

Rooted School - New Orleans

Board of Directors Meeting

Published on August 24, 2022 at 10:45 PM CDT
Amended on August 29, 2022 at 11:12 AM CDT

Date and Time

Wednesday August 31, 2022 at 6:30 PM CDT

Location

6701 Press Dr. New Orleans LA 70123

IMPORTANT PUBLIC NOTICE: Pursuant to emergency proclamation 30-JCE 2020, the Rooted School New Orleans Board hereby certifies that it will conduct the meeting scheduled for August 31, in person, at 6701 Press Dr. in the College of Education Building on SUNO's campus. Board meetings shall be held in this manner until further notice.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:30 PM
A. Call the Meeting to Order			
B. Record Attendance		GeDá Jones Herbert	2 m

Rooted School NOLA Board 2022 - 2023:

- Brandin Campbell - Board Member
- Travis Chase - Board Member
- Kyle Finke - Board Member
- **GeDá Jones Herbert - Board Chairperson**
- Adrien Mendez - Board Member
- Mark Quinn - Board Member
- Sabrina Short - Board Member
- Alyse Utley - Board Member
- Nia Weeks - Board Member

Rooted School Foundation Personnel:

- Jonathan Johnson - Rooted School Foundation CEO

Rooted School New Orleans Personnel:

- Frank Ingargiola - Director of Finance Rooted School NOLA
- **Kaitlin Karpinski - Executive Director/School Leader Rooted School NOLA**

Board Meeting Guests:

	Purpose	Presenter	Time
<ul style="list-style-type: none"> • Joe Daschbach - EdOps Finance Specialist • Sherah LoBoeuf - Finance Team Manager 			
C. Approve Minutes	Approve Minutes		1 m
II. RSNO Leadership Report: School Leader and Executive Director			
III. BOARD DISCUSSION ITEMS:			6:33 PM
A. Budget Presentation & Update - Sherah LeBoeuf	Discuss	Sherah LeBoeuf	10 m
<ul style="list-style-type: none"> • Sherah LeBoeuf will present an update of the 2021 - 2022 fiscal year closeout for Rooted School NOLA. 			
B. Committee Formation - Discussion	Discuss	GeDá Jones Herbert	10 m
<ul style="list-style-type: none"> • Governance Committee Formation 			
C. Pupil Progression Plan - Discussion	Discuss	Kaitlin Karpinski	10 m
D. School Goals - Discussion	Discuss	Kaitlin Karpinski	15 m
IV. BOARD ACTION ITEMS:			7:18 PM
A. Pupil Progression Plan - Vote	Vote	Kaitlin Karpinski	3 m
B. 2022 - 2023 School Goals - Vote	Vote	Kaitlin Karpinski	3 m
V. Closing Items			7:24 PM
A. Adjourn Meeting	FYI	GeDá Jones Herbert	1 m

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: 6-21-2022 - NOLA Bd Agenda & Minutes.xlsx - 06-22-2022.pdf

ROOTED SCHOOL NEW ORLEANS
CHARTER BOARD OF EDUCATION MEETING
Agenda & Minutes

COMMITTEE OF THE WHOLE MEETING

Tuesday, June 21, 2022

IMPORTANT PUBLIC NOTICE: Pursuant to emergency proclamation 30-JCE 2020, the Rooted School Board hereby certifies that it will now conduct the meeting scheduled for June 21, 2022 in person. Board meetings shall be held in this manner until further notice.

