UNDER REVIEW. This document and the underlying issues are under review by the U.S. Department of Education and the U.S. Department of Justice (as of August 30, 2021). The December 21, 2018 Dear Colleague Letter that rescinded this document is also under review. The Department of Education’s Office for Civil Rights published a Request for Information soliciting written comments from the public regarding the administration of school discipline in schools serving students in pre-K through grade 12. OCR and the Civil Rights Division of the Department of Justice are committed to ensuring that all students are able to learn and thrive in a safe and non-discriminatory environment. Please note that this notation does not have the effect of reinstating this guidance.
A. The December 21, 2018 Dear Colleague Letter that rescinded this document is also under review. The Department of Education’s Office for Civil Rights published a Request for Information soliciting written comments from the public regarding the administration of UNDER REVIEW. This document and the underlying issues are under review by the U.S. Department of Education and the U.S. Department of Justice.

A1. Commitment to ensuring that all students are able to learn and thrive in a safe and non-discriminatory environment. Please note that this notation does not have the effect of reinstating this guidance.
A.3. Understanding the Impact of School Policies on Student Discipline (Compendium) of Education (as of August 30, 2021). The December 21, 2018 Dear Colleague Letter that rescinded this document is also under review. The Department of Education’s Office for Civil Rights published a Request for Information soliciting written comments from the public regarding the administration of school discipline in schools serving students in pre-K through grade 12. OCR and the Civil Rights Division of the Department of Justice are committed to ensuring that all students are able to learn and thrive in a safe and non-discriminatory environment. Please note that this notation does not have the effect of reinstating this guidance.

A.4. Understanding the Impact of School Policies on Student Discipline (Compendium) of Education (as of August 30, 2021). The December 21, 2018 Dear Colleague Letter that rescinded this document is also under review. The Department of Education’s Office for Civil Rights published a Request for Information soliciting written comments from the public regarding the administration of school discipline in schools serving students in pre-K through grade 12. OCR and the Civil Rights Division of the Department of Justice are committed to ensuring that all students are able to learn and thrive in a safe and non-discriminatory environment. Please note that this notation does not have the effect of reinstating this guidance.

B. Key Highlights from the National Center for Safe Supportive Learning Environments (NCSSLE)

B.1. Understanding the Impact of School Policies on Student Discipline (Compendium) of Education (as of August 30, 2021). The December 21, 2018 Dear Colleague Letter that rescinded this document is also under review. The Department of Education’s Office for Civil Rights published a Request for Information soliciting written comments from the public regarding the administration of school discipline in schools serving students in pre-K through grade 12. OCR and the Civil Rights Division of the Department of Justice are committed to ensuring that all students are able to learn and thrive in a safe and non-discriminatory environment. Please note that this notation does not have the effect of reinstating this guidance.

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ដែលបានជាំនួយពីបុគលិកក្កេួងបានសងដែរ។

B.2. បុគលិកអាចរកតើលជាំនួយបតចចកតទ្េតែើបីជួយឲ្យសាលា (ចុះចុងបញ្ចប់) ក្នុងរយៈបែបស្រាប់ឈ្មោះឬសាលាក្បកបតោយក្បេិទ្ធភាព។

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B.4. អំពីគំនូល ប្រការាជាប់ តាមប្រការាជាប់របស់ការអភិវឌ្ឍន៍ (រាង) រូបមួយឬទម្រង់ (ប្រការាជាប់របស់ការអភិវឌ្ឍន៍) នឹងបានរួមមាននូវប្រការាជាប់របស់ការអភិវឌ្ឍន៍? មានការអំពីស្ថានភាពដែលជួយបង្កើតប្រកបដោយរួមមានប្រកបដោយសាលាគៅក្នុងរយៈបែបស្រាប់ឈ្មោះឬសាលាក្បកបតោយក្បេិទ្ធភាព។


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B.5. Office of Civil Rights (OCR)

This document and the underlying issues are under review by the U.S. Department of Education and the U.S. Department of Justice. OCR and the Civil Rights Division of the Department of Justice are reviewing this guidance (School Improvement Grant-SIG) – Guidance to States on School Discipline

Race to the Top 2012 – Race to the Top (R2T) is a program designed to encourage innovation and reform in education. It is a $400 million initiative that will provide states with $400 million in federal funds over two years to develop and implement comprehensive plans that improve student outcomes and close achievement gaps. The program was established by the Race to the Top Act of 2010.

SIG Office of Safe and Healthy Students

Office of Safe and Healthy Students (OSHS) is a unit within the U.S. Department of Education that focuses on improving school safety and health. OSHS works to ensure that schools are safe, healthy, and supportive environments for all students. OSHS provides grants and technical assistance to states, schools, and communities to support school safety and health initiatives. OSHS is also responsible for implementing the Safe and Healthy Students Act, which requires schools to develop and implement comprehensive plans to prevent and respond to threats to school safety and health.

