



School Staff 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?

The aim of this directory is to support school staff—including classroom educators, specialized instructional support personnel, principals, and administrators—in improving school discipline practices. As the people working with students each day, school staff members have the greatest control over whether, how frequently, and what type of discipline is administered.

Improving school discipline requires a shift in mindset and practice. School staff can facilitate this shift by seeking training and resources on alternative discipline practices. Additionally, by communicating what is and is not working to families, the community, and state/local officials, school staff can drive positive school discipline forward and support peers in other locales.

How to Use This Directory

In 2014, the U.S. Department of Education 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 to help school staff to incorporate these principles into their daily work.

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 school staff about school climate and discipline and how to improve it. The items below aim to provide school staff with background information on the relevance of school climate and discipline to school functioning and build their skills to implement strong practices.

Title and Link	Topics Covered	Applicable Populations	Description
Addressing Challenging Behaviors (Part 1, Elementary): Understanding the Acting-Out Cycle	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	General student body	The first in a two-part series, this module discusses challenging behavior in terms of the phases of the acting-out cycle and offers strategies and tips for responding to students in each phase.
Addressing the Root Causes of Disparities in School Discipline	<ul style="list-style-type: none"> Equity and continuous improvement 	General student body	This guide provides school and district teams with the tools necessary to address the root causes of disparities in school discipline. It focuses on the population being disciplined, the systemic causes for inequalities, and ways to reduce disparities.
Addressing the Root Causes of Disparities in School Discipline: An Educator’s Action Planning Guide	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> Students of color Students with disabilities LGBTQI+* students 	This guide provides tools to assess and systematically address disparities in school discipline. It describes how to carry out a descriptive analysis of disparities in school discipline and how to conduct a root cause analysis to systematically address school-based factors that contribute to disparities.
CEEDAR Course Enhancement Module: Classroom and Behavior Management	<ul style="list-style-type: none"> Clear, appropriate, and consistent expectations 	General student body	The module guides participants in becoming proactive, positive problem solvers who anticipate and design interventions to prevent instances in which students are likely to experience an academic or behavioral challenge that interferes with their learning.
Centering Equity Within the PBIS Framework: Overview and Evidence of Effectiveness	<ul style="list-style-type: none"> Positive school climate Equity and continuous improvement 	General student body with focus on: <ul style="list-style-type: none"> Students of color 	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.

Title and Link	Topics Covered	Applicable Populations	Description
Classroom Behavior Management Plan (Part 1): Key Concepts and Foundational Principles	<ul style="list-style-type: none"> • Climate and prevention • Clear, appropriate, and consistent expectations • Equity and continuous improvement 	General student body	This module overviews the effects of disruptive behaviors as well as important concepts and foundational practices related to effective classroom behavior management, including cultural influences on behavior, the creation of positive climates and structured classrooms, and much more.
Classroom Behavior Management Plan (Part 2, Secondary): Developing a Behavior Management Plan	<ul style="list-style-type: none"> • Climate and prevention • Clear, appropriate, and consistent expectations • Equity and continuous improvement 	General student body	Developed specifically with middle and high school teachers in mind (e.g., sixth to 12th grade), this module reviews the major components of a classroom behavior management plan (including rules, procedures, and consequences) and guides users through the steps of creating their own classroom behavior management plan.
Decisions in Motion: IS3 Toolkit 2: Addressing Discipline	<ul style="list-style-type: none"> • Climate and prevention • Clear, appropriate, and consistent expectations • Equity and continuous improvement 	General student body	This toolkit for schools contains guides, lesson plans, team-building suggestions, and other materials to help improve school climate.
Discussing Race, Racism, and Important Current Events With Students: A Guide With Lesson Plans and Resources	<ul style="list-style-type: none"> • Climate and prevention • Clear, appropriate, and consistent expectations • Equity and continuous improvement 	Students of color	This guide aims to increase the frequency and quality of conversations about race, racism, and current events regarding race in K-12 classrooms to support students and provide voice and self-reflection. It includes recommendations and tips for creating statements of support, preparing for and facilitating constructive classroom discussions, addressing harmful statements, and designing lesson plans and units for ongoing learning.

