



# Local and State Officials' Directory of Federal School Climate and Discipline Resources: 2022 Update

## U.S. Department of Education

### Why Are School Climate and Discipline Important?

School climate reflects how members of the school community experience the school. Positive school climates help students stay engaged, learn, and maintain respectful, trusting relationships with each other and school staff. While various practices, conditions, and norms have influence over school climate, a school's discipline policies and practices can send a clear message to students as to whether they are valued in the school community and whether they are seen as partners in their education.

School discipline practices that remove children from schools and classrooms—such as suspension and expulsion—hinder students' ability to learn. Just over 1.5 million K-12 students nationwide received at least one out-of-school suspension in the 2017–2018 school year. Suspensions are linked to poor academic performance, higher dropout rates, lower graduation rates, decreased academic engagement, and increased risk of involvement with the juvenile justice system. Suspensions have been proven to be ineffective ways of improving student behavior or school climate. Additionally, suspensions are not distributed equitably in many school districts across the nation. Often students of color, those with disabilities, and male students bear the brunt of the burden.

Fortunately, research shows that there are practices that support students' physical safety and emotional well-being while contributing to a positive school climate. These practices can reconnect students, particularly historically marginalized groups, to their school environments and prevent behavioral issues that are often disciplined.

### Who Should Use This Directory?

This directory aims to support local and state officials—including school board members, district officials, superintendents, and state education board members—in improving school discipline practices. With the resources and authority to shape local education policy, local and state officials have the potential to guide school-level efforts to improve discipline and climate.

Improving school discipline requires setting clear expectations for students and school staff. This work entails a shift in mindset and practice, inspired by the adoption of evidence-based, equitable policies and programs. Local and state officials can facilitate this shift by implementing policies and supporting interventions that promote alternative discipline practices.

### How to Use This Directory

In 2014, the U.S. Department of Education has laid out three [guiding principles](#) to help communities improve school discipline practice: (1) positive school climates; (2) clear, appropriate, and consistent expectations and consequences; and (3) equity and continuous improvement. This directory contains resources aligned with these principles to assist local and state officials in improving school climate and discipline.

#### Directory Resource Topics

- Capacity-Building Tools
- Data, Measurement, and Reporting
- Policy Guidance
- Compilations and Technical Assistance Centers

## Capacity-Building Tools

Federal agencies have funded the development of a variety of products—including training materials, guides, briefs, and presentations—to inform local and state officials about school climate and discipline, and how to improve it. The items below are intended to provide local and state officials with background information on the relevance of school climate and discipline to school policy and build their capacity to help schools shift towards new approaches.

Title and Link	Topics Covered	Applicable Populations	Description
<a href="#">Addressing the Root Causes of Disparities in School Discipline</a>	<ul style="list-style-type: none"> <li>Equity and continuous improvement</li> </ul>	General student body	This guide provides school and district teams with the tools necessary to address the root causes of disparities in school discipline. The guide focuses on the population being disciplined, the systemic causes for inequalities, and ways to reduce disparities in school discipline.
<a href="#">Centering Equity Within the PBIS Framework: Overview and Evidence of Effectiveness</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	General student body with focus on: <ul style="list-style-type: none"> <li>Students of color</li> </ul>	This brief describes the Center on Positive Behavioral Interventions & Supports' (PBIS) 5-Point Equity Approach and the evidence for its positive effects on discipline disproportionality.
<a href="#">Evidenced-based Practices Resource Center</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Pre-k to high school</li> <li>Disconnected youth/students</li> <li>Dual-language learners</li> <li>LGBTQI+* students</li> <li>Students with disabilities</li> <li>Students of color</li> </ul>	This evidence-based repository and review system of mental health and substance abuse interventions is searchable based on multiple criteria that fit your school's population.
<a href="#">Guiding Principles for School Resource Officer Programs</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	General student body	The principles in this document are offered as a guide to those jurisdictions that have opted to implement a school resource officer (SRO) program to ensure that the presence of law enforcement in schools is as beneficial as possible and to avoid harmful impacts on students and the learning environment.

