

District Leaders,

This year, back-to-school has presented historic challenges that changed the way you and schools across the country welcomed students back, whether in person, remotely or a hybrid of the two. In addition to academic learning, educators are actively addressing school climate and culture and attending to students' physical, mental, and emotional wellbeing is more important than ever to ensure all students and families feel welcomed, safe, and supported in their school environments.

The U.S. Department of Education's Office of Elementary and Secondary Education (OESE), Office of Special Education Programs (OSEP), and Institute of Education Sciences (IES) would like to share resources to support district leaders to create welcoming, safe and supportive learning environments. Below are some of the featured resources followed by websites and offices that could provide additional support.

We ask that you share these resources with your colleagues and staff as you see appropriate. To make this ask even easier for you, please feel free to lift the resource descriptions that we use below.

Welcoming Safe and Supportive Learning Environments

The School Climate Improvement Resource Package

[The School Climate Improvement Resource Package](#) developed by National Center on Safe Supportive Learning Environments (NCSSLE) includes a variety of resources to meet a range of needs among stakeholders interested in improving school climate. These resources include: Quick Guide on Making School Climate Improvements; School Climate Improvement Reference Manual; School Climate Improvement Action Guides; School Climate Data Interpretation Resources; and Online Modules.

National Center on Safe Supportive Learning Environments (NCSSLE) webpage

The [webpage](#) by the National Center on Safe Supportive Learning Environments (NCSSLE) has identified resources to support schools in communicating key information and building a safe, supportive, virtual learning environment. This page includes the category, "Planning for an Appropriate Return to School" that provides districts and schools with several resources to support with the planning the return to school.

The ED School Climate Surveys (EDSCLS)

[The ED School Climate Surveys \(EDSCLS\)](#) developed by the National Center on Safe Supportive Learning Environments (NCSSLE) allows States, local districts, and schools to collect and act on reliable, nationally validated school climate data in real-time. The EDSCLS builds on federal initiatives and research.

Guide to Ensuring Education Equity During and After COVID-19

The [guide](#) by the Intercultural Development Research Association (IDRA) EAC-South was developed for education leaders and state officials and provides specific recommendations for policy and best practices to ensure education equity during and after the pandemic.

Does your school reopening plan ensure educational equity?

This [infographic](#) from the Intercultural Development Research Associations (IDRA) EAC-South provides school districts with prompts to learn more how they can ensure educational equity in their reopening plans so that students have their academic, health, and safety needs met, especially for underserved students such as English learners, Black and Latino students, students receiving special education services, and students from families with limited incomes.

We hope you find the *Welcoming Safe and Supportive Learning Environments* featured resources helpful and share them with your stakeholders. To view similar resources, please visit the [Office of Elementary and Secondary Education \(OESE\) Resources](#), [Center on Positive Behavioral Interventions and Supports \(PBIS\)](#), [National Center for Pyramid Model Innovations](#), and [Institute of Education Sciences \(IES\) Evidence-Based Resources](#) webpages that have produced high-quality resources to improve school safety; address critical areas of need for improving the conditions for learning and school climate; and improve access to systems of care and support for schools, districts, students, families, and school communities.