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

U.S. Department of Education
Arne Duncan
Secretary

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This resource is available on the Department's website at www.ed.gov/school-discipline.

Availability of Alternate Formats
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Contents

Introduction

School climate is a multi-faceted concept that describes the extent to which a school community creates and maintains a safe school campus, a supportive academic, disciplinary, and physical environment, and respectful, trusting, and caring relationships throughout the school community.[1] Research shows that creating a positive school climate can help districts, schools, and teachers meet key goals, including boosting student achievement and closing achievement gaps;[2] increasing high school graduation rates;[3] decreasing teacher turnover and increasing teacher satisfaction;[4] and turning around low-performing schools.[5] Positive school climates also enhance safety in the school and community by increasing communication among students, families, and faculty,[6] and reducing violence and bullying.[7]

The U.S. Department of Education (ED) and other federal agencies, including the U.S. departments of Justice and Health and Human Services, have invested in developing and maintaining a breadth of resources and services for improving school climate and discipline to help ensure safe and supportive learning environments. The information and tools in this directory can be used to develop supportive classrooms and schools that prevent misbehavior, and support the diversity of student needs, including social and emotional skills development and mental health services.

To help educators, district officials, and other education stakeholders to better access these resources from across the federal government, ED has developed this directory of pre-k–12 school climate and discipline resources, including those developed by technical assistance centers funded by federal agencies. Specifically, the directory includes titles, electronic links, descriptions, and other relevant information for a range of resources related to research and monitoring, training products and tools, technical assistance centers, federal policy and guidance, and federal initiatives related to school discipline and school climate.

How to Use This Directory

As a positive school climate is the result of many interrelated components – including student mental health and the presence of school-based supports, rates of misbehavior and violence, and peer and student-adult relationships – there are many approaches a school may utilize to accomplish the goal of creating safe, supportive environments where all students can engage in learning. No single program or practice, implemented on its own, will enable schools to accomplish the goal of creating a positive climate.

For this reason, this directory is designed to be used in conjunction with ED's **Guiding Principles: A Resource Guide for Improving School Climate and Discipline** (summarized below), an organized set of action steps to help educators and school officials begin a local effort to improve school climate and school discipline practice. For each resource included in the directory, we have indicated the principles and action steps for which the resource is likely to be useful. To locate a list of resources corresponding to each principle, please see the index at the back of this directory.

For each resource, we also indicate the predominant components of school climate it covers and, as relevant, whether the resource may be particularly useful for school climate measurement or the implementation of new practices and approaches related to school climate and school discipline.

Those components are based on the Safe and Supportive Schools Model developed by ED, and include engagement, safety, and environment.[8] Engagement refers to the relationships between students, teachers, families, and schools, and the connections between schools and the broader community.[9] Safety refers to the prevalence of incidents taking place in a school, or during school-related activities, involving violence, bullying, harassment, and substance use.[10] Environment refers to the appropriateness of campus facilities, the availability of school-based mental and physical health supports, and the implementation of school disciplinary policies.[11]

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

To help states, districts, and schools to develop the positive school climates, and effective discipline policies and practices that produce strong conditions for learning and academic excellence, ED has identified and described in this resource guide three key principles of reform and related action steps. The guiding principles center around: climate and prevention; clear, appropriate, and consistent expectations and consequences; and fairness, equity, and continuous improvement.

Guiding Principle 1: Climate and Prevention

Schools that foster positive school climates can help to engage all students in learning by preventing student misbehavior and intervening effectively to support struggling and at-risk students.

Action Steps for Guiding Principle 1

(1) Engage in deliberate efforts to create positive school climates.

(2) Prioritize the use of evidence-based prevention strategies, such as tiered supports, to promote positive student behavior.

(3) Promote social and emotional learning to complement academic skills and encourage positive behavior.

(4) Provide regular training and supports to all school personnel – including teachers, principals, support staff, and school-based law enforcement officers – on how to engage students and support positive behavior.

(5) Collaborate with local mental health, child welfare, law enforcement, and juvenile justice agencies and other stakeholders to align resources, prevention strategies, and intervention services.

(6) Ensure that any school-based law enforcement officers' roles focus on improving school safety and reducing inappropriate referrals to law enforcement.

Guiding Principle 1 Resources Referenced in This Directory
• Technical Assistance Center on Positive Behavioral Interventions and Supports (Page 46) • National Center on Safe Supportive Learning Environments (Page 45) • School Climate Survey Compendium (Page 29) • Assigning Police Officers to Schools (Page 10)

Guiding Principle 2: Clear, Appropriate, and Consistent Expectations and Consequences

Schools that have discipline policies or codes of conduct with clear, appropriate, and consistently applied expectations and consequences will help students improve behavior, increase engagement, and boost achievement.

Action Steps for Guiding Principle 2

(1) Set high expectations for behavior and adopt an instructional approach to school discipline.

(2) Involve families, students, and school personnel in the development and implementation of discipline policies or codes of conduct, and communicate those policies regularly and clearly.

(3) Ensure that clear, developmentally appropriate, and proportional consequences apply for misbehavior.

(4) Create policies that include appropriate procedures for students with disabilities and due process for all students.

(5) Remove students from the classroom only as a last resort, ensure that any alternative settings provide students with academic instruction, and return students to their regular class as soon as possible.

Guiding Principle 2 Resources Referenced in this Directory
• Sample Consent Decree - U.S.A. Settlement Agreement with School District of Palm Beach, FL (Page 35)
• Equity by Design: Engaging School Communities in Critical Reflection on Policy (Page 16)
• Supportive School Discipline Communities of Practice (Page 25)
• Positive School Discipline Course for School Leaders (Page 8)

Guiding Principle 3: Equity and Continuous Improvement

Schools that build staff capacity and proactively and continuously evaluate the school's discipline policies and practices are more likely to ensure fairness and equity, and promote achievement for all students.

Action Steps for Guiding Principle 3

(1) Train all school staff to apply school discipline policies, practices, and procedures in a fair and equitable manner that does not disproportionately impact students of color, students with disabilities, or other students at risk for dropout, trauma, or social exclusion.

(2) Use proactive, data-driven, and continuous efforts, including gathering feedback from families, students, teachers, and school personnel in order to prevent, identify, reduce, and eliminate discriminatory discipline and unintended consequences.

Guiding Principle 3 Resources Referenced in this Directory
• Equity Assistance Centers (Page 40-43)
• Civil Rights Data Collection (Pages 27 and 55)
• Forum Guide to Crime, Violence, and Discipline Incident Data (Page 28)
• U.S. Departments of Education and Justice Dear Colleague Letter: School Discipline (January 2014) (Page 32)

Products and Tools on School Climate and Discipline

Federal agencies have funded the development of a variety of products and tools that provide information and guidance on school climate and discipline, and how to improve it, including training materials, guides, briefs, and presentations. The items in this section are intended to provide background information on issues relevant to school climate and discipline, help school officials to administer training to increase personnel skills and knowledge, and inform readers about strong practices and lessons learned from exemplary programs. This section is particularly relevant for education stakeholders trying to locate materials that would help them in their efforts to launch new initiatives for improving school climate and discipline practices.

Training

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

Creating a Safe and Respectful Environment on Our Nation's School Buses

Link	http://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-school-buses-training-toolkit
Description	This training tool kit comprises two modules to address bullying on school buses. Specifically, it is designed to assist school bus drivers in cultivating meaningful relationships with students while creating positive climate on the bus.
Topics	Safety (Bullying/Cyberbullying)
Focus Pop	K–12
Audience	School Bus Drivers and Their Trainers
Principle/Action	P1/A1 & A4, P2/A1

Creating a Safe and Respectful Environment in Our Nation's Classrooms

Link	http://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-classrooms-training-toolkit
Description	This training tool kit comprises two modules to address bullying in classrooms. Specifically, it is designed to assist teachers in cultivating meaningful relationships with students while creating a positive climate in the classroom.
Topics	Safety (Bullying/Cyberbullying)
Focus Pop	K–12
Audience	Classroom Educators and Their Trainers
Principle/Action	P1/A1-A4, P2/A1-A3 & A5

Drug Endangered Children: A Resource CD for Professionals

Link	http://ric-zai-inc.com/ric.php?page=detail&id=COPS-CD036
Description	This CD-ROM is an easy-to-use collection of training materials, videos, articles, and other resources designed to help users identify drug-endangered children, and help break the cycle of abuse and neglect.
Topics	Safety (Substance Use)
Focus Pop	PK–12
Audience	General
Principle/Action	P1/A4

Get Smart, Get Help, Get Safe: Teenage Dating Abuse Training for Specialized Instructional Support Personnel

Link	http://safesupportivelearning.ed.gov/get-smart-get-help-get-safe-teenage-dating-abuse-training-specialized-instructional-support
Description	This training tool kit explores characteristics of both healthy and unhealthy dating relationships and provides (a) strategies for assessing whether dating abuse is occurring and how to intervene when required, (b) guidance on norms and policies schools may employ, and (c) extensive resources for key support staff for addressing dating abuse.
Topics	Engagement (Quality of Relationships), Safety (Teen Dating Violence)
Focus Pop	K–12
Audience	Specialized Instructional Support Personnel (e.g., School Psychologists, Social Workers, School Nurses, Guidance Counselors) and Their Trainers
Principle/Action	P1/A1-A6

IRIS Training Module: He Just Needs a Little Bit of Discipline

Link	http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/01/ica004-he_just_needs_discipline.pdf
Description	This training module/case study provides an opportunity for training in dealing with a student with disabilities whose behaviors interfere with his or her classroom instruction. The case study provides assistance for communicating with parents and education professionals.
Topics	Engagement (Staff-Staff Relationships, Family Involvement), Environment (Behavior Management), Implementation
Focus Pop	K–12, Students With Disabilities
Audience	School/District Administrators, Teachers, Communities, Families
Principle/Action	P2/A4

Meeting the Needs of Drug Endangered Children CD

Link	http://ric-zai-inc.com/ric.php?page=detail&id=COPS-CD033
Description	This CD-ROM brings together an extensive collection of video clips, presentations, first responder checklists, recommended readings, and Web links to many resources and promising practices to help communities learn more about how to start meeting the needs of drug-endangered children, what is working, and why it works.
Topics	Safety (Physical Safety)
Focus Pop	PK–12
Audience	General
Principle/Action	P1/A5

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

School Safety CD-ROM

Link	http://ric-zai-inc.com/ric.php?page=detail&id=COPS-CD010
Description	This CD-ROM provides more than 110 documents and links related to school violence, gangs, bullying and interpersonal violence, youth violence prevention, alcohol and substance abuse, community partnerships, and property crime.
Topics	Safety (Bullying, Violence Prevention, Substance Abuse, Emergency Management)
Focus Pop	General
Audience	School Administrators, Parents, Students, Law Enforcement, School Resource Officers, Policymakers
Principle/Action	P1/A1-A5, P2/A1-A3 & A5

STRYVE Online Training

Link	http://vetoviolence.cdc.gov/stryve/training.html
Description	This training is designed to help individuals, groups, organizations, and communities become acquainted with the key concepts and strategies of youth violence prevention. It includes three parts: (1) Understand Youth Violence, (2) The Public Health Approach, and (3) Create Your Plan.
Topics	Safety (Violence Prevention), Environment
Focus Pop	Youth (Birth to Age 21)
Audience	School/District Administrators, School Support Staff, Teachers, and Researchers
Principle/Action	P1/A1-A5

Three Bold Steps for School Community Change: A Toolkit for Community Leaders

Link	http://toolkit.promoteprevent.org/sites/toolkit.promoteprevent.org/files/fast/SSHS_Toolkit.pdf
Description	This tool kit shows how partnerships with people from different parts of a community can create positive, lasting change for students.
Topics	Engagement, Safety, Environment
Focus Pop	Youth (Birth to Age 21)
Audience	School/District Administrators, School Support Staff, Researchers
Principle/Action	P1/A5

Tribal Youth Leadership

Link	http://ric-zai-inc.com/Publications/cops-w0589-pub.pdf
Description	This training curriculum is designed to equip American Indian youths with the leadership skills necessary to address the public safety problems that plague tribal communities. The overarching goal for the course is to advance the practice of community policing as an effective strategy in communities.
Topics	Safety, Engagement (Positive Youth Development, Community Relationships)
Focus Pop	Middle and High School Students
Audience	General
Principle/Action	P1/A4-A5

Guides

Assigning Police Officers to Schools

Link	http://ric-zai-inc.com/Publications/cops-p182-pub.pdf
Description	This guide summarizes the typical duties of School Resource Officers (SROs), synthesizes the research pertaining to their effectiveness, and presents issues for communities to bear in mind when considering the adoption of an SRO model.
Topics	Safety (Violence Prevention), Environment (School Resource Officers)
Focus Pop	Middle and High School Students
Audience	District/School Administrators, Law Enforcement
Principle/Action	P1/A4-A6

Blueprint for School-wide Positive Behavior Support Training and Professional Development

Link	http://www.pbis.org/common/pbisresources/publications/PBIS_PD_Blueprint_v3.pdf
Description	This blueprint is designed to assist schools, districts, and states in providing training and professional development for initial implementation and sustained implementation of Positive Behavioral Interventions and Supports (PBIS).
Topics	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/A2 & A4

Bullying in Schools

Link	http://ric-zai-inc.com/Publications/cops-p029-pub.pdf
Description	This guide provides police with information about the causes and extent of bullying in schools, and recommendations for developing effective approaches and practices that contribute to student safety.
Topics	Safety (Bullying)
Focus Pop	Elementary, Middle, and High School Students
Audience	Law Enforcement
Principle/Action	P1/A4-A6

