NEW RELEASE FOR 2018

ARCHIVED INFORMATION

U.S. Department of Education
Office for Civil Rights

2015–16 CIVIL RIGHTS DATA COLLECTION

SCHOOL CLIMATE AND SAFETY

DATA HIGHLIGHTS ON SCHOOL CLIMATE AND SAFETY IN OUR NATION'S PUBLIC SCHOOLS

What's the 2015–16 Civil Rights Data Collection?

The 2015–16 Civil Rights Data Collection (CRDC) is a survey of all public schools and school districts in the United States. The CRDC measures student access to courses, programs, staff, and resources that impact education equity and opportunity for students. The CRDC has long provided critical information used by the Department of Education's Office for Civil Rights in its enforcement and monitoring activities.

In addition, the CRDC is a valuable resource for other federal agencies, policymakers, researchers, educators, school officials, parents, students, and other members of the public who seek data on student equity and opportunity. To further explore the CRDC data through the use of data tools, please visit the CRDC Reporting Website at ocrdata.ed.gov. To download the CRDC data, visit crdc.ed.gov.

Who's in the 2015–16 CRDC?

Number of school districts: 17,337
Number of schools: 96,360
Total number of students: 50.6 Million

Nationwide Student Demographics:

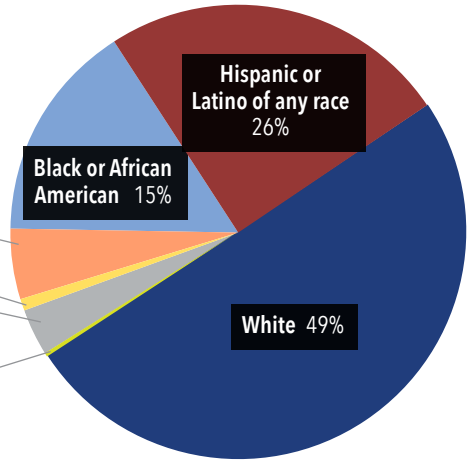
Race/Ethnicity:[1]

Asian 5%

American Indian or Alaska Native 1%

Two or more races 3%

Native Hawaiian or Other Pacific Islander 0.4%



Boys: 51% **Girls:** 49%

English Learners: 10%

Students with Disabilities: 14%

- Students with disabilities served under the Individuals with Disabilities Education Act (IDEA): 12%
- Students with disabilities served only under Section 504 of the Rehabilitation Act, as amended: 2%

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

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SCHOOL CLIMATE AND SAFETY†

School climate generally refers to interrelated aspects of the quality and character of school life. This issue brief focuses on one element of school climate: safety. To evaluate how safe students are at school, the CRDC collects data on serious offenses, law enforcement referrals and school-related arrests, harassment or bullying, restraint and seclusion, and school discipline.

Serious Offenses

Figure 1 shows the number of incidents of serious offenses.[2] During the 2015–16 school year, nearly 1.1 million incidents of serious offenses were reported in public schools across the nation.[3]

The categories of (a) physical attack or fight *without* a weapon, and (b) threats of physical attack *without* a weapon, accounted for 94 percent of all reported incidents of serious offenses. About 789,800 (75 percent) incidents of physical attack or fight *without* a weapon, and about 200,800 (19 percent) incidents involving a threat of physical attack *without* a weapon were reported.

School districts also reported approximately 22,900 (2 percent) incidents of robbery *without* a weapon, and 11,900 (1 percent) incidents of a physical attack or fight *with* a weapon. Each of the other offenses accounted for less than 1 percent of the total.

FIGURE 1: Number of incidents of serious offenses

Type of incident	Number
Physical attack or fight *without* a weapon	789,800
Threats of physical attack *without* a weapon	200,800
Robbery *without* a weapon	22,900
Physical attack or fight *with* a weapon	11,900
Threats of physical attack *with* a weapon	10,100
Sexual assault (other than rape)	10,100
Possession of a firearm or explosive device	5,700
Threats of physical attack *with* a firearm or explosive device	3,500
Physical attack or fight *with* a firearm or explosive device	2,200
Rape or attempted rape	1,100
Robbery *with* a weapon	640
Robbery *with* a firearm or explosive device	560

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

In addition to the foregoing incidents of serious offenses, for the first time, the CRDC required schools to report on school-related shootings and school-related homicides. Nearly 240 schools (0.2 percent of all schools) reported at least 1 incident involving a school-related shooting, and over 100 schools (0.1 percent of all schools) reported a school-related homicide involving a student, faculty member, or staff member. About 1 out of every 100,000 students was enrolled in a school that reported a school-related shooting or school-related homicide during the 2015–16 school year.

Note: The total number of school-related shootings or the total number of school-related homicides are not reported. The data reflect the number of schools that had at least one incident of a school-related shooting or school-related homicide.

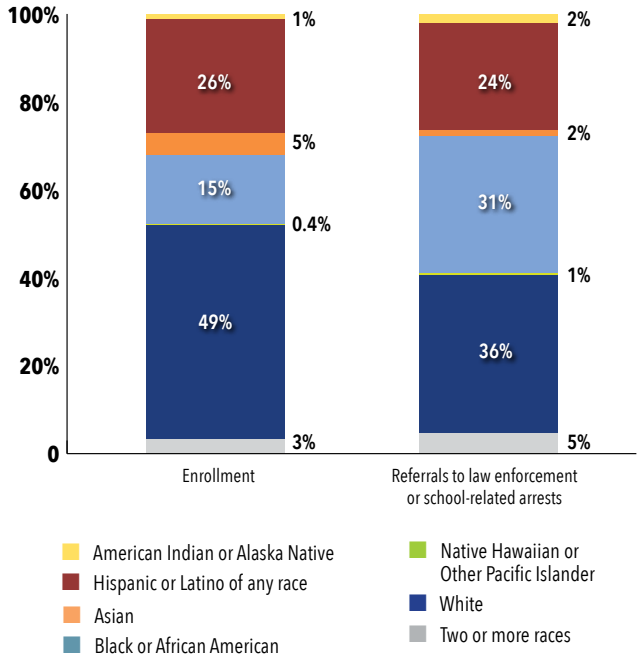
Law Enforcement Referrals and School-Related Arrests

Referral to law enforcement is an action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation. School-related arrest refers to an arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official.[4] All arrests are considered referrals to law enforcement. During the 2015–16 school year, over 291,100 students were referred to law enforcement agencies or arrested.

