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

Understanding Schools’ Legal Obligations under Titles IV & VI

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

<table>
<thead>
<tr>
<th>Webinar Topic</th>
<th>Description</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding Principle #1, Climate and Prevention</td>
<td>Review of school climate, prevention and tiered supports, and staff training.</td>
<td>February</td>
</tr>
<tr>
<td>Guiding Principle #2, Appropriate Consequences</td>
<td>Review of school codes of conduct.</td>
<td>March</td>
</tr>
<tr>
<td>Guiding Principle #3, Fairness and Equity</td>
<td>Review of disproportionality and data collection.</td>
<td>April</td>
</tr>
<tr>
<td>Compendium of School Discipline Laws and Regulations</td>
<td>Review of an online Compendium of State Discipline Laws and Regulations.</td>
<td>May</td>
</tr>
</tbody>
</table>

All SSD Webinar events are archived. To view today’s presentation and previous presentations, go to: [http://safesupportivelearning.ed.gov/supportive-school-discipline-webinar-series](http://safesupportivelearning.ed.gov/supportive-school-discipline-webinar-series).
Q&A

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

Event Feedback

At the end of the presentation, a series of event feedback questions 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 Supportive School Discipline Communities of Practice at ssdcop@air.org.
Polling Question #1

Which of the following best describes your role?

- State agency administrator
- 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
- Other
Today’s Presenters

Shaheena Simons
Civil Rights Division, U.S. Department of Justice

Carolyn Seugling
Office for Civil Rights, U.S. Department of Education

This presentation provides general information and does not represent a complete recitation of the applicable law and DOJ or OCR policy in this area. It does not address specific issues of compliance because determinations of compliance depend on specific facts on a case-by-case basis. The language used in these slides is approved for the purposes of this presentation only and should not be used for other purposes.
# Overview of Presentation

## Introduction
- Office for Civil Rights (OCR)
- Civil Rights Division (DOJ)
- Title IV and VI’s prohibition on race, color, national origin discrimination

## School Discipline Dear Colleague Letter (Jan. 2014)
- Scope of the Dear Colleague Letter
- Different treatment and disparate impact
- The Departments investigations and potential remedies
- Recommendations

## Other School Climate & School Discipline Resources
Introduction
OCR Mission & Activities

- **Mission:** to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights.

- **Activities:**
  - Complaint investigations
  - Compliance reviews
  - Policy guidance
  - Technical assistance
Laws Enforced by ED/OCR

• OCR enforces federal civil rights laws that prohibit discrimination on the basis of:

<table>
<thead>
<tr>
<th>Race, color, national origin</th>
<th>Title VI of the Civil Rights Act of 1964</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Title IX of the Education Amendments of 1972</td>
</tr>
<tr>
<td>Disability</td>
<td>Section 504 of the Rehabilitation Act of 1973</td>
</tr>
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<td></td>
<td>Title II of the Americans with Disabilities Act of 1990</td>
</tr>
<tr>
<td>Age</td>
<td>The Age Discrimination Act of 1975</td>
</tr>
<tr>
<td>Patriotic youth group status</td>
<td>Boy Scouts of America Equal Access Act</td>
</tr>
</tbody>
</table>
DOJ Mission & Activities

• DOJ, through its Civil Rights Division’s Educational Opportunities Section (EOS), enforces federal laws that protect students from discrimination on the basis of race, color, sex, national origin, language barrier, religion, or disability.

