



Supporting Educational Environments Free from Discrimination

A Resource Collection for
Elementary and Secondary Schools

September 2024



U.S. Department of Education
Office for Civil Rights

A Message from the Assistant Secretary for Civil Rights

As the 2024-2025 academic year begins, I write to share our up-to-date compendia of Office for Civil Rights (OCR) policy resources to support elementary and secondary schools, colleges, and universities in fulfilling their obligations to protect students' civil rights.

The promise and possibility of this new school year coincide with the 60th anniversary of the passage of the Civil Rights Act of 1964 and the 70th anniversary of the U.S. Supreme Court's landmark decision in *Brown v. Board of Education*, striking down as unconstitutional racial segregation by law of children in public schools. Congress created OCR on the heels of the passage of the landmark 1964 law and charged us with ensuring equal access to education through the vigorous enforcement of Title VI – and, later, other federal civil rights laws.

So, as we celebrate this year's return to school as well as the anniversaries of the landmark 1964 legislation and historic 1954 Supreme Court decision, I invite you to join me in renewing our commitment to ensuring that every student has access to a learning environment free from discrimination, addressing profound inequities still persisting and newly proliferating in our nation's schools and colleges.

Our back-to-school resource binders include fact sheets, Dear Colleague Letters, and other policy documents to assist school communities with meeting their responsibilities under the following federal civil rights laws: Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits discrimination on the basis of race, color, or national origin, including shared ancestry or ethnic characteristics; Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex; and Title II of the Americans with Disabilities Act (Title II) and Section 504 of the Rehabilitation Act of 1973 (Section 504), which prohibit discrimination on the basis of disability. We have crafted these resources to advance public knowledge of the law and describe how OCR applies the law to facts through enforcement.

We have also produced two back-to-school videos for the 2024-2025 academic year, available on our YouTube channel and on our website. The first [video](#) explains how OCR protects students from discrimination under the civil rights laws that OCR enforces. The second [video](#) focuses specifically on the Title VI protection for students on the basis of shared ancestry and ethnic characteristics, including Jewish, Muslim, Arab, Palestinian, and Israeli students.

Seventy years after the *Brown* decision and six decades since the Civil Rights Act of 1964, many millions of students across the United States continue to experience discrimination in schools. OCR remains steadfastly committed to using all the tools legally available to ensure that education is provided to all, on equal terms. Thank you as always for your commitment to ensuring every student learns in an educational environment free from discrimination.



Sincerely,

A handwritten signature in black ink, appearing to read 'C. Lhamon'. The signature is fluid and cursive.

Assistant Secretary Catherine E. Lhamon
Office for Civil Rights, US Department of Education

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YOUR GUIDE TO THIS RESOURCE COLLECTION

This resource collection features a selection of OCR guidance and resources that may be useful to elementary and secondary schools throughout the school year. For each resource, you will find a brief description and a link to full information online.

Here is some additional information about this collection:

- Each topic area includes a combination of specific and general resources. For your convenience, general resources are included in each area where they are relevant. As a result, you will find some resources listed in multiple locations.
- This resource collection is also available on OCR's website. We will update the online version of this document periodically as OCR issues additional resources and guidance.
- Some of the resources in the collection are issued jointly by OCR and other Federal offices and agencies.
- Additional questions? Please note that this collection includes many OCR resources but is not comprehensive. You can find all OCR guidance resources on OCR's [website](#). We also recognize that you might have additional questions and invite you to send them to us at ocr@ed.gov.
- Please note that OCR guidance and other resources, including the materials in this collection, are designed to provide clarity on existing requirements under the law. These OCR resources do not have the force or effect of law and do not bind schools or others. However, the statutes and regulatory requirements described in the guidance are legally binding.
- On request, this publication and other publicly available Department of Education resources are available in alternate formats, such as Braille or large print. For more information, please contact the Department of Education's Alternate Format Center at 202-260-0818 or e-mail alternateformatcenter@ed.gov. The Department of Education also offers language assistance services for all publicly available Department of Education information free of charge. For more information about interpretation or translation services, please see this [Notice to Persons with Limited English Proficiency](#).

GUIDANCE ON TITLE VI: Key Guidance on Discrimination Based on Race, Color, or National Origin

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in programs and activities operated by recipients of Federal funds, including all public elementary and secondary schools, saying:

“No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

You can find the full text of Title VI at [42 U.S.C. § 2000d](#).

The materials below provide a general overview of Title VI and address schools’ obligations under Title VI on the following topics: Bullying and Harassment; COVID-19 response; Discipline; English Learners; Equal Access to Schools, Facilities, and Resources; Race Discrimination in Special Education; Religion and Shared Ancestry; and Retaliation.

General Overview of Title VI

- Starting points for learning about Title VI include [OCR’s overview](#), including the [Title VI statute](#) and its [implementing regulations](#), and [Frequently Asked Questions on Race and National Origin Discrimination](#).

Supporting Racial Diversity

- [Fact Sheet: Ensuring Educational Opportunities for All Students on Equal Terms 70 Years After Brown v. Board of Education](#): This fact sheet highlights that in 1954 in *Brown v. Board of Education*, the U.S. Supreme Court unanimously held that legally mandated racial segregation of children in public schools is unconstitutional. The fact sheet explains that student access to education and to educational resources differs by race, color, and national origin in schools across the United States and summarizes resources describing federal legal obligations to ensure that all students have equal access to education regardless of race, color, or national origin.
- [Dear Colleague Letter on Race and School Programming](#): This letter clarifies the circumstances under which schools can – consistent with Title VI of the Civil Rights Act of 1964 (Title VI) and its implementing regulations – develop curricula and programs or engage in activities that promote racially inclusive school communities. The resource explains that Title VI generally does not restrict schools from holding assemblies, meetings, focus groups, or listening sessions that relate to students’ experiences with race in their school or community. The resource also states that school-sponsored or recognized groups or programs with a special emphasis on race, such as a student club or mentorship opportunity, that are open to all students, typically do not violate Title VI simply because of a race-related theme.
- [Dear Colleague Letter](#) and [Questions and Answers Regarding the U.S. Supreme Court’s Decision in Students for Fair Admissions, Inc. v. Harvard College v. University of North Carolina](#):

These resources, released jointly by the U.S. Departments of Education and Justice, help colleges and universities understand and comply with the U.S. Supreme Court’s decision in the SFFA cases – that the college’s and university’s consideration of race in their admission programs violated the U.S. Constitution and federal civil rights law. The Departments’ [Dear Colleague Letter](#) and [Questions and Answers Resource](#) distill the Court’s core holding and offer examples of steps colleges and universities can lawfully take to achieve a student body that is diverse across a range of factors, including race and ethnicity, such as: targeted outreach, recruitment, and pathway programs; collection and consideration of demographic data; evaluation of admission policies; and retention strategies and programs.

