

Overview of the School Discipline Guidance Package



SSD Webinar Series

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

Agenda

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

Federal School Climate and Discipline Initiatives

Supportive School Discipline Initiative

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

Vigorous Civil Rights Enforcement

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

Improved Civil Rights Data Collection

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

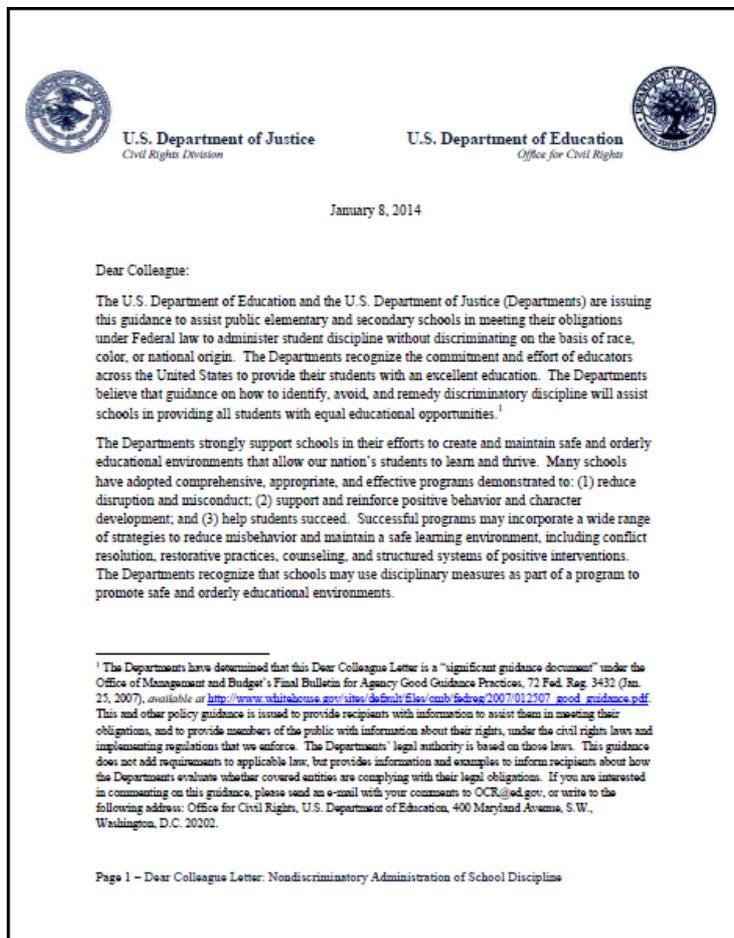
Federal Grantmaking

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

OCR & DOJ Joint Dear Colleague Letter (DCL)

Nondiscriminatory Administration
of School Discipline

Purpose of the DCL



- Assist schools in meeting their obligations under federal law to administer student discipline without discriminating on the basis of **race, color or national origin**.
- Assist schools in providing all students with equal educational opportunities through guidance on how to identify, avoid, and remedy discriminatory discipline.

Purpose of the DCL

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

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

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

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

Purpose of the DCL

- Provide examples of school discipline policies and practices that may violate civil rights laws.
- Provide an overview of racial disparities in the administration of school discipline as evidenced by the Civil Rights Data Collection and OCR and DOJ investigations.

Purpose of the DCL

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

The Appendix to the DCL

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

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

APPENDIX

Recommendations for School Districts, Administrators, Teachers, and Staff

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

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

¹ For specific resources designed to assist schools in developing and implementing effective prevention and intervention strategies that promote positive student behavior and in planning and executing dropout prevention strategies, readers may wish to consult the following practice guides published by the Department of Education: Epstein, M., Adams, M., Cullinan, D., Kurnak, K., and Weiser, R. (2006). *Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide* (NCEE #2006-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, available at <http://ies.ed.gov/ncee/wwc/publications/practicesguides>; and Dynarski, M., Clark, L., Cobb, B., Finn, J., Fumberger, R., and Smink, I. (2006). *Dropout Prevention: A Practice Guide* (NCEE 2006-4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, available at <http://ies.ed.gov/ncee/wwc/publications/practicesguides>. You may also wish to consult with regional Equity Assistance Centers that can assist schools in developing and implementing policies and practices to promote equitable educational opportunity on the basis of race, color, national origin, or sex. Please visit <http://www.ed.gov/programs/equitycenters> for more information.

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

Check the Webinar Series Schedule...

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

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



Guiding Principles

A Resource Guide for Improving School Climate and Discipline

U.S. Department of Education

What are the Guiding Principles?

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

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

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



Guiding Principles

*A Resource
Guide for
Improving
School Climate
and Discipline*

U.S. Department of
Education

What are the Guiding Principles?

