NATIONAL CENTER FOR SAFE SUPPORTIVE LEARNING ENVIRONMENTS WEBSITE RESOURCES

A list of resources related to school climate and alternative disciplinary practices

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INTRODUCTION

[The National Center on Safe Supportive Learning Environments](#) (NCSSLE) is a training and technical assistance (TTA) center funded by the U.S. Department of Education's Office of Safe and Healthy Students to help address the many factors that result in disciplinary problems and affect conditions for learning, such as bullying, harassment, violence, and substance abuse. Due to the growing concern over school climate and disproportionate rates of suspensions and explosions in the nation's schools, over the past few years, NCSSLE has developed a number of materials related to this topic. Additionally, NCSSLE has increased the number of resources housed in the NCSSLE website to help school districts better address their approaches to school climate and discipline while safeguarding student's civil rights.

Key Resource: The *Quick Guide* provides district and school leaders, teachers, school staff, and other members of the school community with the basics on how to initiate, implement, and sustain school climate improvements. Specifically, it explains how making school climate improvements involves 5 sets of activities-- planning; engaging stakeholders; collecting, analyzing and reporting school climate data; identifying and implementing interventions; and monitoring and evaluation-- and then provides for each activity set:

- Why it is important
- What are the key things to do
- What it looks like when it is done well
- What to avoid/potential pitfalls

https://safesupportivelearning.ed.gov/sites/default/files/NCSSLE_SCIRP_QuickGuide508%20gdc.pdf

Includes Activity Sets:

Planning for School Climate Improvements (Activity Set 1)

Engaging Stakeholders in School Climate Improvements (Activity Set 2)

Collecting and Reporting School Climate Data (Activity Set 3)

Choosing and Implementing School Climate Interventions (Activity Set 4)

Monitoring and Evaluating School Climate Improvement Efforts (Activity Set 5)

ARCHIVED WEBINAR SERIES (available online)

SCHOOL CLIMATE:

[Moving Beyond Open House: Building Meaningful Relationships between Parents/Families and Schools](#)

[Making the Case for the Importance of School Climate and Its Measurement in Turnaround Schools](#)

[Enhancing Peer-to-Peer Relationships to Strengthen School Climate](#)

[School Based Climate Teams (Part 1)](#)

[School Based Climate Teams (Part 2)](#)

[Student Engagement](#)

[Violence Prevention](#)

[Bullying Prevention](#)

[Establishing Supportive Relationships between Teachers, Staff, Students, and Families](#)

SUPPORTIVE SCHOOL DISCIPLINE

[Supporting School-Level Root Cause Analyses of Disproportionate Discipline Outcomes](#)

[SSD Webinar - Resources](#)

[SSDI Webinar - Getting Started](#)

[SSD Webinar Series: Courts and Juvenile Justice Webinar](#)

[SSD Webinar Series: School-Police Partnerships](#)

[SSD Webinar Series: Targeted Behavioral Interventions](#)

[SSD Webinar Series: Conditions for Learning](#)

SSD Webinar Series: Addressing the Educational Challenges of Youth who are Confined in Juvenile Justice Secure Settings

SSD Webinar Series Event: School Discipline Laws and Regulations

SSD Webinar Series Event: Guiding Principle #3, Equity & Continuous Improvement

SSD Webinar Series Event: Guiding Principle #2, Clear, Appropriate, and Consistent Expectations and Consequences

SSD Webinar Series Event: Guiding Principle #1, Climate and Prevention

School Discipline Guidance Package: Title IV and Title VI Civil Rights Guidance

Overview of the School Discipline Guidance Package

Trauma-Informed Practices in School Discipline

Using Youth Court as a Supportive School Discipline Practice

At the Intersection of School Safety and Supportive Discipline: Navigating the Roles and Responsibilities of School Resource Officers

Stemming the School-to-Prison Pipeline: Applying Restorative Justice Principles to School Discipline Practices

Addressing Truancy: Innovative Approaches to Systemically Increasing Attendance and Reducing Chronic Truancy

Alternatives to Traditional School Discipline: The Multi-Tiered Behavioral Health Prevention Framework

Making the Case for Positive Approaches to Discipline

The following list of NCSSLE resources is organized labeling each resource as one or more of the 6 topic areas that define *Supportive School Environments (ESE):* leadership; professional development; access to resources and services; academic and non-academic strategies; policies and protocols; and collaboration with families:

I) *__Leadership__* by school and district administrators to create supportive school environments and promote collaborative services.

