

Fall Forum 2021
Stimulus Funds and UGG, and You and Me, So Happy (Back) Together



Office for Civil Rights under New Administration

Jennifer Mauskapf, Esq.
jmauskapf@bruman.com
www.bruman.com



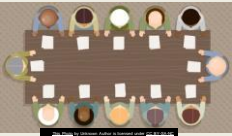
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Agenda

- OCR Basics
- Transition Perspective
 - Leadership
 - Budget
- What to Expect?
 - Equity in Education
 - Ensuring FAPE for Students with Disabilities
 - Title IX
 - Bullying
 - Discipline
 - Civil Rights Data Collection
 - SEA Directed Investigations




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Who has the Authority to Determine Whether ED-OCR Exists?



- A. The President of the United States
- B. The U.S. Secretary of Education
- C. The United States Congress

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OCR Establishment and Mission

- Established by Statute: 20 U.S.C. § 3413
- Mission: *To ensure equal access to education and to promote educational excellence throughout the Nation through vigorous enforcement of civil rights law.*

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Laws Enforced by OCR

- 1964: Title VI of the Civil Rights Act
- 1972: Title IX of the Education Amendments
- 1973: Section 504 of the Rehabilitation Act
- 1975: The Age Discrimination Act
- 1990: Title II of the Americans with Disabilities Act
- 2002: Boy Scouts of America Equal Access Act, ESEA §

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OCR Activities

- Carries out mission through:
 - *Complaint Investigation and Resolution*
 - *Proactive Enforcement: Compliance Reviews*
 - *Monitoring of Resolution Agreements*
 - *Technical Assistance*
- Affirmative Actions Required
 - *Civil Rights Data Collection (CRDC)*
 - *Methods of Administration*

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OCR Organization

- Assistant Secretary
- Headquarters
- 12 Enforcement Offices



OCR Regional Office	Headquarters (City, State)
Alaska	Juneau, AK
Arizona	Phoenix, AZ
California	San Francisco, CA
Colorado	Denver, CO
Connecticut	Hartford, CT
Florida	Tallahassee, FL
Georgia	Atlanta, GA
Idaho	Boise, ID
Illinois	Chicago, IL
Indiana	Indianapolis, IN
Iowa	Des Moines, IA
Kansas	Topeka, KS
Kentucky	Frankfort, KY
Louisiana	Baton Rouge, LA
Maine	Portland, ME
Michigan	Lansing, MI
Minnesota	St. Paul, MN
Mississippi	Jackson, MS
Missouri	Jefferson City, MO
Montana	Helena, MT
Nebraska	Lincoln, NE
Nevada	Carson City, NV
New Hampshire	Concord, NH
New Jersey	Trenton, NJ
New Mexico	Santa Fe, NM
New York	Albany, NY
North Carolina	Raleigh, NC
North Dakota	Bismarck, ND
Ohio	Columbus, OH
Oklahoma	Oklahoma City, OK
Oregon	Salem, OR
Rhode Island	Providence, RI
South Carolina	Columbia, SC
South Dakota	Sioux Falls, SD
Tennessee	Nashville, TN
Texas	Austin, TX
Utah	Salt Lake City, UT
Vermont	Montpelier, VT
Virginia	Richmond, VA
Washington	Olympia, WA
West Virginia	Charleston, WV
Wisconsin	Madison, WI
Wyoming	Cheyenne, WY

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OCR Leadership – Assistant Secretary for Civil Rights, Catherine Llahmon



- Confirmed Oct. 20, 2021
- Asst. Sec. OCR, 2013-2016
- Chairwoman for the U.S. Commission on Civil Rights, 2016-2021
- California Legal Affairs Secretary under Gov. Newsom, 2019-2020

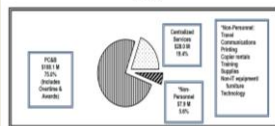
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OCR Budget Request, FY 2022

- Final FY 2021 Appropriation: \$131M
- FY 2022 Budget Request: \$144M (~9.9% increase)
 - +\$8.7M Personnel Compensation and Benefits
 - +\$3.1M Non-Personnel Costs
 - +\$1.2M Centralized Services (Overhead)



Category	Amount	FTE
Total	\$144	623
Personnel	\$122.4	539
Centralized Services	\$12.0	5
Non-Personnel	\$10.0	19

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What Should We Expect?