• EOS works to fulfill the promise of *Brown v. Board of Education* and subsequent cases and statutes – to keep the schoolhouse door open to all.
Laws Enforced by CRD/DOJ

• DOJ enforces federal civil rights laws that prohibit discrimination in schools on the basis of:

<table>
<thead>
<tr>
<th>Race, color, national origin</th>
<th>Titles IV of the Civil Rights Act of 1964, and if DOJ provides financial assistance or upon referral or by intervention, Title VI</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Religion</td>
<td>Title IV of the Civil Rights Act of 1964</td>
</tr>
<tr>
<td>Disability</td>
<td>Title II of the Americans with Disabilities Act of 1990, and, upon referral, Sec. 504 of the Rehabilitation Act of 1973</td>
</tr>
<tr>
<td>Language proficiency</td>
<td>Equal Education Opportunities Act of 1974</td>
</tr>
</tbody>
</table>
Law We Will Discuss Today

• Title IV of the Civil Rights Act of 1964

• Title VI of the Civil Rights Act of 1964

(Race, Color, and National Origin)
Polling Question #2

Have you ever received training or specific information on the civil rights obligations in the administration of student discipline?

- Yes
- No
Title VI

- Title VI requires that no person in the United States shall on the ground of race, color, or national origin:
  - Be excluded from participation in
  - Be denied the benefits of
  - Be otherwise subjected to discrimination
  - In any program or activity receiving Federal financial assistance

Title VI

• A recipient may not utilize criteria or methods of administration which have the effect of:

  ▫ Subjecting individuals to discrimination because of their race, color or national origin or

  ▫ Defeating or substantially impairing accomplishment of the objectives of the program.

Source: 34 C.F.R. Part 100 (implementing regulation)
Title IV of the Civil Rights Act of 1964

- Title IV of the Civil Rights Act of 1964 (Title IV), 42 U.S.C. §§ 2000c et seq.:
  - is directly enforced by DOJ’s Civil Rights Division
  - prohibits discrimination in public elementary and secondary schools based on race, color, or national origin, among other bases
Why Is Discrimination in the Administration of Student Discipline a Concern to the Departments?

- Students of certain racial groups tend to be disciplined more than their peers.
  - e.g., African-American students without disabilities are more than 3 times as likely as white peers without disabilities to be suspended or expelled.*

- Exclusionary discipline increases the likelihood of:
  - Behavior problems
  - Dropping out
  - Substance abuse
  - Involvement with the juvenile justice system

* Civil Rights Data Collection, OCR
Why Is Discrimination in the Administration of Student Discipline a Concern to Schools?

• Schools need to understand their civil rights obligations with respect to the administration of school discipline in order to improve school climate.

• Fair and equitable discipline policies are an important component of creating an environment where students feel safe and welcome.
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.
Dear Colleague Letter (DCL)
Scope of the Dear Colleague Letter (DCL)

The DCL is intended to:

1. Assist schools in meeting their existing 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.
3. Explain OCR’s Title VI and DOJ’s Title IV and Title VI investigative process, including the existing legal framework, evidence considered, and the types of remedies sought if violations are found.

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

5. 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.
Titles IV & VI and School Discipline

What activities are covered?

Students are protected from discrimination on the basis of race in all academic, educational, extracurricular, athletic and other school activities and programs.
Titles IV & VI and School Discipline

Whose conduct is covered?

Titles IV & VI prohibits discriminatory discipline by school officials and everyone school officials exercise some control over, such as school resource officers, school district police officers and security guards.
Titles IV & VI and School Discipline

Which parts of the school discipline process are covered?

Titles IV & VI protect students over the entire course of the disciplinary process.

From classroom management, to the initial referral of a student to an authority outside the classroom, and continuing all the way forward to resolution of the disciplinary incident.
How Do the Departments Analyze a Complaint of Race Discrimination in Student Discipline?