Title and Link	Topics Covered	Applicable Populations	Description
<a href="#">Information Sheet: Addressing Exclusionary Discipline</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	General student body	This information sheet offers a local education agency (LEA) who expresses a need in addressing exclusionary discipline, Title IV, and Part A State coordinators to support LEAs as they conduct their needs assessment, prepare their LEA application, consider how to evaluate their effort, and/or seek additional information.
<a href="#">Methods for Assessing Racial/Ethnic Disproportionality in Special Education</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	General student body	This is technical assistance (TA) guide for education leaders to calculate disproportionality of special education for students of color within their schools, districts, or states.
<a href="#">National Charter School Resource Center: Accelerating Positive School Culture and Discipline Practices through the Charter Sector</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> </ul>	General student body	This website provides schools, districts, and states with publications, webinars, research briefs, and toolkits to support positive discipline models and practices for use in charter schools.
<a href="#">NDTAC Guide: School Discipline Summit Planning</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	General student body with focus on: <ul style="list-style-type: none"> <li>Students with disabilities</li> </ul>	This guide helps state, regional, and local organizations and agencies respond collaboratively to school discipline. The guide outlines nine essential steps for planning a summit focused on school discipline and includes links to numerous resources as well as a detailed planning worksheet.
<a href="#">Office of Juvenile Justice and Delinquency Prevention (OJJDP) Model Programs Guide</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Elementary to high School</li> <li>Disconnected youth/students</li> </ul>	This clearinghouse shares what works in juvenile justice, delinquency prevention, and child protection and safety.

Title and Link	Topics Covered	Applicable Populations	Description
<a href="#">PBIS Guide to Supporting States, Districts, Schools, Educators, and Students During and After Crisis</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Equity and continuous improvement</li> </ul>	General student body	This guide describes the use of a multitiered systems of support framework to support students, families, and educators during the transitions back to school during and following the global pandemic in a manner that prioritizes their health and safety, social and emotional needs, and behavioral and academic growth.
Positive Behavioral Interventions and Supports (PBIS): <ul style="list-style-type: none"> <li>• <a href="#">Tools</a></li> <li>• <a href="#">Publications</a></li> <li>• <a href="#">Presentations</a></li> <li>• <a href="#">Videos</a></li> </ul>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body	This website provides local and state leadership teams with assessment tools, blueprints, case studies, lesson plans, templates, practice descriptions, fact sheets, publications, presentations, and videos related to positive school discipline.
<a href="#">PBIS Implementation Blueprint</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body	This product guides local and state leadership teams in the assessment, development, and execution of action plans related to PBIS.
<a href="#">Positive, Proactive Approaches to Supporting the Needs of Children with Disabilities: A Guide for Stakeholders</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Equity and continuous improvement</li> </ul>	Students with disabilities	This guide offers evidence-based strategies that early childhood programs, schools, and LEAs can use in place of exclusionary discipline or other harmful practices such as restraint or seclusion.
<a href="#">Promote Prevent Positive School Discipline Interactive Course</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body	This course encourages school leaders to reflect on the principles of positive school discipline in relation to one’s particular school. Participants can also hear from communities for which positive school discipline has been effective. The course can also be taken as a team.

Title and Link	Topics Covered	Applicable Populations	Description
<a href="#">Questions and Answers Addressing the Needs of Children With Disabilities and IDEA’s Discipline Provisions</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Equity and continuous improvement</li> </ul>	Students with disabilities	This document updates and supersedes the Office of Special Education and Rehabilitative Services’ guidance titled Questions and Answers on Discipline Procedures, issued in June 2009, and includes additional questions and answers that address topics that have arisen as the field continues to carry out the discipline provisions of the Individuals with Disabilities Education Act (IDEA) and its implementing regulations.
<a href="#">Restraint and Seclusion: Resource Document</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>• Disconnected youth/students</li> <li>• Students with disabilities</li> </ul>	This document outlines 15 principles for educational stakeholders around the use of restraint and seclusion. It strives to promote students’ dignity and limit the use of physical restraint to only situations in which there is immediate danger.
<a href="#">Safe School-Based Enforcement through Collaboration, Understanding, and Respect Rubric</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body	This policy guide and rubric includes action steps to ensure that SROs are involved in the creation of safe school climates. Steps range from ensuring that Memoranda of Understanding are constitutional to recognizing good performance from SROs.
<a href="#">School Climate Improvement Resource Package (SCIRP)</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body	This package offers engaging school climate improvement tools, such as online modules, worksheets, self-assessments, action guides, and an instructional manual. It provides relevant materials for different types of schools and school stakeholders.
<a href="#">The Nation Center for Homeless Education: Homeless Liaison Toolkit (2020)</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Equity and continuous improvement</li> </ul>	Homeless students	This toolkit is a comprehensive resource that will assist both new and veteran local liaisons in carrying out their responsibilities.