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OCR's First 9 Months of the Biden Administration...

- April 2021:
 - *Notification of Immediate Action to Carry Out the Requirements of the Executive Order on Guaranteeing an Educational Environment Free from Discrimination on the Basis of Sex, Including Sexual Orientation or Gender Identity*
- May 2021:
 - *Joint Fact Sheet About COVID-19-Related Harassment of Asian American and Pacific Islander Students in Schools*
 - *Q&A on Civil Rights and School Reopening in the COVID-19 Environment*
 - *Dear Educator Letter re: Schools' Obligations to Address Harassment Directed at Asian American and Pacific Islander Students*

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OCR's First 9 Months of the Biden Administration...

- June 2021:
 - *Request for Information re: Nondiscriminatory Administration of School Discipline*
 - *Report on Disparate Impacts of COVID-19 on Students in Elementary, Secondary, and Postsecondary Education (June 9)*
 - *Title IX Virtual Public Hearing*
 - *Notice of Interpretation Confirming that Title IX Prohibits Discrimination Based on Sexual Orientation and Gender Identity*
 - *Fact Sheet: Supporting Transgender Youth in School*
 - *Fact Sheet: Confronting Anti-LGBTQ+ Harassment in Schools*
- July 2021:
 - *Q&A on Title IX Regulations on Sexual Harassment*
 - *Education Issues Resource on Students and Children with Long COVID*
 - *OCR Blog: Students, Immigration Status, and the Right to Public Education*

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OCR's First 9 Months of the Biden Administration...

- August 2021:
 - OCR Enforcement of the Title IX Regulation Limiting Use of Statements by Parties & Witnesses not Subject to Cross-Examination at Live Hearing
 - Letter Announcing 2021-2022 Civil Rights Data Collection(CRDC)
 - Fact Sheet: Confronting Discrimination Based on National Origin and Immigration
 - Back-to-School Address for Transgender Students
- September 2021:
 - Resource Collections for Elem. & Sec. and Postsecondary - Equitable Return to School
- October 2021:
 - Fact Sheet to Support Students at Risk of Self-Harm
 - Fact Sheet on Supporting Intersex Students
 - National Bullying Prevention Month Webinar
 - Agt. to Resolve Restraint and Seclusion Compliance Review


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Likely Areas of Focus

- Equity in Education
- Ensuring FAPE for Students with Disabilities
- Title IX
 - Sexual Misconduct
 - Transgender Student Rights
- Bullying
- Discipline
- Civil Rights Data Collection



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Advancing Equity in Education

- ED-wide Priority
- OCR Role

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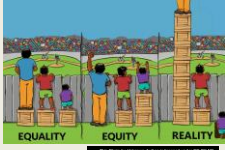
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COVID-19 Response & Equity Considerations

“SEAs and LEAs should establish practices that ensure all students are provided resources that establish equitable opportunities to learn.”

-ED ESSER/GEER FAQs, May 2021



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Equity Considerations & Allocation of Funds

- Resource Equity—schools serving larger proportions of historically underserved groups of students require more funding, depending upon the needs of the students at a particular school
- Resource Allocation—decisions should recognize that certain student populations and school communities have been disproportionately impacted by the pandemic and ensure resource equity

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Equity Considerations & Allocation of Recovery Funds

- ESSER funds are distributed as under Title I-A
 - → *already targeted to LEAs with concentrations of students from low-income families*
 - → *may be further targeted Title I schools or only schoolwide schools*
- GEER may provide emergency support to LEAs that the SEA determines have been 'most significantly impacted' by the pandemic
 - *SEA has substantial flexibility in making this determination*

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ED Announces Actions to Advance Equity in Education – June 9, 2021

...aim to not only address inequities exacerbated by the COVID-19 pandemic, but encourage schools more broadly to reimagine their education systems and practices and infuse equity into all of their work, so that every student has access to rigorous, culturally responsive, and fulfilling instruction.