REFERRALS TO LAW ENFORCEMENT AND ARRESTS BY RACE AND SEX

Figure 2 presents the percentage distribution of students referred to law enforcement or subjected to school-related arrests, by race. During the 2015–16 school year, black students represented 15 percent of the total student enrollment, and 31 percent of students who were referred to law enforcement or arrested – a 16 percentage point disparity.[5] During the 2013–14 school year, black students had an 11 percentage point disparity (black students were 16 percent of the student enrollment and 27 percent of students referred to law enforcement or arrested). During the 2015–16 school year, white students represented 49 percent of the total student enrollment, and accounted for 36 percent of those referred to law enforcement or arrested. During the 2013–14 school year, white students were 50 percent of the student enrollment and 38 percent of students who were referred to law enforcement or arrested.

FIGURE 2: Percentage distribution of students referred to law enforcement or subjected to school-related arrests, by race



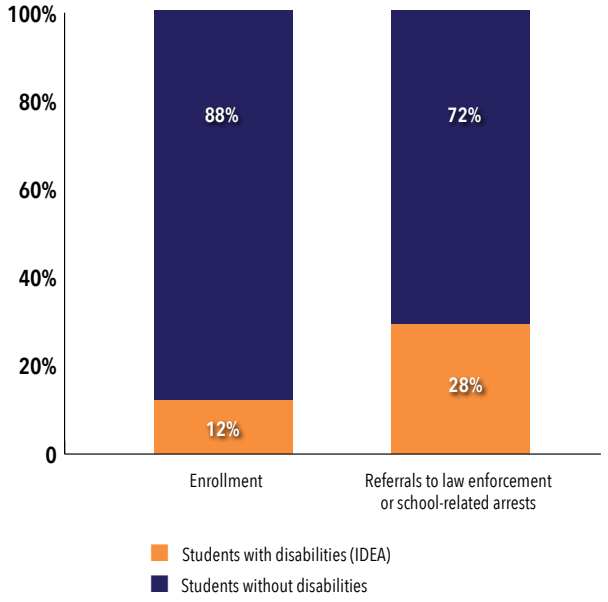
NOTE: Data may not add up to 100 percent due to rounding.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

During the 2015–16 school year, American Indian or Alaska Native students, Native Hawaiian or Other Pacific Islander students, and students of two or more races were referred to law enforcement or arrested at rates approaching their overall student enrollment. Together, these students represented almost 5 percent of the total student enrollment, and accounted for 8 percent of students who received a referral to law enforcement or were arrested. During the 2013–14 school year, American Indian or Alaska Native students, Native Hawaiian or Other Pacific Islander students, and students of two or more races had a collective enrollment of 5 percent and were 10 percent of students referred to law enforcement or arrested.

Latino, Asian, and white students were not referred to law enforcement or arrested at a percentage higher than their overall student enrollment during the 2015–16 school year.[6] This is consistent with the 2013–14 school year, where these students were not referred to law enforcement or arrested at a percentage higher than their overall enrollment.

Male students were referred to law enforcement or arrested more than female students. Males represented 51 percent of all enrolled students, and 69 percent of those who received a referral to law enforcement or were arrested during the 2015–16 school year. Males were 51 percent of the student enrollment and 71 percent of students referred to law enforcement or arrested during the 2013–14 school year.

FIGURE 3: Percentage distribution of students referred to law enforcement or subjected to school-related arrests, by disability (IDEA)



SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

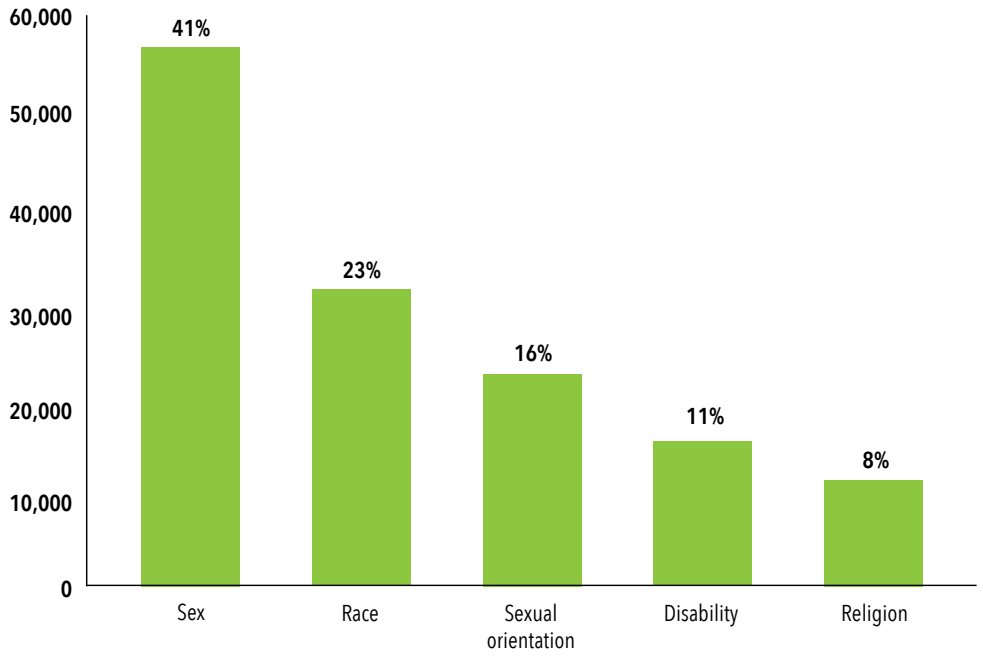
REFERRALS TO LAW ENFORCEMENT AND ARRESTS BY DISABILITY (IDEA)

Approximately 82,800 of the 291,100 total students referred to law enforcement or arrested were students with disabilities (IDEA).[7] **Figure 3** shows the percentage distribution of students referred to law enforcement or subjected to school-related arrests, by disability (IDEA). Students with disabilities (IDEA) represented 12 percent of the overall student enrollment and 28 percent of students referred to law enforcement or arrested.

Harassment or Bullying

Harassment or bullying is intimidation or abusive behavior toward a student from another student, school employee, or non-school employee third party. It can take many forms, including verbal name-calling, insults, or intimidation, as well as non-verbal acts or behavior such as graphic or written statements, or conduct that is physically threatening, harmful, or humiliating. The CRDC collects data on allegations of harassment or bullying on the basis of sex; race, color, or national origin;[8] disability; sexual orientation; and religion. In addition, the CRDC includes data on students reported as harassed or bullied and students disciplined for harassment or bullying on the basis of sex, race, and disability.