Meeting Date:	21-Jun-22	Zoom Meeting Location:	https://us02web.zoom.us/j/84803405806?pwd=O1oyVC9acndySnREUHF1YmNjNmFudz09									
Meeting Start Time:	5:40 P.M. CST											
Agenda Items	Board Member	Attendance	Quorum Announcement									
Roll Call Attendance	Brandin Campbell	Present	Quorum Met (YES)									
	Travis Chase	Present										
	Kyle Finke	Absent										
	GeDá Jones Herbert - Board Chair	Present										
	Adrian Mendez	Present										
	Mark Quinn	Present										
	Sabrina Short	Present										
	Alyse Udley	Present										
	Nia Weeks	Absent										
	School Representatives and Guests	Attendance										
	Frank Ingargiola, Senior Advisor	Present										
	Jonathan Johnson, School Founder	Present Virtual										
	Kaitlin Karpinski, School Leader	Present										
	Sherah LaBoeuf - Ed Ops	Absent										
	Birdell Mitchell - Director of Ops	Absent										
	OTHERS PRESENT											
Vincent Trombatore - Esq.	Present											
ROLL CALL VOTE												
Agenda Items	Presenter / Speaker	Description of Item	Discussion or Action	Brandin Campbell	Travis Chase	Kyle Finke	GeDá Jones Herbert	Adrian Mendez	Mark Quinn	Sabrina Short	Alyse Udley	Nia Weeks
Approval of the Agenda of June 21, 2022	Moved by: Travis Chase Seconded by: Brandin Campbell Motion: The motion was made to approve the Rooted School New Orleans Board agenda of June 21, 2022 as submitted	Action Approved	The motion was made to approve the Rooted School New Orleans Board agenda of June 21, 2022 as submitted	Yay	Yay	Absent	Yay	Yay	Yay	Yay	Yay	Absent
Approval of the Previous Minutes from the Committee of the Whole: June 8, 2022	Moved by: Adrian Mendez Seconded by: Travis Chase Motion: The motion was made to approve the minutes of the June 8, 2022 Rooted School New Orleans Board meeting as submitted	Action Approved	The motion was made to approve the minutes of the June 8, 2022 Rooted School New Orleans Board meeting as submitted	Brandin Campbell	Travis Chase	Kyle Finke	GeDá Jones Herbert	Adrian Mendez	Mark Quinn	Sabrina Short	Alyse Udley	Nia Weeks
				Yay	Yay	Absent	Yay	Yay	Yay	Yay	Yay	Absent

PLEASE READ PRIOR TO PUBLIC COMMENT:
Our public comment period is for members of the public to address the board. Each member of the public may sign up to comment at the meeting and will be allotted three - five minutes. The board will listen, but may not directly respond to any comments. Please do not use specific student, teacher or administrator names in your comments as our meetings are open to the public and public record, and we must adhere to FERPA - Family Educational Rights and Privacy Act. As such, if your comment is about a private matter, please contact the board via email, or speak to the board chair privately.

Request for Public Comment	No Public Comment	Notes of First Public Comment (If Applicable): No public comment was heard.											
BOARD FINANCE REPORTS - ED OPS			ROLL CALL VOTE [If Required]										
Financial Report 2022 - 2023		There is no financial report for this meeting.	Discussion & Vote:										
				Brandin Campbell	Travis Chase	Kyle Finke	GeDa Jones Herbert	Adrian Mendez	Mark Quinn	Sabrina Short	Alyse Utey	Nia Weeks	
Request for Public Comment	No Public Comment	Notes of Public Comment (If Applicable): N/A No public comment was heard.		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CEO REPORT			ROLL CALL VOTE [If Required]										
CEO Update		There is no CEO Report scheduled for this special meeting.	Discussion:										
			N/A	Brandin Campbell	Travis Chase	Kyle Finke	GeDa Jones Herbert	Adrian Mendez	Mark Quinn	Sabrina Short	Alyse Utey	Nia Weeks	
Request for Public Comment	No Public Comment	Notes of Public Comment (If Applicable): N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
RS-NOLA LEADERSHIP REPORT - SCHOOL LEADER			ROLL CALL VOTE [If Required]										
School Leader Report		There will be no school leader report for this special meeting.	Discussion: N/A										
				Brandin Campbell	Travis Chase	Kyle Finke	GeDa Jones Herbert	Adrian Mendez	Mark Quinn	Sabrina Short	Alyse Utey	Nia Weeks	
Request for Public Comment	No Public Comment	Notes of Public Comment (If Applicable):	ACADEMIC DASHBOARD	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
BOARD ACTION ITEMS			ROLL CALL VOTE [If Required]										
Executive Session Final Attorney Contract Review		The motion was made to enter into Executive Session for the purpose of attorney contract review of the various agreement with Rooted School Foundation	Discussion & Vote: Moved By: Alyse Utey Seconded: Mark Quinn The motion was made to enter into Executive Session for the purpose of attorney contract review of the various agreement with Rooted School Foundation										
				Brandin Campbell	Travis Chase	Kyle Finke	GeDa Jones Herbert	Adrian Mendez	Mark Quinn	Sabrina Short	Alyse Utey	Nia Weeks	
Request for Public Comment	No Public Comment	Notes of Public Comment (If Applicable):		Yay	Yay	Absent	Yay	Yay	Yay	Yay	Yay	Yay	Absent
Rooted School Trademark and Goodwill Assignment		The motion was made to approve the following four items and to hold a special meeting on July 21, 2022: 1) The Rooted School Trademark and Goodwill Assignment 2) The Rooted School Trademark License Agreement 3) The RSF/RSNO Services Agreement 4) The RSF Leased Employees Agreement Motion Passes Unanimously	Discussion & Vote: Moved By: GeDa Jones Herbert Seconded: Brandon Campbell The motion was made to approve the <i>Rooted School Trademark and Goodwill Assignment</i> as presented.										
				Brandin Campbell	Travis Chase	Kyle Finke	GeDa Jones Herbert	Adrian Mendez	Mark Quinn	Sabrina Short	Alyse Utey	Nia Weeks	
Request for Public Comment	No Public Comment	Notes of Public Comment (If Applicable): N/A		Yay	Yay	Absent	Yay	Yay	Yay	Yay	Yay	Yay	Absent