- Release of OCR report highlighting the disparate impacts of COVID-19 on K-12 and postsecondary students in underserved communities,
- Release of ARP-Maintenance of Equity guidance
- Equity Summit Series began June 22, 2021
- Highlights May 2021 guidance on use of pandemic recovery funds to advance educational equity in COVID-19 response

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OCR Report Highlighting the Disparate Impacts of COVID-19 on Students in Underserved Communities

- Provides a data-driven account of COVID-19's disparate impacts on students, rather than a legal analysis
 - Disparities may be evidence of civil rights violations
 - Tells part of a developing story
 - Covers mid-March 2020 through mid-April 2021

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OCR Report Observations K-12

- Negatively affected academic growth, widening pre-existing disparities
- Deepened impact of disparities in access and opportunity facing many students of color in public schools (e.g., technological barriers)
- Harder struggle for many English learners to participate on equal terms
- Disruption in education and related aids and services for SWDs may be exacerbating disability-based disparities in academic achievement
- Heightened risks for anxiety and stress for LGBTQ+ students

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OCR Report Observations K-12 & Postsecondary

- Mental health and well-being challenges, with early research showing disparities based on race, ethnicity, LGBTQ+ identity, and other factors
- Heightened risks of sexual harassment, abuse, and violence may have continued disparate impact on girls and women and students who are transgender, non-binary, or gender non-conforming.
- Increased risk of identity-based harassment and violence, particularly for AAPI students

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OCR Report Observations Postsecondary

- New barriers for entry into higher education and for continuing and completing their studies, with heightened impacts for students of color, SWDs, and students who are caregivers
- Declines in enrollment at many IHEs that disproportionately serve students of color and students from low-income backgrounds
 - *HBCUs, MSIs, TCUs had declines in enrollment*
 - *IHEs reported a sharp drop-off in enrollment in 2020 of students graduating from high-poverty high schools*
- SWDs facing significant hardships and barriers threatening access to education, including through remote learning

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OCR Report: Building Back for Equity in Educational Opportunity

- Resource Comparability
- School Discipline
- Displaced and Relocated Students
- Language Barriers
- Addressing Harassment
- Ensuring Inclusion
- Academic Adjustments and Modifications

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OCR Q&A On Civil Rights and School Reopening

- Q19: Resource Equity in Elementary and Secondary Schools
 - *Obligation to provide students equal access to educational resources*
 - *Such Educational Resources include access to:*
 - Safe school facilities
 - Instructional materials and technology
 - Skilled educators
- References OCR's October 2014 DCL on Resource Comparability

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Resource Collections: *Back to School: Supporting Educational Environments Free from Discrimination (Sept. 2021)*

- Two Resource Collections Issued:
 - *Elementary Secondary Schools*
 - *Postsecondary Institutions*
- Collection of fact sheets, Q&As, letters to educators/school leaders, and other materials
- Organized into four sections:
 - *Title VI*
 - *Section 504 & Title II of ADA*
 - *Title IX*
 - *CRDC (Elem. & Sec. Version Only)*

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Resource Collections: *Back to School: Supporting Educational Environments Free from Discrimination (Sept. 2021)*

- Highlights
 - *Confronting COVID-19-Related Harassment in Schools: A Resource for Families*
 - *Q&A on Civil Rights and School Reopening in the COVID-19 Environment*
 - *Q&A on the Title IX Regulations on Sexual Harassment (July 2021)*
 - *Confronting Anti-LGBTQI Harassment in Schools: A Resource for Students & Families*
 - *Dear Colleague Letter on Retaliation*