Title and Link	Topics Covered	Applicable Populations	Description
<a href="#">Wise Use of Coordinated Early Intervening Services (CEIS) to Achieve Equity in School Discipline (2022)</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	General student body with focus on: <ul style="list-style-type: none"> <li>Students with disabilities</li> </ul>	This brief provides background on CEIS and outlines best practices for how state, district, and building administrators can invest these funds most effectively to achieve equity in school discipline.

\*LGBTQI+ refers to students who are lesbian, gay, bisexual, transgender, queer, questioning, asexual, intersex, nonbinary, and individuals who identify their sexual orientation or gender identity in other ways. <https://www2.ed.gov/about/offices/list/ocr/lgbt.html>

## Data, Measurement, and Reporting

As part of any effort to improve school climate and discipline practice, it is imperative that local and state officials have access to data that can continuously inform the implementation of new policies, diagnose emerging issues, and inform the surrounding community of the progress of these efforts. Federal agencies provide a range of products to help local and state officials to collect and analyze data relevant to school climate and discipline practices through various approaches. This section highlights the most significant products that may assist local and state officials with data-informed reflection and decision making.

Title and Link	Topics Covered	Applicable Populations	Description
<a href="#">Civil Rights Data Collection (CRDC)</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Disconnected youth/students</li> <li>Dual-language learners</li> <li>LGBTQI+* youth</li> <li>Students of color</li> <li>Students with disabilities</li> </ul>	This tool from the Office of Civil Rights provides detailed data and reports, at the school and district levels, based on data around equity, disability, language learner status, and more. Data include measures of proficiency, discipline, and disparities. Reports are also available at the state and national levels.
<a href="#">CRDC 2017–2018: The Use of Restraint and Seclusion on Children with Disabilities in K-12 Schools</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Students with disabilities</li> <li>Students of color</li> </ul>	This report covers initiatives to address the inappropriate use of restraint and seclusion, restraint and seclusion data quality improvements, and restraint and seclusion for students with disabilities, using 2017–2018 CRDC data.
<a href="#">CRDC: A First Look 2015–2016</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Dual-language learners</li> <li>Male students</li> <li>Students of color</li> </ul>	This report covers school safety, law enforcement referrals and school-related arrests, harassment or bullying, restraint and seclusion, and school discipline., using 2015–2016 CRDC data, which can be compared to the 2017–2018 CRDC data.

Title and Link	Topics Covered	Applicable Populations	Description
<a href="#">CRDC: A First Look 2013–2014</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Dual-language learners</li> <li>Male students</li> <li>Students of color</li> </ul>	This report covers student discipline, restraint and seclusion, early learning, college and career readiness, absenteeism, education in justice facilities, and staff equity, using 2013–2014 CRDC data, which can be compared to the 2017–2018 CRDC data.
<a href="#">CRDC: Exclusionary Discipline Presentation</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Dual-language learners</li> <li>Male students</li> <li>Students of color</li> </ul>	This presentation summarizes exclusionary school discipline data from the 2017–2018 CRDC, the most recent biennial collection.
<a href="#">Individuals with Disabilities Education Act (IDEA) Data Center</a>	<ul style="list-style-type: none"> <li>Equity and continuous improvement</li> </ul>	Students with disabilities	This resource is designed for local and state leaders to utilize IDEA data to improve their school climate regarding equity. Resources include data summaries, policy briefs, research, webinars, technical assistance documents, and more.
<a href="#">IDEA Section 618 Data Products: Static Tables</a>	<ul style="list-style-type: none"> <li>Equity and continuous improvement</li> </ul>	Students with disabilities	These tables describe national-level performance and descriptive data for special education students served under IDEA. The tables cover a range of topics from demographic statistics to discipline and dispute resolution statistics.
<a href="#">Report on Indicators of School Crime and Safety: 2021</a> <a href="#">Report on Indicators of School Crime and Safety: 2020</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	General student body	A joint effort by the National Center for Education Statistics and the Bureau of Justice Statistics, this annual report examines crime occurring in schools and colleges. These reports cover topics such as victimization, bullying, school conditions, fights, weapons, the presence of security staff at school, availability and student use of drugs and alcohol, student perceptions of personal safety at school, and criminal incidents at postsecondary institutions.