- [Fact Sheet on Diversity & Inclusion Activities under Title VI](#): This fact sheet assists school communities, including students, parents, families, educators, and elementary, secondary, and postsecondary educational institutions, in understanding that diversity, equity, and inclusion training and similar activities in most factual circumstances are consistent with Title VI. This fact sheet is also available in [Spanish](#), [Arabic](#), [Simplified Chinese](#), [Traditional Chinese](#), [Korean](#), [Tagalog](#), and [Vietnamese](#).

Bullying and Harassment

- [Fact Sheet on Harassment and Bullying](#): This fact sheet explains schools’ responsibilities under Title VI to respond to student-on-student harassment and bullying. For more detail, see OCR’s [Dear Colleague Letter on Bullying and Discriminatory Harassment](#).

Discipline

- [U.S. Department of Education and U.S. Department of Justice Resource on Confronting Racial Discrimination in Student Discipline](#): This resource highlights ways the Departments have applied Title VI of the Civil Rights Act of 1964 and its regulations, and Title IV of the Civil Rights Act of 1964, to facts and illustrate the types of remedies the Departments have obtained. This resource is also available in [Spanish](#).
- [Student Discipline and School Climate in U.S. Public Schools](#): This report shares information from the 2020–21 CRDC on school climate factors, including student discipline, harassment or bullying, and offenses. The report highlights differences in student climate data by student race/ethnicity, sex, disability, and English Learner status.

English Learners

- [Ensuring Meaningful Participation in Advanced Coursework and Specialized Programs for Students who are English Learners](#): The fact sheet explains the legal requirements that schools must follow to ensure meaningful access to specialized and advanced educational programs for students who are English Learners (ELs). It also identifies practices that could, depending on facts and circumstances, raise concerns about race, color, or national origin discrimination. The fact sheet is also available in [Spanish](#), [Arabic](#), [Simple Chinese](#), [Traditional Chinese](#), [Farsi](#), [Korean](#), and [Pashto](#).
- [Confronting Discrimination Based on National Origin and Immigration Status](#): This resource from OCR and DOJ provides examples and addresses students’ rights to be free from

discrimination in school enrollment because of their immigration status or the immigration status of their parents or guardians. It also addresses the rights of students who are learning English, including the right to language assistance services. The resource is available in multiple languages: [Spanish](#), [Simplified Chinese](#), [Traditional Chinese](#), [Arabic](#), [Vietnamese](#), [Somali](#), [Haitian Creole](#), [Dari](#) and [Pashto](#).

- [Fact sheet: Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs](#) and [Fact Sheet: Information for Limited English Proficient \(LEP\) Parents and Guardians and for Schools and School Districts that Communicate with Them](#): These fact sheets provide information on how states, districts, and schools can meet their responsibilities under Title VI and the Equal Educational Opportunities Act (EEOA) to ensure that English learners can participate meaningfully and equally in school, and that parents and guardians with limited English proficiency have meaningful access to district and school information. [Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs](#) is also available in [Arabic](#), [Cambodian](#), [Simplified Chinese](#), [Traditional Chinese](#), [Dari](#), [Hmong](#), [Korean](#), [Laotian](#), [Russian](#), [Spanish](#), [Tagalog](#), and [Vietnamese](#). [Fact Sheet: Information for Limited English Proficient \(LEP\) Parents and Guardians and for Schools and School Districts that Communicate with Them](#) is also available in [Arabic](#), [Cambodian](#), [Simplified Chinese](#), [Traditional Chinese](#), [Dari](#), [Hmong](#), [Korean](#), [Laotian](#), [Russian](#), [Spanish](#), [Tagalog](#), and [Vietnamese](#). For more detail, see OCR's and DOJ's [Dear Colleague Letter on English Learners and Limited English Proficient Parents](#) This resource is also available in [Spanish](#).

Equal Access to Schools, Facilities, and Resources

- [U.S. Department of Education and U.S. Department of Justice Fact Sheet on Protecting Access to Education for Migratory Children](#) and [Fact Sheet on Protecting Access to Education for Unaccompanied Children](#): The fact sheets highlight specific challenges some migratory children and unaccompanied children may face while accessing public education, explain where families can seek help, and remind public schools of their responsibilities to migratory and unaccompanied children under federal civil rights laws. [Protecting Access to Education for Migratory Children](#) is also available in [Spanish](#), [Arabic](#), [Simple Chinese](#), [Traditional Chinese](#), [Farsi](#), [K'iche'](#), [Korean](#), [Mam](#), [Pashto](#), [Somali](#), [Tagalog](#), [Vietnamese](#), and [Haitian Creole](#). [Protecting Access to Education for Unaccompanied Children](#) is also available in [Spanish](#), [Arabic](#), [Simple Chinese](#), [Traditional Chinese](#), [Farsi](#), [K'iche'](#), [Korean](#), [Mam](#), [Pashto](#), [Somali](#), [Tagalog](#), [Vietnamese](#), and [Haitian Creole](#).
- [Confronting Discrimination Based on National Origin and Immigration Status](#): This resource from OCR and DOJ provides examples and addresses students' rights to be free from discrimination in school enrollment because of their immigration status or the immigration status of their parents or guardians. It also addresses the rights of students who are learning English, including the right to language assistance services. The resource is also available in multiple languages: [Spanish](#), [Simplified Chinese](#), [Traditional Chinese](#), [Arabic](#), [Vietnamese](#), [Somali](#), [Haitian Creole](#), [Dari](#) and [Pashto](#).
- [Fact Sheet: Ensuring Students Have Equal Access to Educational Resources Without Regard to Race, Color, or National Origin](#): This fact sheet provides information on how states, districts, and schools can ensure that all students have equitable access to educational resources—from

physical facilities to academic and co-curricular programs—regardless of race, color, or national origin. This resource is also available in multiple languages: [Korean](#), [Russian](#), [Tagalog](#), [Vietnamese](#), [Simplified Chinese](#), [Traditional Chinese](#). For more detail, see OCR’s [Dear Colleague Letter on Resource Comparability](#) which is also available in [Spanish](#).