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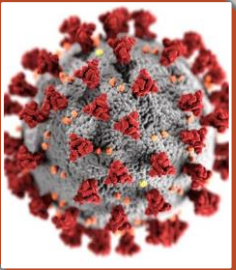
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Resource Collections—Largely the Same Unique Sections:

<p><u>Postsecondary Institutions</u></p> <ul style="list-style-type: none"> • Auxiliary Aids and Services • Student Veterans with Disabilities 	<p><u>Elementary & Secondary Schools</u></p> <ul style="list-style-type: none"> • Title VI: Discipline, English Learners, Equal Access to School Facilities/Resources, • 504: Charter Schools, Effective Communication, FAPE, Restraint & Seclusion • Race Discrimination in Special Education (Title VI & 504)
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Focusing ESSER/GEER Funds on Student Groups Most Impacted by the Pandemic

- Students Experiencing Homelessness
- English Learners
- Children with Disabilities
- Children and Youth in Foster Care
- Migratory Students
- Students in Correctional Facilities

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Key Crosscutting Considerations

- Supporting student social, emotional, mental health, and academic needs
- Addressing chronic absenteeism
- Addressing COVID-19 pandemic-related trauma
- Assisting high school seniors with post-high school planning
- Supporting students who graduated high school during the pandemic who have not yet successfully transitioned to college or careers
- See ED's COVID-19 Handbook, Volume 2 (April 2021)

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Have you Ever Been the Recipient of an OCR Complaint and/or Compliance Review?

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Ensuring FAPE for Students with Disabilities


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FAPE During the COVID-19 Pandemic

"If an LEA continues to provide educational opportunities to the general student population during a school closure, the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE."



-Q&A on Providing Services to CWDs During the Coronavirus (March 12, 2020)

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FAPE During the COVID-19 Pandemic

- “... schools must make local decisions that take into consideration the health, safety, and well-being of all their students and staff, as well as their obligation to ensure that students with disabilities are receiving a FAPE. This includes making *individualized decisions* regarding how to provide special education and related services to students with disabilities...failing to implement aids, services, or accommodations/modifications identified in a student’s IEP or Section 504 plan *could* deny the student a FAPE....”
- OCR Q&A for K-12 Public Schools in the Current COVID-19 Environment (September 28, 2020)

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FAPE During the COVID-19 Pandemic

“...no matter what primary instructional delivery approach is chosen, SEAs, LEAs, and individualized education program (IEP) Teams remain responsible for ensuring that a free appropriate public education (FAPE) is provided to all children with disabilities.”

- OSEP Q&A 20-1: IDEA Part B Service Provision (Sept. 28, 2020)
- IEP Team is required to make an individualized determination whether and to what extent ‘compensatory services’ may be needed, including to make up for any skills that may have been lost

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Related OCR Investigations

- “Disturbing reports” that school districts are denying students with disabilities equal access to education during the pandemic.
 - Issued Notification Letters January 12, 2021
- Fairfax County Public Schools
 - Allegedly declined to provide in-person instruction to SWDs but opened doors for general education students
 - Subsequent additional student-specific complaints opened for investigation
- Seattle Public Schools
 - District is accused of telling its special education teachers “not to deliver specially-designed instruction” during the pandemic and prohibited teachers from adapting lessons for SWDs

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Related OCR Investigations

- **Los Angeles Unified School District**
 - Investigation based on allegations in due process complaints filed against the district
- **Indiana State Education Authority**
 - Due process complaints filed by parents against the district-initiated investigation
 - Allege "one-size fits all" remote program
 - June 25, 2021: Case DISMISSED
- Investigations on their own are not evidence of a violation of law

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OCR Q&A on Civil Rights and Reopening in the COVID-19 Environment: FAPE

- Q1. Reiterates that Sec. 504 requirements apply to remote learning and all stages of reopening.
- Q2. Confirms that "if a school district closes its school buildings to slow or stop the spread of COVID-19 and does not provide any educational services to the general student population, including virtual learning, then it would not be required to provide services under Sec. 504 during that same period."
- Q4. Schools may prioritize SWDs in returning to in-person learning.