Title and Link	Topics Covered	Applicable Populations	Description
<a href="#">School Survey on Crime and Safety (SSOCS)</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	General student body	This nationally representative cross-sectional survey provides information on school crime, discipline, disorder, programs and policies. The survey also includes information on staff training and parent/community involvement.
<a href="#">The School Discipline Consensus Report: Strategies From the Field to Keep Students Engaged in School and Out of the Juvenile Justice System</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Disconnected youth/students</li> <li>Dual-language learners</li> <li>LGBTQI+* students</li> <li>Students of color</li> <li>Students with disabilities</li> </ul>	This comprehensive report shares strategies from the field to improve learning conditions, build positive climate, connect various stakeholders, and reduce youth arrests/referrals to the juvenile justice system for minor offenses.

\*LGBTQI+ refers to students who are lesbian, gay, bisexual, transgender, queer, questioning, asexual, intersex, nonbinary, and individuals who identify their sexual orientation or gender identity in other ways. <https://www2.ed.gov/about/offices/list/ocr/lgbt.html>

## Policy Guidance

To encourage the creation of safe supportive learning environments and compliance with applicable laws, federal agencies have compiled relevant state statutes, and developed guidance to clarify federal law. Federal agencies have also developed guidance to address specific emerging issues, including bullying and discipline, and their implications for schools' civil rights liability. The following are the primary policies and guidance the federal and state governments have developed related to school climate and discipline.

Title and Link	Topics Covered	Applicable Populations	Description
<a href="#">Agreement Between the United States of America and the School District of Palm Beach County (2011)</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Disconnected youth/students</li> <li>Dual-language learners</li> <li>Students of color</li> </ul>	Settlement agreement setting clear expectations for Palm Beach school district and school staff on climate issues, discipline, resources for English language-learner families and students, positive behavior management, professional development, and use of data.
<a href="#">Compendium of School Discipline Laws and Regulations</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Elementary to high school</li> <li>Disconnected youth/students</li> <li>Students with disabilities</li> </ul>	This listing, which is updated annually, examines discipline guidelines and policies for all 50 states and other local education jurisdictions.



Title and Link	Topics Covered	Applicable Populations	Description
<a href="#">Compliance Review of the Richland County Sheriff's Department (2016)</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>Disconnected youth/students</li> <li>Dual-language learners</li> <li>Students of color</li> <li>Students with disabilities</li> </ul>	This voluntary resolution agreement articulates how one school district will take steps to ensure that school discipline and law enforcement procedures comply with civil rights laws.
<a href="#">Dear Colleague Letter and Resource Guide: Students with Attention-Deficit Hyperactivity Disorder (ADHD)</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	Students with disabilities	This letter provides teachers, school staff, and administrators with information and policy guidance around students with ADHD, as well as Section 504.
<a href="#">Dear Colleague Letter on Implementation of IDEA Discipline Provisions (2022)</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	Students with disabilities	This letter offers support to the efforts of state educational agencies (SEAs) and LEAs to fulfill their obligations to appropriately meet the needs of children with disabilities.
<a href="#">Dear Colleague Letter: Nondiscriminatory Administration of School Discipline</a> <i>Rescinded in 2018 and currently under review for reinstatement.</i>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Disconnected youth/students</li> <li>Dual-language learners</li> <li>Students of color</li> </ul>	This guidance focuses on making school discipline procedures more equitable for students of various racial/ethnic groups.
<a href="#">Dear Colleague Letter: Preventing Racial Discrimination in Special Education</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>Students of color</li> <li>Students with disabilities</li> </ul>	This letter offers guidance to teachers, school staff, and administrators on reducing racial disparities in special education. It covers issues around access, impact, discipline, and legal framework.
<a href="#">Dear Colleague Letter: Restraint and Seclusion of Students with Disabilities</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>Elementary to High School</li> <li>Students with disabilities</li> </ul>	This letter interprets data to show how the use of restraint or seclusion may result in discrimination against students with disabilities. It provides guidance around the regulations that protect students with disabilities regarding discipline.

