1, Appendix – Dear Colleague Letter: Nondiscriminatory Administration of School Discipline

Check the Webinar Series Schedule…

Webinar Title	Description	Dates
Title IV and Title VI Civil Rights Guidance	**Review of each school's obligation under the Civil Rights Act to administer discipline without discriminating on the basis of race, color, and national origin.**	**January 29th**
Guiding Principle #1, Climate and Prevention	Review of school climate, prevention and tiered supports, and staff training.	February
Guiding Principle #2, Appropriate Consequences	Review of school codes of conduct.	March
Guiding Principle #3, Fairness and Equity	Review of disproportionality and data collection.	April
Compendium of School Discipline Laws and Regulations	Review of an online Compendium of State Discipline Laws and Regulations.	May

Polling Question #2

What aspects of Title IV and Title VI violations and enforcement do you find most confusing?

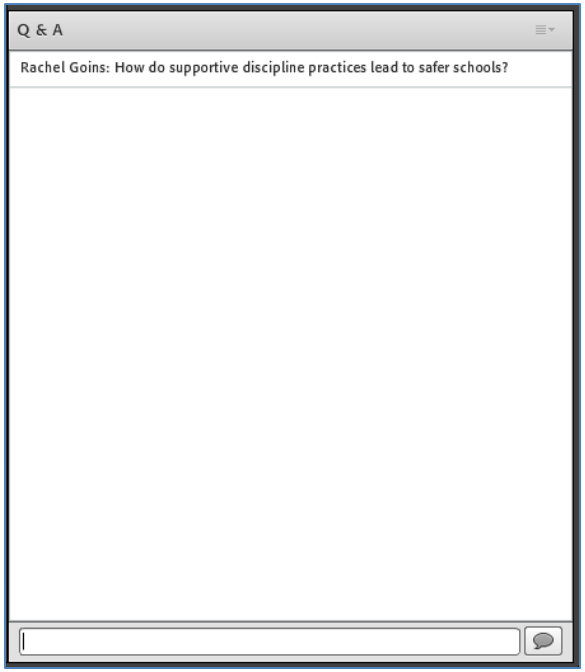
- ❑ How to determine differential treatment
- ❑ How to identify disparate impact
- ❑ How to prevent Title IV or Title VI violations
- ❑ How to remedy Title IV or Title VI violations
- ❑ How to file a complaint with federal agencies
- ❑ I'm pretty familiar with Title IV and Title VI

Polling Question #3

What information do you think is most helpful for educators to understand about their civil rights obligations in regard to school discipline?

- ❑ How to determine differential treatment
- ❑ How to identify disparate impact
- ❑ How to prevent Title IV or Title VI violations
- ❑ How to remedy Title IV or Title VI violations
- ❑ How to file a complaint with federal agencies

Questions?



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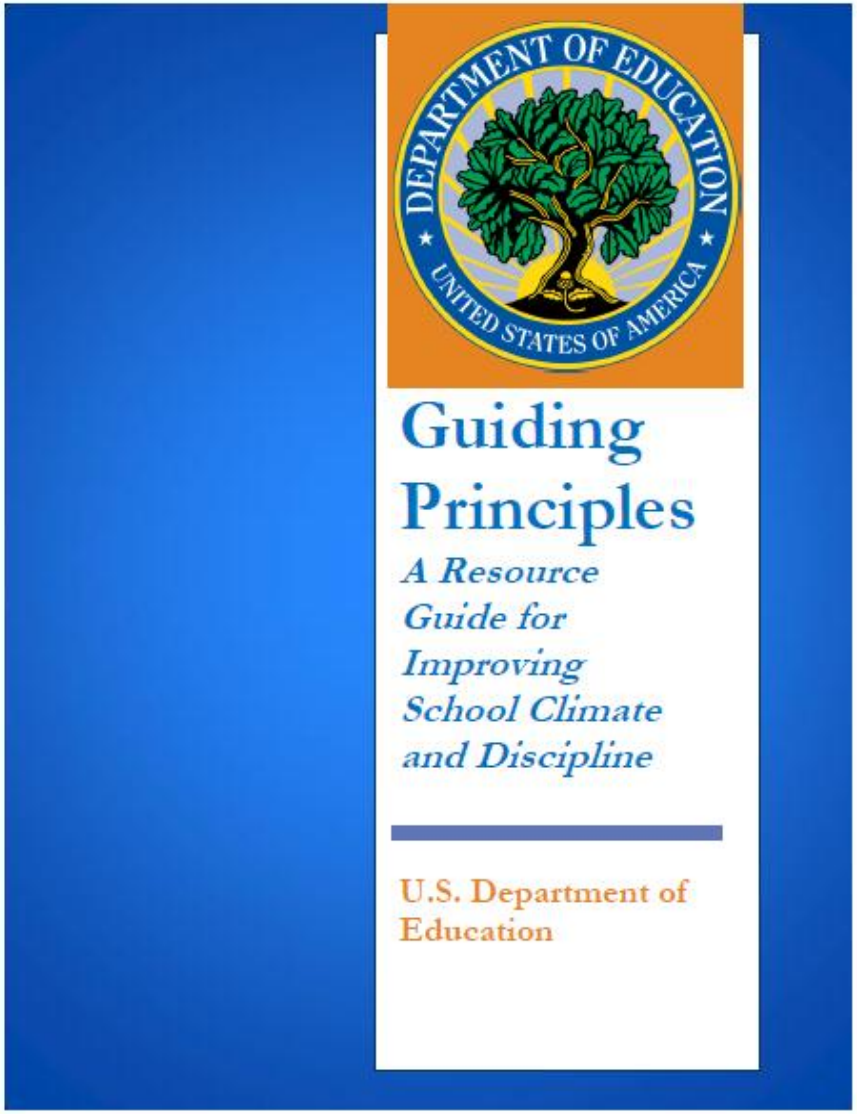
Guiding Principles: A Resource Guide for Improving School Climate and Discipline