Classrooms with Revolving Doors: Recommended Practices for Elementary Teachers of At-Risk and Highly Mobile Students

Link	http://center.serve.org/nche/downloads/eff_teach_elem.pdf
Description	This information brief highlights some of the challenges elementary 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	Elementary 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

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

Drug Endangered Children: Guide for Law Enforcement

Link	http://ric-zai-inc.com/Publications/cops-p258-pub.pdf
Description	This guide offers law enforcement professionals practical information on how to develop an effective collaborative response to the abuse and neglect to which drug-endangered children are vulnerable and how to make a positive impact on the lives of these children.
Topics	Safety (Substance Use)
Focus Pop	General
Audience	Law Enforcement
Principle/Action	P1/A5-A6

Early Warning, Timely Response: A Guide to Safe Schools

Link	http://www2.ed.gov/about/offices/list/osers/osep/gtss.html
Description	This guide offers research-based practices designed to assist school communities in identifying early the warning signs that relate to violence and other troubling behaviors, and developing prevention, intervention, and crisis response plans.
Topics	Engagement, Safety, Environment, Implementation
Focus Pop	General
Audience	General
Principle/Action	P1/A2

Fostering School Connectedness: Staff Development Program

Link	http://www.cdc.gov/healthyyouth/adolescenthealth/pdf/connectedness_facilitator_guide.pdf
Description	The purpose of this program is to provide teachers and other school staff with an introduction to the concept of school connectedness. This guide provides the step-by-step procedures, activities, materials, resources, and PowerPoint presentations (with facilitator narrative and notes) needed to implement two versions of the staff development program: (1) Overview of School Connectedness and (2) Action Planning for School Connectedness, which includes and augments the Overview of School Connectedness. In addition, the guide includes an e-mail template for informing school staff and promoting the availability of the Fostering School Connectedness Staff Development Program.
Topics	Engagement, Implementation
Focus Pop	General
Audience	District Administrators, School Administrators, School Support Staff
Principle/Action	P1/A1 & A3-A4

Module 19: Key Issues in Discipline

Link	http://nichcy.org/laws/idea/legacy/module19
Description	This module discusses IDEA's very specific procedures for disciplining students with disabilities who violate a code of student conduct. Can a school suspend or expel a student with a disability for violating a code of student conduct? Change his or her placement? Is a manifestation determination necessary? What rules apply? This module answers these questions and concludes with case study examples.
Topics	Environment, Implementation
Focus Pop	General, Students With Disabilities
Audience	General
Principle/Action	P2/A3-A5, P3/A1-A2

IDEA Partnership Dialogue Guide for IDEA 2004 Discipline Regulations

Link	http://www.ideapartnership.org/index.php?option=com_content&view=article&id=840&oseppage=1
Description	Dialogue guides are documents for discussions among various stakeholder groups. This dialogue guide examines the IDEA discipline provisions, and identifies provisions that stakeholders have deemed as key.
Topics	Implementation (Cross-Agency Collaboration, Community Partnerships, Evidence-Based Practices)
Focus Pop	General
Audience	General
Principle/Action	P2/A3-A5, P3/A1-A2

Practice Guide: Reducing Behavior Problems in the Elementary School Classroom

Link	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=4
Description	This guide offers prevention, implementation, and schoolwide strategies that can be used to reduce problematic behavior that interferes with the ability of students to attend to and engage fully in instructional activities and uses the What Works Clearinghouse standards to rate the quality of evidence supporting each of the behavioral prevention and intervention programs and practices discussed.
Topics	Engagement (Family involvement, Community Involvement, Attendance/Truancy, School Activities), Environment (Organizational Structure, Instructional Quality, Discipline Practices), Safety (Violence Prevention, Security), Implementation (Behavior Management, Early Warning System, Multi-Tiered Approaches, Positive Behavioral Approaches)
Focus Pop	Elementary School Students
Audience	School/District Administrators, Teachers, School Support Staff, Families, Policymakers, Researchers
Principle/Action	P1/A1-A4, P2/A2

School-wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment

Link	http://www.pbis.org/implementation/implementers_blueprint.aspx
Description	This blueprint provides those involved in developing Evaluation Plans and Evaluation Reports with a framework for (a) addressing evaluation questions that may be most useful, (b) selecting evaluation measures and measurement schedules that practically meet the needs of local decision-makers, and (c) using evaluation information for active decision-making at the school, district, region, and state levels.
Major Topics	Engagement (Family Involvement, Community Involvement, Attendance/Truancy, School Activities), Environment (Organizational Structure, Instructional Quality, Discipline Practices), Safety (Violence Prevention, Security), Implementation (Behavior Management, Multi-Tiered Approaches, Educator Evaluation and Development, Positive Behavioral Approaches)
Focus Pop	General, Students With Disabilities
Audience	School/District Administrators, Teachers, School Support Staff, State Administrators, Families, Communities
Principle/Action	P1/A1-A4, P2/A4

Brochures

School Classroom Environment

Link	http://issuu.com/ksu-education/docs/classroom_environment/1
Description	This brochure provides a brief tool to assess the extent to which multi-cultural education encompasses every aspect of an educational environment, including the school's main office, classroom, and library, as well as among its staff and materials.
Topics	Engagement (Cultural Competence)
Focus Pop	General
Audience	General
Principle/Action	P1/A1

Sex, Gender, and Sexual Orientation

Link	http://issuu.com/ksu-education/docs/sex_gender_and_sexual_orientation/1
Description	This brochure describes the differences between sex, gender, and sexual orientation, lists terms that describe sexual orientation and gender identifiers, and offers ways one can be an effective advocate for understanding and respecting the differences of all students.
Topics	Engagement (Cultural Competence)
Focus Pop	LGBT Youth
Audience	General
Principle/Action	P1/A1

Teaching Your Students About Gender Equity: A Series of Activities

Link	http://issuu.com/ksu-education/docs/gender_equity_activities?mode=window&pageNumber=1
Description	This brochure assists educators in helping students become aware of the nature and significance of gender bias and create an environment that will help students develop to their fullest potential.
Topics	Engagement (Relationships, School Participation, Cultural Competence)
Focus Pop	General
Audience	General
Principle/Action	P1/A1

Briefs

A Day in the Life of a School Resource Officer

Link	http://cops.usdoj.gov/html/dispatch/04-2013/a_day_in_the_life.asp
Description	This issue of the COPS Office e-newsletter offers insight into the day in the life of a School Resource Officer (SRO) based on the experiences of eight SROs in Cayuga County, a rural area in upstate New York.
Topics	Safety
Focus Pop	School Resource Officers
Audience	General
Principle/Action	P1/A5-A6

A Role for Officers in Schools

Link	http://cops.usdoj.gov/html/dispatch/03-2013/a_role_for_officers.asp
Description	This issue of the COPS Office e-newsletter describes the vital importance that an SRO program be clear in its purpose, and selection, training, and oversight of officers.
Topics	Safety
Focus Pop	School Resource Officers
Audience	Law Enforcement, District/School Administrators
Principle/Action	P1/A5-A6

Equity by Design: Engaging School Communities in Critical Reflection on Policy

Link	http://glec.education.iupui.edu/assets/files/2013_5_1_PolicyBrief_FINAL.pdf
Description	This brief describes a process by which school communities can engage in critical examination of and reflection on the policies that shape and inform their daily practices, and thereby ensure that local policy and practice are consistent with the larger goals of the community, including a focus on social justice.
Topics	Engagement (Relationships, School Participation, Cultural Competence), Environment (Discipline)
Focus Pop	General
Audience	General
Principle/Action	P1/A5, P2/A2, P3/A1-A2

Equity by Design: Using Peer-Mediated Learning to Advance Equity for All Students

Link	http://glec.education.iupui.edu/assets/files/2013_5_1_PMLBrief_FINAL.pdf
Description	This brief provides an overview of peer-mediated learning (PML), a pedagogical approach that involves training non-disabled students to socially engage with students with disabilities, with the goal of increasing academic and social empowerment for all students in the classroom.
Topics	Engagement (Relationships, School Participation, Cultural Competence), Environment (Instructional Support)
Focus Pop	General
Audience	General
Principle/Action	P1/A1-A3, P3/A1-A2

Fact Sheets on Fostering School Connectedness: Information for School Districts and School Administrators; Information for Teachers and Other School Staff; Information for Parents and Families

Links	http://www.cdc.gov/healthyyouth/adolescenthealth/pdf/connectedness_administrators.pdf http://www.cdc.gov/healthyyouth/adolescenthealth/pdf/connectedness_teachers.pdf http://www.cdc.gov/healthyyouth/adolescenthealth/pdf/connectedness_parents.pdf
Description	These fact sheets answer questions about school connectedness, and identify strategies that school districts, administrators, teachers and other school staff, and parents and families can use to foster it among their students.
Topics	Engagement, Safety, Environment
Focus Pop	K–12
Audience	School Administrators, School Support Staff, Families, Communities
Principle/Action	P1/A1-A2

School Connectedness: Strategies for Increasing Protective Factors Among Youth

Link	http://www.cdc.gov/healthyyouth/adolescenthealth/pdf/connectedness.pdf
Description	This brief includes six strategies that teachers, administrators, other school staff, and parents can implement to increase the extent to which students feel connected to school.
Topics	Engagement, Safety, Environment
Focus Pop	K–12
Audience	School Administrators, School Support Staff, Families, Communities
Principle/Action	P1/A1-A2

Social Bullying: Correlates, Consequences, and Prevention

Link	http://safesupportivelearning.ed.gov/sites/default/files/1315%20NCSSLE%20Social%20Bullying%20d7_lvr_0.pdf
Description	This brief summarizes research findings concerning the impacts of social bullying on individual social development and adjustment, and identifies implications for school learning environments. The last section describes school-based approaches for preventing and reducing social bullying.
Topics	Safety (Physical Safety, Emotional Safety, Bullying/Cyberbullying)
Focus Pop	K–12
Audience	School Administrators, School Support Staff, Families, Communities
Principle/Action	P1/A1-A3, P2/A1

Stories of Sustainability: A Snapshot from Safe Schools/Healthy Students Initiatives

Link	http://sshs.promoteprevent.org/sites/default/files/sustainable_stories_web.pdf
Description	This brief illustrates how Safe Schools, Healthy Students grant recipients have been successful in sustaining the efforts to improve school climate, student health, and student safety after federal funding ended.
Topics	Implementation (Cross-Agency Collaboration, Community Partnerships, Early Warning Systems, Evidence-Based Practices, Fidelity Assessment, Educator Evaluation and Development, Sustainability)
Focus Pop	K–12
Audience	General
Principle/Action	P1/A1-A5

Supportive School Discipline: Snapshots from Safe Schools/Healthy Students Initiative

Link	http://sshs.promoteprevent.org/sites/default/files/ssd_32813.pdf
Description	This brief illustrates how Safe Schools/Healthy Students grant recipients from across the nation have used four components to create and sustain a system of positive discipline and, ultimately, a safe and supportive school environment: cross-agency partnerships, data-driven decisions, system-wide use of evidence-based programs and practices, and parents and families engaged as partners.
Topics	Implementation (Cross-Agency Collaboration, Community Partnerships, Early Warning Systems, Evidence-Based Practices, Fidelity Assessment, Educator Evaluation and Development, Sustainability)
Focus Pop	K–12
Audience	General
Principle/Action	P1/A2 &A5, P2/A2

Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks

Link	http://www.gtlcenter.org/products-resources/teaching-whole-child-instructional-practices-support-social-emotional-learning
Description	This research-to-practice brief identifies the instructional practices that promote students' social-emotional learning, which in turn are critical for student academic learning. The brief also showcases how three popular teacher evaluation frameworks embed practices that influence not only student academic learning but also student social and emotional competencies.
Topics	Implementation (Educator Evaluation)
Focus Pop	K–12
Audience	School/District Administrators
Principle/Action	P1/A4

Understanding Teen Dating Violence

Link	http://www.cdc.gov/violenceprevention/pdf/teendatingviolence2012-a.pdf
Description	This brief provides data and research regarding the prevalence and impact of teen dating violence, and highlights available resources to assist communities to address this public health problem.
Topics	Safety (Teen Dating Violence)
Focus Pop	K–12
Audience	General
Principle/Action	P1/A1 & A4-A5

Webinars and Presentations

The Beat

Link	http://www.cops.usdoj.gov/Default.asp?Item=2370
Description	This monthly podcast series from the COPS Office addresses issues related to youth safety.
Topics	Safety
Focus Pop	Youth
Audience	General
Principle/Action	P1/A5-A6

Civil Rights in the Classroom: Understanding the Needs of Sexual Minority and Gender Non-Conforming Youth, Part I

Link	http://www.maec.org/equity/webinars.html#oct12
Description	This webinar for school administrators and teachers provides an overview of civil rights laws and issues as they pertain to the classroom, discusses their impact on student achievement and school reform, and provides participants with practical tips to apply in the classroom.
Topics	Safety (Physical Safety, Substance Abuse, Emotional Safety, Bullying/Cyberbullying), Environment (Physical, Academic, Health, Mental Health, Discipline)
Focus Pop	General
Audience	General
Principle/Action	P1/A1 &A4, P2/A1-A3, P3/A1-A2

Civil Rights in the Classroom: Special Education, Discipline and Homelessness, Part II

