

LOUISIANA DEPARTMENT OF EDUCATION



Student Well-Being Jump Start Convention

January 25, 2022

rachel.bunch@la.gov



Background and Introduction of Student Well-Being Team

rachel.bunch@la.gov

Deputy Assistant Superintendent Student Well-Being

Dr. Byron Hurst

Byron.Hurst@la.gov

- 20 years as an educator
 - Teacher, AP, Principal, Director of CWA, Assistant Superintendent (St. Helena & Tangipahoa)
 - School Board Member (St. Helena, 7 Years)
 - Adjunct Professor (Southeastern Louisiana University, Concordia-Portland)
- Led the revision of TPSS discipline policies to be more equitable for all students
- Developed the TPSS District SWB team and implemented a district-wide plan
- Transitioned to the LDOE on November 3rd, 2021

LDOE Well-Being Team

Rachel Bunch, MAEAD

- Director, Student Well-Being
- Non-Public School Special Education teacher 25 years
- International and Summer Program Administrator

Contact for :

- UIR-D
- Well-Being
- Ochsner Telehealth program

Rachel.Bunch@la.gov

Janice Zube, SSP

- State Project AWARE Director
- 30+ Years Education with emphasis in student well-being

Contact for:

- Project AWARE 1 and 2
- Trauma Recovery Grant
- School Social Work Grant
- PBIS

Janice.Zube@la.gov



Pillars of Well-Being Support

rachel.bunch@la.gov

“Lack of connection and online teaching challenges were the most difficult aspects of teaching during the pandemic; **support from coworkers and administrators were the most helpful.**”

TIS-LC, 2020

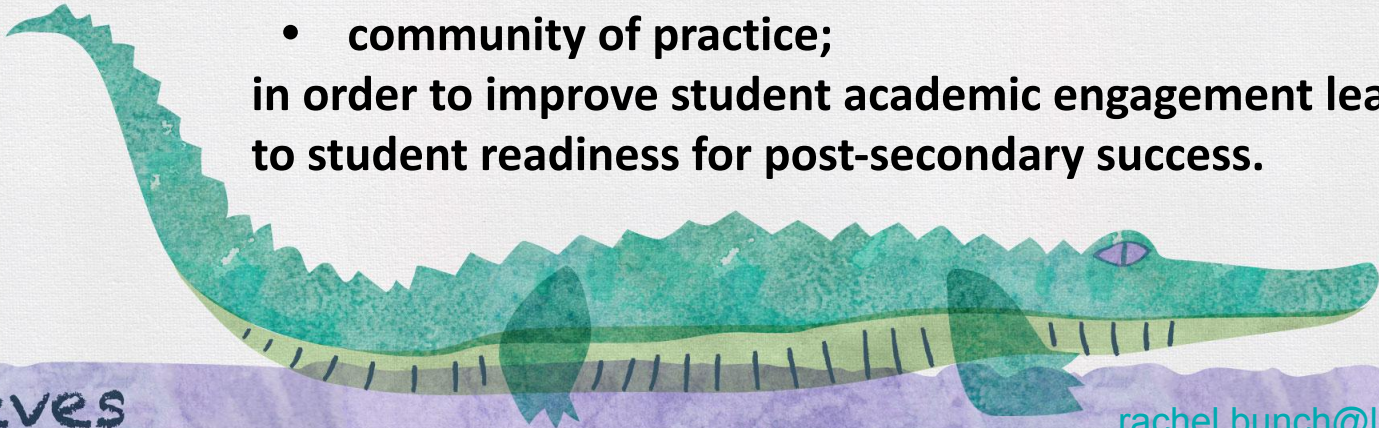


Student Well-Being

The Division of Student Well-Being is in the process of developing a framework to support district work in school-wide well-being by developing:

- competencies;
- guidance documents;
- community of practice;

in order to improve student academic engagement leading to student readiness for post-secondary success.



Louisiana's Goals and Priorities

SIX CRITICAL GOALS

Students enter kindergarten ready.

Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.

Students will achieve mastery on eighth-grade assessments and enter ninth grade prepared for grade-level content.

Students will graduate on time.

Students will graduate with a college and/or career credential.

Students will graduate eligible for a TOPS award.

