



# Local and State Officials' Directory of Federal School Climate and Discipline Resources: 2017 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 as part of 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 their ability to learn. Nearly three million K-12 students nationwide received at least one out-of-school suspension in the 2013-2014 school year. Suspensions are linked to poorer academic performance, higher rates of dropout, failure to graduate on time, decreased academic engagement, and increased risk of involvement with the juvenile justice system. Additionally, suspensions are not shown to be effective ways of improving student behavior or school climate. In many school districts across the nation, suspensions are not distributed equitably. 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 and emotional safety and contribute to a positive school climate. These practices can reconnect students to their school environments, particularly historically marginalized groups.

## Who Should Use this Directory?

This directory is designed 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

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
- Technical Assistance

## 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
Addressing the Root Causes of Disparities in School Discipline <a href="https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline">https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-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.
Charter School Discipline: Examples of Policies and School Climate Efforts from the Field <a href="https://www.charterschoolcenter.org/sites/default/files/files/field_publication_attachment/Disipline%20Report_0.pdf">https://www.charterschoolcenter.org/sites/default/files/files/field_publication_attachment/Disipline%20Report_0.pdf</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	General student body	This product focuses on charter schools which honor their missions using inclusive disciplinary practices. In addition, the report also discusses academic gains that can follow school climate improvement.
Coordinated Early Intervention Services (CEIS) <a href="http://cifw.wested.org/resources/ceis/">http://cifw.wested.org/resources/ceis/</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 website provides resources for educators and officials to perform CEIS and investigate disproportionality in their own schools and districts. It includes guides, worksheets, training modules, letters, and policy information.
Methods for Assessing Racial/Ethnic Disproportionality in Special Education <a href="https://ideadata.org/resource-library/methods-for-assessing-raciaethnic-disproportionality-in-special-education---a-technical-assistance-guide-revised.html">https://ideadata.org/resource-library/methods-for-assessing-raciaethnic-disproportionality-in-special-education---a-technical-assistance-guide-revised.html</a>	<ul style="list-style-type: none"> <li>Climate and prevention</li> <li>Equity and continuous improvement</li> </ul>	General student body	This is a guide for education leaders to calculate disproportionality of special education for students of color within their schools, districts, or states.

Title and Link	Topics Covered	Applicable Populations	Description
National Registry of Evidence-based Programs and Practices (NREPP) <a href="http://nrepp.samhsa.gov/01_landing.aspx">http://nrepp.samhsa.gov/01_landing.aspx</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 &amp; students</li> <li>• Dual language learners</li> <li>• LGBTQ* 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.
Office of Juvenile Justice and Delinquency Prevention (OJJDP) Model Programs Guide <a href="https://www.ojjdp.gov/mpg/">https://www.ojjdp.gov/mpg/</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.
Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint <a href="https://www.pbis.org/blueprint/implementation-blueprint">https://www.pbis.org/blueprint/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.
PromotePrevent Positive School Discipline Interactive Course <a href="http://positiveschooldiscipline.promoteprevent.org/course">http://positiveschooldiscipline.promoteprevent.org/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.
Restraint and Seclusion: Resource Document <a href="https://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf">https://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf</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.

Title and Link	Topics Covered	Applicable Populations	Description
Safe School-based Enforcement through Collaboration, Understanding, and Respect Rubric <a href="https://www2.ed.gov/policy/gen/guid/school-discipline/files/sro-local-implementation-rubric.pdf">https://www2.ed.gov/policy/gen/guid/school-discipline/files/sro-local-implementation-rubric.pdf</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 school resource officers (SROs) are involved in the creation of safe school climates. Steps range from ensuring that MOUs are constitutional to recognizing good performance from SROs.
School Climate Improvement Resource Package (SCIRP) <a href="https://safesupportivelearning.ed.gov/resources/school-climate-improvement-resource-package-scirp">https://safesupportivelearning.ed.gov/resources/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.
Supportive School Discipline e-Digest <a href="http://ssdcop.neglected-delinquent.org/subscribe-ssdedigest">http://ssdcop.neglected-delinquent.org/subscribe-ssdedigest</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 of Color</li> </ul>	This newsletter addresses school climate and discipline issues with a variety of resources including news, recommendations, and events.

\*LGBTQ refers to students who are Lesbian, Gay, Bisexual, Transgender, and/or Queer

## 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
Civil Rights Data Collection (CRDC) <a href="http://ocrdata.ed.gov/#">http://ocrdata.ed.gov/#</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>• LGBTQ youth</li> <li>• Students of color</li> <li>• Students with disabilities</li> </ul>	This tool from the U.S. Department of Education's Office for Civil Rights provides detailed data and reports, at the school and district level, 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.