- [Fact Sheet: Information on the Rights of All Children to Enroll in School](#): This fact sheet from OCR and DOJ provides examples of enrollment policies and describes the rights of all children in the U.S. to enroll in public elementary and secondary schools, without regard to their citizenship or immigration status, or that of their parents or guardians. This fact sheet is also available in [Arabic](#), [Traditional Chinese](#), [Korean](#), [Spanish](#), [Tagalog](#), and [Vietnamese](#).
- [Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents](#): This Q&A answers common questions about school enrollment policies, including those about students experiencing homelessness. This resource is also available in [Spanish](#), [Chinese](#), [Korean](#), [Tagalog](#), [Vietnamese](#), and [Arabic](#). For more detail, see OCR’s and DOJ’s [Dear Colleague Letter on Ensuring Equal Access for All Children to Public Schools, Regardless of Immigration Status](#). This is also available in [Arabic](#), [Chinese](#), [Korean](#), [Spanish](#), [Tagalog](#)
- [Dear Colleague Letter on Title VI Access to AP Courses](#): This letter describes the responsibility of schools that offer Advanced Placement (AP) courses to provide equal access to the courses, without discrimination based on race, color, or national origin in their admission processes or in any aspect of AP course administration.

Race Discrimination in Special Education

- [Fact Sheet: Preventing Racial Discrimination in Special Education](#): This fact sheet explains the responsibilities of states, districts, and schools not to discriminate based on race, color, or national origin in the administration of special education or related aids and services, including in referrals for evaluation, evaluations, and the provision of special education services. For more detail, see OCR’s [Dear Colleague Letter on Preventing Racial Discrimination in Special Education](#).

Retaliation

- [Dear Colleague Letter on Retaliation](#): This letter explains that Title VI prohibits retaliating against any person to interfere with their rights under Title VI or because they made a complaint, testified, or participated in any way in an OCR investigation or proceeding. This resource is also available in [Spanish](#).

Shared Ancestry Discrimination

- [Dear Colleague Letter on Protecting Students from Discrimination, such as Harassment, Based on Race, Color, or National Origin, including Shared Ancestry or Ethnic Characteristics](#): This letter explains, with hypothetical examples, the application of Title VI to allegations of discrimination in schools, colleges, and universities based on shared ancestry or ethnic characteristics, including discrimination against students and school community members who are or are perceived to be Jewish, Israeli, Muslim, Arab, Sikh, South Asian, Hindu, Palestinian, or of any other faith or ancestry.

- [Dear Colleague Letter: Addressing Discrimination Against Muslim, Arab, Sikh, South Asian, Hindu and Palestinian Students](#): This letter reminds schools of their legal obligation under Title VI of the Civil Rights Act of 1964 and its implementing regulations to provide all students with a school environment free from discrimination based on race, color, or national origin, including shared ancestry or ethnic characteristics. This letter is also available in [Spanish](#).
- [Dear Colleague Letter on Discrimination, including Harassment, Based on Shared Ancestry or Ethnic Characteristics](#): This letter reminds schools of their legal obligations under Title VI of the Civil Rights Act of 1964 to provide all students, including students who are or are perceived to be Jewish, Israeli, Muslim, Arab, or Palestinian, a school environment free from discrimination based on race, color, or national origin, including shared ancestry or ethnic characteristics, or citizenship or residency in a country with a dominant religion or distinct religious identity.
- [Dear Colleague Letter: Addressing Discrimination Against Jewish Students](#): The Dear Colleague Letter reminds schools of their obligations under Title VI to provide all students, including students who are or are perceived to be Jewish, a school environment free from discrimination based on race, color, or national origin, including shared ancestry or ethnic characteristics. This letter is also available in [Yiddish](#), [Farsi](#), [Arabic](#), [Urdu](#), and [Spanish](#).
- [Fact Sheet on Protecting Students from Discrimination Based on Shared Ancestry or Ethnic Characteristics](#): This fact sheet describes how Title VI protects students from discrimination, including harassment based on shared ancestry, because they are, or are perceived to be Jewish, Christian, Muslim, Sikh, Hindu, Buddhist, or members of another religious group. This fact sheet is also available in [Arabic](#), [Farsi](#), [Punjabi](#), [Somali](#), [Spanish](#), [Urdu](#) and [Yiddish](#).
- [Questions and Answers on Executive Order 13899 \(Combating Anti-Semitism\) and OCR's Enforcement of Title VI of the Civil Rights Act of 1964](#): This Q&A provides information about Executive Order 13899 on Combating Anti-Semitism, Title VI, and enforcement of Title VI by the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving antisemitism.
- [Fact Sheet: Combating Discrimination Against Jewish Students](#): This resource provides examples of discrimination against Jewish students that could violate Title VI.
- [Fact Sheet: Combating Discrimination Against Asian American, Native Hawaiian, and Pacific Islander \(AANHPI\) and Muslim, Arab, Sikh, and South Asian Students \(MASSA\)](#): This joint resource from OCR, DOJ, and the White House Initiative on Asian Americans and Pacific Islanders provides examples of discrimination against Asian American, Native Hawaiian, Pacific Islander, Muslim, Arab, Sikh, and South Asian students that could violate Title VI. This letter is also available in [Vietnamese](#), [Bengali](#), [Arabic](#), [Burmese](#), [Cambodian](#), [Traditional Chinese](#), [Simplified Chinese](#), [Hakha Chin](#), [Hmong](#), [Karen](#), [Korean](#), [Punjabi](#), [Somali](#), [Tagalog](#), and [Urdu](#).
- [Know Your Rights: Title VI and Religion](#): This resource explains when discrimination against students who are, or are perceived to be, members of a religious group fall within Title VI's prohibition of discrimination based on race, color, or national origin.