EDUCATIONAL PRIORITIES

Ensure every student is on track to a professional career, college degree, or service.

Remove barriers and create equitable, inclusive learning experiences for all children.

Provide the highest quality teaching and learning environment.

Develop and retain a diverse, highly effective educator workforce.

Cultivate high-impact systems, structures, and partnerships

STUDENT WELL-BEING FOUR PILLARS



Build Personnel Capacity to Support All Students

Provide guidance to districts in supporting personnel on improving their own well-being and in building their capacity to better recognize, evaluate, and support students when they face challenges.



Prioritize Positive, Intentional Relationships

Facilitate meaningful interactions to develop sustaining, strong relationships within the classroom and throughout the school, including all stakeholders.



Attend to Individual Students' Needs by Responding with Appropriate Supports

Provide individualized support, services and structures to meet the social (how we relate to others), emotional (how we feel), behavioral (how we act), physical and mental well-being needs of students.



Ensure Every Student has the Life Skills for Post Secondary Success

Provide meaningful opportunities for students to develop critical skills that will allow them to be successful when they graduate, such as self-management and responsible decision-making.

Competencies



Pillar I: Build District Personnel Capacity to Support all Students

- Professional Development
- Teaming
- Coaching/Mentoring
- Self-care resources/implementation plan for staff
- Implementation infrastructure (evaluation, fidelity measures, standards and competencies, resources, communication plan, feedback loop)

Pillar II: Prioritize Positive Intentional Relationships

- Staff to Student
- Staff to Family
- Staff to Staff
- Student to Student

Pillar III: Attend to Individual Students' Needs by Responding with Appropriate Supports

- Training and materials to build structures for staff to regularly communicate with all students
- Tier I strategies to support student life skills integrated with academic curriculum
- Tier-II and Tier III evidence-based interventions
- Use data to evaluate structures that support student well-being
- Leverage External Service Providers
- Map existing resources
- Crisis Response Plan (see legislative guidance)

Pillar IV: Ensure Every Student has the Life Skills for Post-Secondary Success

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Topics Requested for WB Support



Urgent Intervention Required - Discipline Out of School Suspension Rates Two Times the National Average



2020-21 Statewide Discipline Rates

Cumulative Enrollment	In-school Suspension		Out of School Suspension		In-school Expulsion		Out of School Expulsion		Alternate Site Suspension*		Alternate Site Expulsion*	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate
726694	29328	4.0%	27578	3.8%	1943	0.3%	117	0.0%	3062	0.4%	1760	0.2%

UIR-D Plan

- 159 identified UIR-D schools (2020-21)
- Reviewing current list to identify schools who should exit or on the verge of exiting
- Developing a 1, 2, 3 year targeted plan for UIR-D
- Collaborating with CWA Liaison, Shelneka Adams for support



Vendor Guide

VENDOR MATRIX

Vendor	R Prioritize Positive, Intentional Relationships			IN Attend to Individual Students' Needs		AS Respond to Student Behavior with Appropriate Support			
	Staff-to-student Relationships	Student-to-student Relationships	Staff-to-family Relationships	Teacher Teaming Structure	Tier II and Tier III Intervention	Trauma Informed Practices	Culturally Responsive Leadership Practice; Culturally Responsive Teaching	De-escalation & Other Strategies to Support Students	Policies Allow for Appropriate Support vs. Discipline
AccuTrain™ Corp						✓		✓	✓
ACT	✓	✓	✓			✓			
Building Assets, Reducing Risks (BARR)	✓	✓	✓	✓	✓				
Baton Rouge Children's Advocacy Center (BRCAC)	✓		✓		✓	✓	✓	✓	✓
CT3	✓	✓	✓						
Edgenuity	✓	✓	✓		✓				
FranklinCovey Client Sales, Inc. (Leader in Me)	✓	✓	✓	✓			✓		
International Institute for Restorative Practices (IIRP)	✓	✓	✓	✓	✓				✓
Kickboard	✓		✓		✓				
LSU Health New Orleans Department of Psychiatry						✓	✓	✓	
LSU Social Research and Evaluation Center	✓	✓	✓	✓		✓	✓	✓	✓
Manners of the Heart	✓	✓							
NCS Pearson, Inc., Clinical Assessment Division		✓		✓					
PAXIS Institute					✓				
Positive Action		✓	✓		✓	✓	✓		✓
Scholastic	✓	✓	✓						✓
Talent Development Secondary	✓	✓		✓	✓				✓
The Best Man Company, LLC						✓	✓	✓	✓
The Teacher and Learning Center						✓		✓	
ThirdWay Solutions	✓	✓	✓			✓	✓	✓	✓
Tulane Mental Health									