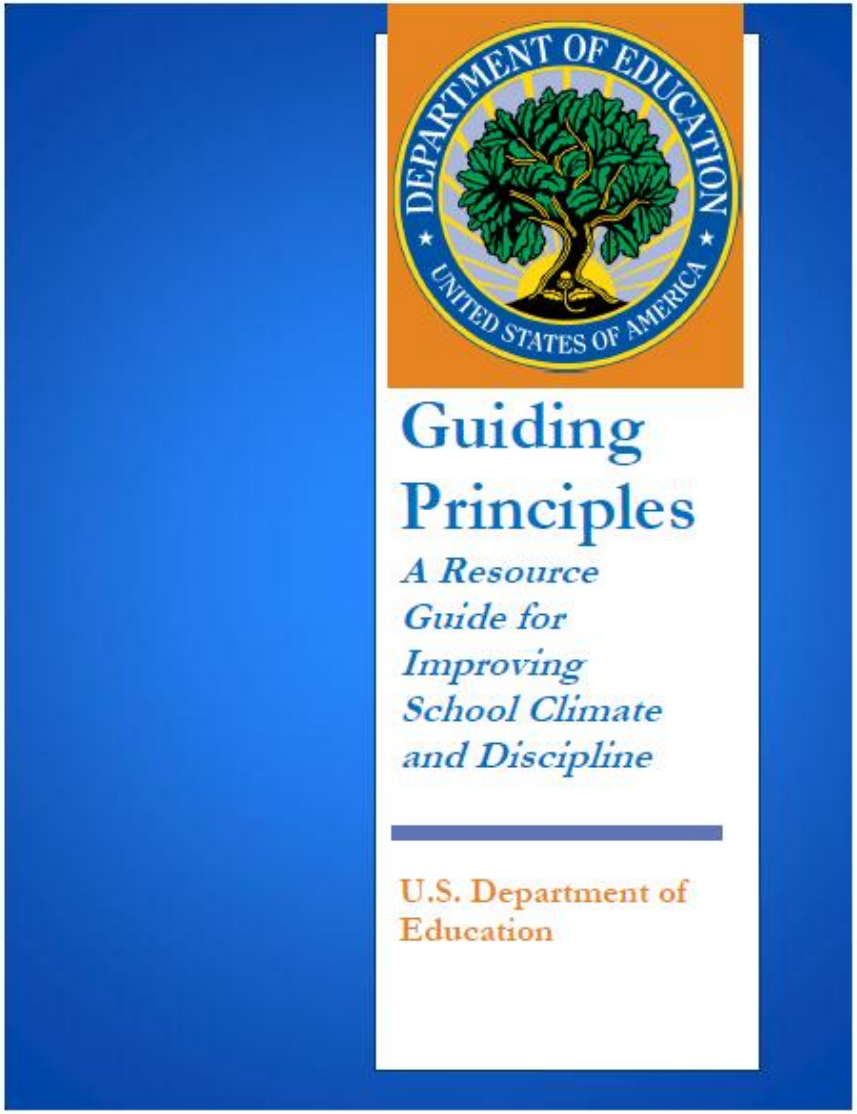


What are the Guiding Principles?

A resource guide outlining **three priorities** for policymakers, district officials, school leaders, and stakeholders to consider as they work to improve school climate and discipline.

The Guiding Principles do not set forth any legal requirements or require States, districts, or schools to take action.

However, the principles reflect the U.S. Department of Education's experience working with safe and supportive schools across the country, a review of research, and consultation with the field.



What are the Guiding Principles?

The three Guiding Principles are:

- Create positive climates and focus on prevention;
- Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors; and
- Ensure fairness, equity, and continuous improvement.

Guiding Principle #1: Climate & Prevention

- Action Step #1: Engage in deliberate efforts to create positive school climates.
- Action Step #2: Prioritize the use of evidence-based prevention strategies, such as tiered supports.
- Action Step #3: Promote social and emotional learning.

Guiding Principle #1: Climate & Prevention

- Action Step #4: Provide regular training and supports to all school personnel.
- Action Step #5: Collaborate with community partners.
- Action Step #6: Ensure that any school-based law enforcement officers' roles focus on improving school safety and reducing inappropriate referrals to law enforcement.

Guiding Principle #2: Expectations & Consequences

- Action Step #1: Set high expectations for behavior and adopt an instructional approach to discipline.
- Action Step #2: Involve families, students, and school personnel and communicate regularly and clearly.
- Action Step #3: Ensure that clear, developmentally-appropriate, and proportional consequences apply for misbehavior.

Guiding Principle #2: Expectations & Consequences

- Action Step #4: Create policies that include appropriate procedures for students with disabilities and due process for all students.

- Action Step #5: Remove students from the classroom only as a last resort, ensure that alternative settings provide academic instruction, and return students to class as soon as possible.

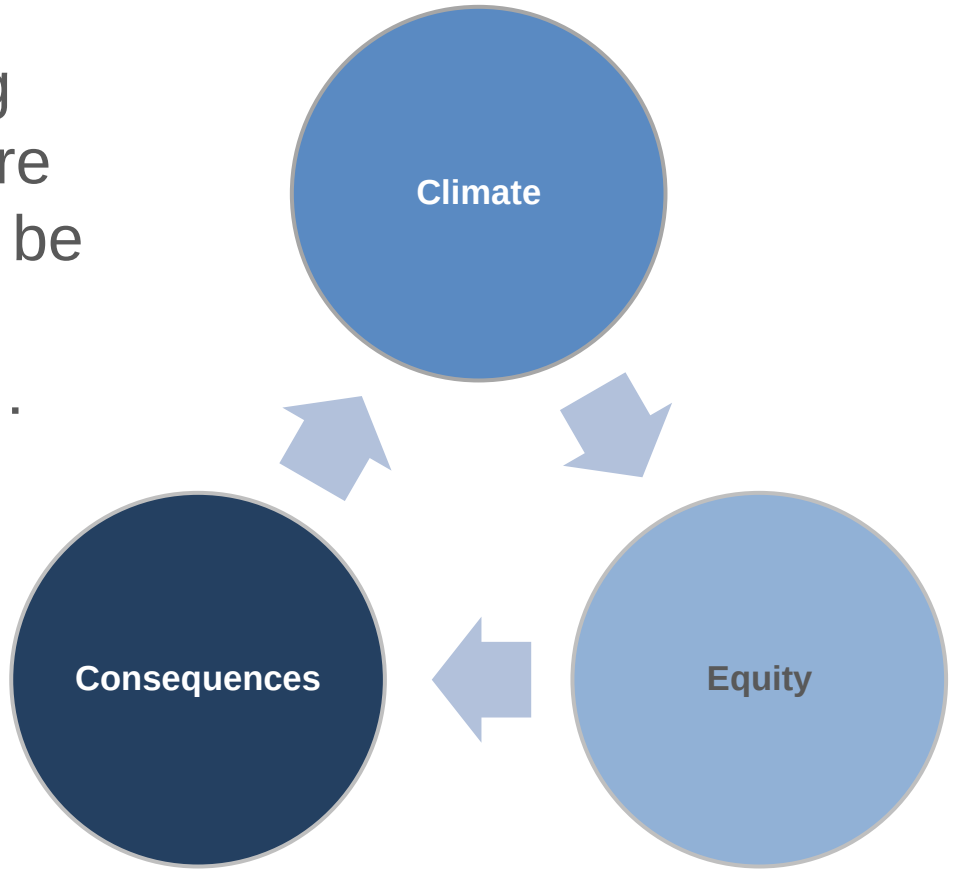
Principle #3: Equity, Fairness, & Continuous Improvement

- Action Step #1: Train all school staff to apply school discipline policies and practices in a fair and equitable manner.