COVID-19

- [Questions and Answers on Civil Rights and School Reopening in the COVID-19 Environment](#): Section 2 of this resource answers key questions about discrimination based on race, color, or national origin in the context of the COVID-19 pandemic, including: harassment; discipline; resource equity; students who have moved, are experiencing homelessness, or are

undocumented; and English learners. This Q&A also includes links to other resources regarding COVID-19 and school reopening.

- [Confronting COVID-19-Related Harassment in Schools](#): This resource from OCR and DOJ includes examples of harassment and other discrimination against students during the COVID-19 pandemic, particularly Asian American and Pacific Islander students, and outlines the responsibilities of institutions to investigate and address discrimination based on race, color, or national origin. For additional information, see OCR's [Dear Educator Letter on Discrimination Against Asian American and Pacific Islander Students](#), which explains the responsibilities of institutions to address bullying and harassment of students based on actual or perceived race, color, or national origin and provides links to additional resources. The fact sheet is also available in [Simple Chinese](#), [Traditional Chinese](#), [Korean](#), [Tagalog](#), and [Vietnamese](#).

GUIDANCE ON SEC. 504 OF THE REHABILITATION ACT & TITLE II OF THE ADA: Key Guidance on Discrimination Based on Disability

OCR enforces two Federal laws that protect the rights of individuals with disabilities.

Section 504 of the Rehabilitation Act of 1973 (Section 504) prohibits discrimination based on disability in any program or activity operated by recipients of Federal funds; this includes all public school districts, including all public charter schools and magnet schools. Section 504 says:

“No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance....”

You can find the full text of Section 504 at [29 U.S.C. § 794](#).

Title II of the Americans with Disabilities Act of 1990 (Title II) prohibits discrimination based on disability by public entities, regardless of whether they receive Federal financial assistance. The U.S. Department of Justice enforces Title II in all contexts, while OCR administratively enforces Title II specifically in the context of public schools and libraries. Title II says:

“No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”

You can find the full text of Title II at [42 U.S.C. § 12132](#).

The Department of Education’s Office of Special Education and Rehabilitative Services administers the Individuals with Disabilities Education Act (IDEA), a Federal law that funds special education programs. For more information about the IDEA, please visit the Department of Education’s [IDEA website](#).

The materials in this section describe Section 504 and Title II, provide a general overview of both laws, and address schools’ obligations under these disability laws on the following topics: Accessibility of Programs and Facilities; Bullying and Harassment; Charter Schools; COVID-19 response; Effective Communication; Equal Access; Free Appropriate Public Education (FAPE); Race Discrimination in Special Education; Restraint and Seclusion; Retaliation; Specific Illnesses and Medical Conditions; and Transition to Postsecondary Education.

General Overview of Section 504 and Title II

- Starting points for learning about Section 504 and Title II include [OCR's Overview](#), the [Section 504 statute](#) and [implementing regulations](#), the [Title II statute](#) and [implementing regulations](#), and [Frequently Asked Questions on Disability Discrimination](#).
- [Frequently Asked Questions About Section 504 and the Education of Children with Disabilities](#): This resource answers common questions about the interrelationship between Section 504 and the Individuals with Disabilities Education Act (IDEA), who is protected under Section 504, evaluations, placement, procedural safeguards, and terminology.

- [Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools](#): This resource provides information on the definition of disability under Section 504, among other topics, including: athletics and extracurricular activities; bullying and harassment; free appropriate public education; physical accessibility; procedural safeguards; retaliation; and the interrelationship between Section 504, Title II, and the Individuals with Disabilities Education Act (IDEA). This resource is also available in [Spanish](#).

Accessibility of Programs and Facilities

- [Accessible Schools Webinar](#): DOJ and OCR held a webinar setting out ways for school districts across the country to increase accessibility for students and teachers with disabilities in their school facilities.
- [Web Accessibility Video Series](#): OCR released a video series covering various aspects of digital access including how people with disabilities use technology, applicable Federal regulations, and identifying and remediating barriers to access.
- Accessibility and usability of physical facilities: OCR's [Notice of Interpretation of Section 504 of the Rehabilitation Act of 1973](#) explains OCR's interpretation of Section 504 and its implementing regulations concerning the standards OCR allows recipients to use to ensure the accessibility and usability of physical facilities by people with disabilities. DOJ also provides information about the Americans with Disabilities Act and accessibility, including on the 2010 [ADA Standards for Accessible Design](#).
- [Electronic Book Readers: Questions and Answers about the Law, the Technology, and the Population Affected](#): This Q&A provides schools with information about their responsibilities to make any electronic book readers accessible to students with disabilities, including students who are blind or have low vision. For more information, see the [Dear Colleague Letter on Electric Book Readers](#) issued by OCR and the Department of Justice's Civil Rights Division (DOJ) and OCR's [Frequently Asked Questions about the Dear Colleague Letter on Electronic Book Readers](#).

Bullying and Harassment

- [Fact Sheet: What Are Public Schools Required to Do When Students with Disabilities Are Bullied?](#): This fact sheet explains schools' responsibilities to address bullying of students with disabilities and provides additional resources. This fact sheet is also available in [Spanish](#). For more detail, see OCR's [Dear Colleague Letter on Bullying of Students with Disabilities](#), which provides examples and explains: (1) that bullying of a student with a disability, on any basis, may result in a denial of free appropriate public education (FAPE) under Section 504, in addition to incidents OCR investigates. For more detail, see OCR's [Dear Colleague Letter on Students at Risk for Self-Harm or Suicide](#).
- [Fact Sheet on Harassment and Bullying](#): This fact sheet explains schools' responsibilities under Section 504 and Title II to respond to student-on-student harassment and bullying. For more detail, see OCR's [Dear Colleague Letter on Bullying and Discriminatory Harassment](#), which is also available in [Spanish](#).

Charter Schools

- [Frequently Asked Questions about the Rights of Students with Disabilities in Public Charter Schools under Section 504](#): This FAQ explains the rights of students with disabilities who attend or seek to attend public charter schools under Section 504 and answers common questions, including questions about admissions and enrollment, free appropriate public education (FAPE), and nonacademic and extracurricular services and activities. For more detail, see the [Dear Colleague Letter on the Rights of Children with Disabilities in Public Charter Schools](#) issued by OCR and the Department of Education's Office of Special Education and Rehabilitative Services.