Two Legal Approaches under Title VI

1. Different Treatment

2. Disparate Impact
Different Treatment
34 C.F.R. § 100.3 (b)(1)(i), (ii), and (v)

• Legal Standard: A student is subjected to “different treatment” if a school disciplines students differently based on race.
Different Treatment

34 C.F.R. § 100.3 (b)(1)(i), (ii), and (v)

• Some Possible Fact Patterns
  ▫ Different discipline of similarly situated students
  ▫ Selective enforcement of a facially neutral policy against students of a single race
  ▫ Adoption of a facially neutral policy with an intent to target students of a particular race for invidious reasons
  ▫ Disciplinary action taken with racially discriminatory intent
Different Treatment

34 C.F.R. § 100.3 (b)(1)(i), (ii), and (v)

- The Departments do not limit review to one type of analysis.
- OCR and DOJ may find that intentional discrimination has taken place based on:
  - Direct evidence of racially discriminatory intent
  - Circumstantial evidence of racially discriminatory intent (three step analysis)
Different Treatment

Direct Evidence of Racially Discriminatory Intent

Examples of Direct Evidence of Discriminatory Intent

• A policy *explicitly* requires students of one race be disciplined differently than students of another race.

• Remarks, testimony, or admissions by school officials reveal racially discriminatory motives.
Different Treatment
Circumstantial Evidence: Three step analysis

**Circumstantial evidence** of racially discriminatory intent allows the Departments to infer discriminatory intent from all circumstances, such as facts surrounding a student’s action and the discipline imposed.

**Circumstantial evidence** may include, but is not limited to:
- whether impact of a disciplinary policy or practice weighs more heavily on students of one race
- whether there is a history of discriminatory conduct toward members of a student’s race
Did the school limit or deny educational services, benefits, or opportunities to a student or group of students of a particular race by treating them differently from a similarly situated student or group of students of another race in the disciplinary process? Students are similarly situated when they are comparable (even if not identical) in relevant respects; for example, with regard to the seriousness of the infraction committed and their respective disciplinary histories.

If no, then the Departments would not find sufficient evidence to determine that the school has engaged in intentional discrimination.

If the students are similarly situated and the school has treated them differently, then can the school articulate a legitimate, nondiscriminatory reason for the different treatment?

If yes, is the reason articulated a pretext for discrimination? Some of the circumstances where the Departments may find that the school’s stated reason is a pretext—i.e., in other words, not the true reason for the school’s action—are: the asserted reason does not explain the school’s actions; witnesses contradict the school’s stated reason for the disparity, exposing such reason as false; similar instances of misbehavior by students of other races have received different sanctions; or the sanctions imposed do not conform to the school’s permitted discipline sanctions in its written discipline policy.

If not, the Departments could find that the school has intentionally discriminated on the basis of race.

If yes, is the reason articulated a pretext for discrimination? Some of the circumstances where the Departments may find that the school’s stated reason is a pretext—i.e., in other words, not the true reason for the school’s action—are: the asserted reason does not explain the school’s actions; witnesses contradict the school’s stated reason for the disparity, exposing such reason as false; similar instances of misbehavior by students of other races have received different sanctions; or the sanctions imposed do not conform to the school’s permitted discipline sanctions in its written discipline policy.

If the departments would likely find that the school has not engaged in discrimination.

If the reason is not a pretext for discrimination, then the Departments would likely find that the school has not engaged in discrimination.

If the nondiscriminatory reason offered by the school is found to be pretextual, the Departments would find that the school had engaged in intentional discrimination.
Different Treatment
Circumstantial Evidence: Three Step Analysis

Step One: Did the school limit or deny educational services, benefits, or opportunities to a student or a group of students of a particular race by treating them differently from a similarly situated student or group of students of another race in the disciplinary process?

If NO, insufficient evidence to find a violation.

If YES, move on to Step Two.
Different Treatment
Circumstantial Evidence: Three Step Analysis

**Step Two:** Can the school articulate a *legitimate*, *nondiscriminatory reason* for the different treatment?

If **NOT**, may find a violation that the school has intentionally discriminated on the basis of race.

If **YES**, move on to **Step Three**.
Different Treatment
Circumstantial Evidence: Three Step Analysis

Step Three: Is the school’s articulated reason a pretext for discrimination?

If NO, no violation will be found.

