

Louisiana Believes

**2021-2022 - Supporting Student Well-Being
(UIR-D)**

November 6, 2020



Super App Timeline

Date	Item
November 6, 2020	Super App and school system planning resources released
February 5, 2021	Super App submitted to LDOE
March 2021	LDOE provides feedback to school systems on alignment to CIR/UIR-Academics approval and funding requirements
	School systems submit revised Super App to LDOE, as applicable
April 20, 2021	Competitive funding allocations submitted to BESE for approval

Super App Launch Materials

All 2021-2022 Super App and school system planning materials can be found in the Department's [School Improvement Library](#).

To access the presentation recordings, please click on the image below.



Objectives

School system planning teams will:

- Review the 2021-2022 Super App focus area for Urgent Intervention Required for Discipline (UIR-D) schools.
- Understand the support LDOE will provide UIR-D schools in 2020-2021 to improve Student Well-Being.

Today's Agenda

- I. Problem of Practice
- II. Student Well-Being Focus Areas
- III. Why Cultural Competence Matters
- IV. 2021-2022 UIR-D Super App Planning
- V. Student Well-Being Vendors and Funding Opportunity
- VI. Super App Support

Problem of Practice

Problem of Practice

- A lack of emotional, behavioral, social, and school well-being leads to students being disengaged in school.
- Student disengagement leads to disruptive behavior, which leads to out-of-school suspension.
- In 2018-2019, Louisiana students missed a total of 30,259 days of instruction due to out-of-school suspensions. This represents over 180,000 hours of missed instruction or 168 school years of lost learning.

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Student Well-Being

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, teachers, 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.

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The background of the slide features a world map rendered in a light blue, watercolor-like style. The map is centered and occupies most of the frame. Overlaid on the map are several thin, horizontal, light blue lines that run across the entire width of the slide, creating a grid-like effect. The overall color palette is various shades of blue, from light to dark, with a white background for the text.

Why Cultural Competence Matters

Cultural Competency

“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.”*

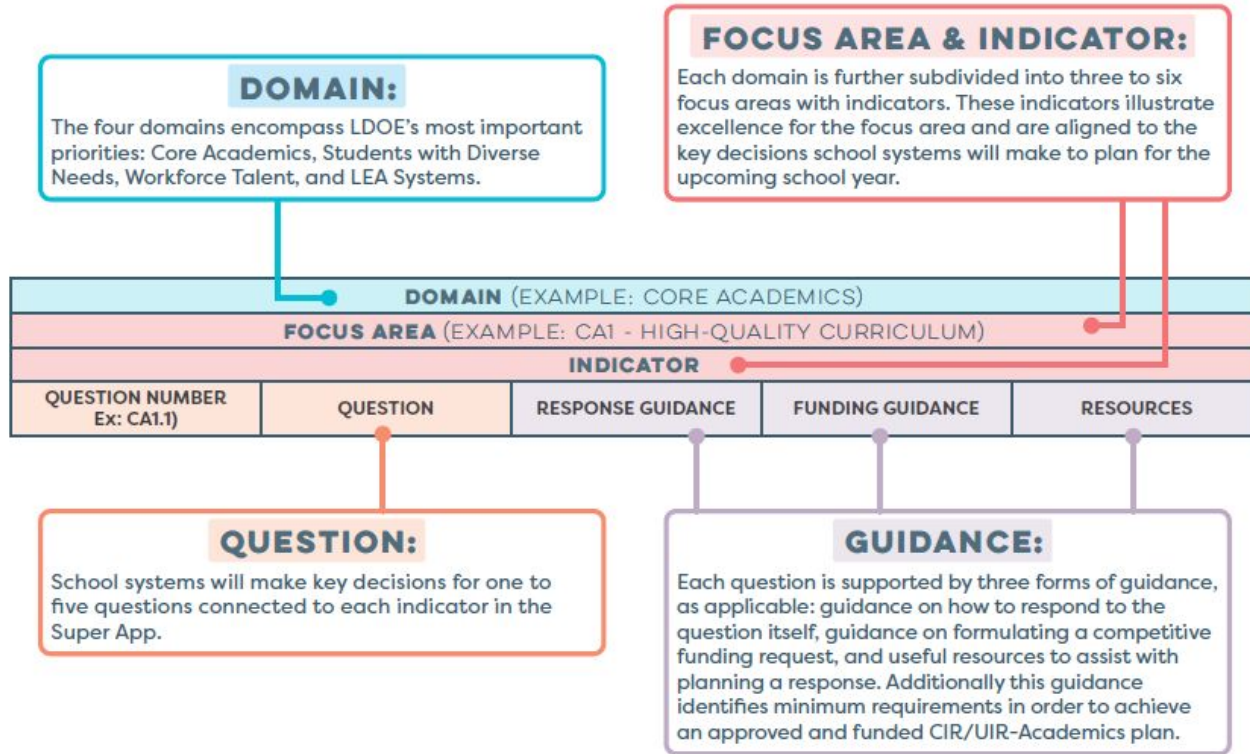
Louisiana Public Students (as of Feb. 1, 2020)	
Minority	56 percent (African-American - 43 percent; Hispanic - 8 percent; Multiple Races - Non-Hispanic - 3 percent; Asian - 2 percent; American Indian - 1 percent)
Economically Disadvantaged	71 percent
Gender	Male - 51 percent; Female - 49 percent
English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

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2021-2022 Super App for UIR-D

School System Planning Framework



2021-2022 Super App Planning

STUDENTS WITH DIVERSE NEEDS				
ITEM	QUESTION	RESPONSE GUIDANCE	COMPETITIVE FUNDING REQUEST GUIDANCE	RELEVANT DATA, ARTIFACTS, AND RESOURCES
SDN2 - 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.				
SDN2.1	Which vendor have you selected 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 as outlined in the Student Well-Being Guide?	In order to be eligible for optional competitive funding, school systems should identify the vendor from the Student Well-Being Vendor Guide which they will partner to provide training and professional development at UIR-Discipline schools.	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.	Student Well-Being Vendor Guide

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.

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Student Well-Being Vendors

2021-2022 Super App UIR-D Vendors and Funding

- UIR-D schools will select a vendor from the [Student Well-Being Vendor Guide](#) to provide Cultural Competency training in 2021-2022:
 - [Franklin Covey \(Leader In Me\)](#)
 - Unconscious Bias
 - [Scholastic](#)
 - Culturally Responsive Teaching
 - Culturally Responsive Leadership
 - Equity
 - [The Best Man Company, LLC](#)
 - Culturally Responsive Leadership
 - [ThirdWay Solution \(Discipline Revolution Project\)](#)
 - Equity Framework

2021-2022 Super App UIR-D Vendors and Funding

- 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.

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Super App Support

UIR-D Vendor Engagement

The Division of Student Well-Being will host four virtual vendor engagements, from November to January, to present a Student Well-Being vendor during the monthly call.

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

Super App Support

Support for completing the Super App will be provided through:

- [School Improvement Library](#)
- [LDOE Weekly Newsletters](#)
- [System Leader Monthly Calls](#)
- [Super App Planning Support Calls](#)
- School System Relations Team
- Office Hours on scheduled Fridays at 10 a.m. (details via LDOE Weekly Newsletter)

Send all questions related to school system planning and Super App to LDOE.grantshelpdesk@la.gov and include “Super App” in the subject line.