COVID-19

- [Fact Sheet: Providing Students with Disabilities Free Appropriate Public Education During the COVID-19 Pandemic and Addressing the Need for Compensatory Services Under Section 504](#): This resource reviews the obligation of elementary and secondary schools under Section 504 to provide appropriate evaluations and services to students with disabilities during the COVID-19 pandemic, including schools' responsibilities to provide compensatory services.
- [Letter to Educators and Parents, March 24, 2022](#): This letter from Secretary of Education Cardona includes information on schools' responsibility under Section 504 and IDEA to ensure that students with disabilities receive education and services in the least restrictive environment.
- [Supporting and Protecting the Rights of Students at Risk of Self-Harm in the Era of COVID-19](#): This resource, which explains the Federal civil rights laws that protect students with mental health disabilities, helps schools meet students' mental health needs and respond to pandemic-related traumas, with examples of incidents OCR investigates. For more detail, see OCR's [Dear Colleague Letter on Students at Risk for Self-Harm or Suicide](#).
- [Long COVID under Section 504 and IDEA: A Resource to Support Children, Students, Educators, Schools, Service Providers, and Families](#): This resource from OCR and the Department of Education's Office of Special Education and Rehabilitative Services explains the rights of young children and students who are experiencing long-term adverse health effects of COVID-19, commonly referred to as long COVID. The resource provides information about long COVID as a disability and about schools and public agencies' responsibilities to address long COVID under Section 504 and Parts B and C of the Individuals with Disabilities Education Act (IDEA).
- [Questions and Answers on Civil Rights and School Reopening in the COVID-19 Environment](#): Section 1 of this resource answers key questions about the rights of students with disabilities in the context of the COVID-19 pandemic, including: remote learning and Federal civil rights laws; free appropriate public education (FAPE); mask exemptions; physical distancing; accessibility/placement; and the unlawfulness of requiring students to waive their rights under Section 504 before the school will provide services remotely. This resource also includes links to other resources regarding COVID-19 and school reopening.

Effective Communication

- [Frequently Asked Questions on Effective Communication for Students with Hearing, Vision, or](#)

[Speech Disabilities in Public Elementary and Secondary Schools](#): This FAQ from OCR, the Department of Education’s Office of Special Education and Rehabilitative Services (OSERS), and DOJ explains schools’ responsibilities to meet the needs of students who have hearing, vision, or speech disabilities, including the duty to provide a free appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA) and the duty to provide effective communication under Title II and Section 504. OCR, OSERS, and DOJ have also issued an additional [Q&A on Meeting the Communication Needs of Students with Hearing, Vision, or Speech Disabilities](#) summarizing students’ rights under these laws and provided more detail in a [Dear Colleague Letter on Effective Communication](#).

- To learn more about using electronic book readers to ensure effective communication, see OCR’s and DOJ’s [Dear Colleague Letter on Electric Book Readers](#), OCR’s [Frequently Asked Questions about the Dear Colleague Letter on Electronic Book Readers](#), and OCR’s [Questions and Answers about the Law, the Technology, and the Population Affected](#).

Equal Access

- [Background and Fast Facts on Schools’ Obligation to Provide Equal Opportunity to Students with Disabilities to Participate in Extracurricular Athletics](#): This resource explains schools’ responsibilities under Section 504 to enable students with disabilities to participate in extracurricular athletics. This fact sheet is also available in [Spanish](#). For more detail, including examples of how OCR analyzes whether a student has received an equal opportunity to participate, see OCR’s [Dear Colleague Letter on Students with Disabilities in Extracurricular Athletics](#).
- [Dear Colleague Letter on Access by Students with Disabilities to Accelerated Programs](#): This letter explains that disability-based discrimination is prohibited in access to accelerated programs, such as Advanced Placement and International Baccalaureate programs, and addresses when any denial of access results in a denial of free appropriate public education (FAPE) under Section 504.

Free Appropriate Public Education (FAPE)

- [Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools](#): This resource provides an overview of FAPE under Section 504. Please visit the Department of Education’s [IDEA website](#) for more information about FAPE under the Individuals with Disabilities Education Act (IDEA).
- [Dear Colleague Letter on Bullying of Students with Disabilities](#): This letter explains that bullying of a student with a disability, on any basis, may result in a denial of FAPE.
- [Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973](#) and an accompanying [Fact Sheet](#): These resources describe schools’ responsibilities under Section 504 to ensure nondiscrimination against students based on disability when imposing student discipline.
- [Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA’s Discipline Provisions](#): This resource addresses schools’ responsibility to implement the IDEA’s discipline provisions in a way that upholds the law’s promise of equality of opportunity. Please

note that the Department of Education's Office of Special Education and Rehabilitative Services (OSERS) administers the IDEA.

Race Discrimination in Special Education

- [Fact Sheet: Preventing Racial Discrimination in Special Education](#): This fact sheet explains the responsibilities of states, districts, and schools not to discriminate based on race, color, or national origin in the administration of special education or related aids and services, including in referrals for evaluation, evaluations, and the provision of special education services. For more detail, see OCR's [Dear Colleague Letter on Preventing Racial Discrimination in Special Education](#).

Restraint and Seclusion

- [Fact Sheet: Restraint and Seclusion of Students with Disabilities](#): This fact sheet explains how the practice of using restraint and seclusion may result in discrimination against students with disabilities under Section 504 and Title II. For more detail, see OCR's [Dear Colleague Letter on Restraint and Seclusion of Students with Disabilities](#).

Retaliation

- [Dear Colleague Letter on Retaliation](#): This letter explains that Title II and Section 504 prohibit retaliating against any person to interfere with their rights under these laws or because they made a complaint, testified, or participated in any way in an OCR investigation or proceeding.
- [Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools](#): This resource provides information on prohibited retaliation under Section 504, including an example with analysis.