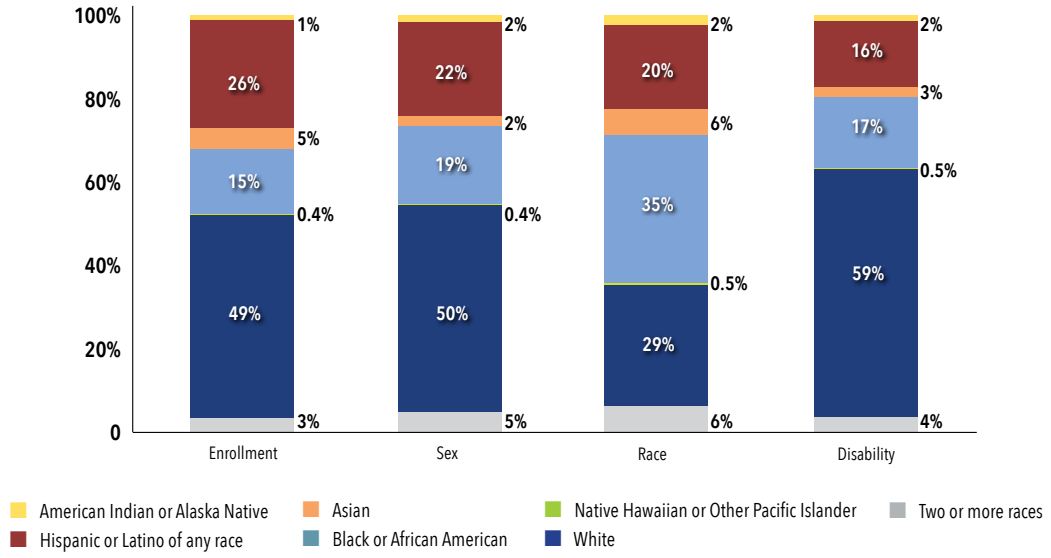
FIGURE 4: Percentage distribution of allegations of harassment or bullying, by basis



NOTE: Data may not add up to 100 percent due to rounding.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

Overall, approximately 135,600 individual allegations of harassment or bullying on the basis of sex, race, sexual orientation, disability, or religion were reported during the 2015–16 school year. **Figure 4** presents the percentage distribution of allegations of harassment or bullying, by basis. Forty-one percent of these allegations involved harassment or bullying on the basis of sex – which includes sexual and other sex-based harassment or bullying. Twenty-three percent of these allegations involved harassment or bullying on the basis of race; 16 percent involved allegations on the basis of sexual orientation; 11 percent involved allegations on the basis of disability; and 8 percent involved allegations on the basis of religion.

FIGURE 5: Percentage distribution of students reported as harassed or bullied, by race



NOTE: Data may not add up to 100 percent due to rounding.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

HARASSMENT OR BULLYING REPORTS BY RACE

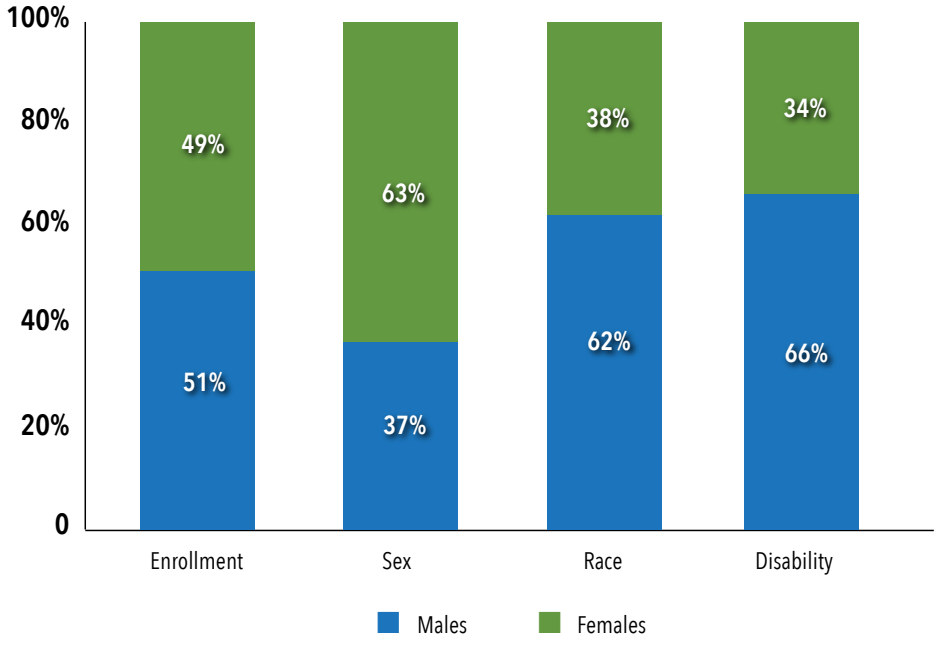
In addition to allegations of harassment or bullying, the CRDC collects data on which students were reported as harassed or bullied. During the 2015–16 school year, about 102,300 students (approximately 0.2 percent of all enrolled students) were reported to have been harassed or bullied on the basis of sex, race, or disability.

Figure 5 presents the percentage distribution of students reported as harassed or bullied, by race. Black students were 15 percent of overall student enrollment and 19 percent of students harassed or bullied on the basis of sex, 35 percent on the basis of race, and 17 percent on the basis of disability. American Indian or Alaska Native students were 1 percent of student enrollment and 2 percent of students harassed or bullied on each basis. Students of two or more races were 3 percent of the overall student enrollment, 5 percent of students harassed or bullied on the basis of sex, 6 percent on the basis of race, and 4 percent on the basis of disability.

White students were 49 percent of the student enrollment, 50 percent of students harassed or bullied on the basis of sex, 29 percent of students harassed or bullied on the basis of race, and 59 percent of students reported as harassed or bullied on the basis of disability. Asian students were 5 percent of the student enrollment, 2 percent of students harassed or bullied on the basis of sex, 6 percent of the students who were reported as harassed or bullied on the basis of race, and 3 percent of students harassed or bullied on the basis of disability.

Native Hawaiian or Other Pacific Islander students were reported as harassed or bullied on the basis of sex, race, and disability at rates comparable to their student enrollment rate.

