

MONTHLY NEWSLETTER

The Center to Improve Social and Emotional Learning and School Safety (CISELSS) is committed to providing resources from across the field to empower schools to create safe and supportive learning environments.

FEATURED RESOURCES



From Alignment to Action:
Nevada's Work to Expand Developmentally
Appropriate Kindergarten Practices

LAURA BUCKNER
MARCH 2023

BRIEF

From Alignment to Action: Nevada's Work to Expand Developmentally Appropriate Kindergarten Practices

This brief describes the Nevada Department of Education's (NDE) efforts over the last several years to align and strengthen its system of supports for early childhood learning and development through grade 3. The brief provides insights into the journey that Nevada's leaders have undergone to navigate the state's complex early care and education systems. It also highlights how the recent policy statement aligns systems support for best practices in the education of young children.

[Read »](#)

From Vision to Action: Transforming Kindergarten into a Sturdy Bridge from Early Learning to K-12 Education

Wednesday, March 22
12:00-1:30 PM Pacific/3:00-4:30 PM Eastern

[Register Now](#)




Learn from state education agency leaders as they discuss their work to provide young children with equitable and developmentally appropriate conditions for learning as they transition into Kindergarten.

WEBINAR
From Vision to Action: Transforming Kindergarten into a Sturdy Bridge from Early Learning to K-12 Education

Hosted by CISELSS, the Transforming Kindergarten Collaborative invited state-level teams to engage in peer-to-peer learning and individualized coaching to address problems of practice related to Kindergarten transitions and developmentally appropriate practice. This webinar featured participants from the Collaborative discussing how states are taking action to support our youngest learners.

[Learn More »](#)

CENTER TO IMPROVE
Social and Emotional
Learning and School Safety
UW-Madison




Achieving a Shared Statewide Vision for Kindergarten in Hawai'i

LAURA BUCKNER
MARCH 2023

BRIEF
Achieving a Shared Statewide Vision for Kindergarten in Hawai'i

The brief describes the process the Hawai'i's State Department of Education's Office of Curriculum and Instructional Design used to review and align the state agency's vision for kindergarten with existing policy and developmentally appropriate practice while incorporating cultural elements. It also discusses how Hawai'i's leaders are collaboratively building and integrating their knowledge of best practices for young learners so they can support schools and districts to embed those practices in assessments and classrooms.

[Read »](#)



Santa Clara County Office of Education
SANTA CLARA, CA


LISTEN TO THIS AUDIOCAST // ccsc-gallery.wested.org

IMPROVING STUDENT WELLNESS WITH A MULTI-TIERED SYSTEM OF SUPPORT

In 2021/22, the U.S. Department of Health and Human Services (HHS) invested nearly \$25 million in Health Resources and Services Administration (HRSA)-funded centers that deliver health services at school-based sites across the nation. These awards will improve and expand models that support partnerships between schools and community health organizations to provide accessible, quality physical and mental health care to youth on or near school campuses. According to HHS, one in nine children access primary care through an HRSA-funded health center throughout the country, making this a timely, vital investment.

Today, California is home to over 200 school-based health centers (SBHCs), ensuring over 280,000 students have access to high-quality health services. Research has shown that offering medical, dental, vision, and other types of health services by establishing SBHCs in schools can positively impact student, family, and school outcomes in disciplinary referrals, family engagement, and social and emotional health. These centers also prove critical in improving health access for underserved populations as families navigating transportation, financial, and other access barriers can receive low or no-cost care at SBHCs. The Santa Clara County Office of Education (SCCOE) recently developed a model to formalize school-based health offerings throughout the 32 LEAs, public charter schools, and early care and education programs it supports countywide. Based on a multi-tiered system of support, the SCCOE wellness center model addresses the root causes of mental, physical, and social health issues within the community through a range of preventative, group, and individual services. As of the 2022/23

This audio gallery is a product of the California Center for School Climate (CCSC), a California Department of Education initiative operated by WestEd that provides the support and trainings on school climate and also on to local education agencies in California. Learn more about this work and listen to all the podcasts in this series at ccsc-gallery.wested.org.



©2023 WestEd. All Rights Reserved.

AUDIOCAST

Improving Student Wellness With A Multi-Tiered System of Support

The Santa Clara County Office of Education (SCCOE) recently developed a model to formalize school-based health offerings throughout the 32 LEAs, public charter schools, and early care and education programs it supports countywide. Based on a multi-tiered system of support, the SCCOE wellness center model addresses the root causes of mental, physical, and social health issues within the community through a range of preventative, group, and individual services.