If YES, the Departments would find that the school engaged in intentional discrimination.
Different Treatment
Circumstantial Evidence: Three Step Analysis

Hypo 1: A Hispanic student and a non-Hispanic student were involved in a fight. Neither student had been previously disciplined for misconduct. The school conducted an investigation, and the Hispanic student received a three-day out-of-school suspension, while the non-Hispanic student received a two-day out-of-school suspension.
Different Treatment
Circumstantial Evidence: Three Step Analysis

Hypo 1

• **Step One:** Did the school treat students of one race differently from *similarly situated* students of another race in the disciplinary process?

• **Step Two:** Can the school articulate a *legitimate*, *nondiscriminatory reason* for the different treatment?

• **Step Three:** Is the legitimate, nondiscriminatory reason stated by the school a *pretext* for the actual, discriminatory reason?
Different Treatment
Circumstantial Evidence: Three Step Analysis

Hypo 2: A district’s code of conduct provides three categories of offenses (Levels 1 to 3) which range from minor to severe. An African-American student received a one-day in-school suspension for “use of vulgar language” during class, a Level 1 offense. The school called the parent of a white student for a different Level 1 offense (“inappropriate display of affection” on the school bus) but did not discipline the student further. Neither student had been previously disciplined.
Different Treatment
Circumstantial Evidence: Three Step Analysis

Hypo 2

• **Step One**: Did the school treat students of one race differently from **similarly situated** students of another race in the disciplinary process?

• **Step Two**: Can the school articulate a **legitimate, nondiscriminatory reason** for the different treatment?

• **Step Three**: Is the legitimate, nondiscriminatory reason stated by the school a **pretext** for the actual, discriminatory reason?
Different Treatment
Circumstantial Evidence: Three Step Analysis

Hypo 3: A school has a contract with a company that provides a school safety officer to secure the entrances and exits of the school building, patrol school halls and maintain safety on school grounds. The school requires that students who are more than five minutes late be sent to the front office. The school safety officer has a practice of detaining Native American students, and no other students, who arrive fewer than five minutes late and sending them to the front office.
Different Treatment
Circumstantial Evidence: Three Step Analysis

Hypo 3

- **Step One**: Did the school treat students of one race differently from *similarly situated* students of another race in the disciplinary process?

- **Step Two**: Can the school articulate a *legitimate, nondiscriminatory reason* for the different treatment?

- **Step Three**: Is the legitimate, nondiscriminatory reason stated by the school a *pretext* for the actual, discriminatory reason?
Polling Question #3

Which aspect of the ‘different treatment’ approach is least clear? Analyzing whether…

- a policy explicitly requires students of one race to be disciplined differently than students of another race
- testimony, remarks or admissions among school officials reveal a discriminatory motive
- similarly situated students of another race are treated the same in the disciplinary process
- school officials share their reason for ‘different treatment’
- the reason stated by the school was a pretext for actual discrimination
- other
Questions?

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Disparate Impact

- A school violates federal law under disparate impact if the school implements facially neutral policies and practices that has an unjustified effect of discriminating on the basis of race.

- The Departments use a three-step analysis to determine whether a facially neutral policy has an unlawful disparate impact on the basis of race.
Disparate Impact Flowchart

Has the discipline policy resulted in an adverse impact on students of a particular race as compared with students of other races? For example, under a particular policy are students of one race sanctioned at disproportionately higher rates, or more likely to receive longer or more severe punishments?

If no, then the Departments would not find sufficient evidence to determine that the school had engaged in discrimination.

If yes, is the discipline policy necessary to meet an important educational goal? In conducting the second step of this inquiry, the Departments will consider both the importance of the goal that the school articulates and the tightness of the fit between the stated goal and the means employed to achieve it.

If the policy is not necessary to meet an important educational goal, then the Departments would find that the school had engaged in discrimination.

If yes, are there comparably effective alternative policies or practices that would meet the school’s stated educational goal with less of a burden or adverse impact on the disproportionately affected racial group?