Specific Illnesses and Medical Conditions

- Fact Sheets on 504 Protections for Students with [Asthma](#), [Diabetes](#), [Food Allergies](#), [GER/GERD](#), [Sickle Cell Disease](#), [Epilepsy](#), and [Cancer](#): These fact sheets remind students and elementary and secondary schools, as well as colleges and universities, of their respective rights and responsibilities under Section 504 of the Rehabilitation Act of 1973 regarding students with certain conditions. These new resources explain when these conditions trigger protections under Section 504, what kind of modifications an educational institution may need to take to avoid unlawful discrimination, and what an institution may need to do to remedy past discrimination.
- [Know Your Rights: Students with ADHD](#): This resource provides information on how school districts can protect the rights of students with attention-deficit/hyperactivity disorder (ADHD) under Section 504, including with respect to identification, evaluations, placement determinations, and due process protections for students and parents. For more detail and resources, including for students with attention deficit disorder (ADD), see OCR's [Dear Colleague Letter and Resource Guide on Students with ADHD](#).
- [Fact Sheet: Implementing CDC's Ebola Guidance for Schools while Protecting the Civil Rights of Students and Others](#): The fact sheet addresses how school officials can implement Ebola

guidance from the Centers for Disease Control and Prevention (CDC) without discriminating on the basis of race, color, national origin, or disability; explains what school officials must do to ensure a continuity of learning if a student is legitimately excluded from school; and reminds school officials of their responsibility to respond to bullying and harassment. Although this fact sheet focuses on officials in school districts, it also discusses schools' obligations under Title VI and other Federal civil rights laws.

- [Dear Colleague Letter on the Participation of Students with Hepatitis in Health- Related Programs](#): This joint letter from the Department of Justice, the Department of Health and Human Services, and the Department of Education to update the latest recommendations from the Centers for Disease Control and Prevention (CDC) regarding the participation of students with hepatitis B in medical, dental, nursing, and other health-related programs.
- [Fact Sheet on Addressing the Risk of Measles in Schools while Protecting the Civil Rights of Students with Disabilities](#): This fact sheet provides information about the rights of students with disabilities with respect to measles, especially those who are medically unable to receive vaccines due to a disability or who may be unable to attend classes for extended periods.

Transition to Postsecondary Education

- [Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators](#): This guide answers frequently asked questions about requirements for postsecondary institutions under Title II and Section 504 concerning the transition of students with disabilities to postsecondary education, including the admissions process and the provision of academic adjustments and auxiliary aids and services to students.
- [Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities](#): This resource explains the rights of students with disabilities who are preparing to attend postsecondary institutions, as well as the responsibilities of postsecondary institutions to provide academic adjustments for students with disabilities, including auxiliary aids and services. This resource is also available in [Spanish](#).

GUIDANCE ON TITLE IX: Key Guidance on Discrimination Based on Sex

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in all education programs and activities operated by recipients of Federal funds, including public school districts. Title IX says, subject to certain exceptions:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance....”

You can find the full text of Title IX at [20 U.S.C. § 1681](#).

OCR enforces Title IX to ensure that students have equal access to educational opportunity and can go to school free from sex discrimination. Title IX includes protection against discrimination based on sexual orientation or gender identity, which the Department of Education recently explained in a [public notice](#).¹ For more explanation, see the resources below.

The materials here provide a general overview of Title IX and address schools’ obligations under Title IX on the following topics: Athletics; Pregnant or Parenting Students; Retaliation; Sexual Harassment, including Sexual Violence; and Sexual Orientation, Gender Identity, and Sex Characteristics; Single-Sex Education Services, Programs, and Activities and COVID-19 response.

General Overview of Title IX

- Starting points for learning about Title IX include [OCR's Overview](#), including the [Title IX statute](#), the [2020 amendments](#), the [2024 amendments](#)² to its implementing regulations, and [Sex Discrimination Frequently Asked Questions](#).
- [Fact Sheet: U.S. Department of Education’s 2024 Title IX Final Rule Overview](#): This fact sheet provides background on the Department’s 2024 amendment of its Title IX regulations.
- [Summary of Major Provisions of the Department’s 2024 Title IX Final Rule](#): This resource summarizes key provisions of the final 2024 Title IX regulations.
- [2024 Title IX Regulations: Pointers for Implementation](#): This resource lists key components of the 2024 Title IX regulations.
- [Resource for Drafting Nondiscrimination Policies, Notices of Nondiscrimination, and Grievance Procedures](#): This resource and an accompanying [video](#) address the minimum requirements schools need to understand to draft policies and procedures that comply with sections 106.8(b)–(c), 106.45 and 106.46 of the 2024 Title IX regulations. The resource includes sample

¹ Please note that pursuant to a Federal court order, the Department has been preliminarily “enjoined and restrained from implementing” this document against Alabama, Alaska, Arizona, Arkansas, Georgia, Idaho, Indiana, Kansas, Kentucky, Louisiana, Mississippi, Missouri, Montana, Nebraska, Ohio, Oklahoma, Tennessee, South Carolina, South Dakota, and West Virginia. See *State of Tenn., et al. v. U.S. Dep’t of Educ.*, No. 3:21-cv-308 (E.D. Tenn.) (July 15, 2022).

² The Federal court order discussed in footnote **Error! Bookmark not defined.** above applies to these amendments.

text for policies and procedures, but schools are not required to adopt the particular text used in the examples.

- [Small Entity Compliance Guide](#): This guide summarizes and explains the 2024 Title IX regulations for certain small entities, such as a school district in a county with a population under 50,000. This guide was prepared pursuant to Section 212 of the Small Business Regulatory Enforcement Fairness Act of 1996.
- [Questions and Answers on the Title IX Regulations on Sexual Harassment](#): This Q&A answers common questions about how schools must respond to allegations of sexual harassment under the 2020 Amendments to the Title IX regulations and includes an appendix with examples of policy provisions from various schools.
- [Exemptions from Title IX](#): This resource explains how, when, and why an institution maybe exempt from one or more of Title IX's requirements.