Rooted School Trademark License Agreement		Motion Passes Unanimously	Discussion & Vote: Moved By: Alyse Uidey Seconded: Travis Chase The motion was made to approve the <i>Rooted School Trademark License Agreement</i> as presented.	Brandin Campbell	Travis Chase	Kyle Finke	GeDi Jones Herbert	Adrian Mendez	Mark Quinn	Sabrina Short	Alyse Uidey	Nia Weeks
Request for Public Comment	No Public Comment	Notes of Public Comment (If Applicable): N/A		Yay	Yay	Absent	Yay	Yay	Yay	Yay	Yay	Absent
RSF/RSNO Services Agreement		Motion Passes Unanimously	Discussion & Vote: Moved By: Mark Quinn Seconded: GeDi Jones Herbert The motion was made to approve the <i>RSF/RSNO Services Agreement</i> as presented.	Brandin Campbell	Travis Chase	Kyle Finke	GeDi Jones Herbert	Adrian Mendez	Mark Quinn	Sabrina Short	Alyse Uidey	Nia Weeks
Request for Public Comment	No Public Comment	Notes of Public Comment (If Applicable):		Yay	Absent	Absent	Yay	Yay	Yay	Absent	Yay	Yay
RSF Leased Employee Agreement		Motion Passes Unanimously	Discussion & Vote: Moved By: Travis Chase Seconded: Mark Quinn The motion was made to approve the <i>RSF Leased Employee Agreement</i> as presented.	Brandin Campbell	Travis Chase	Kyle Finke	GeDi Jones Herbert	Adrian Mendez	Mark Quinn	Sabrina Short	Alyse Uidey	Nia Weeks
Request for Public Comment	No Public Comment	Notes of Public Comment (If Applicable): N/A		Yay	Yay	Absent	Yay	Yay	Yay	Yay	Yay	Absent
BOARD COMMITTEE REPORTS						ROLL CALL VOTE [[Required]]						
Finance Committee		There will be no <i>Finance Committee</i> report for this meeting.	NONE	Brandin Campbell	Travis Chase	Kyle Finke	GeDi Jones Herbert	Adrian Mendez	Mark Quinn	Sabrina Short	Alyse Uidey	Nia Weeks
Request for Public Comment		Notes of Public Comment (If Applicable): N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Governance Committee		There will be no <i>Governance Committee</i> report for this meeting.	NONE	Brandin Campbell	Travis Chase	Kyle Finke	GeDi Jones Herbert	Adrian Mendez	Mark Quinn	Sabrina Short	Alyse Uidey	Nia Weeks
Request for Public Comment		Notes of Public Comment (If Applicable): N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Succession Planning Committee		There will be no <i>Succession Planning Committee</i> report for this meeting.	NONE	Brandin Campbell	Travis Chase	Kyle Finke	GeDi Jones Herbert	Adrian Mendez	Mark Quinn	Sabrina Short	Alyse Uidey	Nia Weeks
Request for Public Comment		Notes of Public Comment (If Applicable): N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
BOARD DISCUSSION ITEMS						ROLL CALL VOTE [[Required]]						
NONE		Discussion:		Brandin Campbell	Travis Chase	Kyle Finke	GeDi Jones Herbert	Adrian Mendez	Mark Quinn	Sabrina Short	Alyse Uidey	Nia Weeks
Request for Public Comment		Notes of Public Comment (If Applicable): N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Adjournment of Meeting		Moved by: GeDi Jones Herbert Meeting was adjourned at 6:24 PM CST										