If no, then the Departments would likely not find sufficient evidence to determine that the school had engaged in discrimination.

If yes, then the Departments would find that the school had engaged in discrimination.
Disparate Impact

**Step One:** Has the discipline policy or practice resulted in an *adverse impact* on students of one race as compared with students of other races?

If **NO**, insufficient evidence to find a violation.

If **YES**, move on to **Step Two**.
Disparate Impact

**Step Two**: Is the discipline policy or practice necessary to meet an important educational goal?

If NO, then a violation will be found.

If YES, move on to Step Three.
Disparate Impact

**Step Three**: (1) Are there *comparably effective* policies or practices that would meet the school’s stated educational goal with less of a burden or adverse impact on the disproportionately affected racial group, or (2) is the school’s proffered justification a *pretext* for discrimination?

If the answer to either question is **YES**, then a violation will be found.

If the answer to both questions is **NO**, then there is not sufficient evidence to find a violation.
Disparate Impact

Hypo 4: A school’s code of conduct indicates that the maximum sanction for “use of electronic devices” is a one-day in-school suspension. An investigation shows that: (1) school officials regularly impose out-of-school suspensions for this offense and; (2) African-American students use electronic devices in class at a higher rate than students of other races. As a result, African-American students were more likely than students of other races to receive excessive out-of-school suspension punishment. The investigation shows that this is the result of poor training of school officials, rather than racial bias.
Disparate Impact

Hypo 4

- **Step One**: Does the policy have a disparate impact on students of one race?

- **Step Two**: Is the practice necessary in order to meet an important educational goal?

- **Step Three**: Is there a comparably effective practice that would meet the school’s stated educational goal with less burden? Is the school’s justification genuine or pretextual?
Disparate Impact

**Hypo 5:** A school has a “zero tolerance” tardiness policy & imposes an automatic 1-day suspension after 5 tardies. Many Native American students take city buses to school because they live far away; even taking the earliest bus, they often arrive late. This is not true for other students, who live closer. Thus, Native American students are more likely to be tardy and be suspended than other students.
Disparate Impact

Hypo 5

• **Step One**: Does the policy have a disparate impact on students of one race?

• **Step Two**: Is the practice necessary in order to meet an important educational goal?

• **Step Three**: Is there a comparably effective practice that would meet the school’s stated educational goal with less burden? Is the school’s justification genuine or pretextual?
Polling Question #4

Which aspect of the ‘disparate impact’ approach is least clear? Analyzing whether…

- a discipline policy or practice had an adverse affect on a student of one race compared to students of other races
- a discipline policy or practice was necessary to meet an important education goal
- there is a comparably effective practice that would meet the school’s stated educational goal with less burden
- a school’s justification was genuine or pretextual
- other
If you have a question for the presenters, please type it in the Q&A Pod or email ncssle@air.org during the Webinar.
Investigation
What Information Is Considered?

• The Departments may consider:
  ▫ Written and unwritten disciplinary policies
  ▫ Discipline incident reports
  ▫ Student discipline records
  ▫ School discipline data
  ▫ Interviews with students, parents, and school personnel

• The Departments will also carefully examine:
  ▫ A school’s definitions of misconduct, to ensure they are clear and nondiscriminatory
  ▫ Whether a school has safeguards to ensure that disciplinary discretion is exercised in a nondiscriminatory manner
Investigation
What Information Will the Departments Consider?

- Schools should monitor all disciplinary referrals and have a system to ensure staff are properly trained to administer discipline in a nondiscriminatory way.
Investigation
What Recordkeeping Practices Should Schools Adopt?

• Schools are expected to cooperate with investigations and, upon request, to provide records that will enable the Departments to determine whether the administration of student discipline policies and practices complies with Title VI.
Investigation
What Recordkeeping Practices Should Schools Adopt?

• If a school is found to be in non-compliance with Title VI and/or Title IV, one remedy that may be imposed is a data-related remedy.