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Free Telehealth Services are available to the following (Choose the best answer)

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850

Patients Enrolled

46

Scheduled Appointments

529

completed visits

00:41:22 minute(s)

Average Virtual Visit Length

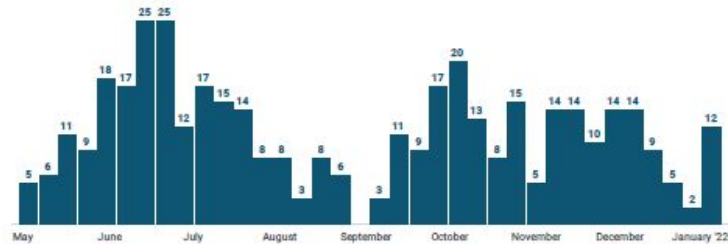
5.0 out of 5 stars

Patient Satisfaction

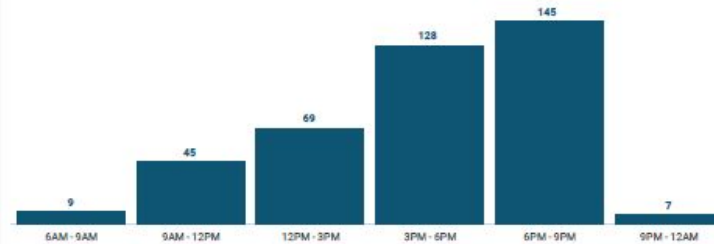
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Average Time in Waiting Room - This Week

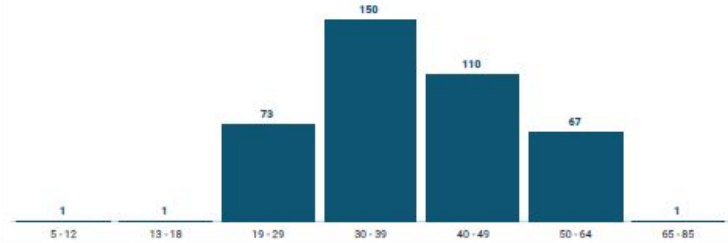
Completed Visits By Week



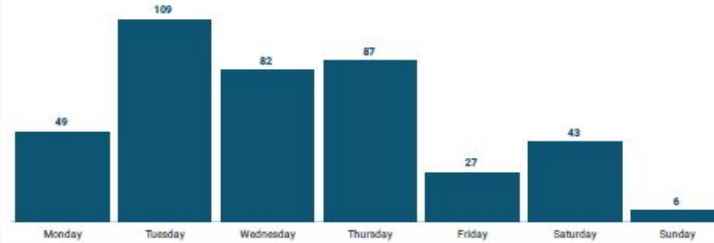
Visit by Time of Day



Visits by Age Group



Visit by Day of Week



District Support For Ochsner Telehealth

Media package (request)

Key Code: LDOE / Coupon Code: TEACH

8 Free Sessions

Marketing [Flyer](#)

[FAQs](#)



Trauma Recovery Grant



Purpose: *Provide mental health services for low-income students that have been adversely impacted by trauma.*



Referral Process



1. Student is identified by family, school personnel, self, service provider or others;
2. Student Eligibility Checklist if completed;
3. Obtain Parental consent to conduct Trauma Screening;
4. Conduct Child and Adolescent PTSD Screen (Trauma Screening) for students 7 years of age or older;
5. If student is determined eligible, parents are provided with “Mental Health Providers List” that have training to provide trauma informed therapy;
6. Parents select provider and signs consent for services;
7. Mental health provider conducts trauma evaluation prior to services;
8. Parent must attend first session with the student.