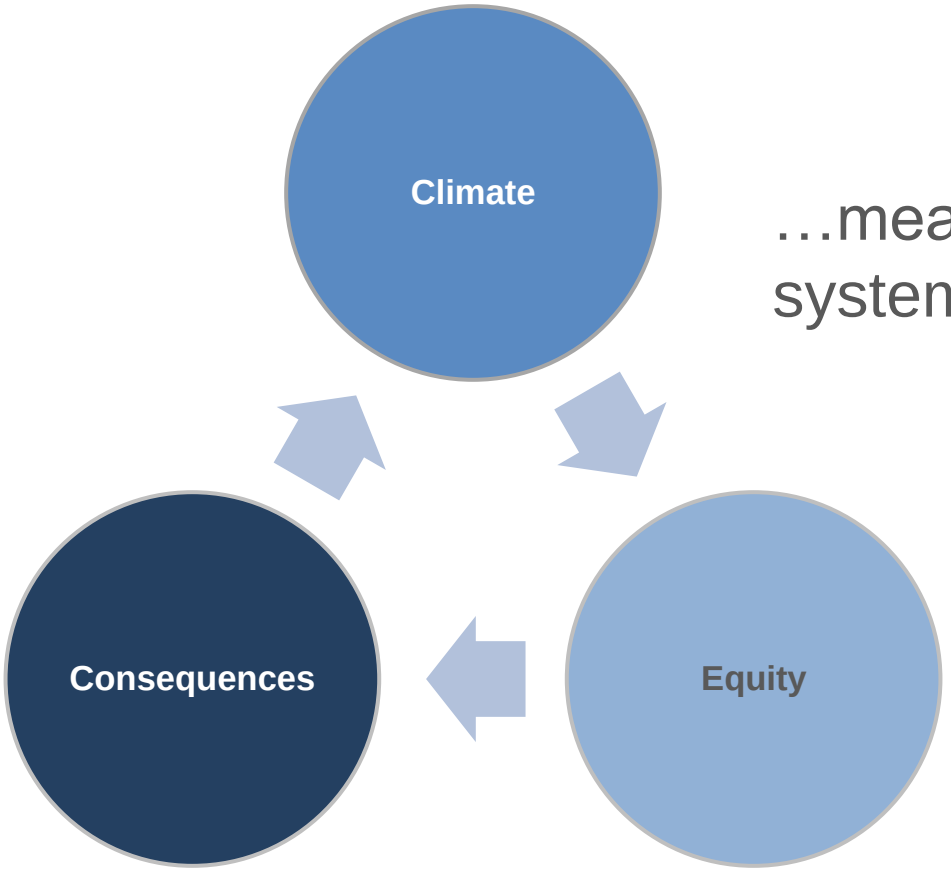
- Action Step #2: Use proactive, data-driven, and continuous efforts, including gathering feedback from families, students, teachers, and school personnel to prevent, identify, reduce, and eliminate discriminatory discipline and unintended consequences.