The three Guiding Principles are:

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

Guiding Principle #1: Climate & Prevention

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

Guiding Principle #1: Climate & Prevention

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

Guiding Principle #2: Expectations & Consequences

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

Guiding Principle #2: Expectations & Consequences

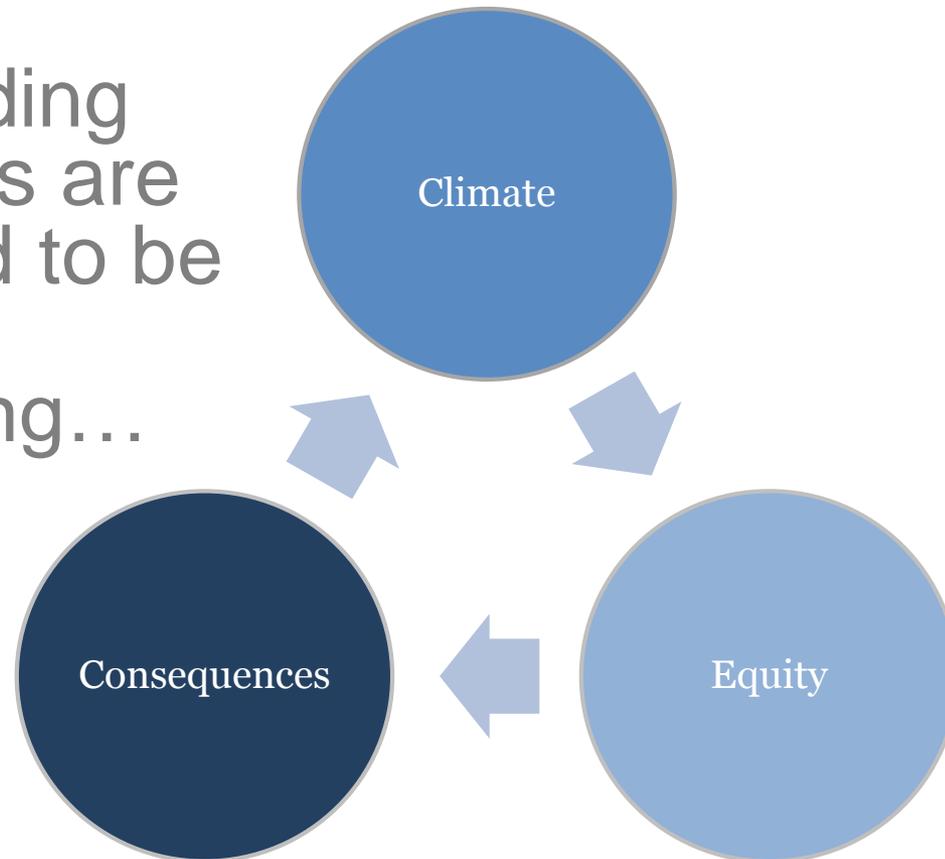
- Action Step #4: Create policies that include appropriate procedures for students with disabilities and due process for all students.
- Action Step #5: Remove students from the classroom only as a last resort, ensure that alternative settings provide academic instruction, and return students to class as soon as possible.