Athletics

- [Supporting Equal Opportunity in School Athletic Programs: A Resource for Students and Families](#) This resource provides information about schools' responsibility under Title IX to provide equal athletic opportunities to all students, regardless of sex. It also includes examples of the kinds of situations that could, depending upon the facts and circumstances, raise Title IX concerns in school athletic programs at all education levels.
- [Title IX and Athletic Opportunities in K-12 Schools: A Resource for Students, Parents, Coaches, Athletic Directors and School Communities](#): This resource explains the rights that students have under Title IX to participate in interscholastic, intramural, or club athletic programs free from sex discrimination. This resource can help students, parents, coaches, athletic directors, and others evaluate whether a school is meeting its legal duty to provide equal athletic opportunities consistent with Title IX.
- [Policy Interpretation on Title IX and Intercollegiate Athletics](#): This policy interpretation provides comprehensive guidance on Title IX and intercollegiate athletics but is also useful for elementary and secondary schools because the interpretation applies as well to interscholastic, club, and intramural athletic programs. OCR has additional guidance resources on Title IX and athletics, including: (1) a [Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test](#); (2) a [Dear Colleague Letter on Intercollegiate Athletics Policy: Three-Part Test—Part Three](#); and (3) [Questions and Answers on Accommodating Students' Athletic Interests and Abilities: Standards for Part Three of the "Three-Part Test."](#)
- [Dear Colleague Letter on Athletic Activities Counted for Title IX Compliance](#): This letter explains how OCR determines whether an athletic activity is a sport that can be counted as part of the institution's athletics program for the purpose of determining compliance with Title IX, including whether the institution provides equal opportunity in its athletics programs.

Pregnant or Parenting Students

- [Discrimination Based on Pregnancy and Related Conditions](#): This resource assists school communities in understanding Title IX's protections of students and employees from discrimination based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or

recovery therefrom.

- [Know Your Rights: Pregnant or Parenting? Title IX Protects You From Discrimination At School](#): This resource provides information about the Title IX rights of students who are pregnant or parenting, including the right to continue participating in academic and extracurricular programs and students' rights concerning excused absences and medical leave, harassment, and institution policies and procedures. This is also available in [Spanish](#). Please note that the [2024 amendments to the Title IX regulations](#)³ update longstanding existing protections for students, employees, and applicants against discrimination based on pregnancy, childbirth, termination of pregnancy, lactation, related medical conditions, or recovery from these conditions.
- [Supporting the Academic Success of Pregnant and Parenting Students Under Title IX of the Education Amendments of 1972](#): This resource clarifies the specific requirements of Title IX applicable to pregnant and parenting students. The resource contains a FAQ section that explains the Title IX requirements and provides examples to ensure that schools understand their obligations and pregnant and parenting students understand their rights under Title IX. The resource also provides information on strategies that educators may use, and programs schools can develop to address the educational needs of students who become pregnant or have children. It also provides examples of promising practices designed to support pregnant and parenting students that schools may choose to implement. This resource is also available in [Spanish](#).

Retaliation

- [Dear Colleague Letter on Retaliation](#): This letter explains that Title IX prohibits retaliating against any person to interfere with their rights under Title IX or because they filed a complaint, testified, or participated in any way in an OCR investigation or proceeding. Please note that the 2020 amendments to the Title IX regulations include additional details on the types of retaliation prohibited by Title IX—such as charging a person with a code of conduct violation that does not involve sex discrimination or sexual harassment in order to interfere with their rights under Title IX—and the responsibilities of schools regarding confidentiality and complaints alleging retaliation.

Sexual Harassment, including Sexual Violence

- 2024 Amendments to the Title IX regulations: These regulations clarify the definition of sex-based harassment; that the scope of prohibited sex discrimination includes discrimination (including harassment) based on sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity; institutions' obligations to provide an educational environment free from sex discrimination, including sex-based harassment; and requirements for institutions to conduct prompt, effective, reliable and impartial investigations of all sex discrimination complaints, including complaints of sex-based harassment. The complete set of amendments is available here: [Final Rule on Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance](#). The regulations are in effect in schools and states in which the 2024 Final Rule is not enjoined and apply to any

³ The Federal court order discussed in note **Error! Bookmark not defined.** above applies to these amendments.

allegation of sex discrimination that occurred on or after August 1, 2024.⁴

- [2020 Amendments to the Title IX regulations](#): These regulations specify how institutions must respond to any allegation of sexual harassment that occurred on or after August 14, 2020, and before August 1, 2024. The complete set of amendments is available here: [Final Rule on Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance](#). In schools or states in which the 2024 Final Rule is enjoined, the 2020 amendments remain in effect after August 1, 2024, pending further court orders. Any updates on the status of these court orders or the 2024 Final Rule will be posted on OCR's website.
- [Questions and Answers on the Title IX Regulations on Sexual Harassment \(July 2021\)](#): This Q&A answers common questions about how institutions must respond to allegations of sexual harassment under the 2020 Amendments to the Title IX regulations and includes an appendix with examples of policy provisions from various institutions.

Sexual Orientation and Gender Identity

- [Resources for LGBTQI+ Students](#): OCR's website provides useful resources for LGBTQI+ students that institutions may also find helpful, including resources from OCR, the White House, other Federal agencies, and recent Federal court decisions on LGBTQI+ rights. Please note that the [2024 amendments to the Title IX regulations](#) prohibit discrimination and harassment based on sexual orientation, gender identity, and sex characteristics in federal funded education programs; clarify that a school must not separate or treat people differently based on sex in a manner that subjects them to more than de minimis harm, except in limited circumstances permitted by Title IX; and recognizes that preventing someone from participating in school (including sex-separate activities) consistent with their gender identity causes that person more than de minimis harm. The complete set of amendments is available here: [Final Rule on Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance](#). The regulations are in effect in schools and states in which the 2024 Final Rule is not enjoined and apply to any allegation of sex discrimination that occurred on or after August 1, 2024.⁵
- [Supporting Intersex Students](#): This fact sheet provides information about how students, families, and educators can support intersex students in key issues intersex students face. This resource also includes information on what students can do if they experience discrimination at school.
- [Confronting Anti-LGBTQI+ Harassment in Schools](#): A resource from OCR and the Department of

⁴ As of July 31, 2024, pursuant to Federal court orders, the Department is currently enjoined from enforcing the 2024 [Final Rule](#) in the states of Alabama, Alaska, Arkansas, Florida, Georgia, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Mississippi, Missouri, Montana, Nebraska, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, West Virginia, and Wyoming; the Department is also currently enjoined from enforcing the 2024 Final Rule at the schools on the list located at <https://www2.ed.gov/about/offices/list/ocr/docs/list-of-schools-enjoined-from-2024-t9-rule.pdf>. Per court order, this list of schools may be supplemented in the future. The Final Rule and these resources do not currently apply in those states and schools. Pending further court orders, the Department's Title IX Regulations, as amended in 2020 ([2020 Title IX Final Rule](#)) remain in effect in those states and schools. Any updates on the status of the 2024 Final Rule will be posted at www.ed.gov/titleix.