Executive Session Minutes

- Vince attorney overview of changes made to various agreements, latest terms discussed
- Discussed the payment structure for the service contract & lease employee contract
- Discussed the due date of the invoicing for the services & lease employee contract
- Discussed the licensing agreement terms

Coversheet

Budget Presentation & Update - Sherah LeBoeuf

Section:	III. BOARD DISCUSSION ITEMS:
Item:	A. Budget Presentation & Update - Sherah LeBoeuf
Purpose:	Discuss
Submitted by:	
Related Material:	ROOT - Supplemental Report - June 2022.xlsx ROOT - Monthly Presentation - June 2022.pptx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

ROOT - Supplemental Report - June 2022.xlsx



June 2022 Financials



- **Executive Summary**
- **Key Performance Indicators**
- **Forecast Overview**
- **Appendix**

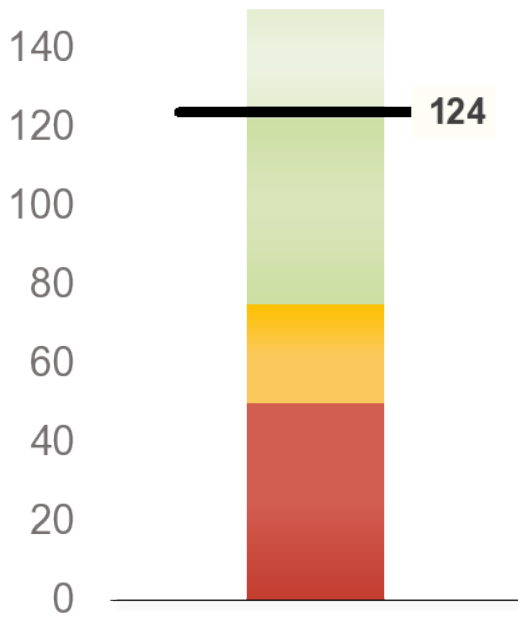
Executive Summary

- **Draft of 6/30 financials highlights:**
 - **Net income of \$380k**
 - **95% Grants closed at year end**
 - **Cash on hand +1mil**
 - **RSF has been fiscally separated from RNOLA**
- **In progress:**
 - **ECF Grant is not closed out yet but will increase revenues**
 - **RSF Financials at 6/30**
 - **Preparing for audit field work in September**

Key Performance Indicators

Days of Cash

Cash balance at year-end divided by average daily expenses

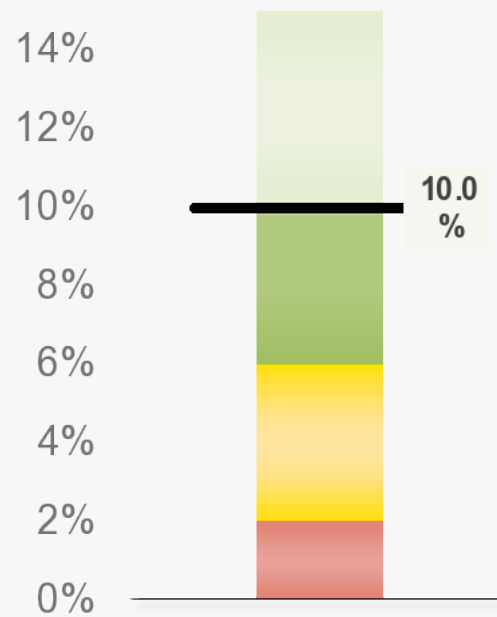


124 DAYS OF CASH AT YEAR'S END

The school will end the year with 124 days of cash. This is above the recommended 60 days

Gross Margin

Revenue less expenses, divided by revenue

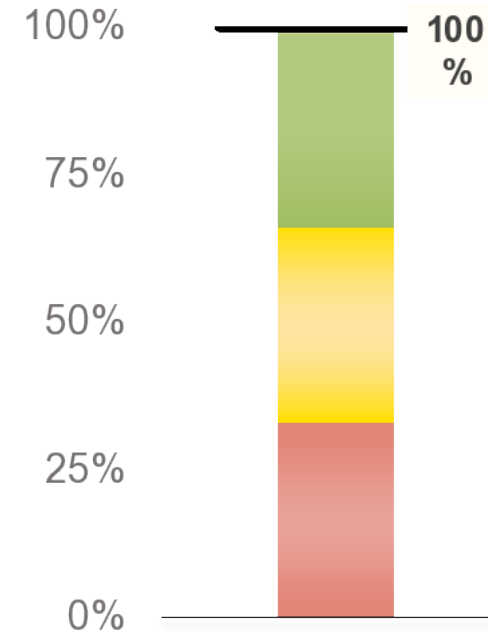


10.0% GROSS MARGIN

The forecasted net income is \$381k, which is \$363k above the budget. It yields a 10.0% gross margin.