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OCR Q&A on Civil Rights and Reopening in the COVID-19 Environment: FAPE (cont.)

- Q3. "...during periods in which the school building is closed and remote learning is provided, educational services might be affected. In such a case, personnel responsible...or the IEP team...would be required to make an individualized determination...on whether, due to remote learning, the student needs adjustments to the special educational and related services...provided under Sec. 504 [Plan]...or IEP."
 - Notes that parents and guardians may use IDEA/Sec. 504 dispute resolution procedures for such disputes.

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Title IX

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Title IX Regulations – Sexual Violence/Misconduct

- September 22, 2017: OCR DCL withdrew guidance on Sexual Violence, issued Q&A on Campus Sexual Misconduct
- May 19, 2020: Amendments to Title IX Regulations
- Aug. 26, 2020: OCR Letter withdrawing additional prior guidance
- March 8, 2021: WH EO 14021 on Guaranteeing an Educational Environment Free from Discrimination on the Basis of Sex, Including Sexual Orientation or Gender Identity
- June 7-11, 2021: Title IX Virtual Public Hearing
- July 20, 2021: Q&A on Title IX Regulations on Sexual Harassment
- WHAT TO EXPECT NEXT: Notice of Proposed Rulemaking

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July 20, 2021: Q&A on Title IX Regulations on Sexual Harassment

- OCR's interpretation of schools' existing obligations under 2020 amendments to the Title IX regs
 - *Incl. areas schools have discretion in their procedures for responding to reports of sexual harassment*
 - *App. provides examples of Title IX procedures that may be helpful to schools in implementing 2020 amendments.*
- Q&A 2: The 2020 amendments set out the minimum steps a school must take in response to notice of alleged sexual harassment
- Q&A 7: Schools have discretion to respond appropriately to reports of sexual misconduct that do not fit within the scope of conduct by the Title IX grievance process.
 - *"Title IX is not the exclusive remedy for sexual misconduct or traumatic events that affect students."*
- Q&A 13: What is the standard for evaluating alleged sexual harassment prior to amendments?
 - *2020 Amendments effective 8/14/2020; not retroactive*
 - *Although rescinded, look to guidance documents issued in 2001, 2011, 2014, and 2017*

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Transgender Student Rights – Background

- May 13, 2016: OCR/DOJ DCL on Transgender Students
- Jan. 7, 2015: OCR Letter to Emily Prince
- Feb. 22, 2017: ED/DOJ DCL withdrew prior guidance (above)
- June 6, 2017: OCR Instructions to the Field re: Complaints Involving Transgender Students
- June 15, 2020: Bostock v. Clayton County, Ga.
- Jan. 20, 2021: WH EO on Preventing and Combating Discrimination on the Basis of Gender Identity or Sexual Orientation
- Feb. 4, 2021: WH Memorandum on Advancing the HRs of Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex Persons Around the World

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Transgender Student Rights – OCR Current Action

- Feb. 23, 2021: OCR's Enforcement of Title IX in Light of Bostock v. Clayton County, Ga.
- March 8, 2021: WH EO 14021 on Guaranteeing an Educational Environment Free from Discrimination on the Basis of Sex, Including Sexual Orientation or Gender Identity
- March 26, 2021: DOJ Memorandum on Application of Bostock v. Clayton County to Title IX
- April 6, 2021: OCR Letter re: EO 14021.
- June 16, 2021: OCR issues NOI: Title IX Protects Students from Discrimination Based on Sexual Orientation and Gender Identity