⁵ See footnote 4, above.

Justice’s Civil Rights Division concerning harassment against students who are lesbian, gay, bisexual, transgender, queer, intersex, nonbinary, or otherwise gender non-conforming, including the responsibilities of institutions to investigate and address discrimination on the basis of sexual orientation and gender identity, which is a form of sex discrimination.⁶

Single-Sex Education Services, Programs, and Activities

- [Questions and Answers on Title IX and Single-Sex Elementary and Secondary Classes and Extracurricular Activities:](#) This resource answers common questions on how single-sex classes or extracurricular activities may comply with Title IX in certain circumstances.
- [Dear Colleague Letter on Voluntary Youth Service Organizations:](#) This letter provides information on when Title IX allows a school district to work with outside organizations that provide single-sex programming to the district’s students.

COVID-19

- [Questions and Answers on Civil Rights and School Reopening in the COVID-19 Environment:](#) Section 3 of this resource answers key questions about investigating and resolving complaints about discrimination based on sex, including sexual and gender- based harassment, in the context of the COVID-19 pandemic. This resource also includes links to other resources regarding COVID-19 and school reopening.

⁶ A Federal court has “vacate[d]” this document and “enjoined” the Department from “implementing or enforcing” this document against the state of Texas and its respective schools, school boards, and other public, educationally based institutions. See *State of Texas v. Cardona*, No. 4:23-cv-604 (N.D. Tex.) (June 11, 2024). Pursuant to a different Federal court order, the Department has been preliminarily “enjoined and restrained from implementing” this document against Alabama, Alaska, Arizona, Arkansas, Georgia, Idaho, Indiana, Kansas, Kentucky, Louisiana, Mississippi, Missouri, Montana, Nebraska, Ohio, Oklahoma, Tennessee, South Carolina, South Dakota, and West Virginia. See *State of Tenn., et al. v. U.S. Dep’t of Educ.*, No. 3:21-cv-308 (E.D. Tenn.) (July 15, 2022).

GUIDANCE ON CRDC DATA: Key Guidance on OCR’s Civil Rights Data Collection

The Civil Rights Data Collection (CRDC) is a survey of nearly all public schools and school districts—including juvenile justice facilities, charter schools, alternative schools, and schools that serve only students with disabilities. OCR works closely with schools, local educational agencies, and state educational institutions in the United States on this important data collection, which has taken place since 1968.

Due to the coronavirus pandemic, the CRDC for the 2019–2020 school year was postponed to the 2020–2021 school year. Data from the 2020–21 CRDC reflects inequities in education access throughout the nation. For example, high schools with high enrollments of Black and Latino students offered fewer courses in mathematics, science, and computer science than schools with low enrollments of Black and Latino students. English learner students and students with disabilities, who received services under the federal Individuals with Disabilities Education Act, had a lower rate of enrollment in a number of mathematics and science courses when compared to enrollment rates of all high school students. The 2020–21 CRDC [public-use data file, reports, and snapshots](#) are also available on the Department’s redesigned [CRDC website](#).

General Overview of the CRDC

- [CRDC Frequently Asked Questions](#)
- [Civil Rights Data Collection Website](#)
- [Publications](#): Data reports published by OCR, relying on the CRDC, are valuable resources for other Department of Education offices and Federal agencies, policymakers and researchers, educators and school officials, parents and students, and the public who seek data summaries on student access to educational opportunities.

2020–2021 Data Reports

- [A First Look: Students’ Access to Educational Opportunities in the Nation’s Public Schools](#) highlights data from the 2020–21 CRDC on student enrollment, access to preschool programs, access to mathematics, science and computer science courses and other programs, Internet and devices, teachers and school support staff, and school climate factors.
- [An Overview of the U.S. Department of Education’s 2020–21 Civil Rights Data Collection](#) provides an overview of OCR’s administration of the 2020–21 CRDC.
- [Civil Rights Data Quality Snapshot](#) explains why data quality matters and presents steps that OCR took to improve data quality for the 2020–21 CRDC.
- [Student Discipline and School Climate in U.S. Public Schools](#) highlights data from the 2020–21 CRDC on student discipline, such as suspensions, expulsion, referrals to law enforcement, school-related arrests, and corporal punishment; student harassment or bullying; and incidents of offenses.
- [Student Enrollment and School Characteristics in U.S. Public Schools](#) highlights data from the

2020–21 CRDC on student enrollment and demographics and school characteristics.

- [Referrals to Law Enforcement and School-related Arrests in U.S. Public Schools](#) highlights data on referrals to law enforcement and school-related arrests.
- [Sexual Violence and Sex-based Harassment or Bullying Snapshot](#) provides an overview of data on sexual violence, including sexual assault and rape or attempted rape, and sexual harassment or bullying.
- [Profile of Students with Disabilities Snapshot](#) profiles educational opportunities provided to public school students with disabilities during the 2020-21 school year.
- [Profile of English Learners Snapshot](#) explains the educational opportunities provided to public school students who are English learners during the 2020-21 school year.
- [Student Access to and Enrollment in Mathematics, Science, and Computer Science Courses and Academic Programs Report](#) highlights student access to and enrollment in courses and programs by race/ethnicity, sex, disability, and English Learner status.

Prior CRDC Reports

- [Civil Rights Data Collection page \(for 2017-2018\)](#)
- [Civil Rights Data Collection page \(for 2015-2016\)](#)
- [Civil Rights Data Collection page \(for 2013-2014\)](#)

If you have any comments or questions concerning the use of CRDC data or suggestions to improve the user-friendliness of this site, please email OCR at ocrdata@ed.gov.