Title and Link	Topics Covered	Applicable Populations	Description
Evidenced-Based Practices Resource Center	<ul style="list-style-type: none"> Climate and prevention Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> Pre-k to high school Disconnected youth/students Dual-language learners LGBTQI+* students Students with disabilities Students of color 	This center provides communities, clinicians, policy makers, and others with the information and tools to incorporate evidence-based practices into their communities or clinical settings.
High-Leverage Practices for Students With Disabilities	<ul style="list-style-type: none"> Clear, appropriate, and consistent expectations Equity and continuous improvement 	Students with disabilities	In partnership with the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR), this website from the Council for Exceptional Children provides resources designed to support and strengthen educators' understanding of the high-leverage practices for students with disabilities, including how they were developed, what they are, the supporting evidence (as available), and how they can be used in classrooms.
Implementing PBIS With a Racial Equity Mindset (2021)	<ul style="list-style-type: none"> Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> Students of color 	This webinar shares specific strategies and free resources for enhancing the cultural responsiveness of PBIS systems.
National Center for Systemic Improvement: Behavior Screening FAQs	<ul style="list-style-type: none"> Clear, appropriate, and consistent expectations 	General student body	This resource can help educators better understand the purpose of and considerations surrounding behavior screening in schools. Educators can use the information on this resource in conjunction with the Behavior Screening Tools Chart to (a) design a screening process for their school and (b) select or evaluate screening tools.

Title and Link	Topics Covered	Applicable Populations	Description
National Charter School Resource Center: Accelerating Positive School Culture and Discipline Practices Through the Charter Sector	<ul style="list-style-type: none"> Positive school climate Equity and continuous improvement 	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.
NDTAC Family Engagement Toolkit	<ul style="list-style-type: none"> Positive school climate Equity and continuous improvement 	General student body	This toolkit is designed for facility and school administrators. It provides tools that can be adapted to promote family involvement in a facility school. The tools aim to be used by program staff to help encourage families, including those who are reluctant, have been affected by trauma, or are unsure of how to become more involved.
Office of Juvenile Justice and Delinquency Prevention (OJJDP) Model Programs Guide	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> Elementary to high School Disconnected youth/students 	This clearinghouse contains information about evidence-based juvenile justice and youth prevention, intervention, and reentry programs for practitioners and communities about what works and what does not work in juvenile justice, delinquency prevention, and child protection and safety.
PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches (Revised 2021)	<ul style="list-style-type: none"> Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> Students of color 	This field guide outlines an integrated framework to embed equity efforts into school-wide positive behavioral interventions and supports (SWPBIS) by aligning culturally responsive practices to the core components of SWPBIS.
PBIS Guide to Supporting States, Districts, Schools, Educators, and Students During and After Crisis	<ul style="list-style-type: none"> Positive school climate Equity and continuous improvement 	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.

Title and Link	Topics Covered	Applicable Populations	Description
Positive Behavioral Interventions and Supports (PBIS)	<ul style="list-style-type: none"> Climate and prevention Equity and continuous improvement 	General student body <ul style="list-style-type: none"> Students of color Students with disabilities 	This website provides presentations from schools around the country about their experiences, published research, and best practices in PBIS. Included here are slide decks from recent sessions, webinars, and trainings. The site also provides publications specific to positive school discipline and equity issues.
Positive, Proactive Approaches to Supporting Children With Disabilities	<ul style="list-style-type: none"> Positive school climate Clear, appropriate, and consistent expectations Equity and continuous improvement 	Students with disabilities	This website provides educators at the classroom, school, and district levels with resources to put the new U.S. Department of Education guidance on support students with disabilities into action.
Promote Prevent Positive School Discipline Interactive Course	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	General student body	This course encourages school leaders to reflect on the principles of positive school discipline in relation to one's school. Participants can also hear from communities for which positive school discipline has been effective. The course can also be taken as a team.
Questions and Answers Addressing the Needs of Children With Disabilities and IDEA's Discipline Provisions	<ul style="list-style-type: none"> Positive school climate Equity and continuous improvement 	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.
Restraint and Seclusion: Resource Document	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> Disconnected youth/students Students with disabilities 	This document outlines 15 principles for schools and communities around the use of restraint and seclusion. It strives to promote students' dignity and limiting the use of physical restraint to situations in which immediate danger is posed.