Link	http://www.safeschools.info/images/stories/Mid-Atlantic-Equity/SLIDES-CivilRights-April-26-2012.pdf
Description	This webinar presents important points to consider in the areas of special education, discipline, and homelessness, such as how civil rights laws affect classrooms and what information district and school staff must keep in mind when planning and implementing programs.
Topics	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	P2/A3 &A4, P3/A1-A2

Equity by Design Podcast Series

Link	http://glec.education.iupui.edu/podcasts/
Description	This series of podcasts expands on or provides examples of key ideas in associated *Equity By Design* briefs.
Topics	Engagement
Focus Pop	School Communities, Families, Staff
Audience	General
Principle/Action	P2/A3-A5, P3/A1-A2

The Federal Partners in Bullying Prevention - Webinar Series

Links	https://www.nttac.org/index.cfm?event=trainingCenter.traininginfo&eventID=39&from=training&dtab=1 https://www.nttac.org/index.cfm?event=trainingCenter.traininginfo&eventID=20&from=training&dtab=1 https://www.nttac.org/index.cfm?event=trainingCenter.traininginfo&eventID=15&from=training&dtab=1 https://www.nttac.org/index.cfm?event=trainingCenter.traininginfo&eventID=9&from=training&dtab=1 https://www.nttac.org/index.cfm?event=trainingCenter.traininginfo&eventID=8&from=training&dtab=1
Description	This webinar series was launched by the U.S. Department of Justice, with Federal Partners in Bullying Prevention, to inform researchers, juvenile justice practitioners, educators, parents, and youths about how to help prevent and reduce bullying in schools and communities across the country. Webinar titles include: (1) School-Based Health Professionals Respond to Bullying; (2) Strategies to Ensure a Healthy Adolescence; (3) Cyberbullying: What You Can Do; (4) Bullying Intervention: What Works: (5) Bullying and Civil Rights: An Overview of School Districts' Federal Obligations to Respond to Harassment.
Topics	Safety (Bullying), Environment
Focus Pop	General
Audience	General
Principle/Action	P1/A1-A6, P2/A1-A3

Mid-Atlantic Equity Consortium Webinar Series

Link	http://www.maec.org/equity/webinars.html
Description	The Mid-Atlantic Equity Consortium, Inc. hosts a webinar series on a range of equity issues relating to race, gender, and national origin.
Topics	Measurement
Focus Pop	K–12
Audience	District Administrators, Communications Staff, Assessment Staff, Community Relations Staff, School Administrators, School Support Staff, School Climate Teams, Teachers
Principle/Action	P1/A1, P3/A1-A3

Poverty in the 21st Century

Link	http://www.meac.org/Webinars.html
Description	This webinar series from the Midwest Equity Assistance Center at Kansas State University is designed to help educators understand an asset approach to viewing students and families from impoverished backgrounds. The three-part series provides strategies for influencing the educational environment and improving student performance.
Topics	Engagement (Relationships, School Participation, Cultural Competence), Implementation
Focus Pop	General
Audience	General
Principle/Action	P1/A1 & A3-A4

Preventing Underage Drinking Webinar Series

Link	https://www.stopalcoholabuse.gov/webinars/default.aspx
Description	This series of webinars features national leaders and experts discussing the extent and nature of the problem of underage drinking, lessons from recent research, and evidence-based strategies for addressing the problem.
Topics	Safety (Substance Use)
Focus Pop	K–16
Audience	District Staff, School Administrators, School Support Staff, School Climate Teams, Teachers
Principle/Action	P1/A1-A2

Rethinking Juvenile Justice

Link	http://www.meac.org/podcastArchives.html
Description	This podcast reviews the experiences of local groups teaming up to draft a cooperative agreement aimed at limiting the overall number of school referrals to juvenile court and reducing the disproportionate contact students of color have with school discipline and the juvenile justice system.
Topics	Engagement (Relationships, School Participation, Cultural Competence), Implementation (Cross-Agency Collaboration, Community Partnerships)
Focus Pop	General
Audience	General
Principle/Action	P1/A5-A6, P2/A2-A3 & A5, P3/A1-A2

Implementation Webinar Series

Link	http://safesupportivelearning.ed.gov/events/webinars **(On the page, under Webinar Series, select Implementation Webinar Series.)**
Description	This webinar series provides 60 minutes of content on school climate implementation processes and issues, including potential challenges of implementation (e.g., staff resistance, preparing school culture for change, etc.) and strategies for working around these issues. It features national experts and practitioners who review best practices for the implementation of programmatic interventions, including programs, activities, and strategies.
Topics	Implementation (Sustainability, Fidelity Assessment)
Focus Pop	K–12
Audience	School/District Administrators, School Support Staff, School Climate Teams, Teachers
Principle/Action	P1/A1-A4

School Climate Webinar Series

Link	http://safesupportivelearning.ed.gov/events/webinars **(On the page, under Webinar Series, select School Climate Webinar Series.)**
Description	This webinar series provides at least 60 minutes of content, per webinar, on the continuum of topics influencing school climate, such as bullying, relationships, and substance abuse. It features national experts and practitioners who quickly describe research on the given topic and then provide concrete strategies that can be used in the field.
Topics	Engagement, Safety (Bullying, Violence Prevention, Substance Use)
Focus Pop	K–12
Audience	State Administrators, School/District Administrators, School Support Staff, Families, Communities
Principle/Action	P1/A1-A4

Supportive School Discipline Webinar Series

Link	http://safesupportivelearning.ed.gov/supportive-school-discipline-webinar-series
Description	This webinar series provides at least 60 minutes of content, per webinar, on positive approaches to school discipline. It features national experts and practitioners who quickly describe research on the given topic and then provide concrete strategies that can be used in the field.
Topics	Environment (Discipline, Behavior Management), Engagement (Truancy)
Focus Pop	K–12
Audience	School District Superintendents and Allied Staff, Community- and Residential Facility-Based School Administrators and Support Staff, School Climate Teams, Student Support Personnel and Teachers, School Resource and Security Officers, Probation/Parole Officers, Law Enforcement, Judges and Court Administrators, Family Members, Youth, Community Stakeholders
Principle/Action	P1/A1-A6, P2/A1-A5, P3/A1-A2

Understanding and Overcoming the Challenges Faced by Lesbian, Gay, Bisexual, Transgender, Questioning and Intersex Youth - Webinar Series

Link	https://www.nttac.org/index.cfm?event=trainingCenter.traininginfo&eventID=10&from=training&dtab=1
Description	This webinar series highlights an array of challenges lesbian, gay, bisexual, transgender, questioning and intersex (LGBTQI) youths face in their schools and communities. Presenters discuss the importance of changing perceptions, practices, and culture to address the needs of these underserved youths.
Topics	Engagement, Safety, Environment
Focus Pop	LGBTQI Youths
Audience	General
Principle/Action	P1/A1 & A4-A5, P3/A1-A2

Clearinghouse of Evidence-Based Practices

What Works Clearinghouse

Link	http://ies.ed.gov/ncee/wwc/findwhatworks.aspx
Description	This clearinghouse provides trusted information about education effectiveness. The Find What Works page highlights those interventions with research evidence that meet the What Works Clearinghouse standards; this page can be used to identify those interventions that focus on student behavior. The student behavior topic area includes interventions that examine the evidence of effectiveness of programs, curricula, and practices whose purpose is to foster positive behavioral outcomes.
Topics	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-A3

National Registry of Evidence-based Programs and Practices (NREPP)

Link	http://www.nrepp.samhsa.gov/
Description	This searchable online registry, by the Substance Abuse and Mental Health Services Administration, houses more than 175 interventions to support mental health promotion, substance abuse prevention, and mental health and substance abuse treatment. Although it is not an exhaustive list of interventions, it is a valuable resource for the field of prevention.
Topics	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/A2 & A4

Find Youth Info Program Directory

Link	http://www.findyouthinfo.gov/program-directory
Description	This program directory features evidence-based programs whose purpose is to prevent and/or reduce delinquency or other problem behaviors in young people.
Topics	Implementation (Cross-Agency Collaboration, Community Partnerships, Early Warning Systems, Evidence-Based Practices, Fidelity Assessment, Educator Evaluation and Development, Sustainability)
Focus Pop	Youth (Ages 10–24)
Audience	Youth-Serving Organizations and Community Partnerships
Principle/Action	P1/A1-A2 & A4-A5, P2/A1-A4

The Office of Juvenile Justice and Delinquency Prevention Model Programs Guide

Link	http://www.ojjdp.gov/mpg/mpgSearch.aspx
Description	This tool offers a database of over 200 scientifically proven programs that address a range of issues, including substance abuse and mental health. It is designed to assist practitioners and communities in implementing evidence-based prevention and intervention programs that can make a difference in the lives of children and communities.
Topics	Engagement, Safety, Environment
Focus Pop	Youth (Birth to Age 21)
Audience	School/District Administrators, School Support Staff, Researchers
Principle/Action	P1/A1-A4, P2/A1-A4

Other

Adolescent and School Health: Coordinated School Health

Link	http://www.cdc.gov/HealthyYouth/CSHP/
Description	This site outlines the rationale and goals for coordinated school health (CSH), a Centers for Disease Control-recommended strategy for improving students' health and learning in the nation's schools, provides a model framework for planning and implementing CSH, and offers resources to help schools, districts, and states improve their school health programs.
Topics	Implementation
Focus Pop	PK–12
Audience	General
Principle/Action	P1/A1 & A4-A5

StopBullying.gov

Link	www.stopbullying.gov
Description	This site provides information from various government agencies on what bullying is, what cyberbullying is, who is at risk, and how you can prevent and respond to bullying.
Topics	Safety (Bullying/Cyberbullying)
Focus Pop	PK–12
Audience	General
Principle/Action	P1/A1-A4

Supportive School Discipline Communities of Practice (SSDCOP)

Link	http://ssdcop.neglected-delinquent.org/
Description	This community of practice includes state-level communities of education and justice system leaders dedicated to keeping kids in school and out of court. The SSDCOP site is designed to help state education and justice system leaders share knowledge and work collaboratively to have the greatest impact. Here community members can find contact information, work on files jointly, find seminal project documents, and share ideas and information.
Topics	Safety, Engagement, Environment
Focus Pop	PK–12
Audience	General
Principle/Action	P1/A2, A4-A6, P2/A1-A4, P3/A1-A2

Data, Measurement, and Reporting

As part of any effort to improve school climate and discipline practice, it is imperative that schools 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 educators 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 educators in these areas. In addition, federal agencies fund a number of technical assistance centers to compile the latest research and provide assistance on measurement. Those resources can be found in the Technical Assistance Center section later in the document. Further, under Federal Surveys, Research and Analysis, there are federally funded studies, including federal surveys with items and scales that measure domains relevant to school climate and discipline.

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 User Guide

Link	http://ocrdata.ed.gov/downloads/CRD%20User%20Guide.docx
Description	This user guide provides guidance on using the Civil Rights Data Collection (CRDC) website's search function, and on viewing summary and detailed data reports on schools and districts. The CRDC comprises data from a sample of school districts on key education and civil rights issues in our nation's public schools, including student enrollment and educational programs and services, disaggregated by race/ethnicity, sex, limited English proficiency, and disability.
Topics	Environment, Safety
Focus Pop	General, Students With Disabilities
Audience	School/District Administrators, School Support Staff, State Administrators
Principle/Action	P3/A1-A2

Evaluation Blueprint for School-Wide Positive Behavior Support

Link	http://www.pbis.org/evaluation/evaluation_blueprint.aspx
Description	This blueprint provides those involved in developing Evaluation Plans and Evaluation Reports with a framework for (a) addressing evaluation questions that may be most useful, (b) selecting evaluation measures and measurement schedules that practically meet the needs of local decision-makers, and (c) using evaluation information for active decision-making at the school, district, region, and state levels.
Topics	Environment (Instructional Quality, Positive Behavioral Approaches, Behavior Management), Implementation (Tiered Supports, Sustainability), Measurement
Focus Pop	General, Students With Disabilities
Audience	School/District Administrators, School Support Staff, State Administrators
Principle/Action	P1/A1-A4

Forum Guide to Crime, Violence, and Discipline Incident Data

Link	http://nces.ed.gov/forum/pub_2011806.asp
Description	This guide is designed for use by school, district, and state staff to improve the effectiveness of efforts to collect and use disciplinary incident data, including reporting accurate and timely incident data to the federal government. It provides recommendations on what types of data to collect, why it is critical to collect such data, and how to implement and manage an incident database.
Topics	Safety, Environment, Measurement
Focus Pop	General
Audience	General
Principle/Action	P3/A1-A2

Guide to Evaluation Products

Link	http://resource.tqsource.org/gep/
Description	This searchable database provides links to evaluation tools -- like surveys, observation tools, and artifact reviews -- used to measure teacher and principal effectiveness. The database includes evaluation tools that use school climate metrics to help assess educator practice.
Topics	Implementation (Educator Evaluation)
Focus Pop	K–12
Audience	School/District Administrators
Principle/Action	P1/A4

Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools

Link	http://www.cdc.gov/ViolencePrevention/pdf/BullyCompendium-a.pdf
Description	This compendium provides researchers, prevention specialists, and health educators with tools to measure a range of bullying experiences: bully perpetration, bully victimization, bully-victim experiences, and bystander experiences.
Topics	Measurement
Focus Pop	General
Audience	General
Principle/Action	P1/A1

School Climate Survey Compendium

Link	http://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium
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 Health Index

Link	http://www.cdc.gov/healthyyouth/shi/index.htm
Description	This confidential online self-assessment and planning tool enables schools to identify strengths and weaknesses of health and safety policies and programs; enables schools to develop an action plan for improving student health, which can be incorporated into the School Improvement Plan; and engages teachers, parents, students, and the community in promoting health-enhancing behaviors and better health.
Topics	Environment (Health Supports)
Focus Pop	PK–12
Audience	State, District, and School Administrators
Principle/Action	P1/A1-A4

Survey Webinar Series

Link	http://safesupportivelearning.ed.gov/events/webinars **(On the page, under Webinar Series, select Survey Webinar Series.)**
Description	This webinar series provides 60 minutes of content on school climate measurement topics, from survey development to evaluating survey reliability. It features national experts and practitioners who quickly describe research on the given topic and then provide concrete strategies that can be used in the field.
Topics	Measurement
Focus Pop	K–12
Audience	School District Superintendents and District Assessment Staff, District Communication Office/ Community Relations Staff, School Administrators, Allied Staff
Principle/Action	P1/A1

Facilities Information Management: A Guide for State and Local Education Agencies

Link	http://nces.ed.gov/pubs2003/2003400.pdf
Description	This guide is designed to help school administrators identify a basic set of school facilities data elements, examines some key measures—such as school utilization, functional age, deferred maintenance, and expenditures per student—, and discusses the challenges in standardizing the definitions of these terms. It also lists hundreds of facility data elements categorized into six sections: identification, condition, design, utilization, management, and budget and finance.
Topics	Environment
Focus Pop	General
Audience	District Administrators, School Administrators, School Facility Managers, General Public
Principle/Action	P1/A1

Policy Guidance and Resources

To encourage the creation of safe supportive learning environments and compliance with applicable laws, federal agencies have compiled relevant state statutes, developed guidance to clarify federal law, and issued policy statements. The federal agencies have also developed specific policies and 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.