Principle #3: Equity, Fairness, & Continuous Improvement

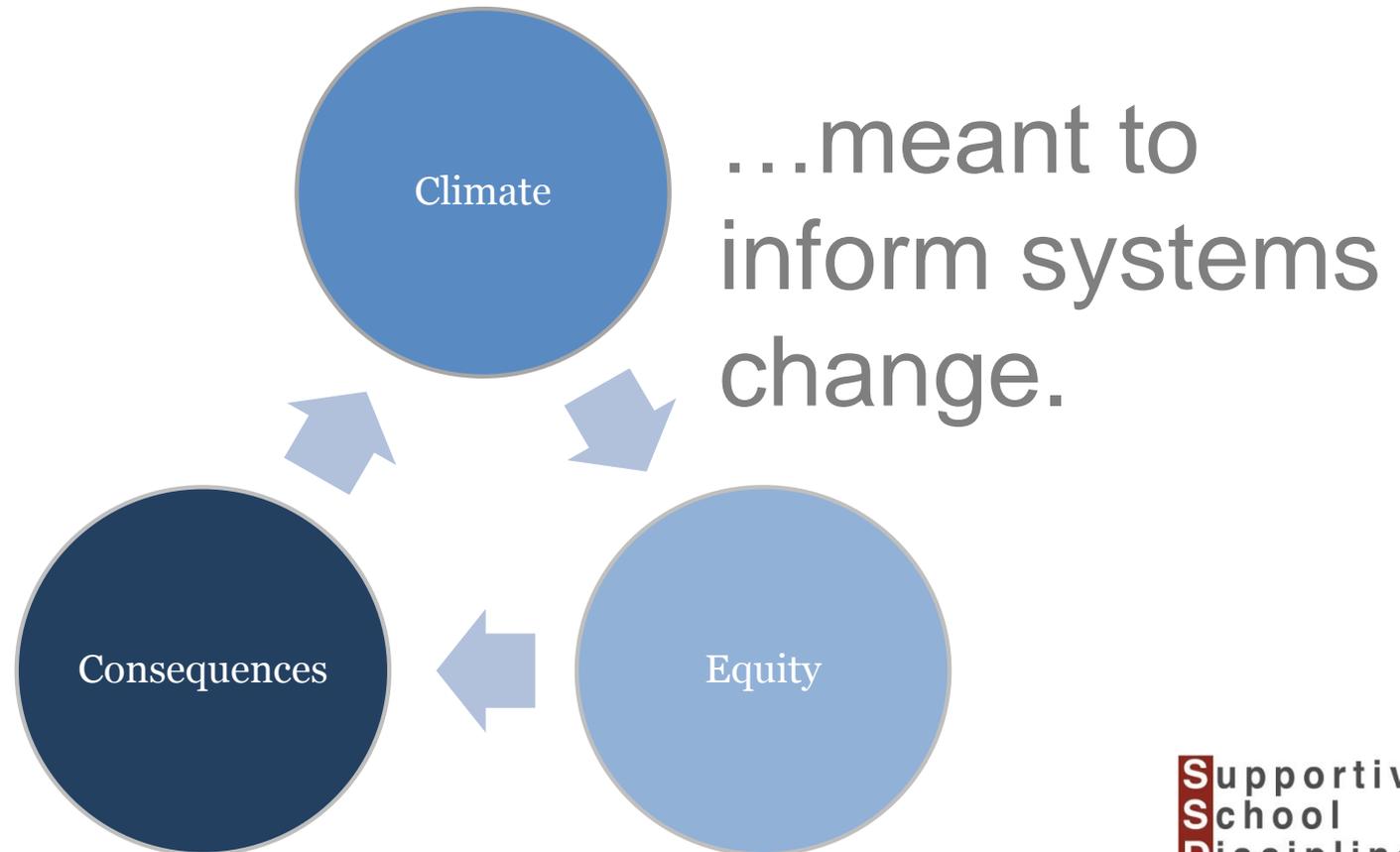
- Action Step #1: Train all school staff to apply school discipline policies and practices in a fair and equitable manner.
- Action Step #2: Use proactive, data-driven, and continuous efforts, including gathering feedback from families, students, teachers, and school personnel to prevent, identify, reduce, and eliminate discriminatory discipline and unintended consequences.

Using the Guiding Principles

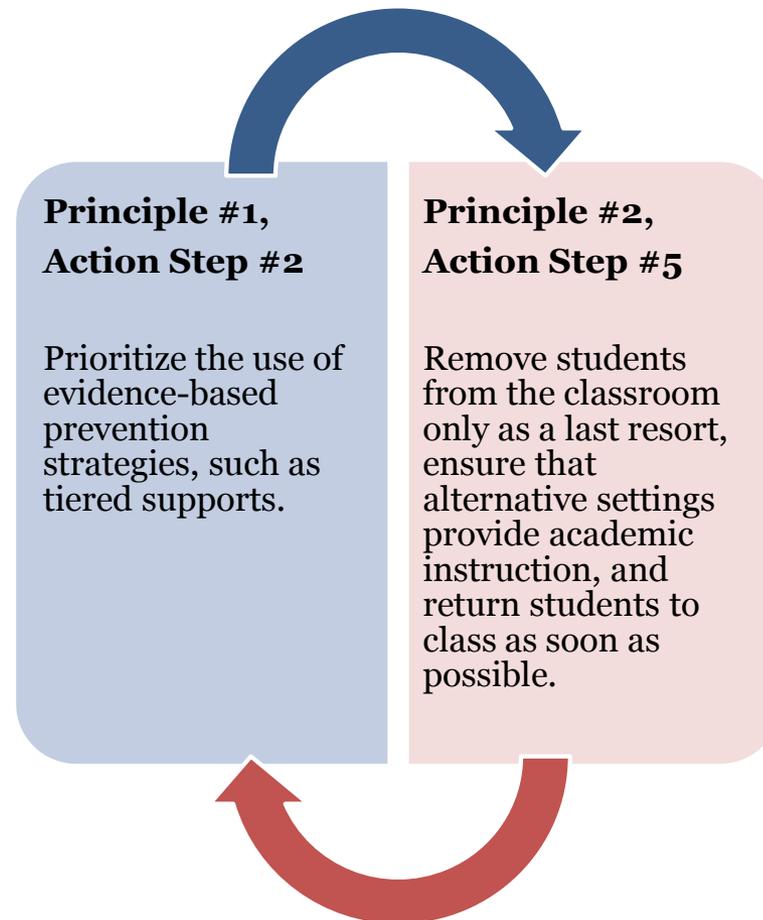
The Guiding Principles are designed to be mutually reinforcing...