Title and Link	Topics Covered	Applicable Populations	Description
Civil Rights Data Collection (CRDC): A First Look 2013-2014 <a href="https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf">https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf</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.
Individuals with Disabilities Education Act (IDEA) Data Center <a href="https://ideadata.org/resource-library/listing/?search=&amp;indicators=all&amp;topics=569933ee150ba0114f8b45c7">https://ideadata.org/resource-library/listing/?search=&amp;indicators=all&amp;topics=569933ee150ba0114f8b45c7</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.
Individuals with Disabilities Education Act (IDEA) Section 618 Data Products: Static Tables <a href="https://www2.ed.gov/programs/osepidea/618-data/static-tables/index.html">https://www2.ed.gov/programs/osepidea/618-data/static-tables/index.html</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.
The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System <a href="https://csgjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf">https://csgjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf</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>• LGBTQ 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.
School Survey on Crime and Safety (SSOCS) <a href="https://nces.ed.gov/surveys/ssocs/">https://nces.ed.gov/surveys/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.

## 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
Agreement between The United States of America and The School District of Palm Beach County <a href="https://www.justice.gov/iso/opa/resources/442201322616361724384.pdf">https://www.justice.gov/iso/opa/resources/442201322616361724384.pdf</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 (ELL) families and students, positive behavior management, professional development, and use of data.
Compendium of School Discipline Laws and Regulations <a href="https://safesupportivelearning.ed.gov/school-discipline-compendium">https://safesupportivelearning.ed.gov/school-discipline-compendium</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 examines discipline guidelines and policies for all 50 states and other local education jurisdictions.
Compliance Review of the Richland County Sherriff's Department <a href="https://ojp.gov/about/ocr/pdfs/RCSD-SRO-ComplianceReview-08102016.pdf">https://ojp.gov/about/ocr/pdfs/RCSD-SRO-ComplianceReview-08102016.pdf</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 takes steps to ensure that school discipline and law enforcement procedures comply with civil rights laws.
Dear Colleague Letter: Charter Schools <a href="https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201405-charter.pdf">https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201405-charter.pdf</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>• Dual language learners</li> <li>• Students of color</li> <li>• Students with disabilities</li> </ul>	This letter details expectations for how charter schools must comply with Federal civil rights laws with regard to admissions, discipline, and inclusion

Title and Link	Topics Covered	Applicable Populations	Description
<p>Dear Colleague Letter: Nondiscriminatory Administration of School Discipline  <a href="https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.pdf">https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.pdf</a></p>	<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>	<p>General student body with a focus on:</p> <ul style="list-style-type: none"> <li>• Disconnected youth/students</li> <li>• Dual language learners</li> <li>• Students of color</li> </ul>	<p>This guidance focuses on making school discipline procedures more equitable for students of various racial/ethnic groups.</p>
<p>Dear Colleague Letter: Preventing Racial Discrimination in Special Education  <a href="https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201612-racedisc-special-education.pdf">https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201612-racedisc-special-education.pdf</a></p>	<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>	<p>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.</p>
<p>Dear Colleague Letter: Restraint and Seclusion of Students with Disabilities  <a href="https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201612-504-restraint-seclusion-ps.pdf">https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201612-504-restraint-seclusion-ps.pdf</a></p>	<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>	<p>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.</p>
<p>Dear Colleague Letter and Resource Guide: Students with Attention-Deficit Hyperactivity Disorder (ADHD)  <a href="https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201607-504-adhd.pdf">https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201607-504-adhd.pdf</a></p>	<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>	<p>Students with disabilities</p>	<p>This letter provides teachers, school staff, and administrators with information and policy guidance around students with ADHD, as well as section 504.</p>
<p>Settlement Agreement between Justice Department and Watson Chapel, Arkansas, School District to Prevent Discrimination and Reform Discipline Practices  <a href="https://www.justice.gov/opa/pr/justice-department-reaches-agreement-watson-chapel-arkansas-school-district-prevent">https://www.justice.gov/opa/pr/justice-department-reaches-agreement-watson-chapel-arkansas-school-district-prevent</a></p>	<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>	<p>General student body with a focus on:</p> <ul style="list-style-type: none"> <li>• Elementary to high school</li> <li>• Disconnected youth/students</li> <li>• Students of color</li> </ul>	<p>This settlement agreement discusses non-discriminatory school discipline practices and replacement of punitive discipline with positive approaches. The document lists specific requirements for school districts.</p>
<p>Settlement Agreement between Justice Department to Address Unconstitutional Youth Arrest and Probation Practices in Meridian, Mississippi  <a href="https://www.justice.gov/opa/pr/justice-department-reaches-settlement-agreements-address-unconstitutional-youth-arrest-and">https://www.justice.gov/opa/pr/justice-department-reaches-settlement-agreements-address-unconstitutional-youth-arrest-and</a></p>	<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>	<p>General student body with a focus on:</p> <ul style="list-style-type: none"> <li>• Students of color</li> <li>• Disconnected youth/students</li> </ul>	<p>Article about agreement to prevent and address unconstitutional youth arrests and probation practices.</p>