Title and Link	Topics Covered	Applicable Populations	Description
<a href="#">Dear Colleague Letter: Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 (2022)</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	Students with disabilities	This letter offers guidance to assist SEAs with supporting LEAs and schools in addressing the needs of children with disabilities and describes schools' responsibilities under Section 504 to ensure nondiscrimination against students based on disability when imposing student discipline.
<a href="#">FACT SHEET: Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline Under Section 504 of the Rehabilitation Act of 1973</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Equity and continuous improvement</li> </ul>	Students with disabilities	The guidance explains that when schools do discipline students with disabilities, they must do so in a nondiscriminatory manner.
<a href="#">New Guidance Helps Schools Support Students with Disabilities and Avoid Discriminatory Use of Discipline</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Equity and continuous improvement</li> </ul>	Students with disabilities	This guidance emphasizes the importance of proactively supporting and responding to the social, emotional, behavioral, and academic needs of students with disabilities in a manner that promotes access to, and benefit from, education and reduces the discriminatory use of exclusionary discipline.
<a href="#">Positive, Proactive Approaches to Supporting Children With Disabilities: A Guide for Stake Holders</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	Students with disabilities	This guidance offers evidence-based strategies that early childhood programs, schools, and LEAs can use in place of exclusionary discipline or other harmful practices such as restraint or seclusion.
<a href="#">Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions (2022)</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	Students with disabilities	This questions-and-answers document discusses how certain school actions, such as informal removals and the use of threat assessments, may result in the denial of free appropriate public education (FAPE) to children with disabilities.

Title and Link	Topics Covered	Applicable Populations	Description
<a href="#">Resolution Agreement Between Justice Department and Dekalb County School District</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Migrant students</li> <li>Students of color</li> </ul>	This resolution agreement covers claims of harassment in schools on the basis of race and national origin, as well as the disciplinary practices which failed to prevent such harassment.
<a href="#">Resolution Agreement of the Victor Valley Union High School (2022)</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	Students of color	This resolution agreement articulates how one school district will take steps to ensure that school discipline procedures comply with civil rights laws
<a href="#">Settlement Agreement Between Justice Department and Covington Independent Public Schools</a>	<ul style="list-style-type: none"> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>Students with disabilities</li> <li>Students of color</li> </ul>	This settlement summary describes the exclusionary discipline, exclusion, and restraint practices used by law enforcement on students with disabilities and students of color, as well as the dangers of such actions. The agreement focuses on replacing punitive discipline with more positive disciplinary approaches in Covington Independent Public Schools.
<a href="#">Settlement Agreement Between Justice Department and Watson Chapel, Arkansas, School District to Prevent Discrimination and Reform Discipline Practices</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Elementary to high school</li> <li>Disconnected youth/students</li> <li>Students of color</li> </ul>	This settlement agreement discusses nondiscriminatory school discipline practices and replacement of punitive discipline with positive approaches. The document lists specific requirements for school districts.
<a href="#">Settlement Agreement Between Justice Department to Address Unconstitutional Youth Arrest and Probation Practices in Meridian, Mississippi</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Students of color</li> <li>Disconnected youth/students</li> </ul>	This article is about agreement to prevent and address unconstitutional youth arrests and probation practices.

Title and Link	Topics Covered	Applicable Populations	Description
<a href="#">State Anti-Bullying Policies and Laws</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>LGBTQI+* Youth</li> <li>Students with disabilities</li> <li>Students of color</li> </ul>	This tool allows users to search for state policies and laws designed to prevent and address bullying behaviors in schools.
<a href="#">Statement of Interest of the United States in the United States District Court for the District of South Carolina Charleston Division, Kenny v. Wilson.</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Middle to high school</li> <li>Disconnected youth/students</li> <li>Students of color</li> <li>Students with disabilities</li> </ul>	This statement is a discussion of a court case in which vague policies related to school behavior and discipline unfairly targets specific groups. The statement asserts that discipline laws should be specific enough so that students can easily understand what they cannot do.
<a href="#">Statement of Interest of the United States in the United States District Court for the Eastern District of Kentucky, S.R. v. Kenton County</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>Pre-k to high school</li> <li>Disconnected youth/students</li> <li>Students with disabilities</li> </ul>	This statement describes the constitutional and statutory provisions at play in a court case involving a school-based officer who restrained young students with disabilities with handcuffs. The statement includes a discussion of discipline of students with disabilities.
<a href="#">Supporting Students With Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	Students with disabilities	This guidance explains that Section 504 requires schools to provide behavioral supports and services to students with disabilities who need them to receive a FAPE.
<a href="#">Updated eBook: Resources on School Discipline and Practice</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	General student body with focus on <ul style="list-style-type: none"> <li>Students of color</li> <li>LGBTQI+* students</li> <li>Disconnected youth/students</li> </ul>	This ebook was developed by the IDRA EAC-South, which is one of the federally funded equity assistance centers that help school districts build capacity to confront educational problems occasioned by race, national origin, sex and gender, and religion.