• For example, the Departments may require a school to develop and implement uniform standards for the content of discipline files or develop and train all staff on uniform standards for entry, maintenance, updating and retrieval of data related to student discipline.
Possible Remedies

• Remedies may provide **individual relief** to students who were subjected to discrimination.

• Remedies may also provide **prospective relief** to ensure that the school or district complies with Title VI and Title IV in the future.
Possible Remedies

• Remedies may provide individual relief to students who were subjected to discrimination. Possible remedies may include, but are not limited to:

  • **Correction of records** of students who were treated differently regarding the infraction and sanction imposed

  • Providing **compensatory and comparable academic services** to students removed from academic instruction
Possible Remedies

• Remedies may also provide **prospective relief** to ensure that the school or district complies with Title VI and Title IV in the future, including but not limited to:

  • **Revising discipline policies** to provide clear definitions of infractions to ensure consequences are fair and consistent

  • Developing teaching strategies that **reinforce positive student behavior** and use exclusionary discipline as a last resort

  • **Providing training for school personnel** on revised discipline policies and classroom management techniques
Polling Question #5

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
Recommendations
for School Districts, Administrators, Teachers & Staff

Climate and Prevention

Clear, Appropriate, and Consistent Expectations and Consequences

Equity and Continuous Improvement
Recommendations
for School Districts, Administrators, Teachers & Staff

- The following recommendations are meant to assist schools in identifying, avoiding, and remedying discriminatory discipline.

- While schools are not generally required to adopt the recommendations presented here or in the appendix to the DCL, a school may be required to adopt a recommended practice as part of a remedy enforced by the Departments.
Recommendations
Climate and Prevention

• Schools should provide safe, inclusive, and positive school climate. For example:

  ▫ Developing a comprehensive approach to classroom management
  ▫ Positively reinforce student behavior
  ▫ Encourage students to accept responsibility for behavior
  ▫ Ensuring that there are sufficient school-based counselors, social workers, nurses, psychologists and other mental health providers.
Recommendations
Climate and Prevention

• Schools should provide **training and professional development** for all school personnel. For example:
  - Providing professional development and training in evidence-based techniques on classroom management, conflict management and de-escalation approaches
  - Training on a school’s written discipline policy
  - Training on how to apply subjective criteria in making disciplinary decisions
  - Training on working with racially and ethnically diverse student populations.
Recommendations
Climate and Prevention

• Schools should make **appropriate use of law enforcement.** For example:
  
  ▫ Ensuring that school personnel understand that they are responsible for routine student discipline
  ▫ Clearly defining, formalizing and documenting the roles and responsibilities of School Resource Officers (SROs) and other law enforcement personnel
  ▫ Ensuring that SROs effectively support a school’s student climate and discipline goals
  ▫ Ensuring that SROs receive training to work effectively and appropriately with elementary and secondary students.
Recommendations
Clear, Appropriate, and Consistent Expectations and Consequences

- Schools should adopt **nondiscriminatory, fair** and **age-appropriate** discipline policies. For Example:
  - Ensuring that discipline policies set high expectations for student behavior
  - Developing written discipline policies to clearly define offense categories and base penalties on objective criteria
  - Clearly designating who has the authority to identify discipline violations
  - Ensuring appropriate due process procedures are in place
Recommendations
Clear, Appropriate, and Consistent Expectations and Consequences

• Schools should emphasize positive interventions over student removals.