For Additional Information

Community Support Team

Gwen Bankston: Gwen.Bankston@la.gov

Sylvia Davis: Sylvia.Davis@gmail.com

Orlisa DePhillips: Orlisa.dephillips@gmail.com

Traumarecoverygrant@la.gov

PBIS Consortium Funds

1. PBIS representative from each school district in the region meets to identify needs based on a review of available data
2. PBIS regional team members identify potential training needs
 - Tier 2 and 3 Interventions
 - Restorative Practices
 - Positive Discipline Practices
3. Regional PBIS Coordinator, in collaboration with the district PBIS coordinators, facilitates the trainings



PBIS Regional Consortia

Region 1: Jefferson, Orleans, Plaquemines, St. Bernard, St. Charles

PBIS Facilitator: Erin Valls- Erin.Valls@jpschools.org

Region 2: EBR, East Feliciana, Livingston, Pointe Coupee, St. Helena, St. Tammany, Tangipahoa, Washington, **WBR**, W Feliciana

PBIS Facilitator: Raimie Myrick- Raimie.Myrick@wbrschools.org

Region 3: Ascension, Assumption, Lafourche, St. James, St. John, St. Mary, Terrebonne **TBD**

PBIS Facilitator: TBD



PBIS Regional Consortia

Region 4- Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Martin, Vermilion

PBIS Facilitator: Leslie Bouillion - Leslie.bouillion@vpsb.net

Region 5 - Allen, Beauregard, Calcasieu, Cameron, Jefferson Davis

PBIS Facilitator: Shey Barrett - Shey.barrett@alle.k12.la.us

Region 6 - Avoyelles, Grant, LaSalle, Natchitoches, Rapides, Sabine, Vernon, Winn

PBIS Facilitator: Shely Lewis-Rivers - riverss@sabine.k12.la.us



PBIS Regional Consortiums continued

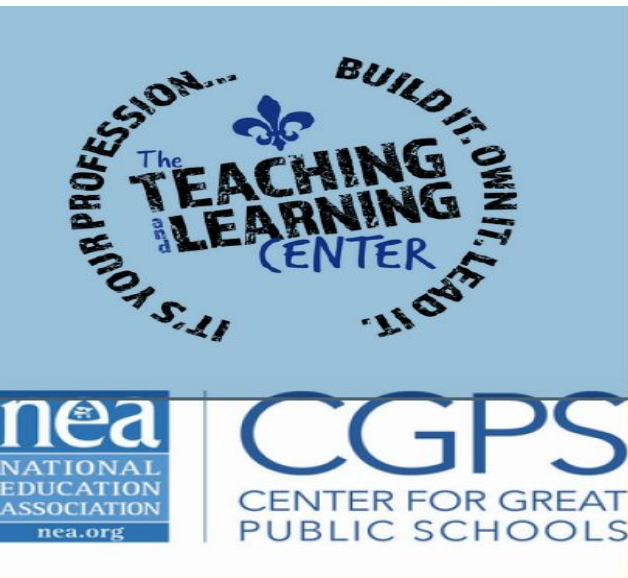
Region 7 - Bienville, Bossier, Caddo, Claiborne, DeSoto, Red River, Webster

PBIS Facilitator: Yolanda Jefferson - Yolanda.jefferson@bossierschools.org

Region 8 - Caldwell, Catahoula, Concordia, E Carroll, Franklin

PBIS Facilitator: Barbara McGuffee - Bmcguffee@fpsb.us





Resources

Topics Include:

- Behavior De-escalation Strategies
- Supporting Students in Uncertain Times
- Secondary Trauma Stress Relief
- more



**SAFE SCHOOLS
LOUISIANA**

Contact: Darlene Cusanza

darlene@crimestoppersgno.org

Well-Being Monthly Call

3rd Wednesday Each Month



Student Well-Being Monthly Call

When Wed, February 16, 9:30am – 10:30am

Description

- **Webinar Date and Time: Wednesdays at 9:30**
- **Webinar Link: <https://ldoe.zoom.us/j/94796444215>**
- **Webinar Phone Number: +131262 66799,,94796444215#**
- **Meeting ID#947 9644 4215**

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How can we better support school employees' well-being?

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“[A variety of aspects] make it “particularly important right now” to tend to teachers’ mental health, said Jill Cook, the president of the American School Counselor Association. “Districts need to understand that and take action,” she said.

Education Week, 2021

Questions