II) *__Professional development__* for school administrators, educators, and behavioral health providers on topic areas needed to enhance schools' capacity to create supportive school environments and collaborative services.

III) *__Access to resources and services__* through the identification, coordination, and creation of school and community-based behavioral health services that improve the school-wide environment.

IV) *__Academic and non-academic strategies__* that are effective inside and outside the classroom to ensure the success of all students.

V) *__Policies and protocols__* that effectively support a clear organizational structure at school to support positive behavioral health strategies.

VI) *__Collaboration with families__* that includes regular communication with, and active involvement of, families to improve support for students.

CONSOLIDATED LIST OF RESOURCES ON IMPROVING SCHOOL CLIMATE AND DISCIPLINE PRACTICES

Policy and Guidance

Compendium of School Laws and Regulations	
Link	https://safesupportivelearning.ed.gov/school-discipline-compendium
Organization	NCSSLE
Description	Helps state and local policymakers, as well as school-level personnel and other education stakeholders, better understand the current school discipline practices across the United States. It provides information on school discipline laws and administrative regulations for each of the 50 states, Washington, D.C., and the U.S. territories of American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the Virgin Islands effective as of March 2016. For each of the states or jurisdictions, discipline related laws and regulations are categorized by the type of specific discipline issue they address. Resources from government-sponsored websites and other sources are also included for each jurisdiction where available.
Topics(s)	Policies and protocols
Focus population(s)	K-12 students
Audience	School administrators, state and district administrators

Dear Colleague Letters on the Appropriate Use of School Resource Officers and Campus Police	
Link	https://safesupportivelearning.ed.gov/dear-colleague-letters-appropriate-use-school-resource-officers-and-campus-police
Organization	NCSSLE
Year of Publication	2016
Description	Presents a list of materials that build on the Obama's Administration's work with states and districts to improve discipline practices and climate in the nation's schools. These materials consist of policy briefs focusing on the appropriate use of school resource officers (SROs), in the form of Dear Colleague Letters, released by the U.S. Department of Education and the U.S. Department of Justice. The list also contains two rubrics designed to aid state and local educational agencies in improving school safety and ensuring better outcomes for students while safeguarding their civil rights.
Topics(s)	Leadership; Access to resources and services
Focus population(s)	K-12; postsecondary education
Audience	School administrators, state and district administrators

Products

Addressing the Root Causes of Disparities in School Discipline	
Link	https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline
Organization	NCSSLE
Year of Publication	2015
Description	Provides tools to assess and systematically address disparities in school discipline. It describes how to carry out a descriptive analysis of disparities in school discipline and how to conduct a root cause analysis to systematically address school-based factors that contribute to disparities.
Topics(s)	Professional Development; Protocols and Practices
Focus population(s)	School teams and school districts
Audience	All stakeholders invested in schools—students, families, community-based organizations, advocates, and agencies, including health and mental health professionals and those representing youth development, child welfare, law enforcement, courts, and juvenile justice agencies.

Community & Family Engagement: Principals Share What Works	
Link	http://www.communityschools.org/assets/1/AssetManager/CommunityAndFamilyEngagement.pdf • A link to this product is also found on the NCSSLE website here: https://safesupportivelearning.ed.gov/resources/community-and-family-engagement-principals-share-what-works
Organization	Coalition for Community Schools
Year of Publication	2006
Description	Shares the lessons and advice of principals who have been able to successfully address the discrepancy between what educators believe is necessary to improve student outcomes and what they feel prepared and able to do. The report discusses how principals have been able to effectively address these gaps through working with community partners, families and other key stakeholders. Challenges and methods for overcoming them to improve student outcomes are explored through different examples and general tips.
Topics(s)	Leadership; Academic and nonacademic strategies; Collaboration with families
Focus population(s)	Principals and teachers
Audience	All stakeholders invested in schools—principals, district leaders, teachers, families, community-based organizations, advocates, and agencies