Federal Letters and Guidance

Guide for Developing High-Quality School Emergency Operations Plans

Link	http://www.whitehouse.gov/sites/default/files/docs/rems_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

Restraint and Seclusion: Resource Document

Link	http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf
Description	This resource guide presents 15 principles to be considered when developing policies and practices regarding restraint and seclusion. A list of resources is also provided.
Topics	Engagement (Relationships, School Participation, Cultural Competence), Environment, Implementation (Evidence-Based Practices)
Focus Pop	General
Audience	General
Principle/Action	P1, P2, P3

U.S. Departments of Education and Justice Dear Colleague Letter: School Discipline (January 2014)

Link	www.ed.gov/school-discipline
Description	This policy letter describes federal prohibitions against public school districts discriminating in the administration of student discipline based on certain personal characteristics. The departments of Education and Justice issued this guidance to assist public schools administering student discipline in meeting their legal obligations under titles IV and VI of the Civil Rights Act of 1964 to not subject any person to discrimination on the ground of race, color, or national origin.
Topics	Environment (Discipline)
Focus Pop	General
Audience	General
Principle/Action	P1, P2, P3

U.S. Department of Education Dear Colleague Letter: Gender-Based Violence (February 2013)

Link	http://www2.ed.gov/policy/gen/guid/secletter/130228.html
Description	This policy letter requests that Chief State School Officers work to reduce gender-based violence (e.g., stalking, sexual assault, teen dating violence, human trafficking) in their communities. Enclosed with the letter is a "What Schools Can Do" brief outlining recommendations for initiating action as well as federal resources for helping communities with implementation.
Topics	Safety (Teen Dating Violence)
Focus Pop	General
Audience	General
Principle/Action	P1, P2, P3

U.S. Department of Education Dear Colleague Letter: Harassment (October 2010)

Link	http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html
Description	This policy letter explains U.S. Department of Education grant recipients' obligations to protect students from student-on-student harassment on the basis of sex, race, color and national origin, and disability. The letter clarifies the relationship between bullying and discriminatory harassment, provides examples of harassment, and illustrates how a school should respond in each case.
Topics	Safety (Bullying/Cyberbullying, Emotional Safety)
Focus Pop	General
Audience	General
Principle/Action	P1, P2, P3

U.S. Department of Education Dear Colleague Letter: Sexual Violence (April 2011)

Link	http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html
Description	This policy letter provides guidance and examples about Title IX requirements and how they relate to sexual harassment and sexual violence, discusses proactive efforts schools can make to prevent sexual violence and educate employees and students, and provides examples of the types of remedies schools and OCR may use to respond to sexual violence.
Topics	Safety (Gender-Based Violence, Sexual Harassment)
Focus Pop	General
Audience	General
Principle/Action	P1, P2, P3

U.S. Department of Education Dear Colleague Letter: Gay Straight Alliances and the *Equal Access Act* (June 2011)

Link	http://www2.ed.gov/policy/elsec/guid/secletter/110607.html
Description	This policy letter explains the obligation of public secondary schools to provide equal access for extracurricular clubs. Rooted in principles of equal treatment and freedom of expression, the Equal Access Act protects student-initiated groups of all types, including Gay Straight Alliances (GSAs).
Topics	Engagement, Safety (Bullying/Cyberbullying, Emotional Safety)
Focus Pop	General
Audience	General
Principle/Action	P1, P2, P3

U.S. Department of Education Dear Colleague Letter: Bullying (December 2010)

Link	http://www2.ed.gov/policy/gen/guid/secletter/101215.html
Description	This policy letter focuses on key components of state anti-bullying policies and serves as technical assistance for those stakeholders looking to develop or revise anti-bullying legislation or policies. The Department organized the key components into 11 categories for convenience and included citations to state laws that illustrate the key components identified, though the package does not endorse any particular laws.
Topics	Engagement, Safety (Bullying/Cyberbullying, Emotional Safety)
Focus Pop	General
Audience	General
Principle/Action	P1, P2, P3

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 *Individuals with Disabilities Education Act* (*IDEA*) 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 *IDEA* 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

Sample Consent Decrees

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

Consent Decree Between U.S. Department of Justice Civil Rights Division and Meridian Municipal Separate School District in Meridian, Miss.

Link	http://www.justice.gov/iso/opa/resources/85020133221248646502.pdf
Description	This March 2013 consent decree resolved the Department's investigation into complaints that the Meridian, Miss. district unlawfully and disproportionately subjected black students to suspension, expulsion, and school-based arrest, often for minor infractions. Under the consent decree, the district will take steps to create safe and inclusive learning environments in all Meridian schools, including providing students with supports and interventions before excluding them from school; limiting the use of discipline measures that remove students from the classroom; ensuring that discipline consequences are fair and consistent; establishing clear guidelines for when law enforcement intervention is appropriate; providing training to give teachers and administrators the tools necessary to manage their schools in a safe, effective and positive manner; and building data-driven monitoring and accountability systems.
Topics	Environment (Discipline, Disproportionality), Measurement, Implementation (Staff Training)
Focus Pop	General
Audience	General
Principle/Action	P1, P2, P3

Settlement Agreement Between U.S. Department of Education's Office for Civil Rights and Oakland (Calif.) Unified School District

Link	http://www2.ed.gov/about/offices/list/ocr/docs/investigations/09125001.html
Description	This agreement addressed the civil rights investigation into whether African American students were disciplined more frequently and harshly than white students in the Oakland (Calif.) Unified School District. The agreement includes ways that the district will • Ensure that misbehavior is addressed in a manner that does not require removal from school, and collaborate with experts in research-based strategies that develop positive school climates by preventing discrimination in the implementation of school discipline. • Identify at-risk students and provide them with support services in order to decrease behavioral difficulties, and continue to provide academic services for students who are removed from school for disciplinary reasons. It also requires the district to review and revise its disciplinary policies, train staff and administrators on its discipline policies, and develop and implement programs for students, parents, and guardians that will explain the district's discipline policies and behavioral expectations, and that will inform parents and guardians of their right to raise concerns and file complaints concerning discipline. • Conduct an annual survey of students, staff, community members, and parents regarding discipline. • Improve its discipline data collection system in order to evaluate discipline policies and practices, with the goal of replicating "best practices" throughout the District.
Topics	Engagement, Environment (Discipline, Disproportionality, Support Services), Measurement
Focus Pop	General
Audience	General
Principle/Action	P1, P2, P3

Settlement Agreement Between U.S. Department of Education's Office for Civil Rights and Christina School District, Wilmington, Del.

Link	http://www2.ed.gov/about/offices/list/ocr/docs/investigations/03105001.html
Description	This voluntary Resolution Agreement between Christina School District and the Department's Office for Civil Rights (OCR) concludes an investigation that established that African American students were disciplined more harshly and more frequently because of their race than similarly situated white students at the elementary, middle, and high school levels. The resolution affords the district the opportunity to improve its disciplinary system so that all students will receive equitable treatment under policies and procedures that will lead to less frequent exclusionary discipline and increased educational opportunities. Under the agreement, Christina School District will • Ensure to the maximum extent possible that misbehavior is addressed in a manner that does not require removal from school. • Collaborate with experts on research-based strategies designed to prevent discrimination in the implementation of school discipline. • Provide students who engage in disruptive behaviors with support services designed to decrease behavioral difficulties. • Review and revise the disciplinary policies, and implement disciplinary practices that will effectively promote equity in discipline. • Provide training for staff and administrators on the disciplinary policies, and implement programs for students, parents and guardians that will explain the district's disciplinary policies and behavioral expectations. • Effectively address school climate issues. • Improve the disciplinary data collection system in order to evaluate discipline policies and practices.
Topics	Engagement, Environment (Discipline, Disproportionality, Support Services), Measurement
Focus Pop	General
Audience	General
Principle/Action	P1, P2, P3

Consent Decree Between U.S. Department of Education's Office for Civil Rights and Anoka-Hennepin School District (Minnesota)

Link	http://www.justice.gov/usao/mn/downloads/Anoka-Hennepin%20FINAL%20Consent%20Decree.pdf
Description	This consent decree was entered into to ensure a safe school climate, and address and prevent sex-based harassment, including harassment based on nonconformity with gender stereotypes and sexual harassment. It requires the district to • Retain an expert consultant in the area of sex-based harassment to review the district's policies and procedures concerning harassment. • Develop and implement a comprehensive plan for preventing and addressing student-on-student sex-based harassment at the middle and high schools. • Improve training of faculty, staff, and students on sex-based harassment. • Designate a Title IX coordinator to ensure proper implementation of the district's sex-based harassment policies and procedures, and district compliance with Title IX. • Retain an expert consultant in the area of mental health to address the needs of students who are victims of harassment. • Provide for other opportunities for student involvement and input into the district's ongoing anti-harassment efforts. • Improve its system for maintaining records of investigations and responding to allegations of harassment. • Conduct ongoing monitoring and evaluations of its anti-harassment efforts.
Topics	Engagement, Safety
Focus Pop	General
Audience	General
Principle/Action	P1, P2, P3

State Laws, Regulations, and Policies

Analysis of State Bullying Laws and Policies

Link	http://www2.ed.gov/rschstat/eval/bullying/state-bullying-laws/state-bullying-laws.pdf http://www.stopbullying.gov/laws/index.html
Description	This report provides the results of an analysis of bullying policies and laws in 46 states. The analysis compares each state's policies and laws to key legislative and policy components identified by the U.S. Department of Education as essential to bullying prevention in its December 2010 Dear Colleague Letter on Bullying.
Topics	Safety (Physical Safety, Substance Abuse, Emotional Safety, Bullying/Cyberbullying), 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

Compendium of School Discipline Laws and Regulations for the 50 States, DC, and Puerto Rico

Link	http://safesupportivelearning.ed.gov/training-ta/training-products-tools/compendia www.ed.gov/school-discipline
Description	This compendium provides a collection of school discipline laws and regulations in the United States. It also organizes each state's laws and regulations by category and subcategory of the specific discipline issues they address. It is searchable by state and category.
Topics	Environment (Discipline, Behavior Management)
Focus Pop	General
Audience	General
Principle/Action	P2/A1-A5

Technical Assistance Centers and Regional Civil Rights Offices

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.