FIGURE 6: Percentage distribution of students reported as harassed or bullied, by sex



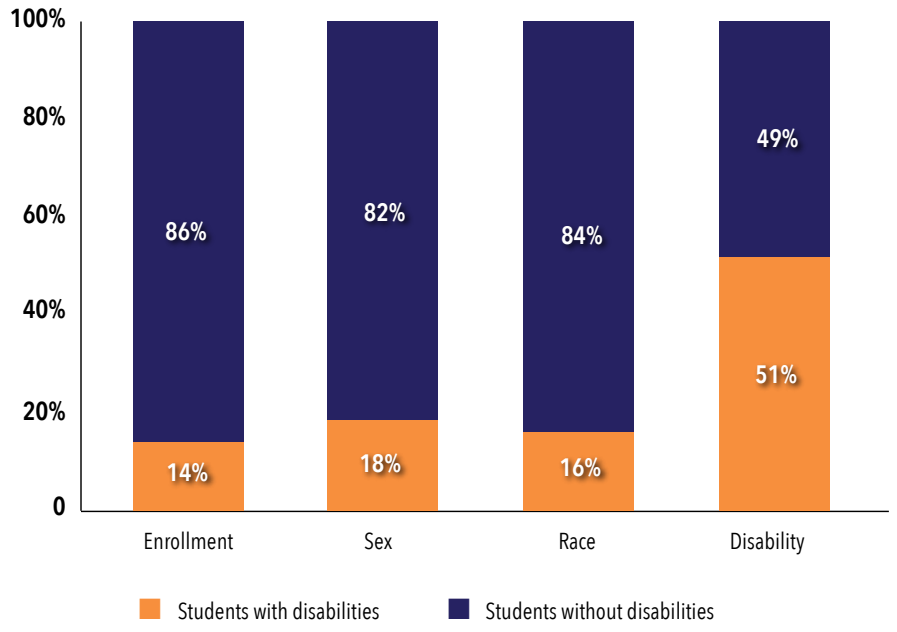
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

THE TYPE OF BULLYING OR HARASSMENT REPORTED BY MALE AND FEMALE STUDENTS DIFFERS

CRDC data indicate differences in the most common bases for which female students and male students were reported as harassed or bullied. **Figure 6** shows the percentage distribution of students reported as harassed or bullied, by sex. Female students (49 percent of total enrollment) accounted for 63 percent of students reported as harassed or bullied on the basis of sex, 38 percent of students harassed or bullied on the basis of race, and 34 percent of students reported as harassed or bullied on the basis of disability.

Male students (51 percent of total enrollment) accounted for 37 percent of students reported as harassed or bullied on the basis of sex, 62 percent of students reported as harassed or bullied on the basis of race, and 66 percent of students reported as harassed or bullied on the basis of disability.

FIGURE 7: Percentage distribution of students reported as harassed or bullied, by disability



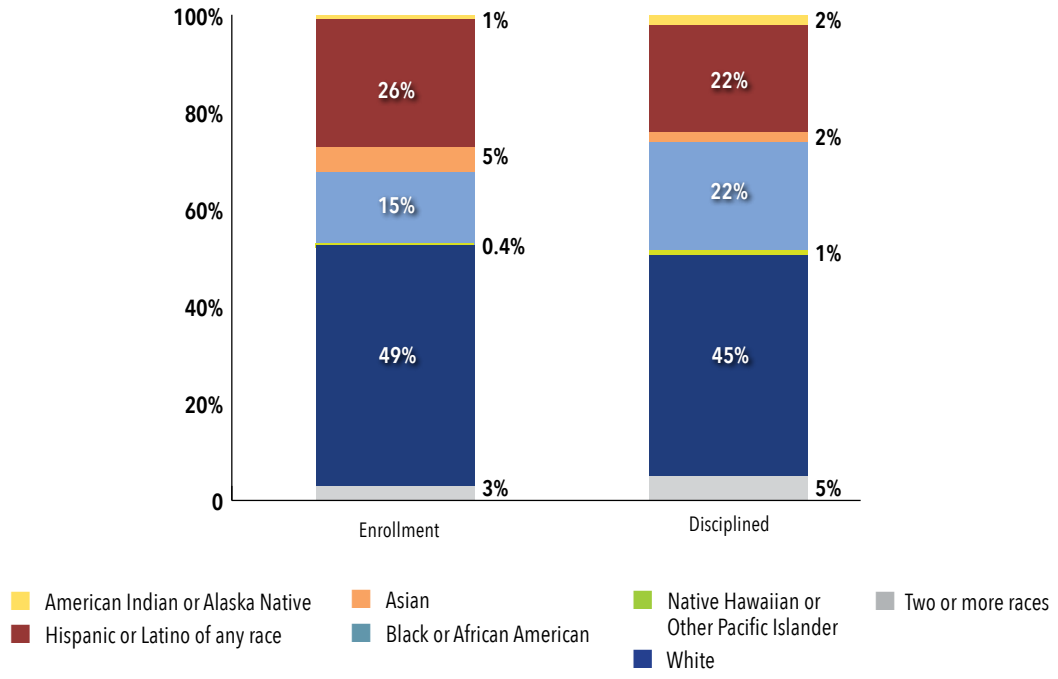
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

HARASSMENT OR BULLYING REPORTS BY DISABILITY

As used in this report, the term "students with disabilities," in regards to harassment or bullying, includes both students with disabilities (IDEA) and Section 504-only students.[9] **Figure 7** illustrates the percentage distribution of students reported as harassed or bullied, by disability. Students with disabilities were harassed or bullied based on sex, race, and disability at rates higher than their representation in the total school enrollment. Students with disabilities comprised 14 percent of the total student enrollment, but were 18 percent of students harassed or bullied on the basis of sex, 16 percent of the students harassed or bullied on the basis of race, and 51 percent of the students harassed or bullied on the basis of disability.

In comparison, students without disabilities represented 86 percent of the total student enrollment, but were 82 percent of students harassed or bullied on the basis of sex, 84 percent on the basis of race, and 49 percent of the students harassed or bullied on the basis of disability.[10] The basis of disability includes disabilities under IDEA, disabilities under section 504, perceived disabilities, and any other disabilities.

FIGURE 8: Percentage distribution of students disciplined for harassment or bullying, by race



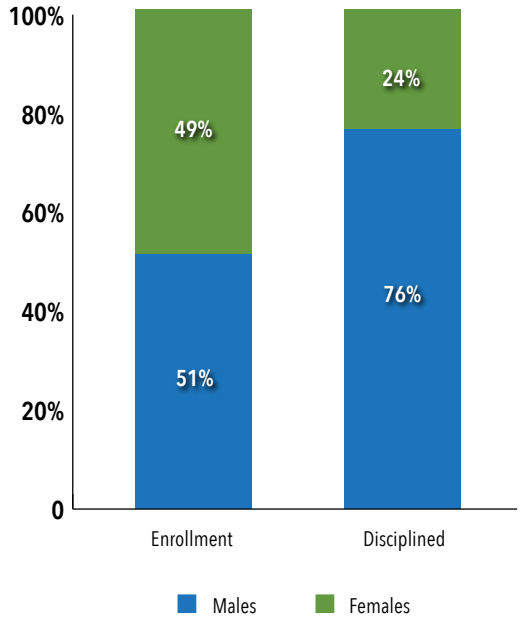
NOTE: Data may not add up to 100 percent due to rounding.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

STUDENTS DISCIPLINED FOR HARASSMENT OR BULLYING BY RACE, SEX, AND DISABILITY

Nearly 114,800 students (approximately 0.2 percent of the total number of enrolled students) were disciplined for incidents of harassment or bullying on the basis of sex, race, or disability during the 2015–16 school year.