Family Involvement Makes a Difference	
Link	http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-in-elementary-school-children-s-education This publication is also found on the NCSSLE Website here: https://safesupportivelearning.ed.gov/resources/family-involvement-elementary-school-childrens-education
Organization	Harvard Graduate School of Education
Year of Publication	2007
Description	Synthesizes the latest research that demonstrates how family involvement contributes to elementary-school-age children's learning and development. Summarizes the latest evidence base on effective involvement—specifically, the research studies that link family involvement during the elementary school years to outcomes and programs that have been evaluated to show what works.
Topics(s)	Collaboration with families; Academic and non-academic strategies
Focus population(s)	Elementary school students and families
Audience	All stakeholders invested in schools—principals, district leaders, teachers, families, community-based organizations, advocates, and agencies

Voices from the Field: How Receptive Is Your Community to Taking Positive Approaches to School Discipline?	
Link	https://safesupportivelearning.ed.gov/voices-field/how-receptive-your-community-taking-positive-approaches-school-discipline
Organization	NCSSLE
Year of Publication	2013
Description	Presents an interactive blog post that invites school administrators, teachers, school support staff and other stakeholders involved in student learning outcomes to learn about the latest research on school discipline and evidenced-based methods for addressing disciplinary issues in schools.
Topics(s)	Leadership; Professional development; Policies and protocols
Focus population(s)	K-12 education
Audience	School administrators, teachers and school support staff

Research

Breaking School Rules: A Statewide Study of How School Discipline Relates to

Students' Success and Juvenile Justice Involvement	
Link	http://knowledgecenter.csg.org/kc/system/files/Breaking_School_Rules.pdf • A link to this research article is also found on the NCSSLE website here: https://safesupportivelearning.ed.gov/resources/breaking-school-rules-statewide-study-how-school-discipline-relates-students-success-and
Organization	The Council of State Governments: Justice Center and Public Policy Research Institute
Description	Describes the analysis of millions of school and juvenile justice records in Texas in order to improve policymakers' understanding of who is suspended and expelled from public secondary schools, and the impact of those removals on students' academic performance and juvenile justice system involvement.
Topics(s)	Policies and protocols
Focus population(s)	Students who have been suspended or expelled and students involved in the juvenile justice system
Audience	District Administrators and School Administrators

Data Snapshot: School Discipline	
Link	http://www2.ed.gov/about/offices/list/ocr/docs/crdc-discipline-snapshot.pdf • A link to this research article is also found on the NCSSLE website here: https://safesupportivelearning.ed.gov/resources/data-snapshot-school-discipline
Organization	U.S. Department of Education Office for Civil Rights
Year of Publication	2014
Description	Provides analysis of data from public schools nationwide that show disparities in how students—beginning in preschool—are disciplined based on their race/ethnicity, gender, and disability status. Includes school discipline, restraint, seclusion, suspension, expulsion, and arrest data.
Topics(s)	Policies and protocols
Focus population(s)	Students who have been suspended or expelled
Audience	All stakeholders invested in schools—principals, district leaders, teachers, families, community-based organizations, advocates, and agencies

Training and Toolkits

Module 19: Key Issues in Discipline for Students with Disabilities

Link	http://www.parentcenterhub.org/repository/partb-module19/
	• A link to this module is also found on the NCSSLE website here: https://safesupportivelearning.ed.gov/resources/module-19-key-issues-discipline-students-disabilities
Organization	Center for Parent Information and Resources
Description	Discusses IDEA's very specific procedures for disciplining students with disabilities who violate a code of student conduct. The module discusses answers to the following questions: 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?
Topics(s)	Leadership; Professional development; Policies and protocols
Focus population(s)	Students with disabilities
Audience	All stakeholders invested in schools—principals, district leaders, teachers, families, community-based organizations, advocates, and agencies