OSHS provides guidance to states and schools on school safety and health, including recommendations for policies and programs that can help prevent violence and harassment in schools. OSHS also provides technical assistance to schools and communities on implementing school safety and health initiatives.

OSHS administers grants to states and schools to support school safety and health initiatives. The grants are used to fund programs and projects that improve school safety and health, such as school safety improvement grants, school health improvement grants, and school safety and health training grants.

OSHS works with schools and communities to improve school safety and health by providing guidance, technical assistance, and grants. OSHS also works with other federal agencies to coordinate efforts to improve school safety and health.

OSHS is committed to creating a culture of school safety and health where students and staff feel safe and supported. OSHS is also committed to working with schools and communities to ensure that all students have access to safe and healthy schools.

OSHS is committed to working with schools and communities to ensure that all students have access to safe and healthy schools. OSHS provides guidance to schools and communities on how to implement school safety and health initiatives, how to use grants to support school safety and health initiatives, and how to measure the effectiveness of school safety and health initiatives.

OSHS works with other federal agencies to coordinate efforts to improve school safety and health. OSHS also works with schools and communities to ensure that all students have access to safe and healthy schools.

OSHS is committed to creating a culture of school safety and health where students and staff feel safe and supported. OSHS is also committed to working with schools and communities to ensure that all students have access to safe and healthy schools.
C. Compelling Interests of the Federal Government

C.1. Compelling Interests –- What is the Federal Government Interests that Are Not Sacrificed by Non-Discrimination?

The Department is committed to ensuring that all students are able to learn and thrive in a safe and non-discriminatory environment. Please note that this notation does not have the effect of reinstating this guidance.

C.2. Other Considerations –- What Are the Compelling Interests That Are Not Sacrificed by Non-Discrimination?

The Department is committed to ensuring that all students are able to learn and thrive in a safe and non-discriminatory environment. Please note that this notation does not have the effect of reinstating this guidance.
ការត្រឹមតោក្តែងក្សាដ៏ប្រសិនបើប្រជាជនអក្សរដែលទទួលបានស្រីក្នុងការដ្ូរតៅតាមេហេមន៍របេ់ខ្ ល ួនដ រ ល់។ ជាចុងតក្កាយកក្មងេតងាបអាចជួយឲ្យអ្ាកយល់ែឹងចាប់និងបទ្បញ្ជា របេ់រែឋតៅក៏នុងរែឋរបេ់អ្ាកដែលទាក់ទាងនឹងវិន័យសាលា និងអ្នុញ្ជញ ឲ្យអ្ាកតក្បៀបត្ៀបចាប់ននរែឋរបេ់អ្ាកជាមួយនឹងចាប់ទាាំងឡាយណាដែលមានតៅរែឋតសេងៗតទ្ៀ ។

C.3. ចុងក្រោយប្របែក ប្រយោគនៃការសហការអាលុយ ៖ ក្រុមប្រឹក្សាសម្រាប់អាលុយប្រកបដោយតែើមបីនៅតែើមកាំតែើជាំនួេដែលមានក្បេិទ្ធភាពចាំតះការនូវការេិកាក្សាវក្ជាវេាំខាន់ៗ និងក្បតភទ្ឯកសារអ្ាំពីតេចកដីដែនាំរបេ់េហព័នធដែលទាក់ទ្ងតៅនឹងបរិយាកាេ និងវិន័យសាលា តែើមបីជួយឲ្យអ្ាកដេវងយល់បានតក្ចើនតទ្ៀ អ្ាំពីខ្លឹមសារទាាំងតនះសងដែរ។

កក្មងេតងាបអាចជួយឲ្យក្កុមអ្ាកត្វើតោលនតយាបាយ និងមស្ទនតីអ្ប់រំកាំែ ់បាននូវចាប់េដីពីវិន័យសាលាដែល ក់ព័នធតៅកូនុងរែឋរបេ់ពួកតេនិងតក្បៀបត្ៀបចាប់ និងបទ្បញ្ជា ដែលមានឥទ្ធិពលតលើវ ិន័យសាលាតៅកនុងរែឋ និងដែនេម ថកិចចនីមួយៗ។ ចុងបញ្ចប់តយើងខ្ ្ុាំបានសដល់ឲ្យ ឬក្បាប់រួចតហើយនូវចាំែ ុ ចេាំខាន់អ្ាំពីេាំនិ ស្ ួចតសដើមតលើបញ្ជា វិន័យសាលាមានជាំនួយោាំក្ទ្ ដែលសដល់នូវទ្ក្មង់េាំខាន់ៗអ្ាំពីកិចចខ្ិ ខ្ាំក្បឹងដក្បងរបេ់េហព័នធដែលកាំពុងបនតត្វើ និងបានបញ្ចប់តហើយតែើមបីតលើកយកមកតោះក្សាយនូវបញ្ជា បរិយាកាេ និងវិន័យសាលា។

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