Title and Link	Topics Covered	Applicable Populations	Description
Resolution Agreement Between Justice Department and Dekalb County School District <a href="https://www.justice.gov/sites/default/files/crt/legacy/2013/05/09/dekalbagree.pdf">https://www.justice.gov/sites/default/files/crt/legacy/2013/05/09/dekalbagree.pdf</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.
Settlement Agreement between Justice Department and Covington Independent Public Schools <a href="https://www.justice.gov/crt/case-document/covington-independent-public-schools-settlement-agreement">https://www.justice.gov/crt/case-document/covington-independent-public-schools-settlement-agreement</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.
State Anti-Bullying Policies and Laws <a href="https://www.stopbullying.gov/laws/index.html">https://www.stopbullying.gov/laws/index.html</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>• LGBT 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.
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 href="https://www.justice.gov/opa/file/913931/download">https://www.justice.gov/opa/file/913931/download</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.
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 href="https://www.justice.gov/opa/file/780346/download">https://www.justice.gov/opa/file/780346/download</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 of a school-based officer who restrained young students with disabilities with handcuffs. The statement includes a discussion of discipline of students with disabilities.

## Compilations and Technical Assistance Centers

Federal agencies fund several technical assistance 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
Center on Great Teachers and Leaders <a href="http://www.gtlcenter.org/">http://www.gtlcenter.org/</a>	<ul style="list-style-type: none"> <li>• Climate and Prevention</li> </ul>	General student body	The GTL center supports state efforts to build teacher and leader competencies, including skills relevant to social and emotional learning and school climate.
Early Childhood Technical Assistance Center <a href="http://ectacenter.org/default.asp">http://ectacenter.org/default.asp</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 policymakers with resources around early childhood climate. By searching using the terms “expulsion” or “suspension”, one can find a number of resources on discipline as well.
Equity Assistance Centers <a href="https://www2.ed.gov/programs/equitycenters/contacts.html">https://www2.ed.gov/programs/equitycenters/contacts.html</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>• LGBTQ students</li> <li>• Male students</li> <li>• Migrant students</li> <li>• Students of color</li> </ul>	These centers offer technical assistance and training to public school districts around race, sex, national origin, and religion to promote equitable education opportunities.
National Center on Intensive Intervention <a href="http://www.intensiveintervention.org/">http://www.intensiveintervention.org/</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.

Title and Link	Topics Covered	Applicable Populations	Description
National Center on Safe Supportive Learning Environments <a href="https://safesupportivelearning.ed.gov/">https://safesupportivelearning.ed.gov/</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>• LGBTQ 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.
National Clearinghouse on Families and Youth <a href="https://ncfy.acf.hhs.gov/">https://ncfy.acf.hhs.gov/</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>• LGBTQ students</li> <li>• Students of color</li> </ul>	This clearinghouse contains a variety of resources related to school climate and discipline, especially relating to LGBTQ students and the school to prison pipeline. It includes research summaries, toolkits, organizing guides, and more.
National Resource Center for Mental Health Promotion and Youth Violence Prevention <a href="http://www.healthysafechildren.org/">http://www.healthysafechildren.org/</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.
Positive Behavioral Interventions & Supports (PBIS) <a href="http://www.pbis.org/">http://www.pbis.org/</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> <li>• Students of color</li> </ul>	This TA centers 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.

Title and Link	Topics Covered	Applicable Populations	Description
PromotePrevent Positive School Discipline Resources/Tools <a href="http://positiveschooldiscipline.promoteprevent.org/about-us">http://positiveschooldiscipline.promoteprevent.org/about-us</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 &amp; students</li> <li>• Dual language learners</li> <li>• Students of color</li> <li>• Students with disabilities</li> </ul>	This website’s “Resources” & “Tools” pages include research briefs, action guides, templates, tools that help schools, families, and communities understand positive school discipline. Users can either browse the pages or search for resources based on content and setting.
Regional Educational Laboratory (REL) Program <a href="https://ies.ed.gov/ncee/edlabs/projects/topics.asp">https://ies.ed.gov/ncee/edlabs/projects/topics.asp</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 (IES)-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. Policymakers can work with the RELs to better understand disciplinary data and can find selected resources in the discipline section of the website.
Youth.gov <a href="http://www.youth.gov/youth-topics/school-climate">http://www.youth.gov/youth-topics/school-climate</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 &amp; 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.