American Clearinghouse on Educational Facilities

Link	http://www.acefacilities.org/
Description	This clearinghouse provides information, training, and assistance to public early childhood schools, k–12 schools, and institutions of higher education on issues related to educational facility planning, design, financing, construction, improvement, operation, and maintenance.
Address	Tarleton State University, Box T-0205, Stephenville, TX 76402
Phone	855-610-2233
Email	acef@acefacilities.org
Principle/Action	P1/A1

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

Region I: New England Equity Assistance Center

Link	http://www.brown.edu/initiatives/new-england-equity-assistance-center/
Description	This center provides technical assistance and professional development to help states, districts, and public schools implement policies and practices that promote access to high-quality education for all students. The center focuses on issues of race, gender, and national origin equity that schools must address in order to deliver effective instruction and close persistent achievement gaps.
Address	4 Richmond Sq., 4th floor, Providence, RI 02906
Phone	401-274-9548 or (800) 521-9550
Principle/Action	P1/A1, P3/A1-A2

Region II: Equity Assistance Center (Lander Center for Educational Research)

Link	http://www.touro.edu/EDGRAD/EAC/index.asp
Description	This center provides services, upon request and at no cost, to states and school districts to effectively address equity issues of race, sex, and national origin affecting student achievement and opportunity. The center's services are planned for and designed in collaboration with the district or school officials, and may entail one or a combination of the following: professional development; training; consultation; curriculum development; policy development; and dissemination of equity resources.
Address	43 West 23 Street, 8th Floor, New York, NY 10010
Phone	212-463-0400 x5109
Principle/Action	P1/A1, P3/A1-A2

Region III: Mid-Atlantic Equity Consortium

Link	http://www.maec.org/
Description	This 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 their careers.
Address	5272 River Road, Suite 340, Bethesda, MD
Phone	301-657-7741
Principle/Action	P1/A1, P3/A1-A2

Region IV: Southeastern Equity Assistance Center (SEAC)

Link	http://se-equity.org/SEC/Home.html
Description	This center assists states, school districts, and schools in Alabama, Florida, Georgia, Kentucky, Missouri, North Carolina, South Carolina, and Tennessee in the preparation, adoption and implementation of policies, practices, and procedures that result in equal access to high-quality education for all students. The center provides technical assistance to ameliorate the following equity issues: desegregation, access, opportunity, and integration.
Address	1401 East Broward Blvd, Suite 304, Fort Lauderdale, FL 33301
Phone	954-765-3553
Principle/Action	P1/A1, P3/A1-A2

Region V: Great Lakes Equity Center (Indiana University)

Link	http://glec.education.iupui.edu/equity-by-design.html
Description	This center provides technical assistance resources and professional learning opportunities to ensure equity in student access to and participation in high-quality, research-based education. To reach this goal it expands states' and school systems' capacity to provide robust, effective opportunities to learn for all students, regardless of and responsive to race, sex, and national origin. And it expands states' and schools' capacity to reduce disparities among and between groups in educational outcomes throughout the six-state region of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin.
Address	902 West New York Street, Indianapolis, IN 46202
Phone	317-278-6832
Principle/Action	P1/A1, P3/A1-A2

Region VI: South Central Collaborative for Equity (Intercultural Development Research Association)

Link	http://www.idra.org/South_Central_Collaborative_for_Equity
Description	This center provides technical assistance and training to school districts and other local education agencies in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.
Address	5815 Callaghan Rd, Suite 101, San Antonio, TX 78228-1102
Phone	210-444-1710
Principle/Action	P1/A1, P3/A1-A2

Region VII: Midwest Equity Assistance Center

Link	http://www.meac.org/
Description	This center provides professional development workshops, seminars, conferences, in-service training, technical assistance, and information dissemination in four states—Iowa, Kansas, Missouri, and Nebraska
Address	1100 Midcampus Drive, Manhattan, KS 66506
Phone	785-532-6408
Principle/Action	P1/A1, P3/A1-A2

Regional VIII: Equity Assistance Center at the Metropolitan State University of Denver

Link	http://www.msudenver.edu/eac/
Description	This center provides technical assistance and training for school boards, school districts, Tribal Education Agencies and other responsible governmental agencies to promote equitable education opportunities and access for all students. Emphasized are those problems of equity that are occasioned by desegregation on the basis of race, sex, and national origin. In addition, the Center is committed to improving access for all students to science, technology, engineering and math, as well as improving the school environment and school safety by helping schools address and prevent sexual harassment and bullying.
Address	P.O. Box 173362 Campus Box 63-A, Denver, Colorado 80217
Phone	303-556-6175
Principle/Action	P1/A1, P3/A1-A2

Regional IX: Equity Assistance Center—WestEd

Link	http://www.wested.org/eac/
Description	This center offers services that address high-quality instruction, college and career readiness, and safe and supportive school environments to ensure that equitable education opportunities are available and accessible for all children. The center serves schools and communities in Arizona, California, and Nevada.
Address	300 Lakeside Dr, 25th Floor, Oakland, CA 94612-3540
Phone	510-302-4246
Principle/Action	P1/A1, P3/A1-A2

Regional X: Equity Assistance Center (Education Northwest, Center for Teaching and Learning)

Link	http://educationnorthwest.org/equity-program
Description	This center helps build the capacity of states, districts, and schools in their efforts to provide all children with access to a high-quality education. The center offers training and professional development activities using research-based products and services on a variety of topics.
Address	101 S.W. Main Street, Suite 500, Portland, OR 97204
Phone	503-275-0664
Principle/Action	P1/A1, P3/A1-A2

Center on Great Teachers & Leaders

Link	http://www.gtlcenter.org/
Description	This center provides technical assistance and online resources designed to build systems that • Support the implementation of college and career standards; • Ensure the equitable distribution of effective teachers and leaders; • Recruit, retain, reward, and support effective educators; • Develop coherent human capital management systems • Create safe academic environments that increase student learning through positive behavior management and appropriate discipline; and • Use data to guide professional development and improve instructional improvement.
Address	American Institutes for Research, 1000 Thomas Jefferson St. NW, Washington, DC 20007
Phone	202-403-5000 and 877-322-8700
Email	gtlcenter@air.org
Principle/Action	P1/A1-A4, P2/A1-A3

National Center for Homeless Education (NCHE)

Link	www.serve.org/nche
Description	This center provides training and technical assistance, research, resources, and information, serving as a clearinghouse of information for people seeking to remove or overcome educational barriers, and to improve educational opportunities and outcomes for children and youths experiencing homelessness.
Address	SERVE, Gateway University Research Park, Dixon Building, 5900 Summit Avenue, Browns Summit, NC 27214
Phone	800-755-3277
Principle/Action	P1/A1-A4

National Center on Intensive Intervention (NCII)

Link	http://www.intensiveintervention.org/
Description	This center is designed to build district and school capacity to support implementation of data-based individualization in reading, mathematics, and behavior for students with severe and persistent learning and/or behavioral needs.
Address	American Institutes for Research, 1000 Thomas Jefferson St., NW, Washington, DC 20007
Phone	202-403-5000
Principle/Action	P2/A1-A5

National Resource Center for Mental Health Promotion and Youth Violence Prevention

Link	*TBA*
Description	This center provides training and technical assistance to states, districts, schools, institutes of higher learning, communities, states as well as Schools/Healthy Students and Project LAUNCH grantees funded by the U.S. Department of Health and Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA). The center works with state education and mental health agencies, school districts, and community agencies as they plan, implement, and sustain initiatives that foster resilience, promote wellness in early childhood, promote mental health, and prevent youth violence, and mental, emotional, and behavioral disorders.
Address	American Institutes for Research, 1000 Thomas Jefferson St. NW, Washington, DC 20007
Phone	866-577-5787
Principle/Action	P1/A1-A5

National Center on Safe Supportive Learning Environments (NCSSLE)

Link	http://safesupportivelearning.ed.gov
Description	This center is focused on improving conditions for learning in a variety of settings, K-16, through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments. The Center provides information and technical assistance to states, districts, schools, institutes of higher learning, communities, states and other federal grantees programs regarding the conditions for learning. It also addresses additional content areas, including bullying prevention, violence prevention and substance abuse prevention.
Address	American Institutes for Research, 1000 Thomas Jefferson St., NW, Washington, DC 20007
Phone	800-258-8413
Email	NCSSLE@air.org
Principle/Action	P1/A1-A6, P2/A1-A5, P3/A1-A2

The National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At Risk (NDTAC)

Link	http://www.neglected-delinquent.org/
Description	This center serves as a national resource center to provide direct assistance to states, schools, communities, and parents seeking information on the education of children and youths who are considered neglected, delinquent, or at-risk.
Address	NA
Phone	NA
Email	NDTAC@air.org
Principle/Action	P1/A4-A6, P2/A1-A5, P3/A1-A2

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

Tribal Training and Technical Assistance Center

Link	http://beta.samhsa.gov/tribal-ttac
Description	SAMHSA's Tribal Training and Technical Assistance Center (Tribal TTAC) is committed to providing comprehensive broad, focused, and/or intensive training and technical assistance to federally-recognized tribes and other American Indian/Alaska Native (AI/AN) communities seeking to address and prevent mental and substance use disorders, suicide, and promote mental health. Our goal is to use a culturally relevant, evidence-based, holistic approach to support native communities in their self-determination efforts through infrastructure development, capacity building, as well as program planning and implementation.
Address	SAMHSA Tribal Training and Technical Assistance Center, 8201 Corporate Drive, Suite 800, Landover, MD 20785
Phone	240-650-0257
Email	TA-Request@tribaltechllc.com
Principle/Action	P1/A1-A2 & A4-A5, P3/A1-A2

U.S. Department of Education Office for Civil Rights National Headquarters and Regional Enforcement Offices

Link	https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm
Description	This site provides contact information for the U.S. Department of Education's Office for Civil Rights national headquarters and regional enforcement offices, and both online and downloadable forms to assist those interested in filing a complaint; those needing technical assistance on a problem or assistance to prevent civil rights problems; or those with questions regarding national policy, Freedom of Information requests that are national in scope, publications, or other assistance not available online.
Address	See Link for details.
Phone	See Link for details.
Email	See Link for details.
Principle/Action	P3/A1-A2

Federal Surveys, Research, and Analysis

Good practice begins with an understanding of local, state, and national contexts, of what is effective and what is not. Federal agencies fund a range of projects through which school climate and discipline practices are measured and analyzed. Below is a list of federally funded studies, information on clearinghouses of evidence-based practices, and federal surveys with items and scales that measure school climate and discipline.

Federal Surveys With School Climate Items and Scales

The federal government administers several surveys that measure aspects of school climate and/or discipline as contextual variables. The items and scales in each are examples of what schools and districts could potentially use in developing or revising their school climate surveys.

Below is information on each federal survey that included school climate items or scales.

Beginning Postsecondary Students (BPS) Longitudinal Study

Constructs	Student-faculty relationships; Social integration
Respondents	Data were collected from a sample of students entering postsecondary education for the first time. In the most recent wave, students were initially surveyed at the end of their first academic year (2003–04) and then received invitations to participate in follow-up surveys at the end of their third (2005–06) and sixth (2008–09) years after entry into postsecondary education.
Reports	• BPS publications and technical reports published by the National Center for Education Statistics are available at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=014 • The BPS-B bibliography includes selected research reports by outside researchers and is available at http://nces.ed.gov/bibliography/ • Selected publications include: Mercado, M. (2012). *Examining the Effects of Contextual Factors on Students' Educational Outcomes: A Special Focus on Community Colleges.* Unpublished Ph.D. dissertation, The University of North Carolina at Chapel Hill. Available at: https://cdr.lib.unc.edu/record/uuid:170d41b1-1997-436b-931a-434e3fca4218.
Survey Instruments	Survey items are available in Appendix D of the Full-Scale Methodology Report, available at http://nces.ed.gov/pubs2012/2012246.pdf
Results	Data are available for online analysis at http://nces.ed.gov/surveys/bps/about.asp

Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)

Constructs	**Classroom environment; cognitive, social, emotional, and physical development; home environment; school environment; teacher qualifications; child participation in non-parental care and education arrangements; quality of non-parental care; and student-teacher ratio**
Respondents	Data were collected on a nationally representative sample of children born in 2000–01 from the children, their families, their child care and early education providers, and their teachers. Data were collected when the children were approximately 9 months old (2001–02), 2 years old (2003–04), 4 years old/preschool age (2005–06), and again either in the fall of 2006 or in the fall of 2007, depending on when the child entered kindergarten.

Reports	• ECLS-B publications and technical reports published by the National Center for Education Statistics are available at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=024
	• The ECLS-B bibliography includes selected research reports by outside researchers and is available at http://nces.ed.gov/ecls/bibliography.asp
	• Publications include:
	  □ Najarian, M., Snow, K., Lennon, J., and Kinsey, S. (2010). *Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Preschool–Kindergarten 2007 Psychometric Report* (NCES 2010–09). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Available at http://nces.ed.gov/pubs2010/2010009.pdf
	  □ Denton Flanagan, K., and McPhee, C. (2009). *The Children Born in 2001 at Kindergarten Entry: First Findings From the Kindergarten Data Collections of the Early Childhood Longitudinal Study, Birth Cohort* (ECLS-B) (NCES 2010-005). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Available at http://nces.ed.gov/pubs2010/2010005.pdf

Survey Instruments	Survey instruments are available at http://nces.ed.gov/ecls/birthinstruments.asp.
Results	Complete data are available with restricted-access. Certain data are available for online analysis at http://nces.ed.gov/das/

Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K)

Constructs	Classroom curriculum; classroom environment; cognitive, social, emotional, and physical development; home educational activities; home environment; school environment; teacher qualifications
Respondents	Data were collected from 1998–99 kindergarten students and their teachers, parents, and school administrators. Data were collected in the fall and the spring of kindergarten (1998–99), the fall and spring of 1st grade (1999–2000), the spring of 3rd grade (2002), the spring of 5th grade (2004), and the spring of 8th grade (2007).
Reports	- ECLS-K publications and technical reports published by the National Center for Education Statistics are available at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=024. - The ECLS-K bibliography includes selected research reports by outside researchers and is available at http://nces.ed.gov/ecls/bibliography.asp - Publications include: - Bodovski, K., Nahum-Shani, I., and Walsh, R. (2013). "School Climate and Students' Early Mathematics Learning: Another Search for Contextual Effects." *American Journal of Education*, 119(2): 209–234. - Guarino, C.M., Hamilton, L.S., Lockwood, J.R., and Rathbun, A.H. (2006). *Teacher Qualifications, Instructional Practices, and Reading and Mathematics Gains of Kindergartners* (NCES 2006-031). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Available at http://nces.ed.gov/pubs2006/2006031.pdf
Survey Instruments	Survey instruments are available at http://nces.ed.gov/ecls/kinderinstruments.asp
Results	Data files for use in statistical software are available at http://nces.ed.gov/ecls/kinderdatainformation.asp

Education Longitudinal Study of 2002 (ELS: 2002)

Constructs	Programs and services; safety; school and classroom characteristics; school climate; student and teacher composition; teacher characteristics
Respondents	Data were collected from students in the 10th grade in 2002 and their teachers, parents, and school administrators. Data were collected in 2004, and 2006. The next data collection is planned for 2012.
Reports	- ELS:2002 publications and technical reports published by the National Center for Education Statistics are available at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=107 - The ELS:2002 bibliography includes selected research reports by outside researchers and is available at http://nces.ed.gov/surveys/els2002/bibliography.asp - Selected publications include: - Engberg, M. and Wolniak, G. (2010). "Examining the Effects of High School Contexts on Postsecondary Enrollment." *Research in Higher Education*, 51(2): 132–153. - Planty, M. and DeVoe, J.F. (2005). *An Examination of the Conditions of School Facilities Attended by 10th-Grade Students in 2002* (NCES 2006–302). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Available at http://nces.ed.gov/pubs2006/2006302.pdf
Survey Instruments	Survey instruments are available at http://nces.ed.gov/surveys/els2002/questionnaires.asp
Results	Data files for use in statistical software are available at http://nces.ed.gov/surveys/els2002/avail_data.asp

High School Longitudinal Study of 2009 (HSLS: 09)

Constructs	**Students – school experiences; self-efficacy in math and science; education plans; career plans; knowledge of costs of postsecondary education** **Parents – household demographics; educational history for study child; involvement in study child's education and career planning** **Teachers – demographics of courses; perceptions of students' preparedness; school climate** **School Counselors and School Administrators – school climate; school staff; school resources**
Respondents	Data were collected from students, students' parents, students' math teachers, students' science teachers, students' school counselors, and students' school administrators in 2009. Additional data were collected in 2012.