Grants Invoiced

Federal grants requested divided by federal grants awarded.



100% GRANTS INVOICED

All grants for FY22 have been closed out, with the exception of ECF

Forecast Overview

	Forecast	Budget	Variance	Variance Graphic	Comments
Revenue	\$3.8m	\$3.7m	\$150k	+150k	Increase in revenue mostly due to increase in anticipated MFP Funds
Expenses	\$3.4m	\$3.7m	\$214k	+214k	Decrease in expenses mostly driven by staffing vacancies, facilities, bussing, and outside contractors
Net Income	\$381k	\$17k	\$363k	363k	
Cash Flow Adjustments	\$442k	0	\$442k	+442k	Increase in cash flow due to EOY grants receivable
Change in Cash	\$823k	\$17k	\$806k	806k	



QUESTIONS?

Please contact your EdOps Finance Specialist:

Sherah LeBoeuf

sherah@ed-ops.com

504.495.6900

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	<i>Actual</i>	<i>Budget</i>	<i>Variance</i>	<i>Forecast</i>	<i>Budget</i>	<i>Variance</i>	<i>Remaining</i>
Revenue							
State and Local Revenue	2,283,324	2,075,217	208,107	2,283,324	2,075,217	208,107	-
Federal Revenue	1,331,816	1,258,326	73,490	1,331,816	1,258,326	73,490	-
Private Grants and Donations	140,754	80,000	60,754	140,754	80,000	60,754	-
Earned Fees	67,484	260,100	(192,616)	67,484	260,100	(192,616)	-
Total Revenue	3,823,378	3,673,643	149,735	3,823,378	3,673,643	149,735	1
Expenses							
Salaries	1,513,029	1,556,521	43,492	1,513,029	1,556,521	43,492	-
Benefits and Taxes	304,276	324,078	19,802	304,276	324,078	19,802	-
Staff-Related Costs	47,970	66,600	18,630	47,970	66,600	18,630	-
Rent	170,000	183,600	13,600	170,000	183,600	13,600	-
Occupancy Service	127,180	179,825	52,645	127,180	179,825	52,645	-
Direct Student Expense	654,939	830,341	175,401	654,939	830,341	175,401	-
Office & Business Expense	625,131	515,261	(109,869)	625,131	515,261	(109,869)	-
Total Ordinary Expenses	3,442,524	3,656,226	213,702	3,442,524	3,656,226	213,702	-
Net Operating Income	380,854	17,417	(63,967)	380,854	17,417	(63,967)	-
Extraordinary Expenses							
Capital Outlay	-	-	-	-	-	-	-
Total Extraordinary Expenses	-	-	-	-	-	-	-
Total Expenses	3,442,524	3,656,226	213,702	3,442,524	3,656,226	213,702	2
Net Income	380,854	17,417	363,437	380,854	17,417	363,437	3
Cash Flow Adjustments	442,202	-	442,202	442,202	-	442,202	4
Change in Cash	823,055	17,417	805,638	823,055	17,417	805,638	5

1 REVENUE: \$150K AHEAD

Increase in revenue mostly due to increase in anticipated MFP Funds

2 EXPENSES: \$214K AHEAD

Increase in expenses mostly driven by substitute service needs, additional devices, etc.