Using the Guiding Principles



Using the Guiding Principles



Using the Guiding Principles

**Principle #1,
Action Step #1**
Engage in
deliberate efforts to
create positive
school climates.

**Principle #1,
Action Step #2**

Prioritize the use of
evidence-based
prevention
strategies, such as
tiered supports.

**Principle #2,
Action Step #5**

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

Appendix 1: Directory of Federal School Climate and Discipline Resources



Appendix 1
U.S. Department of Education
Directory of Federal School
Climate and Discipline Resources

The Directory includes:

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

Resource Entry Example

Community Action Toolkit: Bullying Prevention Training Module

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

Resource Entry Example

Community Action Toolkit: Bullying Prevention Training Module

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

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

Resource Type: Products and Tools

PromotePrevent 3 Bold Steps PAX Good Behavior Game Positive School Discipline Information Sharing Preventing Bullying

PromotePrevent | Positive School Discipline [Join](#) | [Login](#) | [Contact](#) | [Search](#) 🔍

[About Us](#) [What is Positive School Discipline?](#) [Our Approach](#) [Course](#) [Resources](#) [Tools](#)

Course > Take the Course >

Take the Course

The Positive School Discipline Course for School Leaders consists of six sequential modules that teach participants a Framework for Comprehensive Positive School Discipline. Each module provides skill-based interactions, examples, Real Stories of communities that have implemented Positive School Discipline, and resources to help you use the Comprehensive Positive School Discipline Framework in your own environment.

Course Modules

Module 1: Introduction to Positive School Discipline
You will begin by assessing your beliefs about discipline and then learn what the research says about the effectiveness and consequences of varying discipline practices. You will explore the underlying issues that contribute to discipline challenges for an elementary, middle, and high school student. You will then be introduced to the Framework for Comprehensive Positive School Discipline, comprising both a process and strategies to help you address discipline challenges.

Module 2: Castle Hill Community: Dealing with Discipline
The challenge: disproportionate suspension rates in the representative Castle Hill School District. Your first task is to learn more about this discipline challenge, including how it affects the entire community. You will then begin to use the Framework for Comprehensive Positive School Discipline to help address this discipline challenge throughout the course.

Module 3: Build Collaborative Partnerships
You will discover how solutions to the underlying issues that contribute to suspensions require the involvement of a variety of Castle Hill community stakeholders. You will learn how to identify appropriate partners and then engage them in creating a multipronged strategy.

Positive School Discipline Course for School Leaders

Link <http://positiveschooldiscipline.promoteprevent.org/course>
<http://positiveschooldiscipline.promoteprevent.org/course/team-users-guide>

Description This online, interactive course features six modules to train school leaders in how to improve school discipline and climate by creating community partnerships, gathering and analyzing data, revising school discipline policies, selecting evidence-based programs, and implementing with fidelity. The course is free of charge, and is accompanied by a team user's guide to help members of a school team to take the course together.

Topics Engagement, Safety, Environment

Focus Pop K-12

Audience School/District Administrators, School Support Staff, School Climate Teams

Principle/Action P1/A1-A5, P2/A1-A5, P3/A1-A2

Positive School Discipline Course for School Leaders

Resource Type: Products and Tools

Classrooms with Revolving Doors:
 Recommended Practices for
 Middle Level and High School Teachers
 of At-Risk and Highly Mobile Students
 Prepared for the National Center for Homeless Education



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The College of William and Mary

This practitioner brief is part of a NCHE-sponsored study on effective teachers and highly mobile and at-risk students. NCHE is the U.S. Department of Education's technical assistance center in the area of homeless education, supported by Contract No. ED-04-CO-0056/0001.

Classrooms with Revolving Doors: Recommended Practices for Middle Level and High School Teachers of At-Risk and Highly Mobile Students

Link	http://center.serve.org/nche/downloads/eff_teach_mh.pdf
Description	This information brief highlights some of the challenges middle and high school teachers face in meeting the needs of highly mobile students and their more stable peers, and offers recommendations to teachers based on an exploration of the literature and case studies of award-winning teachers with a variety of students in their classrooms who moved frequently.
Topics	Engagement (Relationships, School Participation, Cultural Competence)
Focus Pop	Middle and High School Students
Audience	General
Principle/Action	P1/A1 & A3-A5

Classrooms with Revolving Doors: Recommended Practices for Middle Level and High School Teachers of At-Risk and Highly Mobile Students

Resource Type: Data, Measurement, and Reporting

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

Civil Rights Data Collection

The screenshot shows the ED.gov Civil Rights Data Collection website. The header includes the ED.gov logo and the title "CIVIL RIGHTS Data Collection". A navigation menu on the left lists options like "School & District Search", "Custom Charts & Detailed Data Tables", "State and National Estimations", "Additional Resources", "FAQs/User Guide", and "Office for Civil Rights(OCR)". The main content area features the "CIVIL RIGHTS Data Collection" title, the Department of Education logo, and a tagline: "Wide-ranging education access and equity data from a sample of our nation's schools." Below this is a "Quick Access" section with four items: "2009-10 District or School Reports" (with sub-points: Find school- or district-level summaries; Access all data for a single school or district), "Detailed Data Tables" (with sub-points: View and compare data across multiple schools and districts; 2000, 2004, 2006, and 2009-10 CRDC data), "State and National Estimations" (with sub-point: Download 2000, 2004, 2006, and 2009-10), and "View Longitudinal Data (Coming Soon)" (with sub-point: Explore data trends over time).