Using the Guiding Principles

The Guiding Principles are designed to be mutually reinforcing…

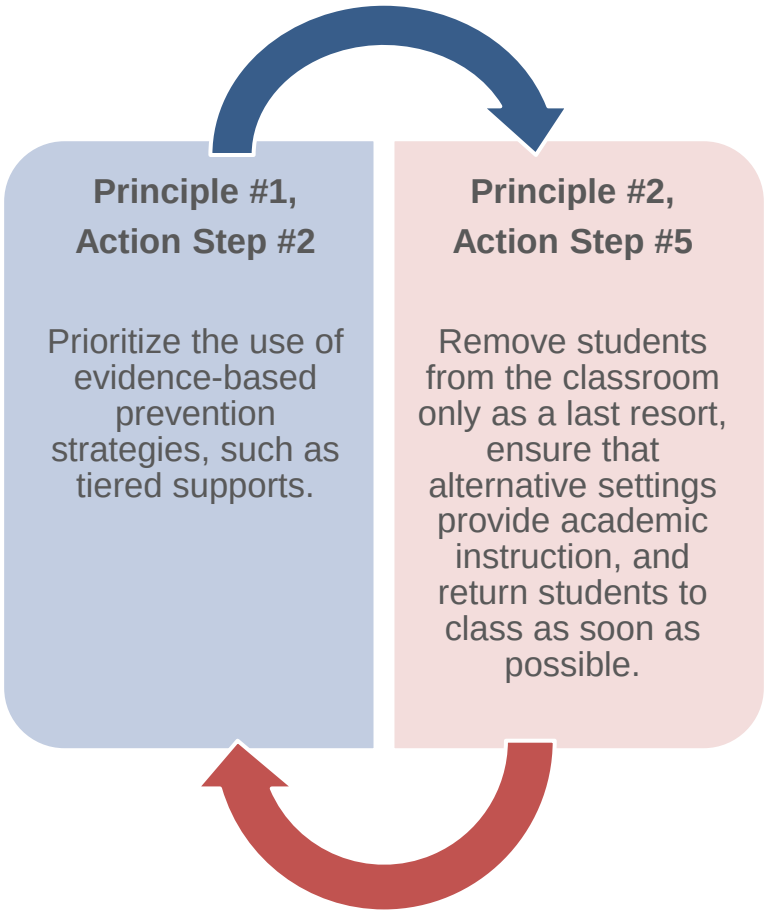


Using the Guiding Principles

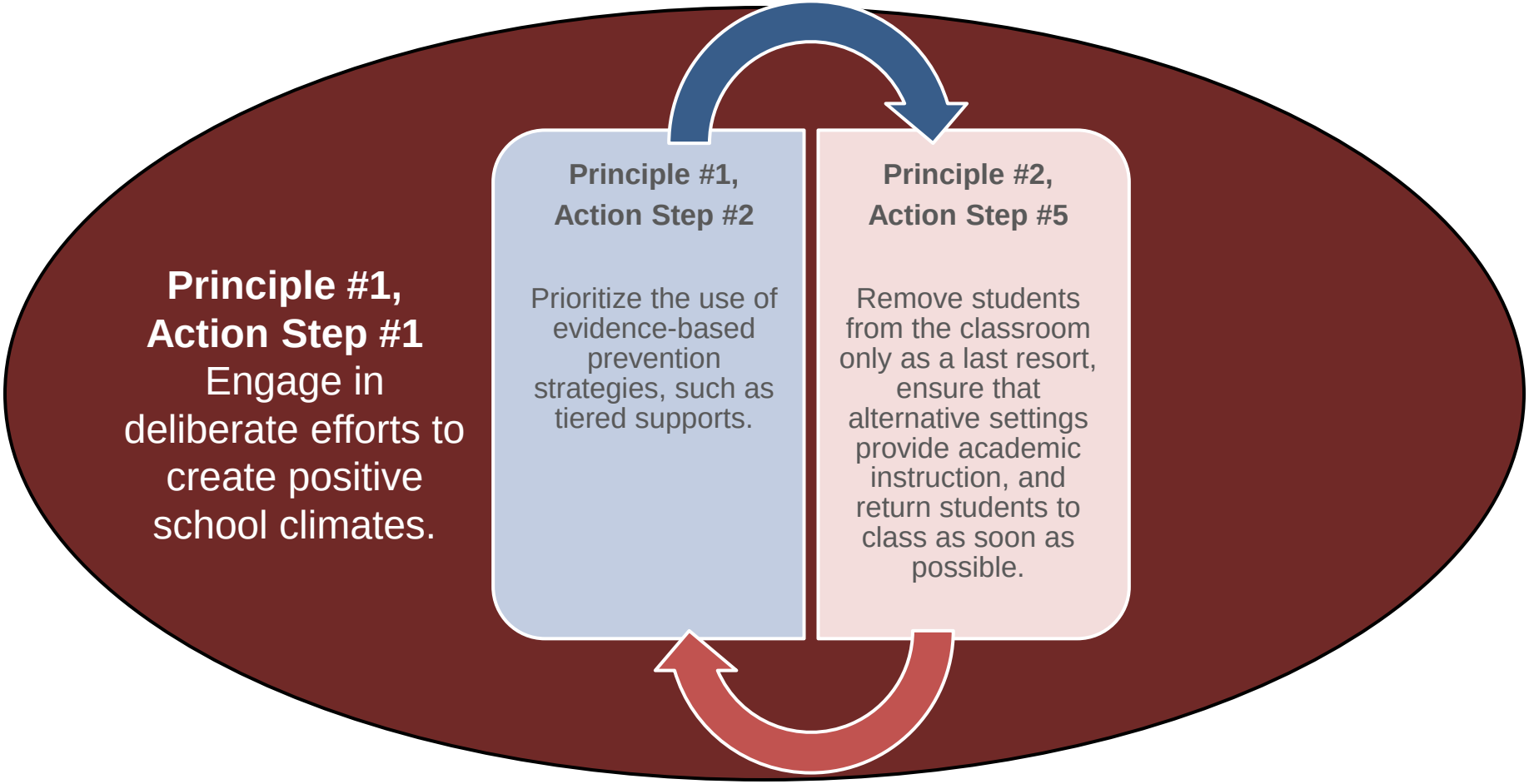


…meant to inform systems change.

Using the Guiding Principles



Using the Guiding Principles



Polling Question #4

For Guiding Principle #1 – Climate and Prevention – which action step do you feel **most** comfortable implementing?

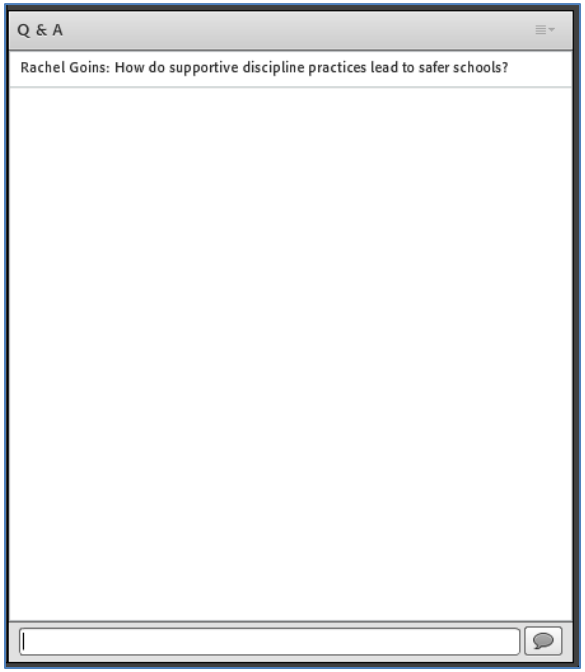
- ❑ Action Step #1: Engage in deliberate efforts to create positive school climates.
- ❑ Action Step #2: Prioritize the use of evidence-based prevention strategies, such as tiered supports.
- ❑ Action Step #3**:** Promote social and emotional learning.
- ❑ Action Step #4: Provide regular training and supports to all school personnel.
- ❑ Action Step #5: Collaborate with community partners.
- ❑ Action Step #6: Ensure that any school-based law enforcement officers' roles focus on improving school safety and reducing inappropriate referrals to law enforcement.

Polling Question #5

For Guiding Principle #1 – Climate and Prevention – which action step do you feel **least** comfortable implementing?

- ❑ Action Step #1: Engage in deliberate efforts to create positive school climates.
- ❑ Action Step #2: Prioritize the use of evidence-based prevention strategies, such as tiered supports.
- ❑ Action Step #3**:** Promote social and emotional learning.
- ❑ Action Step #4: Provide regular training and supports to all school personnel.
- ❑ Action Step #5: Collaborate with community partners.
- ❑ Action Step #6: Ensure that any school-based law enforcement officers' roles focus on improving school safety and reducing inappropriate referrals to law enforcement.

Questions?



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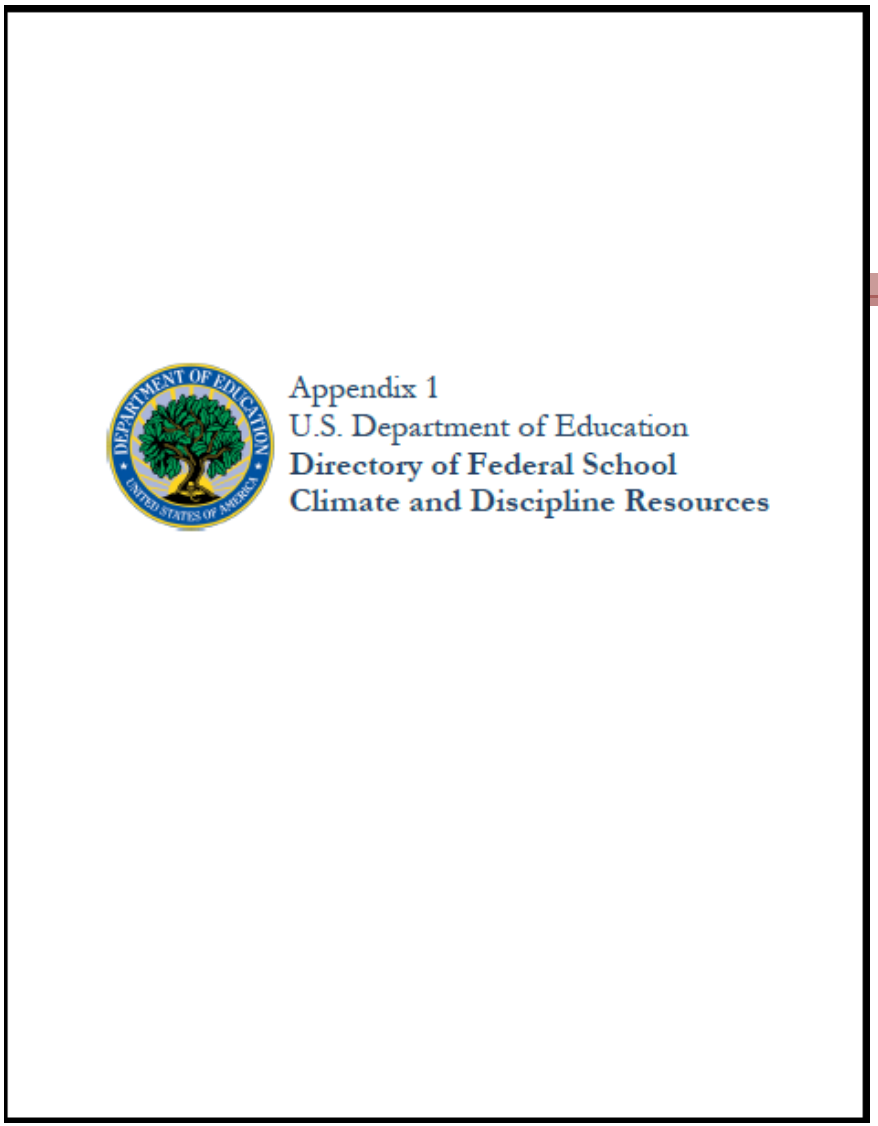
Appendix 1: Directory of Federal School Climate and Discipline Resources



The Directory includes:

- Products and Tools
- Data Resources
- Policy Guidance
- Technical Assistance Centers
- Research
- Federal Initiatives

Resource Entry Example

Community Action Toolkit: Bullying Prevention Training Module

Link	http://www.stopbullying.gov/prevention/in-the-community/community-action-planning/community-action-toolkit.pdf
Description	This research-based training module can help one lead a bullying prevention effort in his/her local community. The module addresses initiating, planning, and implementing a community-wide event via PowerPoint presentations, speaker notes, a tool kit, and a supplemental guide that includes a landscape assessment, template community event agenda, a community engagement tip sheet, and many other useful tools.
Topics	Safety (Bullying), Environment
Focus Pop	Youth (Birth to Age 21)
Audience	School/District Administrators, School Support Staff, Researchers
Principle/Action	P1/A1-A2

P1/A1-A2 means: *Action Steps 1 & 2 of Guiding Principle #1 – Climate and Prevention.*

Resource Type: Products and Tools

Positive School Discipline Course for School Leaders	
Link	http://positiveschooldiscipline.promoteprevent.org/course http://positiveschooldiscipline.promoteprevent.org/course/team-users-guide
Description	This online, interactive course features six modules to train school leaders in how to improve school discipline and climate by creating community partnerships, gathering and analyzing data, revising school discipline policies, selecting evidence-based programs, and implementing with fidelity. The course is free of charge, and is accompanied by a team user's guide to help members of a school team to take the course together.
Topics	Engagement, Safety, Environment
Focus Pop	K–12
Audience	School/District Administrators, School Support Staff, School Climate Teams
Principle/Action	P1/A1-A5, P2/A1-A5, P3/A1-A2

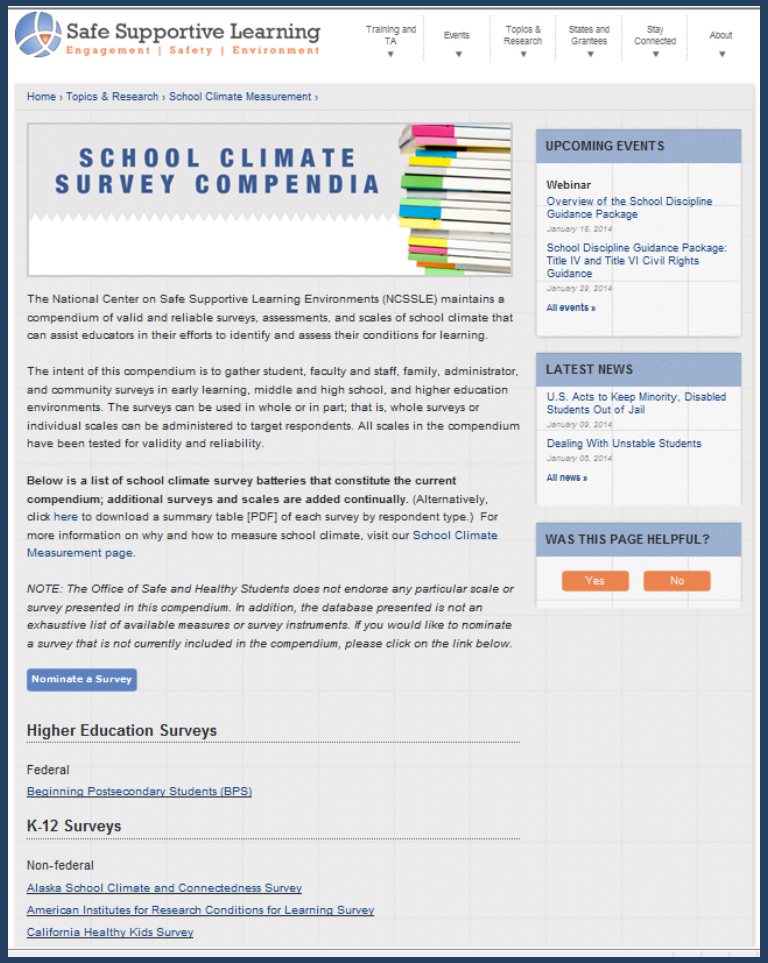
Positive School Discipline Course for School Leaders

Resource Type: Data, Measurement, and Reporting

Civil Rights Data Collection	
Link	http://ocrdata.ed.gov/
Description	This resource comprises data from a sample of school districts on key education and civil rights issues in our nation's public schools, including student enrollment, disciplinary actions, and educational programs and services, disaggregated by race/ethnicity, sex, limited English proficiency, and disability. The Civil Rights Data Collection is a valuable source of information about access to educational opportunities in our nation's schools.
Topics	Environment, Safety
Focus Pop	General, Students With Disabilities
Audience	School/District Administrators, School Support Staff, State Administrators
Principle/Action	P3/A1-A2

Civil Rights Data Collection

Resource Type: Data, Measurement, and Reporting



School Climate Survey Compendium	
Link	http://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium
Description	This compendium is designed to assist educators and education agencies in locating a valid and reliable needs assessment that suits their needs. It includes student, staff, and family surveys and federal survey items and scales that can be used as part of a school climate needs assessment in elementary and secondary schools, and institutions of higher education.
Topics	Engagement, Safety, Environment, Measurement
Focus Pop	PK–12
Audience	State, District, and School Administrators
Principle/Action	P1/A1

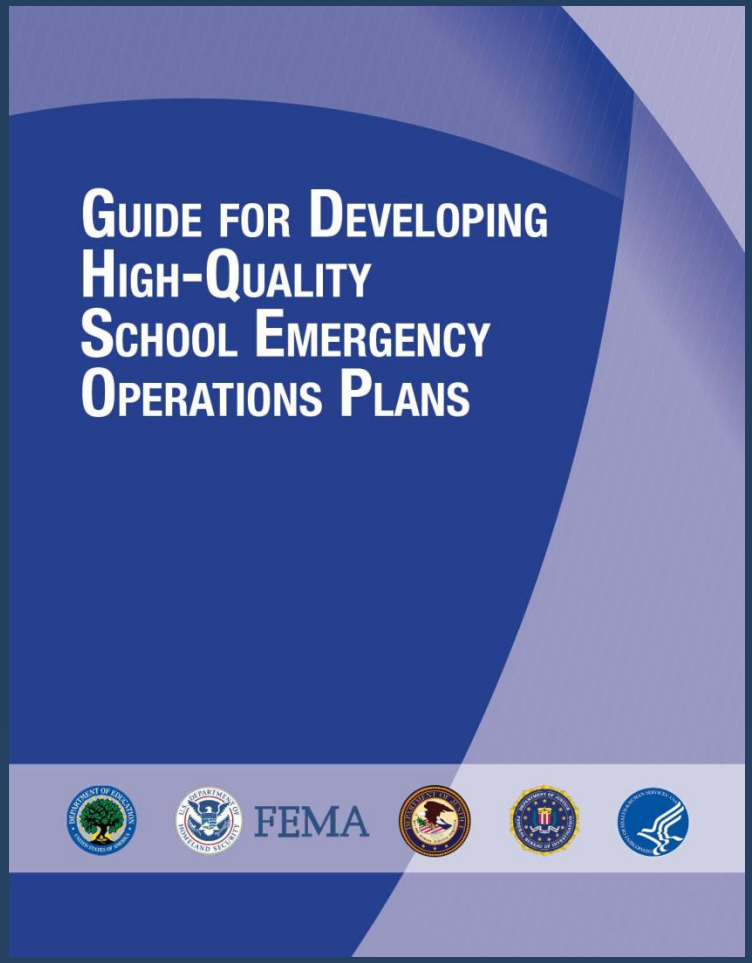
School Climate Survey Compendium

Polling Question #6

With regard to school climate and discipline resources, what **topics** are you most interested in?