Title and Link	Topics Covered	Applicable Populations	Description
Safe School-Based Enforcement Through Collaboration, Understanding, and Respect	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	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 local school-police agreements are constitutional to recognizing good performance from SROs.
StopBullying.gov	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations 	General student body	This website provides school staff with guidance around creating safe and inclusive classroom environments. Topics range from assessment, parent engagement, prevention, education, and community partnerships. There is also a short online course on bullying prevention.
Student Assistance: A Guide for School Administrators	<ul style="list-style-type: none"> Equity and continuous improvement 	General student body	The purpose of the guide is to provide school leaders and administrators with key information regarding student assistance services for substance use and mental health initiatives.
Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	General student body	This practice guide summarizes evidence-based, positive, and proactive practices that support and respond to students' social, emotional, and behavioral needs in classrooms and similar teaching and learning environments (e.g., small-group activity).
Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators (Revised 2022)	<ul style="list-style-type: none"> Positive school climate Equity and continuous improvement 	General student body	This practice guide is an updated version of Supporting and Responding to Student Behavior (Office of Special Education Programs, 2015). "Supporting and Responding" summarizes evidence-based, positive, and proactive practices that support and respond to students' social, emotional, and behavioral needs in classrooms and similar teaching and learning environments (e.g., small-group activity).

Title and Link	Topics Covered	Applicable Populations	Description
The Toolkit Before the Toolkit: Centering Adaptive and Relational Elements of Restorative Practices for Implementation Success (Toolkit and Audiocast)	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	General student body	This toolkit describes the relational, structural, and technical elements of restorative practices, a strategy to address discipline, and offers resources and tools to learn and do more.

*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 a school’s staff members have access to data that can continuously inform the implementation of new approaches, diagnose emerging issues, and inform the surrounding community of the progress of these efforts. Federal agencies provide a range of products to help school staff to collect and analyze data relevant to school climate and discipline practices through various approaches, including school climate surveys, fidelity assessments, and evaluations of educator practice. This section highlights the most significant products that may assist school staff in these areas.

Title and Link	Topics Covered	Applicable Populations	Description
Civil Rights Data Collection (CRDC)	<ul style="list-style-type: none"> Climate and prevention Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> Disconnected youth/students Dual-language learners LGBTQI+* youth Students of color Students with disabilities 	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.
CRDC 2017–2018: The Use of Restraint and Seclusion on Children With Disabilities in K-12 Schools	<ul style="list-style-type: none"> Climate and prevention Equity and continuous improvement 	Students with disabilities	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.

Title and Link	Topics Covered	Applicable Populations	Description
CRDC: A First Look 2015–2016	<ul style="list-style-type: none"> Climate and prevention Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> Dual-language learners Male students Students of color 	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.
CRDC: A First Look 2013–2014	<ul style="list-style-type: none"> Climate and prevention Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> Dual-language learners Male students Students of color 	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.
CRDC: Exclusionary Discipline Presentation	<ul style="list-style-type: none"> Climate and prevention Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> Dual-language learners Male students Students of color 	This presentation summarizes exclusionary school discipline data from the 2017–2018 CRDC, the most recent biennial collection.
Report on Indicators of School Crime and Safety: 2021	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	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. This report covers 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.
School Survey on Crime and Safety (SSOCS)	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	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.

Title and Link	Topics Covered	Applicable Populations	Description
The School Discipline Consensus Report: Strategies From the Field to Keep Students Engaged in School and Out of the Juvenile Justice System	<ul style="list-style-type: none"> • Climate and prevention • Clear, appropriate, and consistent expectations • Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> • Disconnected youth/students • Dual-language learners • LGBTQI+* students • Students of color • Students with disabilities 	This comprehensive report shares strategies from the field to improve learning conditions, build positive climates, 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 specific 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 (2011)	<ul style="list-style-type: none"> • Climate and prevention • Clear, appropriate, and consistent expectations • Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> • Disconnected youth/students • Dual-language learners • Students of color 	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.
Compendium of School Discipline Laws and Regulations	<ul style="list-style-type: none"> • Climate and prevention • Clear, appropriate, and consistent expectations • Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> • Elementary to high school • Disconnected youth/students • Students with disabilities 	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
Dear Colleague Letter and Resource Guide: Students With Attention-Deficit Hyperactivity Disorder (ADHD) (2016)	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	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.
Dear Colleague Letter on Implementation of IDEA Discipline Provisions (2022)	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	Students with disabilities	This letter offers support to the efforts of state educational agencies (SEAs) and local educational agencies (LEAs) to fulfill their obligations to appropriately meet the needs of children with disabilities.
Dear Colleague Letter: Nondiscriminatory Administration of School Discipline (2014) <i>Rescinded in 2018 and currently under review for reinstatement.</i>	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> Disconnected youth/students Dual-language learners Students of color 	This guidance, which is currently under review, focuses on making school discipline procedures more equitable for students of various racial/ethnic groups.
Dear Colleague Letter: Preventing Racial Discrimination in Special Education (2016)	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	<ul style="list-style-type: none"> Students of color Students with disabilities 	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.
Dear Colleague Letter: Restraint and Seclusion of Students with Disabilities (2016)	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	Elementary to High School <ul style="list-style-type: none"> Students with disabilities 	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
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)	<ul style="list-style-type: none"> • Climate and prevention • Clear, appropriate, and consistent expectations • Equity and continuous improvement 	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.
Dept of Justice Civil Rights Division: Guidance and Resources	<ul style="list-style-type: none"> • Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> • Immigrant students • LGBTQI+* students • Students of color • English learner students 	This website is a joint effort from the Civil Rights Division of the U.S. Department of Justice and the Office for Civil Rights at the U.S. Department of Education providing updated fact sheets for families and educators on confronting discrimination based on protected classes.
New Guidance Helps Schools Support Students with Disabilities and Avoid Discriminatory Use of Discipline	<ul style="list-style-type: none"> • Climate and prevention • Equity and continuous improvement 	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.
Positive, Proactive Approaches to Supporting Children With Disabilities: A Guide for Stake Holders	<ul style="list-style-type: none"> • Climate and prevention • Clear, appropriate, and consistent expectations • Equity and continuous improvement 	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.
Questions and Answers: Addressing the Needs of Children With Disabilities and IDEA's Discipline Provisions (2022)	<ul style="list-style-type: none"> • Climate and prevention • Clear, appropriate, and consistent expectations • Equity and continuous improvement 	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 to children with disabilities.