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Additional Likely Hot Topics

- Bullying
- Discipline
- Civil Rights Data Collection

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Bullying

- DOJ/OCR Joint Fact Sheet: Confronting COVID-19 Related Harassment in Schools
 - *Re: Harassment of AAPI Students in Schools*
 - *Public schools have a responsibility to investigate and address discrimination, including harassment.*
 - *Provides Examples:*
 - Failure to investigate
 - Requesting additional information based on ancestry

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Bullying – OCR May 2021 Q&A

- Q16: Schools must respond to harassment based on race, color, or national origin by another student, school staff, or others that occurs during remote instruction.
- Q18: Once a school is aware the discriminatory harassment has occurred, it must take prompt, effective, and developmentally appropriate steps that are reasonably calculated to end harassment that creates a hostile environment.

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Bullying – Previous Initiatives/Resources

- October 26, 2010 OCR Dear Colleague Letter
 - *Bullying behavior may cross the line to become discriminatory harassment*
- Anti-bullying website (www.stopbullying.gov)
- Combating Discrimination Against AANHPI and MASSA students (June 2016)
- Combating Discrimination Against Jewish Students (January 2017)

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Discipline

- Jan. 20, 2021: EO On Advancing Racial Equity and Support for Underserved Communities Through the Federal Government | The White House
- May 2021: OCR and DOJ CRD virtual convening: "Brown 67 Years Later: Examining Disparities in School Discipline and the Pursuit of Safe and Inclusive Schools".
- June 4, 2021: ED Seeking Comments on School Discipline Policy Needs / Request for Information Regarding the Nondiscriminatory Administration of School Discipline

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Discipline – OCR Report on Disparate Impacts of COVID-19

- Federal civil rights law prohibits discriminatory administration of school discipline
- Pre-Pandemic data: many schools are disproportionately likely to impose harsher and more frequent discipline on students of color and SWDs
- Pandemic related challenges to student mental health and well-being may have long-term effects on behavior in school
- Recommends use of:
 - *Trauma-informed practices, PBIS*
 - *School psychologists, counselors, behavior specialists to help avoid unnecessary use of exclusionary discipline*

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Civil Rights Data Collection

- Budget Request
 - *House request for report on assessment of FTE status of Title IX coordinators at LEA & SEA level, harassment and bullying data, data on prevalence of rape in schools*
 - *Administration of CRDC in FY 2022*
- Confirmation Hearings
 - *More comprehensive and meaningful, and make information transparent and useful*
 - *Ensuring collecting data that universally reflects:*
 - what opportunities are available to students and which students
 - use of discipline procedures
 - referrals an eligibility for special education
 - what staff believe did and did not work

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What do the Following States Have in Common (related to OCR)?

Florida	South Carolina
Iowa	Texas
Oklahoma	Utah


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OCR Directed Investigations

- Whether SEA may be preventing school districts in the state from considering or meeting the needs of students with disabilities as a result of the State's policy that prohibits school districts and individual schools from requiring the use of face masks to reduce the risk to students and others of contracting COVID-19 in school
- Focus on whether SWDs who are at heightened risk for severe illness from COVID-19 are prevented from safely returning to in-person education, in violation of Federal law.
- Notification Letters were issued August 30-Sept. 21, 2021




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Looking Ahead...

- Staffing
- Issuance of Additional Guidance
- Compliance Reviews
- Complaint Resolution
- Reports to the President
- Budget Requests/Funding Levels
- Be Prepared and Proactive!!!