Reports	• HSLS:09 Publications and technical reports published by the National Center for Education Statistics are available at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=111
	 • Publications include:
	     □ Ingels, S. J., Dalton, B., Holder, T. E., Lauff, E., and Burns, L. J. (2011). *High School Longitudinal Study of 2009: A First Look at Fall 2009 Ninth-Graders* (NCES 2011-327). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Available at http://nces.ed.gov/pubs2011/2011327.pdf
	     □ Logerfo, L. F., Christopher, E. M., Flanagan, K. D. (2011). *High School Longitudinal Study of 2009: A First Look at Fall 2009 Ninth-Graders' Parents, Teachers, School Counselors, and School Administrators* (NCES 2011-355). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Available at http://nces.ed.gov/pubs2011/2011355.pdf

Survey Instruments	Survey instruments are available at http://nces.ed.gov/surveys/hsls09/questionnaires.asp
Results	Data files for use in statistical software are available at http://nces.ed.gov/surveys/hsls09/hsls09_data.asp

National Assessment of Educational Progress (NAEP)

Constructs	Mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student factors, factors beyond school, instructional content and practice, teacher factors, school factors, community factors, and government factors.
Respondents	Students at grades 4, 8, and 12 for the main assessments, or samples of students at ages 9, 13, or 17 years for the long-term trend assessment
Reports	• NAEP technical documentation is available at http://nces.ed.gov/nationsreportcard/tdw • NAEP publications are available at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=031
Survey Instruments	Background questionnaires are available at http://nces.ed.gov/nationsreportcard/bgquest.asp
Results	Data are available for online analysis at http://nces.ed.gov/nationsreportcard and at http://nces.ed.gov/nationsreportcard/naepdata/

National Education Longitudinal Study of 1988 (NELS: 88)

Constructs	School, work, and home experiences; educational resources and support; the role in education of parents and peers; neighborhood characteristics; educational and occupational aspirations; student perceptions; self-reports on smoking, alcohol and drug use, and extracurricular activities; reading, mathematics, social studies, and science achievement
Respondents	Students who were 1988 eighth-graders, and their parents, teachers, and school administrators. Data were collected in 1988, 1990, 1992, 1994, and 2000.

Reports	• NCES technical and substantive reports are available at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=023
	• Citations of journal articles using NELS:88 are available at http://nces.ed.gov/bibliography
	• Publications include:
	  ▫ Gregoire, M., & Algina, J. (2000). "Reconceptualizing the Debate on School Climate and Students' Academic Motivation and Achievement: A Multilevel Analysis." Paper presented at the Annual Meeting of the American Educational Research Association.
	  ▫ Griffith, J. (2000). "School climate as group evaluation and group consensus: Student and parent perceptions of the elementary school environment." *The Elementary School Journal*, 101(1), 35-61.

Survey Instruments	Survey instruments are available at: http://nces.ed.gov/surveys/nels88/questionnaires.asp
Results	Data are available for online analysis at: http://nces.ed.gov/dasol/index.asp

National Household Education Surveys Program (1993 School Safety and Discipline Survey)

Constructs	**School learning environment; school discipline policies; safety at school; victimization at school; alcohol and drug availability and use; alcohol and drug education; peer norms for behavior**
Respondents	Parents of children in grades 3 through 12 and youths in grades 6 through 12

Reports	• Technical reports and data file user's manuals are available at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=004.
	• The NCES bibliography includes selected research reports by outside researchers and is available at: http://nces.ed.gov/bibliography/
	• Publications include:
	  ▫ Chandler, K., Nolin, M., & Davies, E. (1995). *Student Strategies to Avoid Harm at School* (NCES 95-203). Washington, DC: National Center for Education Statistics, U.S. Department of Education. Available at: http://nces.ed.gov/pubs95/web/95203.asp
	  ▫ Chandler, K., Nolin, M. J., & Zill, N. (1993). *Parent and student perceptions of the learning environment at school* (NCES 93-281). Washington, DC: National Center for Education Statistics, U.S. Department of Education. Available at: http://nces.ed.gov/pubs93/93281.pdf
	  ▫ McArthur, E., Colopy, K. W., & Schlaline, B. (1995). *Use of school choice* (NCES 95-742rev). Washington, DC: National Center for Education Statistics, U.S. Department of Education. Available at: http://nces.ed.gov/pubs95/95742rev.pdf
	  ▫ Nolin, M., Davies, E., & Chandler, K. (1995). *Student Victimization at School* (NCES 95-204). Washington, DC: National Center for Education Statistics, U.S. Department of Education. Available at: http://nces.ed.gov/pubs95/web/95204.asp
	  ▫ Nolin, M., Vaden-Kiernan, N., Feibus, M., & Chandler, K. (1997). *Student reports of availability, peer approval, and use of alcohol, marijuana, and other drugs at school: 1993* (NCES 97-279). Washington, DC: National Center for Education Statistics, U.S. Department of Education. Available at: http://nces.ed.gov/pubs97/97279.pdf
	  ▫ Ralph, J., Colopy, K., McRae, C., & Daniel, B. (1995). *Gangs and Victimization at School* (NCES 95-740). Washington, DC: National Center for Education Statistics, U.S. Department of Education. Available at: http://nces.ed.gov/pubs95/95740.pdf

Survey Instruments	Survey instruments are available at: http://nces.ed.gov/nhes/pdf/ssd/93_ssd.pdf
Results	Data files for use in statistical software are available to order, free of charge, from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002005rev

National Survey of Children's Health (NSCH)

Constructs	After-school experiences; bullying; chronic health conditions; emotional difficulties; health; health insurance coverage; health care access; health care utilization; medical home; neighborhood amenities; neighborhood condition; neighborhood safety; parent involvement; perceived safety; school enrollment; sleep and exercise; social capital
Respondents	U.S. households with one or more resident children ages 0-17 at the time of the interview
Reports	• NSCH publications are available at: http://www.cdc.gov/nchs/slaits/slaits_products.htm • Publications include: ▫ Blumberg S.J., Foster, E.B., Frasier, A.M., et al. (2012). "Design and operation of the National Survey of Children's Health, 2007." National Center for Health Statistics. *Vital Health Stat* 1(55). Available at: http://www.cdc.gov/nchs/data/series/sr_01/sr01_055.pdf ▫ U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau. (2009) *The National Survey of Children's Health 2007*. Rockville, MD: U.S. Department of Health and Human Services. Available at: http://mchb.hrsa.gov/nsch/07main/index.html
Survey Instruments	Survey instruments are available at: http://www.cdc.gov/nchs/slaits/nsch.htm
Results	Data are available for online analysis at: http://childhealthdata.org/learn/NSCH

Civil Rights Data Collection

Constructs	School characteristics and about programs, services, and outcomes for students. Most student data is disaggregated by race/ethnicity, sex, limited English proficiency, and disability.
Respondents	Districts and Schools
Reports	• Losen, D.J. (2011). Discipline Policies, Successful Schools, and Racial Justice. Boulder, CO: National Education Policy Center. Retrieved March 25, 2013 from http://nepc.colorado.edu/publication/discipline-policies
Survey Instruments	Survey instruments are available at: http://ocrdata.ed.gov/SurveyDocuments
Results	Data are available for online analysis at: **http://ocrdata.ed.gov/**

Progress in International Reading Literacy Study (PIRLS)

Constructs	Academic environment, family services, parent and family involvement in education; physical environment, physical safety, principal roles, reading literacy and achievement; safety, school characteristics, school climate, school resources, substance use, teacher collaboration
Respondents	4th-grade students, teachers, and principals
Reports	• National Center for Education Statistics technical and substantive reports on PIRLS and U.S. students are available at: http://nces.ed.gov/pubsearch/getpubcats.asp?sid=099 • The NCES bibliography includes selected research reports by outside researchers and is available at: http://nces.ed.gov/bibliography/ • International PIRLS reports are available at: http://timssandpirls.bc.edu/isc/publications.html
Survey Instruments	Background questionnaires are available at: http://nces.ed.gov/surveys/pirls/questionnaire.asp
Results	Data are available for online analysis at: http://nces.ed.gov/surveys/pirls/idepirls and http://lighthouse.air.org/timss

Program for International Student Assessment (PISA)

Constructs	Out-of-school-time activities; problem-solving; mathematical literacy; reading literacy; relevance of schooling; scientific literacy; student-teacher relationships
Respondents	15-year-old students in participating countries and economies, principals
Reports	• National Center for Education Statistics reports on PISA and U.S. students are available at: http://nces.ed.gov/pubsearch/getpubcats.asp?sid=098 • The NCES bibliography includes selected research reports by outside researchers and is available at: http://nces.ed.gov/bibliography/ • Technical reports on PISA published by the Organisation for Economic Co-operation and Development (OECD) are available for the years 2009 (http://www.oecd.org/edu/school/programmeforinternationalstudentassessmentpisa/pisa2009technicalreport.htm), 2006 (http://www.oecd.org/edu/school/programmeforinternationalstudentassessmentpisa/pisa2006technicalreport.htm), 2003 (http://www.oecd.org/edu/school/programmeforinternationalstudentassessmentpisa/pisa2003technicalreport.htm), and 2000 (http://www.oecd.org/edu/school/programmeforinternationalstudentassessmentpisa/pisa2000technicalreport-publications2000.htm) • PISA results reports published by OECD are available for the years 2009 (http://www.oecd.org/pisa/pisaproducts/pisa2009keyfindings.htm), 2006 (http://www.oecd.org/edu/school/programmeforinternationalstudentassessmentpisa/pisa2006results.htm), 2003 (http://www.oecd.org/edu/school/programmeforinternationalstudentassessmentpisa/learningfortomorrowsworldfirstresultsfrompisa2003.htm), 2000 (http://www.oecd.org/edu/school/programmeforinternationalstudentassessmentpisa/literacyskillsfortheworldoftomorrowfurtherresultsfrompisa2000-publications2000.htm). OECD also publishes in-depth reports on PISA at http://www.oecd.org/pisa/pisaproducts/pisain-depthreports.htm.