Title and Link	Topics Covered	Applicable Populations	Description
Resolution Agreement Between Justice Department and DeKalb County School District (2013)	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> Migrant students Students of color 	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 Watson Chapel, Arkansas, School District to Prevent Discrimination and Reform Discipline Practices (2016)	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> Elementary to high school Disconnected youth/students Students of color 	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.
Settlement Agreement between Justice Department to Address Unconstitutional Youth Arrest and Probation Practices in Meridian, Mississippi (2015)	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> Students of color Disconnected youth/students 	Article about an agreement to prevent and address unconstitutional youth arrests and probation practices.
State Bullying Laws and Regulations	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> LGBTQI+* youth Students with disabilities Students of color 	This tool, which is updated annually, allows users to search for state policies and laws designed to prevent and address bullying behaviors in schools.

*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 technical assistance (TA) centers that serve a variety of audiences and topics, many of which are related to improving school climate and discipline directly or indirectly. TA 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 Positive Behavioral Interventions & Supports (PBIS Center)	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> Elementary to high school Disconnected youth/students Students with disabilities 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.
Center to Improve Social and Emotional Learning and School Safety	<ul style="list-style-type: none"> Climate and prevention Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> Elementary to high school Disconnected youth/students Students with disabilities 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.
Comprehensive Center Network	<ul style="list-style-type: none"> Climate and prevention Equity and continuous improvement 	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.
Early Childhood Technical Assistance (ECTA) Center	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	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 several resources.
Equity Assistance Centers	<ul style="list-style-type: none"> Climate and prevention Clear, appropriate, and consistent expectations Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> Dual-language learners Female students LGBTQI+* students Male students 	These centers offer TA and training to public school districts around race, sex, national origin, and religion to promote equitable education opportunities.

Title and Link	Topics Covered	Applicable Populations	Description
		<ul style="list-style-type: none"> • Migrant students • Students of color 	
National Center on Intensive Intervention	<ul style="list-style-type: none"> • Climate and prevention • Equity and continuous improvement 	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.
National Center on Safe Supportive Learning Environments	<ul style="list-style-type: none"> • Climate and prevention • Clear, appropriate, and consistent expectations • Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> • Elementary to high school • Disconnected youth/students • Dual-language learners • LGBTQI+* students • Students of color • Students with disabilities 	This TA center contains comprehensive training and resources for states, schools, and other stakeholders working to improve conditions for learning. It specifically focuses on making school climate improvements and has a dedicated “Discipline” topic webpage.
Regional Educational Laboratory (REL) Program	<ul style="list-style-type: none"> • Climate and prevention • Clear, appropriate, and consistent expectations • Equity and continuous improvement 	General student body with a focus on: <ul style="list-style-type: none"> • Pre-k to high school • Dual-language learners • Students of color • Students with disabilities 	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.
Youth.gov	<ul style="list-style-type: none"> • Climate and prevention 	General student body with a focus on: <ul style="list-style-type: none"> • Disconnected youth/students • Students of color • Students with disabilities 	This website’s “School Climate” page includes various resources and data on school climate, school safety, and discipline practices.

*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>