3 NET INCOME: \$363K ahead

4 CASH ADJ: \$442K AHEAD

Increase in cash flow due to ESSER grants receivable

5 NET CHANGE IN CASH: \$806K AHEAD

	Actual												Forecast
Income Statement	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	TOTAL
Revenue													
State and Local Revenue	181,889	236,425	175,334	175,334	175,334	175,334	186,628	176,180	176,180	184,264	179,764	260,656	2,283,324
Federal Revenue	0	9,116	5,646	10,686	12,472	8,980	7,182	400,878	39,573	527,856	57,227	252,202	1,331,816
Private Grants and Donations	22,000	17,500	28,000	10,070	21,000	25,000	0	65,000	1,500	0	0	-49,316	140,754
Earned Fees	10,500	10,500	10,500	10,500	10,594	11,334	1,042	356	1,691	658	357	-548	67,484
Total Revenue	214,389	273,540	219,480	206,590	219,400	220,648	194,852	642,414	218,944	712,778	237,348	462,994	3,823,378
Expenses													
Salaries	129,127	128,310	125,064	123,020	123,394	129,759	123,045	128,045	123,045	123,045	127,421	129,754	1,513,029
Benefits and Taxes	26,790	24,594	25,901	25,214	30,656	23,890	27,165	25,702	23,217	24,386	24,001	22,760	304,276
Staff-Related Costs	17,081	1,196	1,181	5,757	637	212	3,161	757	180	2,506	7,273	8,030	47,970
Rent	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	15,000	15,000	15,000	15,000	170,000
Occupancy Service	8,794	11,435	1,580	6,163	4,225	3,232	20,230	3,562	9,059	9,007	13,056	36,837	127,180
Direct Student Expense	23,365	32,509	30,510	12,378	83,401	73,416	24,422	69,035	70,507	86,504	90,407	58,482	654,939
Office & Business Expense	50,728	67,984	41,443	55,215	37,531	61,932	39,309	46,341	40,075	73,138	46,743	64,691	625,131
Total Ordinary Expenses	269,635	279,777	239,430	241,497	293,593	306,192	251,083	287,193	281,083	333,587	323,902	335,553	3,442,524
Total Expenses	269,635	279,777	239,430	241,497	293,593	306,192	251,083	287,193	281,083	333,587	323,902	335,553	3,442,524
Net Income	-55,245	-6,237	-19,950	-34,907	-74,194	-85,544	-56,231	355,221	-62,139	379,192	-86,554	127,441	380,854
Cash Flow Adjustments	-956	4,673	205,412	-12,543	-4,919	142,592	22,469	-387,869	71,245	856,062	-276,124	-177,841	442,202
Change in Cash	-56,201	-1,563	185,462	-47,451	-79,113	57,048	-33,762	-32,648	9,107	1,235,254	-362,678	-50,400	823,055

	<i>Previous Year End</i>	<i>Current</i>
	<i>6/30/2021</i>	<i>6/30/2022</i>
Assets		
Current Assets		
Cash	345,832	1,168,888
Accounts Receivable	1,345,921	821,900
Total Current Assets	1,691,753	1,990,788
Total Assets	1,691,753	1,990,788
Liabilities and Equity		
Liabilities		
Current Liabilities		
Other Current Liabilities	82,873	29,473
Accounts Payable	122,966	94,547
Total Current Liabilities	205,839	124,020
Total Long-Term Liabilities	0	0
Total Liabilities	205,839	124,020
Equity		
Unrestricted Net Assets	1,485,914	1,485,914
Net Income	0	380,854
Total Equity	1,485,914	1,866,768

Coversheet

School Goals - Discussion

Section:	III. BOARD DISCUSSION ITEMS:
Item:	D. School Goals - Discussion
Purpose:	Discuss
Submitted by:	
Related Material:	2022-23 DRAFT Rooted School Goals.pdf

<p>GOAL 1: 100% of '22-'23 Pre-Career Level 4 (senior) students have articulated a pathway to financial freedom and are on track to fulfill that pathway. (Note: for the purposes of evaluating this goal, students who have selected college, Green Balloon Fellowship, LAUNCH, Next Level NOLA, military, or career [offer in progress or currently employed] are all considered to be on a pathway to financial freedom)</p>			
<p>KEY PERFORMANCE INDICATORS (KPI)</p>			
	<p>KPI 1</p>	<p>Financial Freedom</p>	<p>100% of seniors articulated a pathway to financial freedom and are on track to fulfill that pathway.</p> <p>Pathways: college, GBF, LAUNCH, Next Level NOLA, military, career [offer in progress or currently employed] are all considered to be on a pathway to financial freedom</p>

Goal 2: $\geq 90\%$ Graduation Rate (Current New Orleans Graduation Rate = $< 79\%$)		
KEY PERFORMANCE INDICATORS (KPI)		
KPI 1	CREDIT ATTAINMENT	>85% of credits attempted are earned / % of Courses with a Passing Grade
KPI 2	ATTENDANCE	>90% cumulative attendance average
KPI 3	STUDENT CULTURE	>85% of students earn balloon badges each week (remain referral free)