- ❑ School Climate
- ❑ School Safety and Violence
- ❑ Bullying and Harassment
- ❑ School Codes of Conduct
- ❑ Program Implementation
- ❑ Staff Training and Development
- ❑ Disproportionality and Subgroup Disparities
- ❑ Collecting and Analyzing Data
- ❑ Cultural Competency

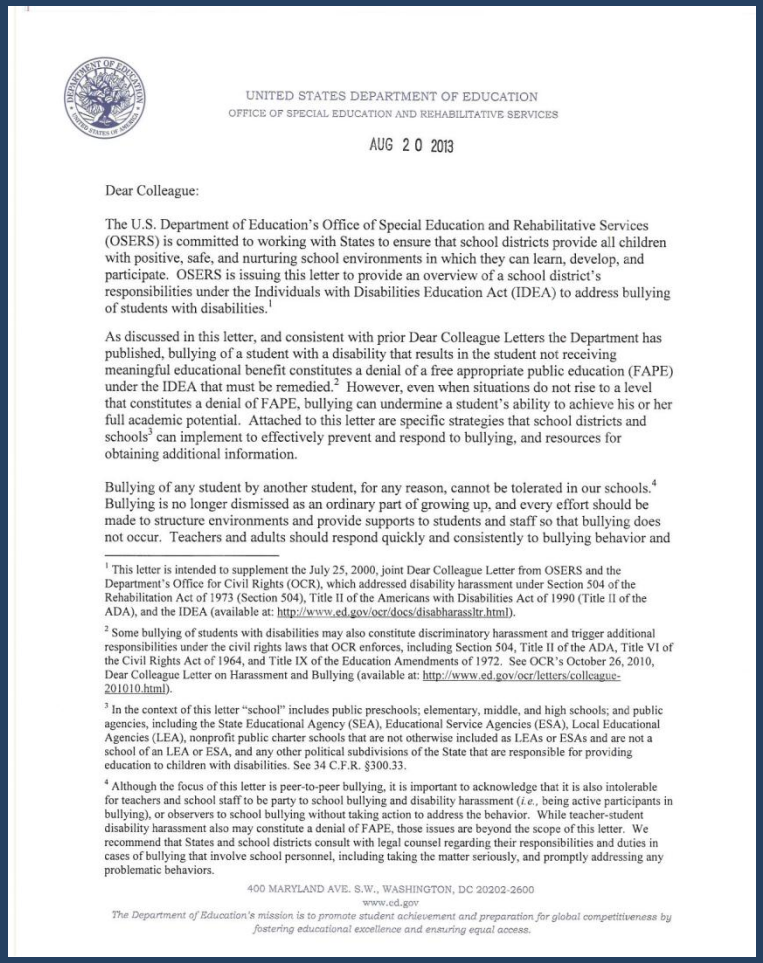
Resource Type: Policy Guidance and Federal Resources



Guide for Developing High-Quality School Emergency Operations Plans	
Link	http://www.whitehouse.gov/sites/default/files/docs/rems_k-12_guide_508.pdf
Description	This guide provides an overview of the critical information schools need to develop high-quality school emergency operations plans, including: (1) principles of school emergency management planning; (2) processes for developing, implementing, and continually refining a school emergency operations plan with community partners (e.g., first responders and emergency management personnel) at the school building level; (3) the form, function, and content of school emergency operations plans; (4) and other key topics that support school emergency planning, including addressing an active shooter, school climate, psychological first aid, and information-sharing.
Topics	Safety (Emergency Management), Implementation (Cross-Agency Collaboration, Sustainability)
Focus Pop	General
Audience	General
Principle/Action	P1/A1, P1/A4

Guide for Developing High Quality School Emergency Operations Plans

Resource Type: Policy Guidance and Federal Resources



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

AUG 20 2013

Dear Colleague:

The U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) is committed to working with States to ensure that school districts provide all children with positive, safe, and nurturing school environments in which they can learn, develop, and participate. OSERS is issuing this letter to provide an overview of a school district's responsibilities under the Individuals with Disabilities Education Act (IDEA) to address bullying of students with disabilities.[1]

As discussed in this letter, and consistent with prior Dear Colleague Letters the Department has published, bullying of a student with a disability that results in the student not receiving meaningful educational benefit constitutes a denial of a free appropriate public education (FAPE) under the IDEA that must be remedied.[2] However, even when situations do not rise to a level that constitutes a denial of FAPE, bullying can undermine a student's ability to achieve his or her full academic potential. Attached to this letter are specific strategies that school districts and schools[3] can implement to effectively prevent and respond to bullying, and resources for obtaining additional information.

Bullying of any student by another student, for any reason, cannot be tolerated in our schools.[4] Bullying is no longer dismissed as an ordinary part of growing up, and every effort should be made to structure environments and provide supports to students and staff so that bullying does not occur. Teachers and adults should respond quickly and consistently to bullying behavior and

[1] This letter is intended to supplement the July 25, 2000, joint Dear Colleague Letter from OSERS and the Department's Office for Civil Rights (OCR), which addressed disability harassment under Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (Title II of the ADA), and the IDEA (available at: http://www.ed.gov/ocr/docs/disabharassltr.html).

[2] Some bullying of students with disabilities may also constitute discriminatory harassment and trigger additional responsibilities under the civil rights laws that OCR enforces, including Section 504, Title II of the ADA, Title VI of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972. See OCR's October 26, 2010, Dear Colleague Letter on Harassment and Bullying (available at: http://www.ed.gov/ocr/letters/colleague-201010.html).

[3] In the context of this letter "school" includes public preschools; elementary, middle, and high schools; and public agencies, including the State Educational Agency (SEA), Educational Service Agencies (ESA), Local Educational Agencies (LEA), nonprofit public charter schools that are not otherwise included as LEAs or ESAs and are not a school of an LEA or ESA, and any other political subdivisions of the State that are responsible for providing education to children with disabilities. See 34 C.F.R. §300.33.

[4] Although the focus of this letter is peer-to-peer bullying, it is important to acknowledge that it is also intolerable for teachers and school staff to be party to school bullying and disability harassment (*i.e.*, being active participants in bullying), or observers to school bullying without taking action to address the behavior. While teacher-student disability harassment also may constitute a denial of FAPE, those issues are beyond the scope of this letter. We recommend that States and school districts consult with legal counsel regarding their responsibilities and duties in cases of bullying that involve school personnel, including taking the matter seriously, and promptly addressing any problematic behaviors.