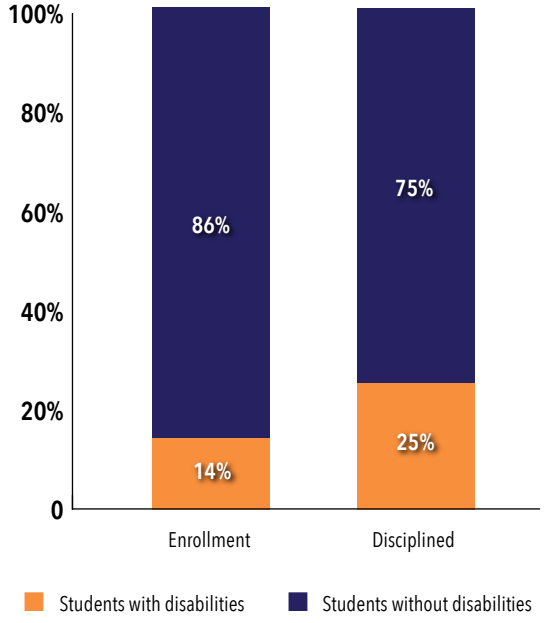
Figure 8 illustrates the percentage distribution of students disciplined for harassment or bullying, by race. Black students represented 15 percent of all students enrolled, and accounted for 22 percent of those disciplined for harassment or bullying; white students represented 49 percent of students enrolled and 45 percent of those disciplined; Latino students represented 26 percent of students enrolled and 22 percent of those disciplined; Asian students represented 5 percent of students enrolled and 2 percent of those disciplined; Native Hawaiian or Other Pacific Islander students represented 0.4 percent of students enrolled and 1 percent of those disciplined; and students of two or more races represented 3 percent of students enrolled and 5 percent of those disciplined.

FIGURE 9: Percentage distribution of students disciplined for harassment or bullying, by sex



SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

FIGURE 10: Percentage distribution of students disciplined for harassment or bullying, by disability



SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

Figure 9 presents the percentage distribution of students disciplined for harassment or bullying, by sex. Male students were 51 percent of students enrolled and 76 percent of students disciplined for harassment or bullying. Female students were 49 percent of students enrolled and 24 percent of students disciplined.

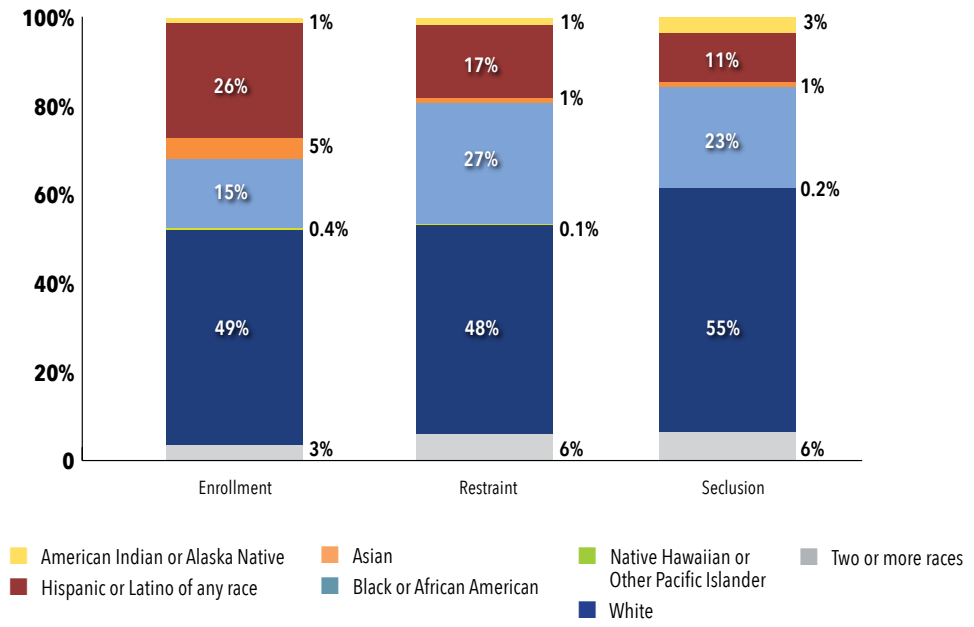
Figure 10 shows the percentage distribution of students disciplined for harassment or bullying, by disability. Students with disabilities comprised 14 percent of student enrollment and 25 percent of the students disciplined for harassment or bullying.

Restraint and Seclusion

The CRDC collects data on the physical and mechanical restraint of students and seclusion of students. Generally, physical restraint refers to restricting the student's ability to freely move his or her torso, arms, legs, or head. Mechanical restraint refers to the use of any device or equipment to restrict a student's freedom of movement. Seclusion refers to involuntarily confining a student alone in a room or area from which he or she cannot physically leave.

During the 2015–16 school year, 122,000 students (approximately 0.2 percent of all students enrolled) across the nation were physically restrained, mechanically restrained, or secluded. Nearly 86,000 of those students were subjected to physical or mechanical restraint, and over 36,000 were subjected to seclusion.