Constructs	Out-of-school-time activities; problem-solving; mathematical literacy; reading literacy; relevance of schooling; scientific literacy; student-teacher relationships
Survey Instruments	Questionnaires are available at: http://nces.ed.gov/surveys/pisa/questionnaire.asp
Results	Data are available for download or online analysis at: • http://nces.ed.gov/surveys/pisa/idepisa/ • http://pisa2009.acer.edu.au • http://pisa2006.acer.edu.au • http://pisa2003.acer.edu.au • http://pisa2000.acer.edu.au

Safe Schools/Healthy Students

Constructs	**Students –** Student-teacher relationships; school connectedness; academic press; disciplinary environment; respect for diversity; safety; student services; perception of peers; negative peer behaviors **Parents –** Opinions on this school's efforts to maintain a strong, safe, and supportive learning environment; availability of health and counseling services; perceptions of student risk and problem behaviors such as alcohol and drug use and violence; quality of staff/student relationships **Staff –** Academic norms, standards, and priorities; working environment; learning supports and barriers; staff-student relationships and staff supportive relationships; student connectedness; problems posed by student risk behaviors; staff and student safety; nature, communication, and enforcement of school rules/policies; availability of health and counseling services
Respondents	Students, parents, and staff

Reports	• Publications on the Safe Schools/Healthy Students National Evaluation are available at: http://www.sshs.samhsa.gov/community/evaluation.aspx
	• Publications include:
	  ▫ U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration. (2012). "Safe Schools/Healthy Students–Grantees Prevent Violence in Schools." *National Evaluation Data Brief.* Available at: http://sshs.promoteprevent.org/sites/default/files/root/net_brief_violence_prevention_march2012.pdf
	  ▫ _____ (2012). "Safe Schools/Healthy Students–Grantees Report Increased Graduation Rates." *National Evaluation Data Brief.* Available at: http://sshs.promoteprevent.org/sites/default/files/root/net_brief_graduation_rates_february2012.pdf
	  ▫ _____ (2012). "Safe Schools/Healthy Students–Grantees Report Reduced Alcohol Use Among Students." I. Available at: http://sshs.promoteprevent.org/sites/default/files/root/net_brief_reduced_alcohol_january2012.pdf

Constructs	**Students –** Student-teacher relationships; school connectedness; academic press; disciplinary environment; respect for diversity; safety; student services; perception of peers; negative peer behaviors **Parents –** Opinions on this school's efforts to maintain a strong, safe, and supportive learning environment; availability of health and counseling services; perceptions of student risk and problem behaviors such as alcohol and drug use and violence; quality of staff/student relationships **Staff –** Academic norms, standards, and priorities; working environment; learning supports and barriers; staff-student relationships and staff supportive relationships; student connectedness; problems posed by student risk behaviors; staff and student safety; nature, communication, and enforcement of school rules/policies; availability of health and counseling services
	_____ (2012). "Safe Schools/Healthy Students–Grantees Use Resources to Prevent Truancy." *National Evaluation Data Brief.* Available at: http://sshs.promoteprevent.org/sites/default/files/root/net_brief_truancy_march2012.pdf - Derzon, J. H., Yu, P., Ellis, B., Xiong, S., Arroyo, C., Hill, G., & Rollison, J. (2011). *A National Evaluation of Safe Schools/Healthy Students: Outcomes and Influences.* Available at: http://www.sshs.samhsa.gov/media/sshs_media/pdf/OutcomesInfluencesEPPManuscript060111.pdf - Modzeleski, W., Mathews-Younes, A., Arroyo, C. G., Hill, G., Yu, P, & Murray, S. (2011). *An Introduction to the Safe Schools/Healthy Students Initiative.* Available at: http://www.sshs.samhsa.gov/media/sshs_media/pdf/IntroductionEPPManuscript060111.pdf - Education Development Center. (2009). *Safe Schools Healthy Students: Capturing Safe Schools Healthy Students Experience Through Local Outcomes.* Available at: http://sshs.promoteprevent.org/sites/default/files/root/materials/NCPublicationsTools/09monograph_whole.pdf
Survey Instruments	- Student survey instrument is available at: http://www.sshs.samhsa.gov/community/pdf/School_Climate_Survey_Students_508.pdf - Parent survey instrument is available at: http://www.sshs.samhsa.gov/community/pdf/School_Climate_Survey_Parents_508.pdf - Staff survey instrument is available at: http://www.sshs.samhsa.gov/community/pdf/School_Climate_Survey_Staff_112911.pdf
Results	Data are available for online analysis at: http://www.icpsr.umich.edu/cgi-bin/SDA/NACJD/hsda?nacjd+28201-0001

School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS)

Constructs	Alcohol and drug availability; bullying and cyberbullying; disorder and rule enforcement; extra-curriculars; fear and avoidance behaviors; fights; gangs; graffiti; hate words; school characteristics; school security; school transportation; social bonding; weapons
Respondents	Students ages 12 through 18 in U.S. public and private elementary, middle, and high schools
Reports	• Bureau of Justice Statistics publications on the National Crime Victimization Survey are available at: http://www.bjs.gov/index.cfm?ty=dcdetail&iid=245#Publications_and_products • National Center for Education Statistics publications on the School Crime Supplement (Crime and Safety Surveys) are available at: http://nces.ed.gov/pubsearch/getpubcats.asp?sid=108 • Publications include: □ DeVoe, J.F., and Bauer, L. (2010). *Student Victimization in U.S. Schools: Results From the 2007 School Crime Supplement to the National Crime Victimization Survey* (NCES 2010-319). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Available at: http://nces.ed.gov/pubs2010/2010319.pdf □ DeVoe, J., & Murphy, C. (2011). *Student Reports of Bullying and Cyber-Bullying: Results from the 2009 School Crime Supplement to the National Crime Victimization Survey* (NCES 2011-336). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Available at: http://nces.ed.gov/pubs2011/2011336.pdf □ DeVoe, J.F., and Bauer, L. (2011). *Student Victimization in U.S. Schools: Results From the 2009 School Crime Supplement to the National Crime Victimization Survey* (NCES 2012-314). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Available at: http://nces.ed.gov/pubs2012/2012314.pdf □ Dinkes, R., Kemp, J., and Baum, K. (2009). *Indicators of School Crime and Safety: 2009* (NCES 2010–012/NCJ 228478). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC. Available at: http://nces.ed.gov/pubs2010/2010012.pdf □ Robers, S., Zhang, J., and Truman, J. (2012). *Indicators of School Crime and Safety: 2011* (NCES 2012-002/NCJ 236021). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC. Available at: http://nces.ed.gov/pubs2012/2012002rev.pdf
Survey Instruments	Survey instruments are available at: http://nces.ed.gov/programs/crime/student_questionnaires.asp
Results	Data are available for online analysis at: http://www.icpsr.umich.edu/cgi-bin/SDA/NACJD/hsda?nacjd+28201-0001

School Survey on Crime and Safety (SSOCS)

Constructs	Disciplinary problems and actions; frequency of crime and violence at school; limitations on crime prevention; number of incidents; parent and community involvement at school; school characteristics; school safety practices and programs; school security staff; staff training
Respondents	U.S. Public School Principals
Reports	- National Center for Education Statistics publications on the School Survey on Crime and Safety are available at: http://nces.ed.gov/pubsearch/getpubcats.asp?sid=108 - The NCES bibliography includes selected research reports by outside researchers and is available at: http://nces.ed.gov/bibliography/ - Selected publications include: - Neiman, S. (2011). *Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings From the School Survey on Crime and Safety: 2009-10, First Look* (NCES 2011-320). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Available at: http://nces.ed.gov/pubs2011/2011320.pdf - Neiman, S., and DeVoe, J.F. (2009). *Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings From the School Survey on Crime and Safety: 2007–08, First Look* (NCES 2009-326). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Available at: http://nces.ed.gov/pubs2009/2009326.pdf - Robers, S., Zhang, J., and Truman, J. (2012). *Indicators of School Crime and Safety: 2011* (NCES 2012-002/NCJ 236021). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC. Available at: http://nces.ed.gov/pubs2012/2012002rev.pdf - Robers, S., Zhang, J., and Truman, J. (2010). *Indicators of School Crime and Safety: 2010* (NCES 2011-002/NCJ 230812). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC. Available at: http://nces.ed.gov/pubs2011/2011002.pdf - Ruddy, S.A., Neiman, S., Hryczaniuk, C.A., Thomas, T.L., and Parmer, R.J. (2010). *2007–08 School Survey on Crime and Safety (SSOCS) Survey Documentation for Public-Use Data File Users* (NCES 2010-307). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Available at http://nces.ed.gov/pubs2010/2010307.pdf
Survey Instruments	Survey instruments are available at: http://nces.ed.gov/surveys/ssocs/questionnaire.asp
Results	Data files for use in statistical software are available at: http://nces.ed.gov/surveys/ssocs/data_products.asp

Schools and Staffing Survey (SASS)

Constructs	**Principals –** School climate, school safety, suspension counts, expulsion counts, access to school buildings and grounds, security procedures, searches and dog sniffs, dress codes, identification policies, delinquent acts occurring in schools, parent involvement, degree of discipline policy influence held by various stakeholders **Schools –** Graduation rates, staff counts (e.g., social workers, guidance counselors), IEP/LEP counts and practices, Title I and free and reduced-price lunch services **Teachers –** Working conditions, control over student discipline, student behavior, parental support, support from administrators, support for special needs instruction, student tardiness/ absenteeism, general satisfaction, problems with students (health, poverty, dropouts, parents, apathy, etc.), attacks and threats from students
Respondents	Principals, teachers, schools

Reports	• National Center for Education Statistics publications on the Schools and Staffing Survey are available at: http://nces.ed.gov/pubsearch/getpubcats.asp?sid=003
	• The NCES bibliography includes selected research reports by outside researchers and is available at: http://nces.ed.gov/bibliography/
	• Publications include:
	  ▫ Aud, S., Fox, M. A., and KewalRamani, A. (2010). *Status and Trends in the Education of Racial and Ethnic Groups* (NCES 2010-015). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Available at: http://nces.ed.gov/pubs2010/2010015.pdf
	  ▫ Battle, D. (2010). *Principal Attrition and Mobility: Results From the 2008-09 Principal Follow-up Survey, Firsts Look* (NCES 2010-337). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Available at: http://nces.ed.gov/pubs2010/2010337.pdf
	  ▫ Dinkes, R., Kemp, J., and Baum, K. (2009). *Indicators of School Crime and Safety: 2009* (NCES 2010–012/NCJ 228478). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC. Available at: http://nces.ed.gov/pubs2010/2010012.pdf
	  ▫ Robers, S., Zhang, J., and Truman, J. (2012). *Indicators of School Crime and Safety: 2011* (NCES 2012-002/NCJ 236021). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC. Available at: http://nces.ed.gov/pubs2012/2012002rev.pdf
	  ▫ Robers, S., Zhang, J., and Truman, J. (2010). *Indicators of School Crime and Safety: 2010* (NCES 2011-002/NCJ 230812). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC. Available at: http://nces.ed.gov/pubs2011/2011002.pdf

Survey Instruments	Survey instruments are available at: http://nces.ed.gov/surveys/sass/questionnaire.asp

Constructs	**Principals –** School climate, school safety, suspension counts, expulsion counts, access to school buildings and grounds, security procedures, searches and dog sniffs, dress codes, identification policies, delinquent acts occurring in schools, parent involvement, degree of discipline policy influence held by various stakeholders **Schools –** Graduation rates, staff counts (e.g., social workers, guidance counselors), IEP/LEP counts and practices, Title I and free and reduced-price lunch services **Teachers –** Working conditions, control over student discipline, student behavior, parental support, support from administrators, support for special needs instruction, student tardiness/ absenteeism, general satisfaction, problems with students (health, poverty, dropouts, parents, apathy, etc.), attacks and threats from students
Results	Data files for use in statistical software are available at: http://nces.ed.gov/surveys/sass/dataproducts.asp

Trends in International Mathematics and Science study (TIMMS)

Constructs	**School safety; bullying; faculty climate; parental involvement; student-teacher relationships; physical environment; teacher satisfaction; professional development; school leadership**
Respondents	Fourth- and eighth-grade students, teachers, and principals
Reports	• National Center for Education Statistics technical and substantive reports on TIMSS are available at: http://nces.ed.gov/pubsearch/getpubcats.asp?sid=073 • The NCES bibliography includes selected research reports by outside researchers and is available at: http://nces.ed.gov/bibliography/ • International TIMSS reports are available at: http://timssandpirls.bc.edu/isc/publications.html • Publications include: ▫ Martin, M. O., Mullis, I. V. S., Gonzalez, E. J., Smith, T. A., & Kelly, D. L. (1999). School Contexts for Learning and Instruction. Chestnut Hill, MA: TIMSS International Study Center at Boston College. Available at: http://timssandpirls.bc.edu/timss1995i/schrpt.html
Survey Instruments	Background questionnaires are available at: http://nces.ed.gov/timss/questionnaire.asp
Results	Data are available for online analysis at: http://nces.ed.gov/surveys/international/ide/ and http://lighthouse.air.org/timss

Youth Risk Behavior Surveillance Survey (YRBSS)

Constructs	Alcohol and other drug use; behaviors that contribute to unintentional injuries and violence; physical inactivity; prevalence of obesity and asthma; sexual risk behaviors; tobacco use; unhealthy dietary behaviors
Respondents	Students in middle and high school.
Reports	• Methodological reports are available at: http://www.cdc.gov/healthyyouth/yrbs/data/index.htm • Reports documenting results from the YRBS are available at: http://www.cdc.gov/healthyyouth/yrbs/publications.htm • A list of journal articles using YRBS authored by CDC staff is available at: http://www.cdc.gov/healthyyouth/yrbs/articles.htm
Survey Instruments	Survey instruments are available at : http://www.cdc.gov/healthyyouth/yrbs/questionnaire_rationale.htm
Results	Data are available for online analysis at: http://apps.nccd.cdc.gov/youthonline/App/Default.aspx

Federal Survey Reporting

Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings From the School Survey on Crime and Safety: 2009–10

Link	http://nces.ed.gov/pubs2011/2011320.pdf
Description	This report, from the National Center for Education Statistics, presents findings from data collected on crime and violence in U.S. public schools through the School Survey on Crime and Safety (SSOCS).
Topics	Safety, Environment (Disciplinary Environment)
Focus Pop	K–12
Audience	General
Principle/Action	P1/A1, P3/A1-A2

High School Longitudinal Study of 2009 (HSLS: 09): A First Look at Fall 2009 Ninth-Graders' Parents, Teachers, School Counselors, and School Administrators

Link	http://nces.ed.gov/pubs2011/2011355.pdf
Description	This report features initial findings from the base year of a longitudinal study that started with a nationally representative cohort of ninth-graders in the fall of 2009. This report focuses on the contextual data provided by students' parents and school staff.
Topics	Engagement (SES), environment (academic background)
Focus Pop	High school students
Audience	General
Principle/Action	P1/A1

High School Longitudinal Study of 2009 (HSLS:09): A First Look at Fall 2009 Ninth-Graders

