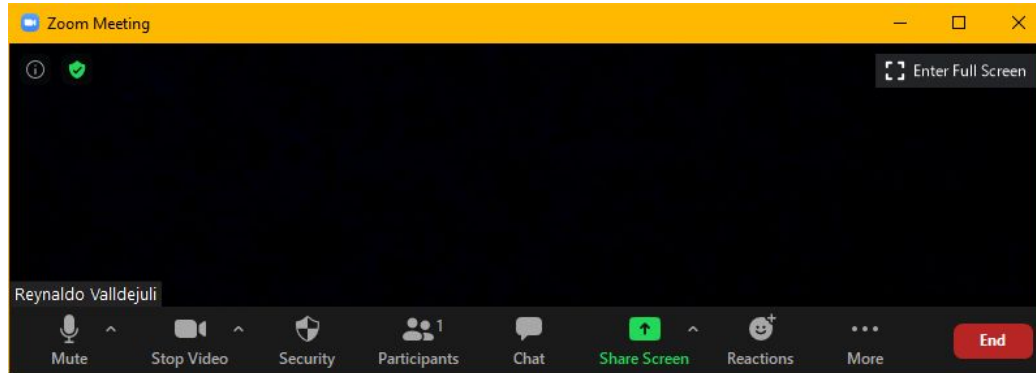


# Zoom Meeting Preparation

- Please make sure your phone or computer is muted to minimize background noise.
  - To do this, hover over the bottom left-hand side of your screen and click “Mute.”
- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
  - To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”
- Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.



# Louisiana Believes

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**Student Well-Being Monthly Call**  
October 21, 2020

# Objectives

Today's Student Well-Being monthly call will:

- Review the 2020-2021 Super App focus for Urgent Intervention Required for Discipline (UIR-D) schools; and
- Provide an overview of the support LDOE will provide UIR-D schools to:
  - Complete the 2020-2021 Super App question, and
  - Improve Student Well-Being in 2020-2021

# Agenda

- I. LDOE Mission, Vision and Critical Goals**
- II. Office of Equity, Inclusion and Opportunities**
- III. Student Well-Being**
- IV. 2020-2021 Super App and Urgent Intervention Required for Discipline (UIR-D) Schools**
- V. Student Well-Being Vendors for UIR-D Schools**
- VI. Questions and Answers**

Suggested participants for this call:

- Urgent Intervention for Discipline (UIR-D) School Leadership Team
- Supervisor of Elementary/Middle/High Schools
- Supervisor of Student Services/Programs/Life
- Supervisor of Child Welfare and Attendance (CWA)
- Supervisor of Pupil Appraisal
- Supervisor of School Improvement



Louisiana Department of Education (LDOE)

# LDOE Mission and Vision

**Mission:** Ensure every Louisiana student is on track to a college degree or professional career.

**Vision:** All students can achieve high expectations regardless of their background, family income or zip code.

# LDOE Critical Goals

1. Students enter kindergarten ready
2. Students will achieve mastery level on third grade assessments and enter fourth grade prepared for grade-level content
3. Students will achieve mastery level on eighth grade assessments and enter ninth grade prepared for grade-level content
4. Students will graduate on time
5. Graduates will graduate with a college and/or career credential
6. Graduate eligible for a TOPS reward



# Office of Equity, Inclusion, and Opportunities



# Office of Equity, Inclusion and Opportunities (EIO)

**Dr. Kelli Peterson**

Assistant Superintendent

**Division of Student Well-Being**

Lisa T. French, Director

# Office of EIO Purpose Statement

The purpose of the **Office of Equity, Inclusion and Opportunities** is to lead and develop with equity in mind by ensuring that students are provided with the support, services, resources and school choice opportunities needed to be successful as individual students; which includes the examination of procedures, policies and practices that have created inequitable learning environments.

# Office of Equity, Inclusion, and Opportunities (EIO)

## Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

## Equity



**Everyone gets the supports they need** (this is the concept of “affirmative action”), thus producing equity.

## Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.



# Student Well-Being

# Division of Student Well-Being

**Vision:** Students engage in a safe, supportive and equitable learning environment that promotes positive relationships and develops the social-emotional skills and agency that leads to personal and academic success.

In order to achieve this vision, school leaders, teacher and staff should:

- **Prioritize positive, intentional relationships.** Schools facilitate meaningful interactions to develop sustaining, strong relationships within the classroom and throughout the school.
- **Attend to Individual Students' Needs.** Schools provide individualized supports and services to meet the social, emotional and behavioral health of students.
- **Respond to Student Behavior with Appropriate Support.** Schools address policies and practices to ensure that students receive appropriate support.