Resource Type: Data, Measurement, and Reporting

The screenshot shows the 'Safe Supportive Learning' website with the navigation menu: Training and TA, Events, Topics & Research, States and Grantees, Stay Connected, and About. The main content area is titled 'SCHOOL CLIMATE SURVEY COMPENDIA' and features a stack of books icon. The text explains that the National Center on Safe Supportive Learning Environments (NCSLE) maintains a compendium of valid and reliable surveys, assessments, and scales of school climate. It states the intent is to gather student, faculty, and staff surveys in early learning, middle and high school, and higher education environments. A 'Nominate a Survey' button is visible at the bottom of the main text area.

UPCOMING EVENTS

Webinar
 Overview of the School Discipline Guidance Package
 January 16, 2014
 School Discipline Guidance Package: Title IV and Title VI Civil Rights Guidance
 January 22, 2014
 All events »

LATEST NEWS

U.S. Acts to Keep Minority, Disabled Students Out of Jail
 January 09, 2014
 Dealing With Unstable Students
 January 05, 2014
 All news »

WAS THIS PAGE HELPFUL?

Yes No

Higher Education Surveys

Federal
[Beginning Postsecondary Students \(BPS\)](#)

K-12 Surveys

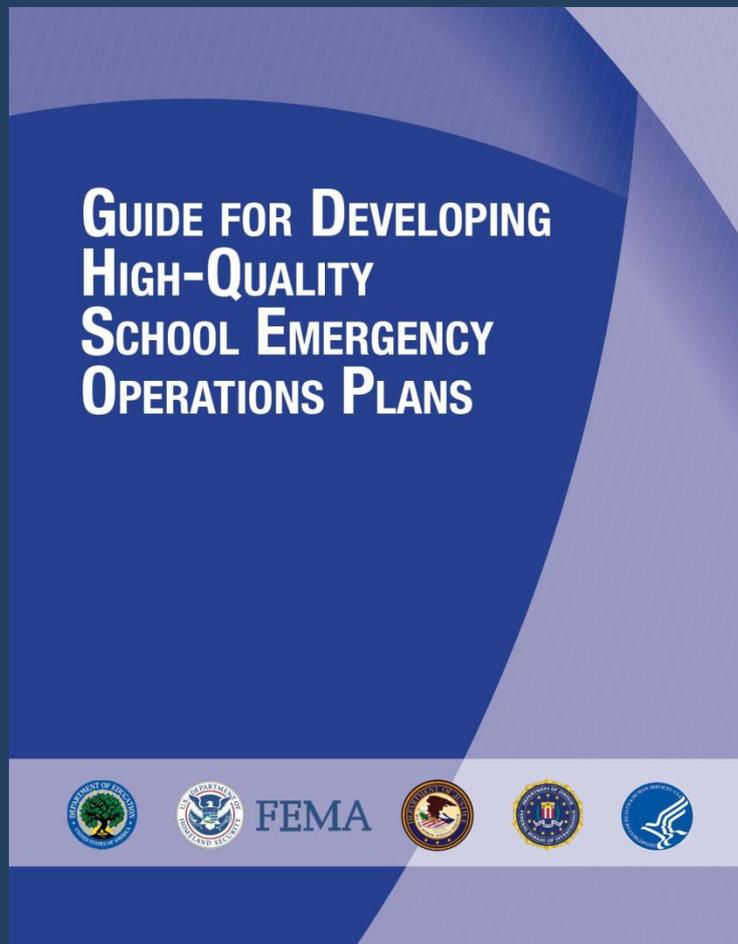
Non-federal
[Alaska School Climate and Connectedness Survey](#)
[American Institutes for Research Conditions for Learning Survey](#)
[California Healthy Kids Survey](#)

School Climate Survey Compendium

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

School Climate Survey Compendium

Resource Type: Policy Guidance and Federal Resources



Guide for Developing High-Quality School Emergency Operations Plans

Link http://www.whitehouse.gov/sites/default/files/docs/rem_s_k-12_guide_508.pdf

Description This guide provides an overview of the critical information schools need to develop high-quality school emergency operations plans, including: (1) principles of school emergency management planning; (2) processes for developing, implementing, and continually refining a school emergency operations plan with community partners (e.g., first responders and emergency management personnel) at the school building level; (3) the form, function, and content of school emergency operations plans; (4) and other key topics that support school emergency planning, including addressing an active shooter, school climate, psychological first aid, and information-sharing.