1. Ensure that written discipline policy emphasizes constructive interventions over discipline sanctions that removes students from regular instruction (office referral, suspension, expulsion, alternative placement, seclusion)

2. Ensure that policy limits exclusionary discipline to most severe disciplinary infractions

3. Ensure that policy provides for individualized intensive services and supports for students reentering classroom after disciplinary sanction.
Recommendations
Clear, Appropriate, and Consistent Expectations and Consequences

• Schools should **communicate and engage** with school communities. For example:

  ▫ Involving families, students and staff in the development of discipline policies
  ▫ Providing discipline policies and codes of conduct to students in an easily understandable format
  ▫ Putting protocols in place for when parents should be notified of discipline incidents
  ▫ Posting all discipline related materials on school websites
  ▫ Translating all discipline policies to ensure effective communication.
Recommendations
Equity and Continuous Improvement

• Monitoring the School’s Approach: Schools should **monitor** discipline policies and how they **affect** different groups of students. For example:

  ▫ Develop policy of regular evaluation of each school’s disciplinary policies to determine if they are affecting students of different racial groups differently;
  ▫ Establish means for monitoring whether penalties imposed are consistent with penalties in discipline code;
  ▫ Conduct periodic review of a sample of discipline referrals to ensure consistency in assignments.
Recommendations
Equity and Continuous Improvement

• Monitoring the School’s Approach: Schools should **collect data, analyze the data** and **plan responsive action**. For example:

  • Collect multiple forms of data (school climate surveys, incident data, etc.) to track progress in creating safe, inclusive and positive environment;
  • Collect data surrounding all discipline incidents, including incidents that do not result in sanctions.
  • If disparities in discipline are uncovered, commit school to plan to determine how to modify discipline approach to resolve the cause of disparities.
Polling Question #6

What recommendations are your schools already most often utilizing?

- Providing training and professional development for all school personnel
- Having Memorandums of Understanding with law enforcement Personnel?
- Communicating and engage with school communities
- Emphasizing positive interventions over student removals
- Monitoring discipline policies and how they affect different groups of students
- Collecting data, analyze the data and plan responsive action
Polling Question #7

In what areas could you most use additional technical assistance?

- How to provide **safe, inclusive, and positive** school climate
- How to provide **training and professional development** for all school personnel
- How to make **appropriate use of law enforcement**
- How to adopt **nondiscriminatory, fair and age-appropriate** discipline policies
- How to **communicate and engage** with school communities
- How to **emphasize positive interventions** over student removals
- How to **monitor** discipline policies and how they **affect** different groups of students
- How to **collect data, analyze the data** and **plan responsive action**
If you have a question for the presenters, please type it in the Q&A Pod or email ncssle@air.org during the Webinar.
Other School Climate and School Discipline Resources
Additional OCR Resources

- The Discipline Dear Colleague Letter and other OCR documents are available in OCR’s Reading Room at www.ed.gov/ocr/publications.html

- The Civil Rights Data Collection (CRDC) is available at ocrdata.ed.gov/
Options for Involving OCR

• Request Technical Assistance from OCR.
  ▪ Contact OCR’s office serving your state by phone or email with questions, concerns, or requests.
  ▪ For contact information visit www.ed.gov/ocr or call OCR’s customer service team at 1-800-421-3481.
Options for Involving OCR (cont.)

• File a Complaint
  ▪ A complaint may be filed by mail or fax with any OCR office or by using OCR’s electronic complaint form at [www.ed.gov/ocr/complaintintro.html](http://www.ed.gov/ocr/complaintintro.html)
Options for Involving DOJ

• For information on how to file a complaint with DOJ’s Civil Rights Division:
  - Visit http://www.justice.gov/crt/complaint/
  - OR
  - Contact the Civil Rights Division, Educational Opportunities Section at 1-877-292-3804 or education@usdoj.gov.
Other Federal Resources

- The U.S. Department of Education’s **Discipline Guidance Package** is available at visit [www.ed.gov/school-discipline](http://www.ed.gov/school-discipline)

1. Joint ED/DOJ Colleague Letter
2. Guiding Principles
3. Directory of Federal School Climate and Discipline Resources
4. Compendium of School Discipline Laws and Regulations
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U.S. Department of Education
http://ssdcop.neglected-delinquent.org

National Center on Safe Supportive Learning Environments (NCSSLE)
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• Register for the next SSD Webinar:

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