FIGURE 11: Percentage distribution of students subjected to restraint or seclusion, by race

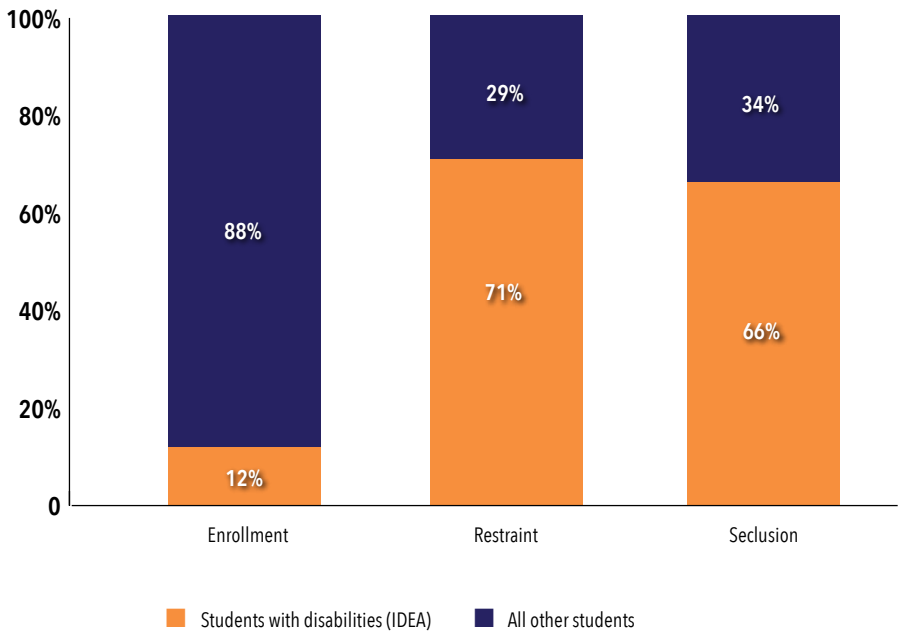


NOTE: Data may not add up to 100 percent due to rounding.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

Figure 11 displays the percentage distribution of students subjected to restraint or seclusion, by race. Black students were 15 percent of all students enrolled, 27 percent of students restrained, and 23 percent of students secluded. White students were 49 percent of all students enrolled, 48 percent of students restrained, and 55 percent of students secluded. American Indian or Alaska Native students were 1 percent of students enrolled, 1 percent of students restrained, and 3 percent of students secluded.

Asian students (5 percent of enrolled students) comprised 1 percent of students restrained and secluded. Latino students (26 percent of enrolled students) comprised 17 percent of students restrained and 11 percent of students secluded. Native Hawaiian or Other Pacific Islander students (0.4 percent of enrolled students) comprised 0.1 percent of students restrained and 0.2 percent of students secluded.

FIGURE 12: Percentage distribution of students subjected to restraint or seclusion, by disability (IDEA)



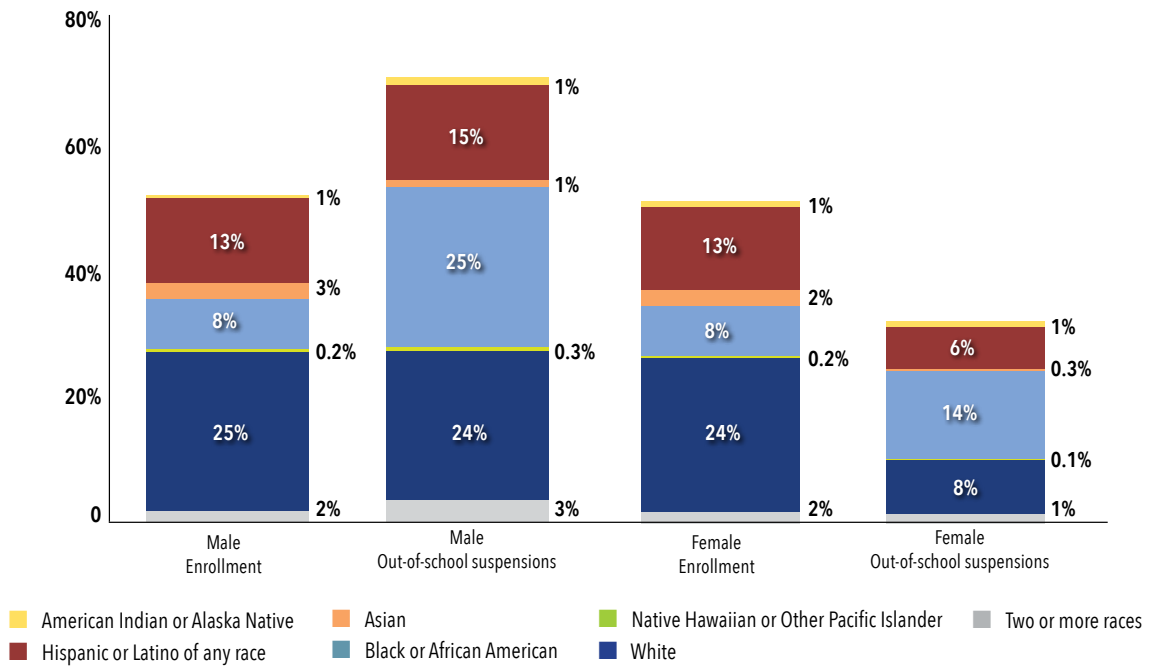
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

Most students restrained and secluded were students with disabilities (IDEA), who comprised 12 percent of all students enrolled. **Figure 12** illustrates the percentage distribution of students subjected to restraint or seclusion, by disability (IDEA). Students with disabilities (IDEA) represented 71 percent of all students restrained and 66 percent of all students secluded.

School Discipline

The CRDC collects information about exclusionary discipline practices including out-of-school suspensions and expulsions. Out-of-school suspension is an instance in which a child is temporarily removed from his or her regular school for at least half a school day for disciplinary purposes. Expulsion refers to removing a child from his or her regular school for disciplinary purposes. An expulsion can occur with or without educational services provided to the student.

FIGURE 13: Percentage distribution of students receiving one or more out-of-school suspensions, by race and sex



NOTE: Data may not add up to 100 percent due to rounding.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

SUSPENSIONS BY RACE AND SEX

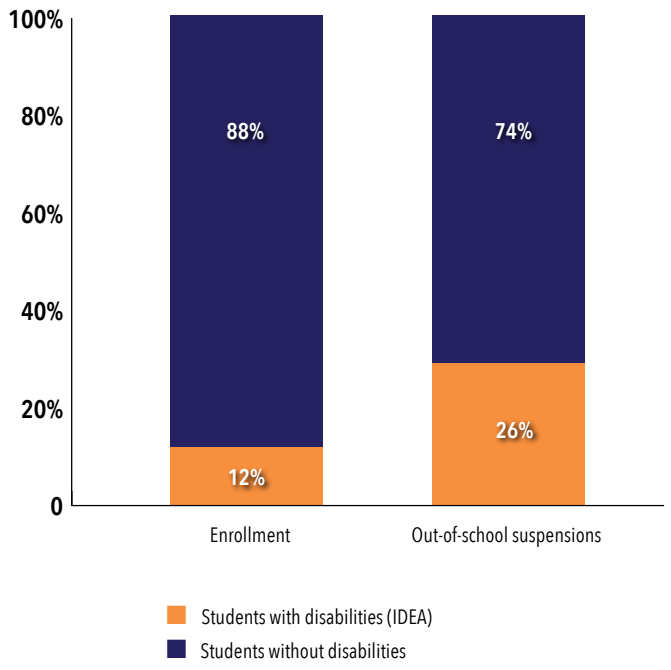
About 2.7 million (between 5 and 6 percent) of all K-12 students received one or more out-of-school suspensions during the 2015–16 school year. **Figure 13** shows the percentage distribution of students receiving one or more out-of-school suspensions, by race and sex.