Topics Safety (Emergency Management), Implementation (Cross-Agency Collaboration, Sustainability)

Focus Pop General

Audience General

Principle/Action P1/A1, P1/A4

Guide for Developing High Quality School Emergency Operations Plans

Resource Type: Policy Guidance and Federal Resources



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

AUG 20 2013

Dear Colleague:

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

As discussed in this letter, and consistent with prior Dear Colleague Letters the Department has published, bullying of a student with a disability that results in the student not receiving meaningful educational benefit constitutes a denial of a free appropriate public education (FAPE) under the IDEA that must be remedied.² However, even when situations do not rise to a level that constitutes a denial of FAPE, bullying can undermine a student's ability to achieve his or her full academic potential. Attached to this letter are specific strategies that school districts and schools³ can implement to effectively prevent and respond to bullying, and resources for obtaining additional information.

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

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

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

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

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

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202-2600
www.ed.gov

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

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

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

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

Supportive
School
Discipline
COMMUNITIES OF PRACTICE

Resource Type: Policy Guidance and Federal Resources

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

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

The School District of Palm Beach County ("District") and the United States of America ("United States") (collectively, "the Parties") enter into this agreement ("Agreement") to resolve the United States' investigation into complaints regarding the District's policies and practices for registering and enrolling students in District schools and for administering student discipline. This Agreement reflects the Parties' shared goal that all students in the District have an equal opportunity to register and enroll in District schools, and to learn in environments that are safe, sound, and supportive.

BACKGROUND

In 2011, the Civil Rights Division of the United States ("United States") notified the School District of its concerns regarding the District's enrollment and discipline practices, including administering school discipline, that implicated the District's compliance with Title IV of the Civil Rights Act of 1964, 42 U.S.C. § 1974, and the Equal Educational Opportunities Act of 1974, 20 U.S.C. § 1703.

The United States reviewed documents and data provided by the District, which included tours of schools and interviews with school superintendents, District Office staff, the District's legal counsel, and the Superintendent; met with the District's legal counsel and provided comments regarding the United States' investigation with the District.

Agreement

between

The United States of America

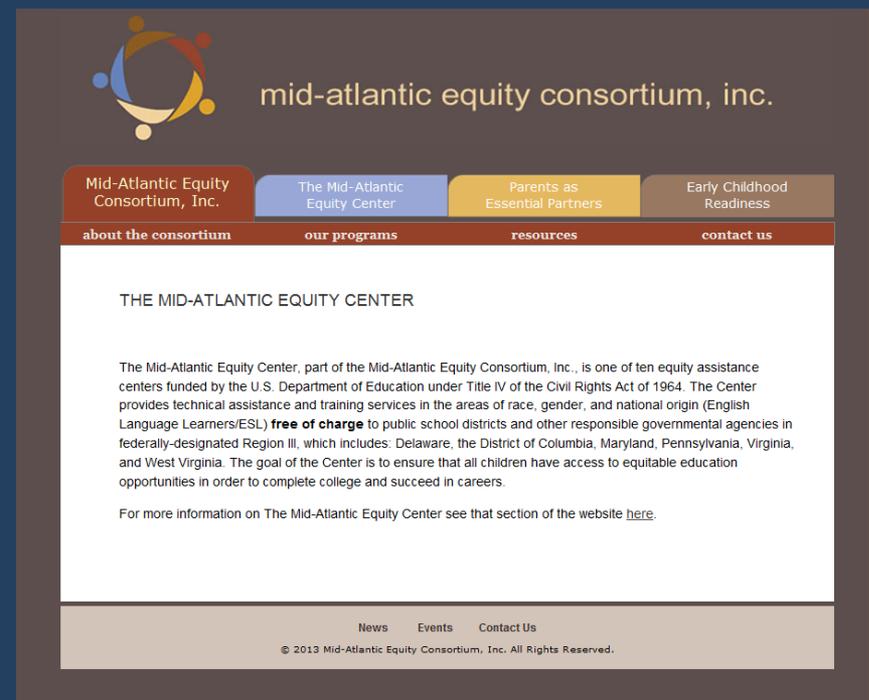
and

The School District of Palm Beach County

Resource Type: Technical Assistance Centers and Regional Civil Rights Offices

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

Equity Assistance Centers (10 Regional)



mid-atlantic equity consortium, inc.

Mid-Atlantic Equity Consortium, Inc. The Mid-Atlantic Equity Center Parents as Essential Partners Early Childhood Readiness

about the consortium our programs resources contact us

THE MID-ATLANTIC EQUITY CENTER

The Mid-Atlantic Equity Center, part of the Mid-Atlantic Equity Consortium, Inc., is one of ten equity assistance centers funded by the U.S. Department of Education under Title IV of the Civil Rights Act of 1964. The Center provides technical assistance and training services in the areas of race, gender, and national origin (English Language Learners/ESL) **free of charge** to public school districts and other responsible governmental agencies in federally-designated Region III, which includes: Delaware, the District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia. The goal of the Center is to ensure that all children have access to equitable education opportunities in order to complete college and succeed in careers.