[Listen »](#)

RACE & EQUITY



CISELSS has compiled an ever-growing list of external [RESOURCES](#) to support schools in advancing racial justice & creating equitable systems.

[Read More »](#)

COVID & REOPENING



CISELSS has compiled lists of internal and external [RESOURCES](#) to support states, districts, and schools as they serve students throughout the COVID-19 pandemic.

[Read More »](#)

NEW FROM THE FIELD



ASHLEY WOOD, SARINNA LEE, ANDREA PRADO YUML, JESSICA KAUFMAN, RIBBICA ANI LAWRENCE, MEGHAN TOLSON

Walking on Eggshells—Teachers’ Responses to Classroom Limitations on Race- or Gender-Related Topics

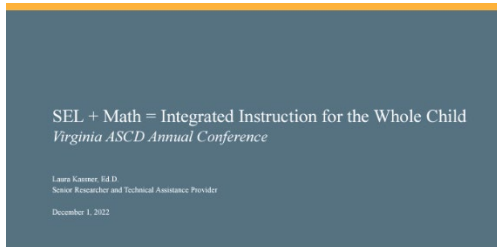
Findings from the 2022 American Instructional Resources Survey

By spring 2022, 17 states had passed policies restricting how teachers can address topics related to race, gender, and “divisive concepts” in the classroom (Schwartz, 2022). Adherence to these policies purport that they protect the indoctrination of students, allow families to have greater transparency into and control over the educational content to which their students are exposed, and enable educators’ focus on core academic content like reading and math (Almirch, 2021; Butler and Burke, 2022; Ingarune and Gomez-Lisoni, 2022). Conversely opponents of these policies are concerned that they deprive students of the opportunity to develop critical thinking skills and both focus about and interrogate our nation’s complex history (Waltz, Ricca and Nidal, 2022; Morgan, 2022; Wassman, 2022).

REPORT Walking on Eggshells—Teachers’ Responses to Classroom Limitations on Race- or Gender-Related Topics

This report examines teachers’ awareness of and responses to limitations on how they can address race- or gender-related topics in their instruction. Findings are presented and followed by recommendations for state, district, and school leaders.

[Read »](#)



RESOURCE SEL + Math = Integrated Instruction for the Whole Child

During this 75-minute workshop, educators can build their understanding of how social-emotional learning (SEL) can be integrated in math instruction. Access the planning tools, examples, and resources from this workshop.

[Read »](#)

Navigating political tensions over schooling

Findings from the fall 2022 American School District Panel survey

Ashley Jochim, Melissa Kay Dillbert, Heather Schwartz, Katharine Destler, and Paul Hill

JANUARY 2023



REPORT Navigating Political Tensions Over Schooling

According to a new report from the Center on Reinventing Public Education and RAND, half of school system leaders say that political disagreements are disrupting schooling. This report shares key findings from the fall 2022 American School District Panel survey.

[Read »](#)

Connecting Theory to SEL Practice: Five Key Insights from Innovative, Community-Driven SEL Initiatives and Programs

February 2023

REPORT Connecting Theory to SEL Practice: Five Key Insights from Innovative, Community-Driven SEL Initiatives and Programs

This cross-project summary shares key insights from interviews regarding what has been learned about SEL innovation through designing, implementing, and evaluating such programs.

[Read »](#)



Looking for resources on a specific topic? CISELSS continually reviews and curates research-based resources on a variety of topics related to social and emotional learning and school safety. Check out our curated resources [here!](#)

Learn more about our work at <https://selcenter.wested.org>.
Contact us at selcenter@wested.org.

The Center to Improve Social and Emotional Learning and School Safety at WestEd (CISELSS) is funded under a cooperative agreement by the U.S. Department of Education, under grant number S424B180004. This technical assistance center is operated by WestEd. WestEd is a nonpartisan, nonprofit research, development, and service agency that partners with education and other communities to promote excellence, achieve equity, and improve learning for children and adults. Visit WestEd.org.

This newsletter and the resources it contains are provided for the user's convenience. The inclusion of these materials is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services offered. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The information and materials posted in this newsletter do not necessarily reflect the positions or policies of the U.S. Department of Education. The U.S. Department of Education does not endorse products, services, or service providers included in this newsletter.