Goal 3: 100% of seniors who select college as a post-secondary endeavor are accepted into a 4-year college or university

KEY PERFORMANCE INDICATORS (KPI)

KPI 1	ACT: Grade 11	Juniors grow an average of 3 points in Reading, or score a 21, whichever comes first.
		Juniors grow an average of 3 points in Writing, or score a 21, whichever comes first.
		Juniors grow an average of 3 points in Science, or score a 21, whichever comes first.
		Juniors grow an average of 3 points in Math, or score a 21, whichever comes first.
KPI 2	ACT: Grade 10	Juniors grow an average of 3 points in Reading, or score a 19, whichever comes first.
		Juniors grow an average of 3 points in Writing, or score a 19, whichever comes first.
		Juniors grow an average of 3 points in Science, or score a 19, whichever comes first.
		Juniors grow an average of 3 points in Math, or score a 19, whichever comes first.
KPI 3	Lexile / Reading Growth (All Students)	Students average 2 years growth in reading or reach grade level, whichever comes first
KPI 4	Math / Numeracy Growth IXL (All Students)	Students average 1.5 years growth in math or reach grade level, whichever comes first

Goal 4: 100% of seniors who select the Green Balloon Fellowship as a post-secondary endeavor are placed with employers			
KEY PERFORMANCE INDICATORS (KPI)			
KPI 1	Grade 11	>25% of the junior class receives an internship	
KPI 2	Grade 10	>15% of the sophomore class receives an internship	

	Goal 5: At least 70% of students earn one Industry Based Credential (IBC)									
	KEY PERFORMANCE INDICATORS (KPI)									
	KPI 1	IBCs Grade 9 - 12	>70% of students enrolled in tech classes earn at least one IBC							

Coversheet

Pupil Progression Plan - Vote

Section: IV. BOARD ACTION ITEMS:
Item: A. Pupil Progression Plan - Vote
Purpose: Vote
Submitted by:
Related Material: 2022-23_DRAFT_Pupil_Progression_Plan_Rooted_School.pdf

2022-2023 Pupil Progression Plan

Local Education Agency: Rooted School 3C7001

Background and Purpose

Louisiana state law (R.S. 24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). **The plan shall address student placement and promotion** and shall require the student's mastery of grade-appropriate skills before he or she can be recommended for promotion.

The law states that "particular emphasis shall be placed upon the student's proficiency in grade appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement." The law goes on to require the state Department of Education to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test in mathematics, English language arts, science, and social studies needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#). In October 2017, BESE approved, as Notice of Intent, [revisions](#) to Bulletin 1566 that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [Bulletin 741 – Louisiana Handbook for School Administrators](#), which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been pre populated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school's governing body, the local superintendent, or a student's parent or legal custodian.

Questions about this document should be directed to PPP@La.Gov

Table of Contents

I. Placement of students in kindergarten and grade 1 3

II. Placement of transfer students 6

III. Promotion and support for students in kindergarten and grades 1, 2, 3, 5, 6, and 7 6

IV: Promotion and support of students in grade 4 6

**V: Promotion and support of students in grade 8 and high school considerations 7 VI:
Support for students 15**

VII: Promotion and placement of certain student populations 18

VIII: Alternative education placements 19

IX: Due process related to student placement and promotion 20

X: Additional LEA policies related to student placement and promotion 21

XI: LEA assurances and submission information 22

I. Placement of students in kindergarten and grade 1

Kindergarten

Schools can only make recommendations to parents regarding student enrollment in kindergarten, since kindergarten is not mandatory. However, in accordance with state law (R.S. 17:221), once students have enrolled in kindergarten, they are subject to compulsory attendance laws and promotion requirements set forth by the LEA.

Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:

- attended a full-day public or private kindergarten for a full academic year; or ● passed an academic readiness screening administered by the LEA at the time of enrollment for first grade

The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with state regulations for such evaluation.

Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
- The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
- Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

In the space below, please describe any additional placement considerations or policies required by the LEA. Include the names of any required assessments and explain how results will be used.

Rooted School serves students in grades 9-12.

II. Placement of transfer students

A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.

Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.

Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

In the space below, please describe any additional considerations or local policies related to placement of transfer students.