Webinars

Creating Policies that Support a More Positive School Climate to Reduce Suspensions and Expulsions	
Link	https://safesupportivelearning.ed.gov/events/webinar/creating-policies-support-more-positive-school-climate-reduce-suspensions-and
Organization	NCSSLE
Year of Publication	2016
Description	Presents an online learning event that explores the need for policy revision when new initiatives are considered for implementation. The webinar reviews a series of tools and resources that school and district administrators can use to implement alternatives to suspension and expulsions in their discipline practices. The presenters also provide a number of resources that can aid administrators. These resources are introduced and reviewed throughout the presentation.
Topics(s)	Access to resources and services; Professional development
Focus population(s)	K-12 students
Audience	School and district administrators

Stemming the School-to-Prison Pipeline: Applying Restorative Justice Principles to

School Discipline Practices	
Link	https://safesupportivelearning.ed.gov/events/webinar/stemming-school-prison-pipeline-applying-restorative-justice-principles-school
Organization	NCSSLE
Year of Publication	2013
Description	Provides the knowledge that schools, districts, residential facilities, and court staff; law enforcement and legal personnel; youth; families; and other community stakeholders need to better understand how restorative justice principles, when applied to school discipline practices, can stem the school-to-prison pipeline. With the potential of teaching conflict resolution skills, fostering understanding and empathy, and building stronger relationships in schools and communities, restorative justice has proven to be an effective alternative to punitive and exclusionary responses to problem student behavior.
Topics(s)	Academic and non-academic strategies; Professional development; Policies and protocols
Focus population(s)	K-12 students
Audience	All stakeholders invested in schools—principals, district leaders, teachers, families, community-based organizations, advocates, and agencies

Making the Case for Positive Approaches to Discipline	
Link	https://safesupportivelearning.ed.gov/events/webinar/making-case-positive-approaches-discipline
Organization	NCSSLE
Year of Publication	2013
Description	Provides the knowledge that school, district, and court staff, law enforcement, and community stakeholders need to better understand the issues surrounding traditional school discipline practices and examples of how communities have shifted their disciplinary approaches.
Topics(s)	Access to resources and services; Policies and protocol; Leadership
Focus population(s)	K-12 students
Audience	School district superintendents; School administrators and support staff; probation/parole officers; law enforcement; other related community stakeholders

Videos

Project GROW Multi-tiered School Mental Health Support

Link	https://vimeo.com/149073994
	• A link to this video is also found on the NCSSLE website here: https://safesupportivelearning.ed.gov/resources/project-grow-multi-tiered-school-mental-health-support
Organization	Elk Grove School District
Year of Publication	2016
Description	Presents a video, created by the Elk Grove Unified School District, on the experience and successes of schools under Project GROW, an Elementary and Secondary School Counseling Grant program. The program uses a multi-tiered approach to address behavioral issues and provide developmentally appropriate interventions to students so that they can develop the skills to succeed in the instructional environment.
Topics(s)	Academic and non-academic strategies; Access to resources and services; Policies and protocols
Focus population(s)	Elementary school students
Audience	All stakeholders invested in schools—principals, district leaders, teachers, families, community-based organizations, advocates, and agencies

White County High School Climate Crew	
Link	http://www.schooltube.com/video/5721135f476742c2816c/White-County
	• A Link to this video is also found on the NCSSLE website here: https://safesupportivelearning.ed.gov/resources/white-county-high-school-climate-crew
Organization	Tennessee Department of Education
Year of Publication	2014
Description	Highlights the history and efforts of the White High School Climate Crew as narrated by students, staff and administrators. Examples of school activities are shown and students, as well as staff, talk about the improved school climate resulting from having the Climate Crew operating in their school.
Topics(s)	Academic and non-academic strategies; Leadership
Focus population(s)	High school students
Audience	School administrators; teachers; school support staff

Campbell County High School Flex Lunch	
Link	http://www.schooltube.com/video/2458fc9c6f2e4347b11c/Campbell%20County
	• A Link to this video is also found on the NCSSLE website here:

Organization	Tennessee Department of Education
Year of Publication	2014
Description	Presents a new approach to increasing student engagement and building relationships between students and staff. This video contains insights for how to reduce feelings of isolation in a rural school setting in an effort to minimize the likelihood of another school shooting.
Topics(s)	Academic and non-academic strategies; Leadership
Focus population(s)	High school students experiencing a school-related traumatic event
Audience	School administrators; teachers; school support staff