\*LGBTQI+ refers to students who are lesbian, gay, bisexual, transgender, queer, questioning, asexual, intersex, nonbinary, and individuals who identify their sexual orientation or gender identity in other ways. <https://www2.ed.gov/about/offices/list/ocr/lgbt.html>

## Compilations and Technical Assistance Centers

Federal agencies fund several TA centers that serve a variety of audiences and topics, many of which are related to improving school climate and discipline directly or indirectly. Technical assistance centers provide a range of services, which may include direct, or Web-, or phone-based assistance; resource sharing; training; websites with valuable research and resources; and, in some case, on-site support to schools, districts, and states.

Title and Link	Topics Covered	Applicable Populations	Description
<a href="#">Center on Positive Behavioral Interventions &amp; Supports (PBIS Center)</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Elementary to high school</li> <li>Disconnected youth/students</li> <li>Students with disabilities</li> </ul> Students of color	This TA center strives to develop the capacity of states, districts, and schools to improve social, emotional, and academic outcomes for students and promote good behavior using the PBIS framework.
<a href="#">Center to Improve Social and Emotional Learning and School Safety</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Elementary to high school</li> <li>Disconnected youth/students</li> <li>Students with disabilities</li> </ul> Students of color	This TA center addresses the critical role of social and emotional learning and school safety in children’s overall well-being and education experiences, increasing the numbers of policy makers, educators, and other practitioners who are recognizing them as important pathways for school improvement.
<a href="#">Comprehensive Center Network</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	General student body	This group features 20 federally funded TA centers that address pressing educational needs around the country. This website includes resources that address a range of educational topics, including building conditions for learning and addressing equity.
<a href="#">Early Childhood Technical Assistance (ECTA) Center</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	Pre-K children	The ECTA center provides families, educators, and policy makers with resources around early childhood climate. By searching using the terms “expulsion,” “suspension,” and “school discipline,” one can find a number of resources.

Title and Link	Topics Covered	Applicable Populations	Description
<a href="#">Equity Assistance Centers</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Dual-language learners</li> <li>Female students</li> <li>LGBTQI+* students</li> <li>Male students</li> <li>Migrant students</li> <li>Students of color</li> </ul>	These centers offer TA and training to public school districts around race, sex, national origin, and religion to promote equitable education opportunities.
<a href="#">National Center on Intensive Intervention</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	Students with disabilities	This TA center helps build capacity of SEAs, LEAs, and other stakeholders to implement intensive intervention in reading, math, and behavior for students with severe learning and/or behavioral needs.
<a href="#">National Center on Safe Supportive Learning Environments</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Elementary to high school</li> <li>Disconnected youth/students</li> <li>Dual-language learners</li> <li>LGBTQI+* students</li> <li>Students of color</li> <li>Students with disabilities</li> </ul>	This TA center contains comprehensive training and resources for states, schools, and other stakeholders working to improve conditions for learning.
<a href="#">National Resource Center for Mental Health Promotion and Youth Violence Prevention</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Clear, appropriate, and consistent expectations</li> <li>Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>Pre-k to high school</li> <li>Disconnected youth/students</li> <li>Students with disabilities</li> <li>Students of color</li> </ul>	This TA center provides materials to states, districts, communities, and schools to promote the mental health and well-being of children and youth, including strategies for violence prevention.

Title and Link	Topics Covered	Applicable Populations	Description
<a href="#">Regional Educational Laboratory (REL) Program</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, and consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>• Pre-k to high school</li> <li>• Dual-language learners</li> <li>• Students of color</li> <li>• Students with disabilities</li> </ul>	These Institute for Education Sciences-funded programs partner with districts, state departments of education, and others to conduct research, disseminate evidence, and provide TA to education stakeholders related to data use, discipline, early childhood, English learners, and more. Policy makers can work with the RELs to better understand disciplinary data and can find selected resources in the discipline section of the website.
<a href="#">Youth.gov</a>	<ul style="list-style-type: none"> <li>• Climate and prevention</li> <li>• Clear, appropriate, consistent expectations</li> <li>• Equity and continuous improvement</li> </ul>	General student body with a focus on: <ul style="list-style-type: none"> <li>• Disconnected youth/students</li> <li>• Students of color</li> <li>• Students with disabilities</li> </ul>	This website’s “School Climate” page includes various resources and data on school climate, school safety, and discipline practices.

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