Black male students represented 8 percent of enrolled students and accounted for 25 percent of students who received an out-of-school suspension. Black female students represented 8 percent of the student enrollment and accounted for 14 percent of students who received an out-of-school suspension. Latino male students represented 13 percent of student enrollment and 15 percent of students who received an out-of-school suspension. Latina female students represented 13 percent of student enrollment and 6 percent of students who received an out-of-school suspension.

American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and male students of two or more races collectively represented 3 percent of students enrolled, and 4 percent of students who received an out-of-school suspension. In comparison, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and female students of two or more races accounted for 3 percent of students enrolled and 2 percent of students who received an out-of-school suspension.

Asian male students accounted for 3 percent of students enrolled and 1 percent of students who received an out-of-school suspension. Asian female students constituted 2 percent of student enrollment and less than 1 percent of students who received an out-of-school suspension. White male students represented 25 percent of students enrolled and 24 percent of students who received an out-of-school suspension. White female students represented 24 percent of students enrolled and 8 percent of students who received an out-of-school suspension.

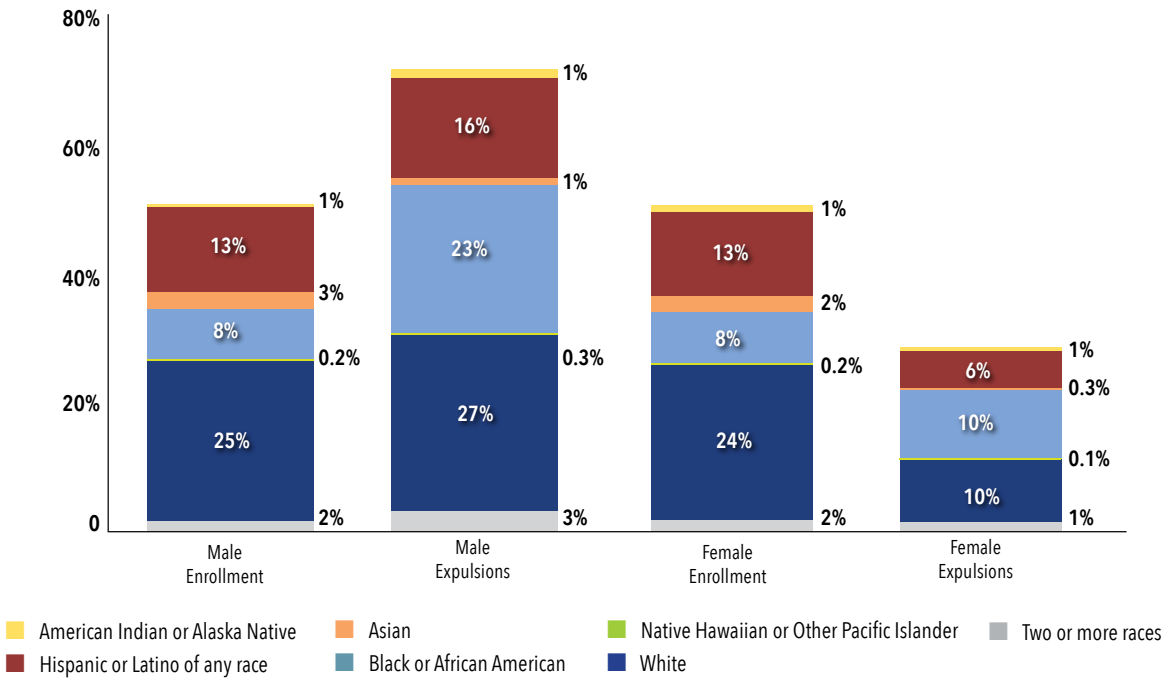
FIGURE 14: Percentage distribution of students receiving one or more out-of-school suspensions, by disability (IDEA)



SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

Figure 14 illustrates the percentage distribution of students receiving one or more out-of-school suspensions, by disability (IDEA). Students with disabilities (IDEA) represented 12 percent of students enrolled and 26 percent of students who received an out-of-school suspension.

FIGURE 15: Percentage distribution of students receiving expulsions, by race and sex



NOTE: Data may not add up to 100 percent due to rounding.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

EXPULSIONS BY RACE AND SEX

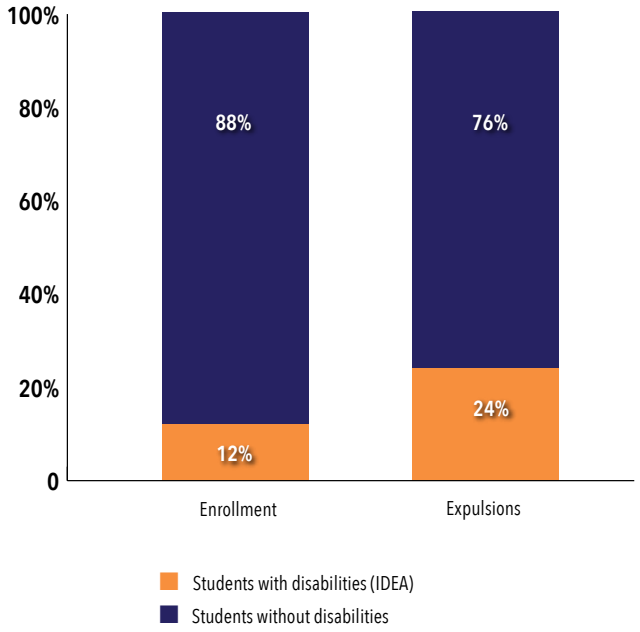
During the 2015–16 school year, approximately 120,700 students (about 0.2 percent of the total number of students enrolled) received an expulsion with or without educational services. **Figure 15** shows the percentage distribution of students receiving expulsions, by race and sex.

White male students represented 25 percent of students enrolled and 27 percent of students who were expelled. White female students represented 24 percent of students enrolled and 10 percent of students who were expelled. Asian male students accounted for 3 percent of students enrolled and 1 percent of the students who were expelled. Asian female students constituted 2 percent of the student enrollment and less than 1 percent of the students who were expelled.