Link	http://nces.ed.gov/pubs2011/2011327.pdf
Description	This report features initial findings from the base year of a new longitudinal study that started with a nationally representative cohort of ninth-graders in the fall of 2009 and will follow these students through postsecondary education and the world of work. The base year data focus on students' transitions into high school, especially their decisions about courses and plans for postsecondary education and careers.
Topics	Engagement, environment (instructional environment)
Focus Pop	High school students
Audience	General
Principle/Action	P1/A1

Youth Risk Behavior Surveillance—United States, 2011

Link	http://www.cdc.gov/mmwr/pdf/ss/ss6104.pdf
Description	This survey is a national school-based survey conducted by CDC and includes 47 state surveys, five territorial surveys, two tribal government surveys, and 22 local surveys conducted among students in grades 9–12 during October 2010–February 2011.
Topics	Safety, environment (instructional environment)
Focus Pop	High school students
Audience	General
Principle/Action	P1/A1-A5

Indicators of School Crime and Safety: 2012

Link	http://nces.ed.gov/programs/crimeindicators/crimeindicators2012/
Description	This report provides the most current detailed statistical information to inform the nation on the nature of crime occurring in schools as well as on the way to and from school. Data on crime at school is presented from the perspectives of students, teachers, principals, and the general population from an array of sources--the National Crime Victimization Survey, the School Crime Supplement to the National Crime Victimization Survey, the Youth Risk Behavior Surveillance Survey, the School Survey on Crime and Safety and the School and Staffing Survey. Data on crime away from school are also presented to place school crime in the context of crime in the larger society.
Topics	Safety, environment
Focus Pop	K-12
Audience	General
Principle/Action	P1/A1-A5, P3/A1-A2

The National Survey of Children's Health

Link	http://childhealthdata.org/learn/NSCH
Description	This survey includes physical and mental health status, and access to quality health care, as well as information on the child's family, neighborhood, and social context. National data can be refined to assess differences by race/ethnicity, income, special health care needs status and a variety of other important demographic and health status characteristics.
Topics	Safety, environment (physical health)
Focus Pop	Children (birth to age 17)
Audience	Family, researchers, community health providers, school staff
Principle/Action	P1/A4-A5

Status and Trends in the Education of Racial and Ethnic Groups

Link	http://nces.ed.gov/pubs2010/2010015.pdf
Description	This report profiles current conditions and recent trends in the education of students by racial and ethnic group. It presents 29 indicators that provide information on and examine (1) demographics; (2) patterns of preprimary, elementary, and secondary school enrollment; (3) student achievement; (4) persistence; (5) student behaviors that can affect their education; (6) participation in postsecondary education; and (7) outcomes of education.
Topics	Safety, environment (physical health)
Focus Pop	K-12
Audience	General
Principle/Action	P1/A1-A2, P3/A1-A2

Student Victimization in U.S. Schools: Results from the 2009 School Crime Supplement to the National Crime Victimization Survey

Link	http://www.edpubs.gov/document/ed005288p.pdf?ck=589
Description	This report provides estimates of student criminal victimization as defined by the 2009 School Crime Supplement (SCS) to the 2009 National Crime Victimization Survey (NCVS). The SCS is a supplement to the NCVS that was created to collect national level information about students ages 12 through 18 and school characteristics related to school crime.
Topics	Safety, environment
Focus Pop	Students (ages 12–18)
Audience	General
Principle/Action	P1/A1 & A5

Studies

Efficacy of Schoolwide Programs to Promote Social and Character Development and Reduce Problem Behavior in Elementary School Children

Link	http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCER20112001
Description	This report provides results from the evaluation of seven social and character development (SACD) programs. The report includes three key findings: (1) The seven SACD programs increased the reported implementation of classroom activities intended to increase students' social and character development; (2) The control schools also reported the use of a variety of activities intended to increase students' social and character development as "standard practice" but not at the same levels as the treatment schools; and (3) There were no differences in students' social and emotional competence, behaviors, academic performance, or perceptions of school climate between students in schools implementing one of the seven SACD programs and those in the control schools.
Topics	Engagement, safety, environment (disciplinary environment)
Focus Pop	Elementary school students
Audience	General
Principle/Action	P1/A1-A5, P2/A1-A5

The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States

Link	http://www.edpubs.gov/document/ed001357p.pdf?ck=929
Description	This report details how the U.S. Secret Service and the U.S. Department of Education studied school-based attacks and what was found. The extensive examination covers 37 incidents of targeted school shootings and school attacks that occurred in the United States beginning with the earliest identified incident in 1974 through May 2000. The focus of the Safe School Initiative was to examine the thinking, planning, and other behaviors engaged in by students who carried out school attacks. Particular attention was given to identifying pre-attack behaviors and communications that might be detectable--or "knowable"--and could help in preventing some future attacks.
Topics	Engagement (SES), environment (academic background)
Focus Pop	High school students
Audience	General
Principle/Action	P1/A1-A5

Parent Involvement and Extended Learning Activities in School Improvement Plans in the Midwest

Link	http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=282
Description	This study reports the findings of a content analysis of 1,400 school improvement plans describing proposed activities for boosting student achievement in five Midwest Region states. Sections 1116 and 1118 of the *No Child Left Behind Act* (*NCLB*) outline requirements and recommendations for involving parents and providing extended learning activities (before-school, after-school, or summer programs), two sets of activities that some research suggests improve student outcomes.
Topics	Engagement
Focus Pop	Elementary school students
Audience	Researchers, district and school administrators
Principle/Action	P1/A1-A5

Student-Reported Overt and Relational Aggression and Victimization in Grades 3–8

Link	http://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2011114.pdf
Description	This report reviews a secondary analysis of survey data from a voluntary sample of 11,561 grade 3–8 students and examines the prevalence and distribution of aggression, victimization, and approval of aggression, both overt (verbally and physically aggressive behavior intended to threaten or harm) and relational (behavior intended to harm someone's relationships with others).
Topics	Safety (bullying)
Focus Pop	Grades 3-8
Audience	Researchers, school/district administrators
Principle/Action	P1/A2-A5

What Characteristics of Bullying, Bullying Victims, and Schools Are Associated with Increased Reporting of Bullying to School Officials?

Link	http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2010092.pdf
Description	This report describes a study that tested 51 characteristics of bullying victimization, bullying victims, and bullying victims' schools to determine which were associated with reporting to school officials. It found that 11 characteristics in two categories—bullying victimization and bullying victims—showed a statistically significant association with reporting. The study also notes the high percentage (64 percent) of respondents who experienced bullying but did not report it.
Topics	Safety (bullying)
Focus Pop	Grades 3-8
Audience	Researchers, district and school administrators
Principle/Action	P1/A1-A2 & A4, P2/A2

Federal Interagency Initiatives

While the focus of each federal agency is unique, the topics and populations whom they serve sometimes overlap. This is particularly true for issues related to school climate and discipline. Between challenging economic times and the need to ensure supports are developed and provided efficiently and effectively, child-serving, federal agencies are working together as part of several interagency initiatives.

1is2Many

Link	http://www.whitehouse.gov/1is2many
Description	This initiative, launched by the White House, uses technology and outreach to get the message out about and to help reduce dating violence and sexual assault among teens and young adults.
Topics	Safety (violence, emotional safety, teen dating violence)
Focus Pop	Preteens, teens
Audience	General

Federal Interagency Forum for Disconnected Youths

Link	http://findyouthinfo.gov/youth-topics/reconnecting-youth/shared-goal-statement
Description	This interagency forum is committed to improving educational, employment, and other key outcomes for disconnected youths through interagency and intergovernmental collaboration.
Topics	Engagement (relationships, participation), environment
Focus Pop	Homeless youths, foster youths, corrections-involved youths
Audience	General

Federal Partners in Bullying Prevention Steering Committee

Link	http://stopbullying.gov
Description	This steering committee, an interagency effort led by the Department of Education, works to coordinate policy, research, and communications on bullying topics. The Federal Partners include representatives from the U.S. departments of Agriculture, Defense, Education, Health and Human Services, the Interior, and Justice, as well as the Federal Trade Commission and the White House Initiative on Asian Americans and Pacific Islanders.
Topics	Safety, bullying/cyberbullying
Focus Pop	General
Audience	General

Interagency Working Group on Teen Dating Violence

Link	http://www.nij.gov/topics/crime/intimate-partner-violence/teen-dating-violence/Pages/research-agenda.aspx
Description	This interagency working group coordinated teen dating violence programming, policy, and research activities to combat violence from a public health perspective. The working group comprises 18 agencies representing the U.S. departments of Health and Human Services, Justice, Education, and Defense.
Topics	Safety (emotional safety, teen dating violence), engagement (relationships)
Focus Pop	Preteens, teens
Audience	General

Interagency Working Group on Youth Programs

Link	http://www.findyouthinfo.gov/
Description	This interagency working group promotes the goal of positive, healthy outcomes for youths in three significant ways: (1) create and support FindYouthInfo.gov; (2) identify and disseminate promising and effective strategies; and (3) promote enhanced collaboration. The working group is composed of representatives from 12 federal departments and 5 federal agencies that support programs and services focusing on youths.
Topics	Engagement, safety, environment
Focus Pop	General
Audience	General

Interagency Coordinating Committee on the Prevention of Underage Drinking (ICCPUD)

Link	https://www.stopalcoholabuse.gov/default.aspx
Description	This coordinating committee provides ongoing, high-level leadership on the prevention of underage drinking and serves as a mechanism for coordinating federal efforts aimed at preventing and reducing underage drinking. SAMHSA serves as the lead ICCPUD agency.
Topics	Substance use
Focus Pop	Youth (ages 20 and younger)
Audience	General

The National Community of Practice on School Behavioral Health

Link	http://www.ideapartnership.org/index.php?option=com_content&view=article&id=251&Itemid=49
Description	This community of practice focuses on the non-academic barriers to achievement (i.e., behavioral health issues) through the collaborative work of diverse stakeholders to create a shared agenda across education, mental health, and families. Twelve states, 23 national organizations, 6 technical assistance centers, and 10 practice groups work together in this community.
Topics	Engagement (relationships, school participation, cultural competence), implementation (cross-agency collaboration, community partnerships, evidence-based practices, fidelity assessment, educator evaluation and development, sustainability)
Focus Pop	General
Audience	General

The Federal Interagency Reentry Council

Link	http://csgjusticecenter.org/nrrc/projects/firc
Description	The Federal Interagency Reentry Council represents 20 federal agencies, working towards a mission: to make communities safer by reducing recidivism and victimization; to assist those who return from prison and jail in becoming productive citizens; and to save taxpayer dollars by lowering the direct and collateral costs of incarceration. The Reentry Council, established by Attorney General Holder in January 2011, represents a significant executive branch commitment to coordinating reentry efforts and advancing effective reentry policies. It is premised on the recognition that many federal agencies have a major stake in prisoner reentry. The council addresses numerous topics and populations involved in this broad issue. One topic is youth, and one active subcommittee of the council is on juvenile reentry.
Topics	Engagement (relationships, school participation)
Focus Pop	Youths who have been detained or incarcerated.
Audience	General

Striving to Reduce Youth Violence Everywhere (STRYVE)

Link	http://vetoviolence.cdc.gov/stryve/
Description	This national initiative, led by the Centers for Disease Control and Prevention (CDC), takes a public health approach to preventing youth violence before it starts. To realize its vision—safe and healthy youths who can achieve their full potential as connected and contributing members of thriving, violence-free families, schools, and communities—the initiative is working to increase public health leadership to prevent youth violence; promote the widespread adoption of youth violence prevention strategies based on the best available evidence; and reduce the rates of youth violence on a national scale.
Topics	Safety (physical safety)
Focus Pop	General
Audience	Practitioners, families, communities

Supportive School Discipline Initiative

Link	http://www.ojjdp.gov/enews/11juvjust/110721.html http://www.ed.gov/school-discipline
Description	This initiative was launched in response to a groundbreaking study that demonstrated how suspension and expulsion are not only overused but also inappropriately used to discipline children in school. U.S. Attorney General Eric Holder and U.S. Secretary of Education Arne Duncan launched the collaborative initiative between the departments of Justice and Education to stem the school-to-prison pipeline and advance the use of positive discipline and learning policies and practices in schools nationwide.
Topics	Environment (discipline, behavior management)
Focus Pop	General
Audience	General

Topical Index

Endnotes

[1] Safe Supportive Learning. (n.d.). Topic: School Climate. Retrieved August 5, 2013, from http://safesupportivelearning.ed.gov/school-climate under *"School climate describes school conditions that influence student learning."* dropdown carat.

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[3] Christle, C. A., Jolivette, K., & Nelson, C. M. (2007). "School characteristics related to high school dropout rates." *Remedial and Special Education*, 28(6), 325-339.

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[6] Steinberg, M. P., Allensworth, E., & Johnson, D. W. (2011). *Student and Teacher Safety in Chicago Public Schools: The Roles of Community Context and School Social Organization*. Chicago: Consortium on Chicago School Research.

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[8] Safe Supportive Learning. (n.d.). Topic: School Climate.   Retrieved August 5, 2013, from http://safesupportivelearning.ed.gov/school-climate under *"School climate describes school conditions that influence student learning."* dropdown carat.

[9] Safe Supportive Learning. (n.d.). Topics: Engagement.   Retrieved August 5, 2013, from http://safesupportivelearning.ed.gov/topic-research/engagement

[10] Safe Supportive Learning. (n.d.). Topics: Safety.   Retrieved August 5, 2013, from http://safesupportivelearning.ed.gov/topic-research/safety

[11] Safe Supportive Learning. (n.d.). Topics: Environment.   Retrieved August 5, 2013, from http://safesupportivelearning.ed.gov/topic-research/environment