For more information on The Mid-Atlantic Equity Center see that section of the website [here](#).

News Events Contact Us

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Resource Type: Technical Assistance Centers and Regional Civil Rights Offices

OSEP Technical Assistance Center on
Positive Behavioral Interventions & Supports
 Effective Schoolwide Interventions

Site Map About Us
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Evaluation Briefs
 If discipline referral rates for the school as a whole are reduced, will rates for students with disabilities also be reduced?
 by Tary Tobin, Rob Horner, Claudia Vincent, Jessica Swain-Bradway
 Issue 12 - Nov. 2012

1 2 3 4 5 6

Home School Family Community Evaluation Research Training Links Search >>

Top 5 Current Topics
Advancing Education Effectiveness:
 Interconnecting School Mental Health and School-Wide Positive Behavior Support
ODR Brief: Patterns of Minor Office Discipline Referrals in Schools using SWIS
Bully Prevention in SWPBS (Now In French & Spanish)
Basic FBA to BSP Trainer's Manual

- Defining & Understanding Behavior
- Asking About Behavior: FBA Interviewing
- Seeing Behavior – FBA Observations
- Critical Features of BSP

OSEP Center on Positive Behavioral Interventions & Supports
 Effective Schoolwide Interventions

The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

What is School-Wide Positive Behavioral Interventions & Supports? Please click here for a quick summary of PBIS: 1) What is School-wide PBIS? 2) What does PBIS emphasize? and 3) What Outcomes Are Associated with Implementation of SW PBIS?

Newly Added!
Positive Behavioral Interventions and Supports: History, Defining Features, and Misconceptions Please click here to review historical development, characteristics, impact, and misconceptions of PBIS

Play the Video to Watch Basic SWPBS Features

Getting PBIS in My School
 PBIS State Coordinator Network: Contact your regional or state PBIS coordinators for technical support or questions concerning the implementation of PBIS

PBIS Blueprints
 2010 SWPBS Implementer's Blueprint and Self-Assessment
 Evaluation Blueprint for SWPBS
 Blueprint for SWPBS Training and Professional Development

Technical Assistance Center on Positive Behavioral Interventions and Supports

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

OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports

Appendix 2: Compendium of School Discipline Laws and Regulations

State Law Compendium

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

State Law Compendium

Searchable Categories:

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

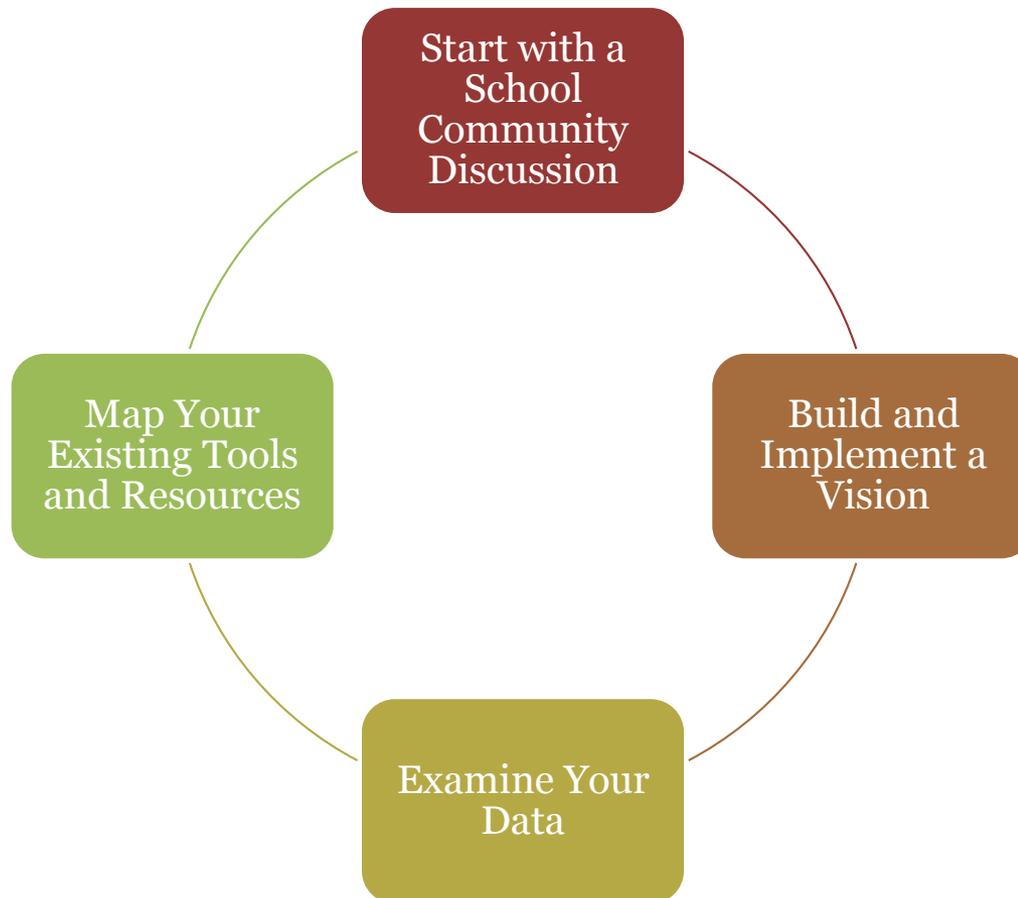
The screenshot displays the 'Safe Supportive Learning' website. The header includes the logo and navigation links: Training and TA, Events, Topics & Research, States and Grantees, Stay Connected, and About. The main content area is titled 'School Discipline Laws & Regulations by Category'. It provides instructions for using the compendium and lists several categories with expandable arrows:

- > General Provisions
- > In-School Discipline
- > Out-of-School and Exclusionary Discipline: Suspension, Expulsion, Restraint and Seclusion, and Alternative Placements
- > Disciplinary Approaches Addressing Specific Infractions and Conditions
- > Prevention and Behavioral Interventions (Non-Punitive)
- > Monitoring and Accountability
- > School Resources and Safety Officers (SROs/SSOs) and Truant/Attendance Officers
- > State Education Agency Support
- > Other/Uncategorized

On the right side, there are three sections:

- COMPENDIUM**: Includes links for 'Compendium Home Page', 'Search by Category', 'Search by State', and 'Full Compendium (PDF)'.
- UPCOMING EVENTS**: Features a 'Webinar' titled 'Overview of the School Discipline Guidance Package' scheduled for January 15, 2014, and another titled 'School Discipline Guidance Package: Title IV and Title VI Civil Rights Guidance' scheduled for January 29, 2014. There is also an 'All events >' link.
- LATEST NEWS**: Contains a news item titled 'U.S. Acts to Keep Minority, Disabled Students Out of Jail'.

Bringing the School Discipline Guidance Package to Your Community



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

ED.gov U.S. Department of Education

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 - Legislation
 - Regulations
 - Policy Guidance
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- Civil Rights
- Elementary & Secondary Education
- Grants & Contracts
- Higher Education
- Research & Statistics
- Special Education & Rehabilitative Services
- Vocational Education

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GENERAL
School Climate and Discipline

U.S. Departments of Education and Justice Relea...

El Paquete incluye nuevas directrices sobre la obligación legal de todas las escuelas, según la ley federal, de administrar la disciplina estudiantil sin discriminar por motivos de raza, color, u origen nacional.

0:00 / 3:31

[Click here for an alternate version of the video with an accessible player.](#)

GUIDANCE PACKAGE

- Dear Colleague letter**
Guidance letter prepared with our partners at the U.S. Department of Justice describing how schools can meet their obligations under federal law to administer student discipline without discriminating on the basis of race, color, or national origin.
[English](#) [PDF, 587] | [En español](#) [PDF, 644K]
- Guiding Principles** [PDF, 1MB] Prólogo de Secretario Arne Duncan [En español](#) [PDF, 314K]
Guidance document which draws from emerging research and best practices to describe three key principles and related action steps that that can help guide state- and locally controlled efforts to improve school climate and school discipline.

How Do I Find...?

- Student loans, forgiveness
- Pell grants
- College accreditation
- Grants
- No Child Left Behind
- More

Popular Searches

- Contact
- FERPA
- Race to the Top
- FAFSA
- 1098-E, tax forms

Teachers

Parents & Families

Preschool-12 Reform

College Affordability

Get Connected

Facebook YouTube
Twitter Email Updates

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Related Topics

- Key Policy Letters

Reminders

- Register for the next SSD Webinar
 - February
- Sign up for the SSD E-Digest
 - <http://ssdcop.neglected-delinquent.org/subscribe-ssdedigest>
- *We need your help!*
 - Please complete the series of polling questions that will now appear on your screen to provide feedback on today's event.

For more on Webinars

STTAC

OJJDP State Training and
Technical Assistance Center

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

U.S Department of Justice

www.juvenilejustice-tta.org

**Supportive
School
Discipline**
COMMUNITIES OF PRACTICE

Supportive School Discipline Communities of Practice (SSDCOP)

U.S. Department of Education

<http://ssdcop.neglected-delinquent.org>



National Center on Safe Supportive Learning Environments (NCSSLE)

U.S. Departments of Education and Health and Human Services

<http://safesupportivelearning.ed.gov>

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