Black male students represented 8 percent of enrolled students and accounted for 23 percent of students expelled. Black female students represented 8 percent of the student enrollment and accounted for 10 percent of students who were expelled. Latino male students accounted for 13 percent of students enrolled and 16 percent of students who were expelled. Latina female students accounted for 13 percent of student enrollment and 6 percent of students who were expelled.

American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and male students of two or more races collectively represented 3 percent of students enrolled, and 4 percent of students who were expelled. In comparison, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and female students of two or more races accounted for 3 percent of students enrolled and 2 percent of students who were expelled.

FIGURE 16: Percentage distribution of students receiving an expulsion, by disability (IDEA)



SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

Figure 16 displays the percentage distribution of students receiving expulsions, by disability (IDEA). Students with disabilities (IDEA) represented 12 percent of the total students enrolled, and 24 percent of those students who were expelled.

Data Highlights

† Note: Except where the percentage is below 1 percent, the percentages listed in these data highlights are rounded to the nearest whole number. Counts of 1,000,000 or greater are rounded to the nearest hundred thousand. Counts of 1,000 or greater are rounded to the nearest hundred. Counts of less than 1,000 are rounded to the nearest ten. For the survey form and full definitions of all terms mentioned in the report, visit *ocrdata.ed.gov/SurveyDocuments*.

CRDC Endnotes

[1] CRDC data report students using the seven racial/ethnic categories found in the U.S. Department of Education's Final Guidance on Collecting, Maintaining and Reporting Data on Race and Ethnicity. The Final Guidance can be found at *http://nces.ed.gov/pubs2008/rediguide/pdf/appendixA.pdf*. For brevity in this report, the racial/ethnic categories are referred to as "race." Furthermore, for brevity in this report, race, color, or national origin – as referenced in Title VI of the Civil Rights Act of 1964 – is referred to as "race."

[2] Data on offenses reported by the National Center for Educational Statistics (NCES) may differ from the data on offenses reported by the CRDC due to differences in the populations or samples used in the two different data collections.

[3] For consistency with how questions were asked of school districts completing the survey, "offenses" are referred to as incidents and "harassment or bullying" are referred to as allegations.

[4] For brevity in this report, school-related arrests are referred to as arrests.

[5] The term "black" refers to persons who are black or African American.

[6] The terms "Latino/a" refer to persons who are Hispanic or Latino/a of any race.

[7] As used in this report, the term "students with disabilities (IDEA)" is used to refer to students who receive special education and related services under the Individuals with Disabilities Education Act according to an Individualized Education Program, Individualized Family Service Plan, or service plan. These students may or may not receive related aids and services under Section 504 of the Rehabilitation Act of 1973, amended. 20 U.S.C. §§ 1400-1419; 34 C.F.R. pt. 300. Part B of the IDEA addresses the obligations of States and school districts to provide special education and related services to eligible children with disabilities. The Office of Special Education Programs (OSEP) in the Department's Office of Special Education and Rehabilitative Services (OSERS) administers the IDEA. The national percentages reported by OSEP may differ from those reported by OCR due to differences in the population of students included in the collection. For information about the IDEA, please see *osep.grads360.org* and *www.ed.gov/osers/osep/index.html*.

[8] See note 1 above.

[9] The term "Section 504-only" refers to a student who receives related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended, and does not receive special education and related services under IDEA according to an Individualized Education Program, Individualized Family Service Plan, or service plan.

[10] Harassment or bullying on the basis of disability includes perceived disability. A student may have a disability and not receive services under IDEA or Section 504. Furthermore, a student may have a disability and not be counted under "students with disabilities" for CRDC purposes.

More About the CRDC

What is the purpose of the CRDC?

Since 1968, the U.S. Department of Education (ED) Office for Civil Rights (OCR) , or its predecessor agency, has conducted the Civil Rights Data Collection (CRDC) to collect data on key education and civil rights issues in our nation's public schools.

The CRDC collects a variety of information, including student enrollment and educational programs and services, most of which is disaggregated by race, sex, English learners, and disability.

The CRDC is a longstanding and critical aspect of the overall enforcement and monitoring strategy used by OCR to ensure that recipients of the Department's Federal financial assistance do not discriminate on the basis of race, color, national origin, sex, and disability.

OCR relies on CRDC data from public school districts as it investigates complaints alleging discrimination, initiates proactive compliance reviews to focus on particularly acute or nationwide civil rights compliance problems, and provides policy guidance and technical assistance to educational institutions, parents, students, and others.

In addition, the CRDC is a valuable resource for other Department offices and federal agencies, policymakers and researchers, educators and school officials, parents and students, and other members of the public who seek data on student equity and opportunity.

Under what authority does OCR conduct the CRDC?

Section 203(c)(1) of the 1979 Department of Education Organization Act conveys to the Assistant Secretary for Civil Rights the authority to "collect or coordinate the collection of data necessary to ensure compliance with civil rights laws within the jurisdiction of the Office for Civil Rights." The civil rights laws enforced by OCR include:

- Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, and national origin;
- Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex; and
- Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability.

OCR's implementing regulations for each of these statutes require recipients of the Department's federal financial assistance to submit to OCR "complete and accurate compliance reports at such times, and in such form and containing such information" as OCR "may determine to be necessary to enable [OCR] to ascertain whether the recipient has complied or is complying" with these laws and implementing regulations (34 CFR § 100.6(b), 34 CFR § 106.71, and 34 CFR § 104.61). Any data collection that OCR determines is necessary to ascertain or ensure compliance with these laws is mandatory.

For further general information about the CRDC, visit the *CRDC FAQ* page.

Availability of Alternate Format

Requests for documents in alternate formats such as Braille or large print should be submitted to the Alternate Format Center by calling 202.260.0852 or emailing the Section 508 Coordinator at *om_eeos@ed.gov*.

Notice to Persons with Limited English Proficiency

If you have difficulty understanding English, you can request free interpretation or translation assistance for Department information that is available to the public. To find out more about these services, please call 1-800-USA-LEARN (1.800.872.5327) (TTY: 1.800.877.8339) or email us at *ED.Language.Assistance@ed.gov*.

You also can write to U.S. Department of Education, Information Resource Center, LBJ Education Building, 400 Maryland Avenue SW, Washington, DC, 20202.

How to Contact the Department of Education and Office for Civil Rights

United States Department of Education
Betsy DeVos, Secretary
Candice Jackson, Acting Assistant Secretary for Civil Rights
Lyndon Baines Johnson Building
Department of Education
400 Maryland Avenue, SW, Washington, DC 20202-1100
Telephone: 800-421-3481 | FAX: 202-453-6012
TDD: 877-521-2172
Email: *OCR@ed.gov* | *www.ed.gov/ocr*

U.S. Department of Education
Office for Civil Rights