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

U.S. Department of Education Office of Special Education Programs Dear Colleague Letter: Bullying (August 2013)	
Link	http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/bullyingdcl-8-20-13.pdf http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/bullyingdcl-enclosure-8-20-13.pdf
Description	This letter provides an overview of a school district's responsibilities under the *Individuals with Disabilities Education Act (IDEA)* to address bullying of students with disabilities. As explained in the letter, bullying of a student with a disability that results in the student not receiving meaningful educational benefit constitutes a denial of a free appropriate public education (FAPE) under the *IDEA* that must be remedied. The accompanying enclosure features evidence-based practices for preventing and addressing bullying.
Topics	Safety (Bullying)
Focus Pop	Students With Disabilities
Audience	General
Principle/Action	P1, P2

U.S. Department of Education Office of Special Education Programs Dear Colleague Letter: Bullying (August 2013)

Resource Type: Policy Guidance and Federal Resources

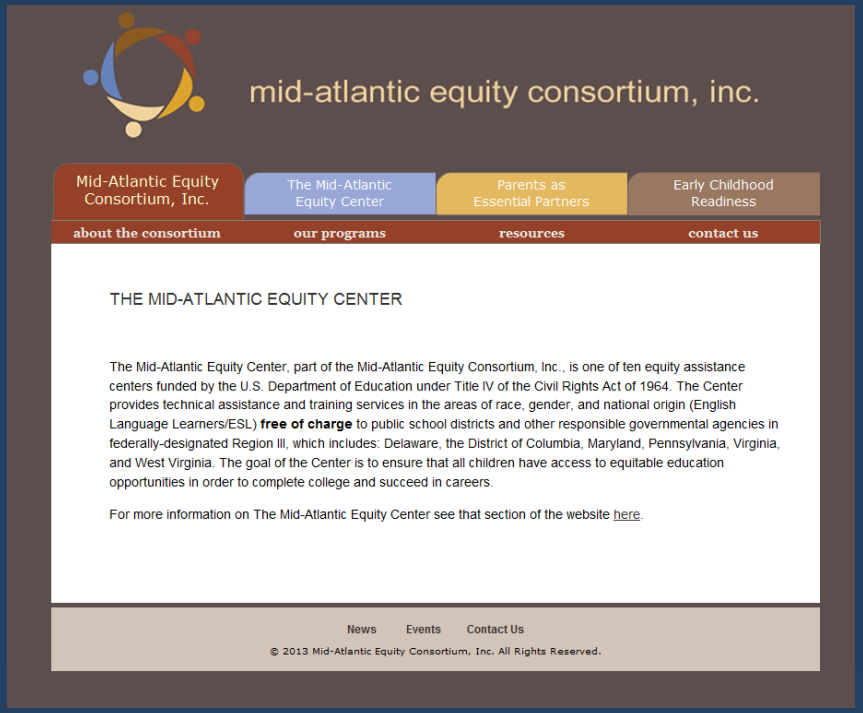
Settlement Agreement Between the United States of America and the School District of Palm Beach County, Fla.	
Link	http://www.justice.gov/iso/opa/resources/442201322616361724384.pdf
Description	This settlement agreement between the Department of Justice Educational Opportunities section and the School District of Palm Beach County contains a comprehensive set of measures designed to prevent discrimination in discipline practices, improve school climate, reduce exclusionary discipline and referrals to law enforcement agencies, and promote supportive practices and strategies to manage student behavior. The agreement also includes remedies specific to English Language Learners and improving the accessibility of the behavioral interventions and supports.
Topics	Environment (Discipline)
Focus Pop	General
Audience	General
Principle/Action	P1, P2, P3

[Settlement] Agreement between the United States of America and The School District of Palm Beach County

Resource Type: Technical Assistance Centers and Regional Civil Rights Offices

Equity Assistance Centers	
Link	http://www.equityassistancecenters.org/
Description	There are 10 equity assistance centers throughout the country that provide training and technical assistance in the areas of race, gender, and national origin equity to public schools to promote equal educational opportunities.
Topics	Engagement (Relationships, School Participation, Cultural Competence), Safety (Physical Safety, Substance Abuse, Emotional Safety, Bullying/Cyberbullying), Environment (Physical, Academic, Health, Mental Health, Discipline), Implementation (Cross-Agency Collaboration, Community Partnerships, Early Warning Systems, Evidence-Based Practices, Fidelity Assessment, Educator Evaluation and Development, Sustainability)
Focus Pop	General
Audience	General
Principle/Action	P1/A1, P3/A1-A2

Equity Assistance Centers (10 Regional)



Resource Type: Technical Assistance Centers and Regional Civil Rights Offices

Technical Assistance Center on Positive Behavioral Interventions and Supports	
Link	http://www.pbis.org
Description	This center has been established by the Office of Special Education Programs at the U.S. Department of Education to give schools, districts, and states capacity-building information and technical assistance for identifying, implementing, adapting, and sustaining effective school-wide disciplinary practices. The center's site includes resources and tools for training and evaluation.
Address	NA
Phone	NA
Email	support@pbis.org
Principle/Action	P1/A1-A6, P2/A1-A5

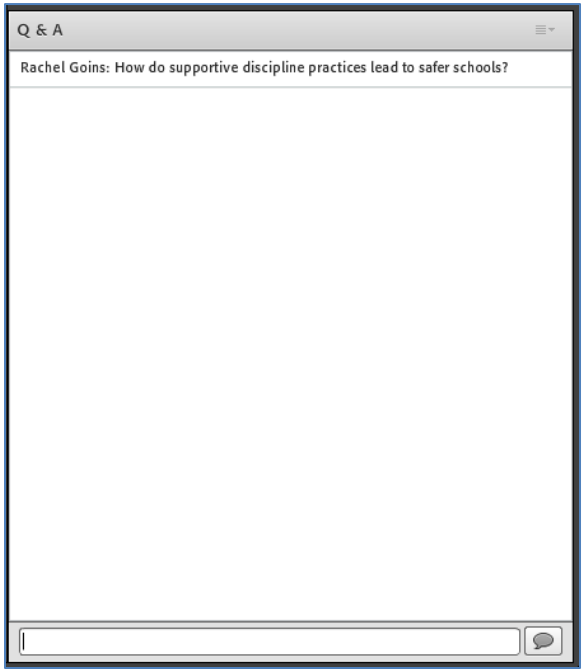
OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports

Polling Question #7

With regard to school climate and discipline resources, **what type of resource** are you most interested in?

- ❑ Research Briefs
- ❑ Policy Briefs
- ❑ Training Modules
- ❑ Webinars
- ❑ Data Collection Products (e.g., survey tools, assessments)
- ❑ Federal/State Data Collections
- ❑ Federal Policy Guidance & Dear Colleague Letters
- ❑ Technical Assistance Centers

Questions?



If you have a question for the presenters, please type it in the Q&A Pod or email ncssle@air.org during the Webinar.