# 2020-2021 Super App for UIR-D

# 2020-2021 Super App Launch

This year's **Super App Launch is scheduled for November 6 and will be all virtual**. Sessions will be pre-recorded, shared in the weekly newsletter and posted to the Department's School Improvement Library on **November 6**.

During November, December, and January, team monthly calls and office hours will provide opportunities for school system leaders to learn more about specific sections, ask questions, and receive guidance.

Additionally, the Department will offer *School System Planning Super App Office Hours* beginning in November where teams can request specific guidance and support with planning, completing the workbook, and aligning funding to priorities.

More information will be provided in coming weeks.

Questions should be emailed to [LDOE.grantshelpdesk@la.gov](mailto:LDOE.grantshelpdesk@la.gov). Please include "Super App" in the email subject line.

# 2021-2022 Super App Focus for UIR-D

*“It is the moral responsibility of a culturally responsive teacher in a position of privilege to advocate for all learners, regardless of race, gender, sexuality, class, culture, sex, citizenship status, ability, body type, or any other indicator that has been used to marginalize. Providing students with the platform to showcase their unique abilities and experiences is vital to making students visible and narrowing opportunity gaps.”*

- Dier, Chris. “Equity in Education.” [Classroom Chronicles](#), August 2019





# Cultural Competency

The **National Education Association** describes cultural competence as “having an awareness of one’s own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families.”

<b>Louisiana Public Students (as of Feb. 1, 2020)</b>	
Minority	56% (African-American - 43%; Hispanic - 8%; Multiple Races - Non-Hispanic - 3%; Asian - 2%; American Indian - 1%)
Economically Disadvantaged	71%
Gender	Male - 51%; Female - 49%
English Language Learner	4%



# 2021-2022 Super App Focus for UIR-D

- UIR-D schools will select a vendor, among four in the [Student Well-Being Vendor Guide](#), to provide Cultural Competency training in 2021-2022:
  - [Franklin Covey \(Leader In Me\)](#)
  - [Scholastic](#)
  - [The Best Man Company, LLC](#)
  - [ThirdWay Solution \(Discipline Revolution Project\)](#)
- School systems may request up to \$9,000 of competitive funding per UIR-Discipline school for Unconscious Bias, Culturally Responsive Teaching, Culturally Responsive Leadership, or Diversity, Equity and Inclusion training.



# 2021-2022 Super App Framework

## **Area of Focus:** Student Well-Being

**Indicator:** Students engage in a positive, inclusive, and culturally responsive learning environment that develops social, emotional and academic skills to cultivate personal agency and life-long success.

**Application Question:** Which vendor have you selected from the Student Well-Being Vendor Guide to provide Unconscious Bias, Culturally Responsive Teaching, Culturally Responsive Leadership, or Diversity, Equity and Inclusion training for your staff at schools with a UIR-Discipline label?

**Application Assurance:** School systems will provide an assurance committing to each UIR-D school leadership team attending a series of LDOE-led professional development trainings, including Teacher Leader Summit, and participate in regular review meetings with LDOE.

# 2021-2022 Super App Support

During the 2020-2021 school year, the Division of Student Well-Being will support UIR-D schools by:

- Piloting a Student Well-Being Implementation Cohort with five school systems;
- Hosting two virtual support sessions in October facilitated by [Johns Hopkins Everyone Graduates Center](#); and
- Hosting a series of monthly vendor engagement sessions from November through January to:
  - Present Cultural Competency vendors from the [Student Well-Being Vendor Guide](#) to UIR-D school leadership teams; and
  - Provide UIR-D schools the opportunity to engage vendors with questions regarding scope of training and support services.



# Preparing for UIR-D Vendor Engagement

LDOE will host four virtual vendor engagements, from November to January, to present one vendor at each engagement. Please assist the vendors in preparing information that is helpful to UIR-D school leadership teams making a vendor selection.

- What information is helpful for the vendor to present during their engagement to assist the UIR-D school with vendor selection in the 2020-2021 Super App?

Monthly Call Dates	Topic of Call	Participants to Attend
<b>November 9</b> <b>November 18</b> <b>December 9</b> <b>January 20</b>	Student Well-Being Vendor Engagement to Support UIR-D Schools	<ul style="list-style-type: none"><li>• UIR-D School Leadership Team</li><li>• Supervisor of School Improvement</li><li>• Supervisor of Elementary/Middle/High Schools</li><li>• Supervisor of Student Services/Programs/Life</li><li>• Supervisor of Child Welfare and Attendance</li><li>• Supervisor of Pupil Appraisal</li></ul>



# Questions & Answers