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RESOURCES – OCR Crosscutting

- OCR FY 2022 Budget Request <https://www2.ed.gov/about/overview/budget/budget22/justifications/bb-ocr.pdf>
- OCR Q&A on Civil Rights and School Reopening in the COVID-19 Environment (May 13, 2021) <https://www2.ed.gov/about/offices/list/ocr/docs/qa-reopening-202105.pdf>
- OCR Report *Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students* (June 9, 2021) <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>
- OCR Q&A for K-12 Public Schools in the Current COVID-19 Environment (September 28, 2020) <https://www2.ed.gov/about/offices/list/ocr/docs/qa-covid-20200928.pdf>
- Most Recent OCR Annual Report to Congress (January 2021) <https://www2.ed.gov/about/reports/annual/ocr/report-to-president-and-secretary-of-education-2020.pdf>

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RESOURCES – Title IX

- Title IX Public Hearing Transcript (June 7-11, 2021) <https://www2.ed.gov/about/offices/list/ocr/docs/202106-titleix-publichearing-complete.pdf>
- OCR Notice of Interpretation: Title IX Protects Students from Discrimination Based on Sexual Orientation and Gender Identity (June 16, 2021) <https://www2.ed.gov/about/offices/list/ocr/docs/202106-titleix-noi.pdf>
- OCR Questions and Answers on the Title IX Regulations on Sexual Harassment (July 20, 2021) <https://www2.ed.gov/about/offices/list/ocr/docs/202107-qa-titleix.pdf>

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RESOURCES – Bullying & Discipline

- OCR Letter to Educators re: Discrimination Against AAPI Students (May 26, 2021) <https://www2.ed.gov/about/offices/list/ocr/correspondence/stakeholders/education-202105-aapi.pdf>
- DOJ/OCR Joint Fact Sheet: Confronting COVID-19 Related Harassment in Schools <https://www2.ed.gov/about/offices/list/ocr/docs/ocr-factsheet-aapi-202105.pdf>
- OCR DCL: Harassment and Bullying (October 26, 2010) <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201010.html>
- OCR Blog: Students, Immigration Status, and the Right to Public Education (July 19, 2021) <https://www2.ed.gov/about/offices/list/ocr/docs/ocr-factsheet-504-20210726.pdf>
- ED Seeking Comments on School Discipline Policy Needs, Nondiscriminatory Administration of School Discipline <https://www.ed.gov/news/press-releases/us-department-education-office-civil-rights-seeks-information-nondiscriminatory-administration-school-discipline>

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RESOURCES—Serving Students with Disabilities

- Q&A on Providing Services to CWDs During the Coronavirus (March 12, 2020)
<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf>
- OSEP Q&A 20-1: IDEA Part B Service Provision (Sept. 28, 2020)
<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-provision-of-services-idea-part-b-09-28-2020.pdf>
- OSEP Resource on Long COVID under Section 504 and the IDEA (July 26, 2021)
<https://www2.ed.gov/about/offices/list/ocr/docs/ocr-factsheet-504-20210726.pdf>

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RESOURCES

- ED Fact Sheet: Providing Services to ELs during the COVID-19 Outbreak (May 18, 2020)
<https://www2.ed.gov/documents/coronavirus/covid-19-el-factsheet.pdf>
- ED EL Fact Sheet Addendum (January 18, 2021)
<https://oese.ed.gov/files/2021/01/English-Learner-Fact-Sheet-Addendum-01-18-2021.pdf>
- ED Fact Sheet: Addressing the Risk of COVID-19 While Serving Migratory Children (May 11, 2020)
<https://oese.ed.gov/files/2020/05/COVID-19-MEP-Fact-Sheet-final.pdf>

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RESOURCES

- ED Announcement of Action to Advance Equity in Education (June 9, 2021) <https://www.ed.gov/news/press-releases/department-education-announces-actions-advance-equity-education>
- ED COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs (April 2021)
<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ARP Homeless Children and Youth DCL (April 23, 2021)
<https://oese.ed.gov/files/2021/04/ARP-Homeless-DCL-4.23.pdf>
- ESSER/GEER FAQs (May 2021)
https://oese.ed.gov/files/2021/05/ESSER_GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2697d30aif953260028045f9ef3b18ea602db4b32b1d99.pdf

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