Appendix 2: Compendium of School Discipline Laws and Regulations

State Law Compendium

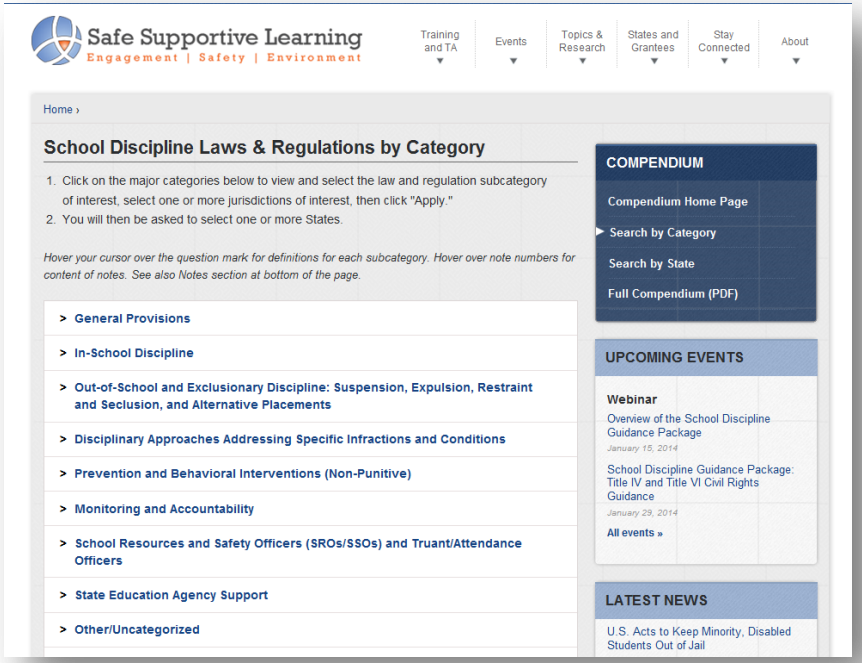
- Includes State school discipline laws, regulations and policies
- Covers 50 States, Washington D.C., and Puerto Rico
- Searchable database accessible by:
  - State
  - Category across one or more states

State Law Compendium

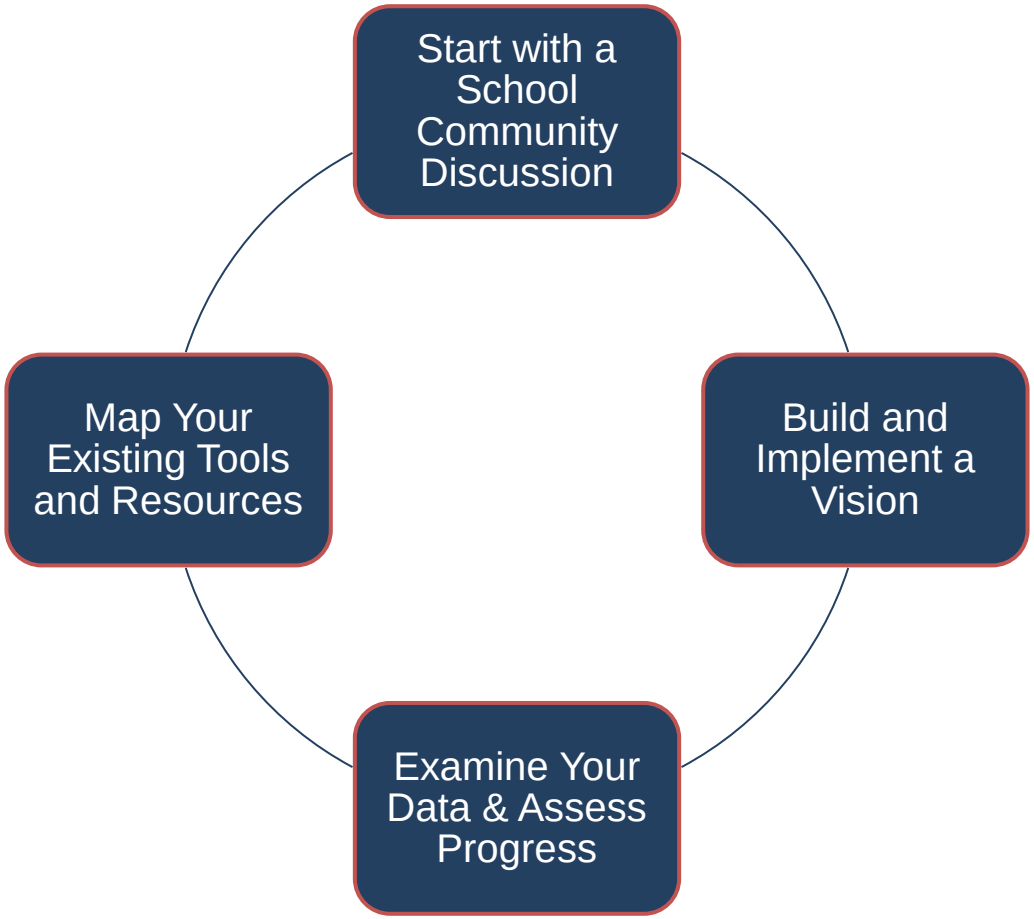
Searchable Categories:

General Provisions

- In-School Discipline
- Out of School and Exclusionary Discipline
- Discipline Approaches Addressing Specific Infractions
- Prevention and Behavioral Supports
- Monitoring and Accountability
- School Resources and Safety Offices
- State Education Agency Support



Bringing the School Discipline Guidance Package to Your Community



Visit us at www.ed.gov/school-discipline

For more on Webinars

Office of Juvenile Justice and Delinquency Prevention's State Training and Technical Assistance Center (STTAC)

U.S Department of Justice
www.juvenilejustice-tta.org

Supportive School Discipline Communities of Practice (SSDCOP)

U.S. Department of Education
http://ssdcop.neglected-delinquent.org

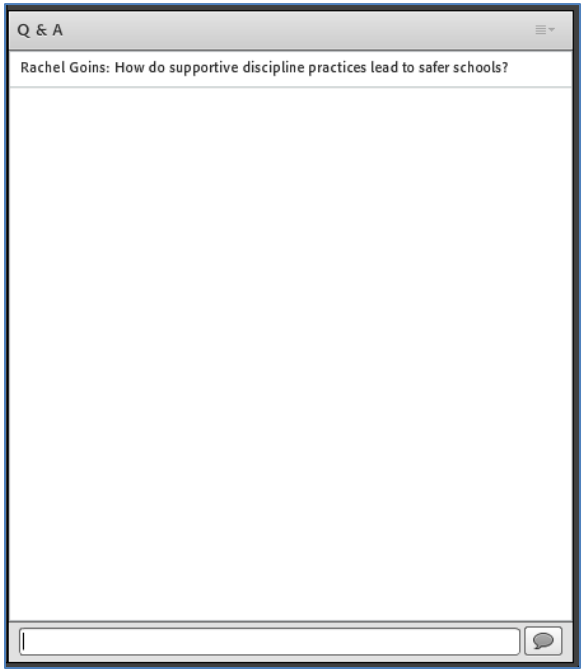
National Center on Safe Supportive Learning Environments (NCSSLE)

U.S. Departments of Education and Health and Human Services
http://safesupportivelearning.ed.gov

Reminders

- Register for the next SSD Webinar
  - January 29th, 3:30pm: Focusing on Dear Colleague Letter: http://www.neglected-delinquent.org/events/school-discipline-guidance-package-title-iv-and-title-vi-civil-rights-guidance
- Sign up for the SSD E-Digest
  - http://ssdcop.neglected-delinquent.org/subscribe-ssdedigest
- *We need your help!*
  - Please complete the series of polling questions that will now appear on your screen to provide feedback on today's event.

Questions?



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