Transfer Students

Rooted School follows the LDE transfer policies as outlined in the pupil progression plan. In addition to those requirements, students who transfer in to Rooted School mid-semester will receive the following grading norms:

Current progress report grades from the sending school will be averaged with final grades within the given semester. Grades will be averaged in the following way:

Percent of the school year with the releasing school	Percent grade earned at Rooted will factor in to final semester grade	Example of policy in practice:
0 - 24% (0 days to 22.4 days)	100%	The student arrives at rooted with grades that are 10 days old. Those grades are NOT factored into rooted grades.
25% - 49% (22.5 days to 44 days)	75%	Student comes to Rooted with a 80% (C) from releasing school, earns an 85% (B) at Rooted. $80 * .25 = 21.25$, $85 * .75 = 63.75$. $63.75 + 21.25 = 85\%$, final semester grade of a B
50% - 74% (45 days – 66 days)	50%	Student comes to Rooted with a 80% (C) from releasing school, earns an 85% (B) at Rooted. $80 * 0.5 = 40$, $85 * 0.5 = 42.5$. $40 + 42.5 = 82.5\%$, final semester grade of a C
75% - 99% (67.5 days – 89 days)	25%	Student comes to Rooted with a 80% (C) from releasing school, earns an 85% (B) at Rooted. $80 * 0.75 = 60$, $85 * 0.25 = 21.25$. $60 + 21.25 = 81.25\%$, final semester grade of a C
100% (90+ days)	0%	Student comes to Rooted with a 80% (C) from releasing school, resulting in an 80%, final grade of a C Note: If a student should arrive at Rooted PAST the 90 days with failing grades (e.g., in June School), the student may engage in the summative portfolio as outlined in the course requirements (and submitted to the LDE). Example: Student comes to Rooted failing English I, Algebra I, and Biology. They are passing civics and PE. Student selects which course OR courses they would like to pursue a portfolio for (English I, Algebra I, OR Biology). The student selects Algebra I, and they complete all portfolio requirements at 67% or higher. In this case, the

		<p>student completes an Algebra I portfolio at mastery of 74%. That student will then receive a 74% in Algebra I for that specific school year. This will be confirmed OR denied in an SBLC meet wherein the SBLC team reviews the portfolio and level of mastery before confirming the credit attainment.</p>
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III. Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

Teachers shall, on an individual basis, determine the promotion of each student according to the local Pupil Progression Plan. Particular emphasis shall be placed upon the student’s proficiency in grade-appropriate skills.

In the space below, please describe the LEA’s policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.

Rooted School serves students in grades 9-12.

IV. Promotion of students in grade 4

Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such a roster will assist the LEA in making final determinations relative to students’ required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the fourth grade.

Rooted School serves students in grades 9-12.

V. Promotion and support of students in grade 8 and high school considerations

Regular Grade 8 Promotion

Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

- *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA’s eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA’s eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local

superintendent of that LEA shall provide a written justification to the state superintendent.

The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.

The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.

For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.

After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the eighth grade.

Rooted School operates in alignment with the LDE promotion policies for T9 students in 9th grade.

High school promotion and transition considerations

Instructional Minutes: When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

Individual Graduation Planning: By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an [Individual Graduation Plan](#) (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/post secondary plan.

Financial Aid Planning: Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

- [Complete the FAFSA](#); or
- [Complete the Louisiana TOPS form](#); or
- Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
- Receive a waiver through the district hardship waiver process.

Early Graduation: Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high

school diploma in less than four years.

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional Courses

Courses include classes taught online or through blending learning, distance learning, credit

recovery, independent study, or similar means. For a nontraditional program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. Examples include asynchronous instructive interaction, including emails, videoconferencing, online chats, phone call, and feedback on assessments.
- The courses must have a defined time period for completion. This means the nontraditional program must identify the fastest and slowest paths to successfully complete a course.

Nontraditional courses could fail to meet NCAA core-course requirements for any of the following reasons:

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- Does not require students to complete the entire course.
- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

Information for school administrators

If a nontraditional course or program at your school has not yet been reviewed by the NCAA, please contact the [NCAA Eligibility Center](#) to begin the review process.

LHSAA Academic Credit Policy

At the January 2020 LHSAA Convention, the LDOE, LSBA, and Superintendent Association Executive Committee representatives proposed and supported a policy that passed 310-4 by the General Assembly to recognize Jump Start and Dual Enrollment credits. This approval removes the LHSAA hardship appeals process eligible student athletes met to gain eligibility. LHSAA will meet all of the following requirements:

- Recognize multi- Carnegie credits for a single course title when a multi-credit course has a dedicated course code assigned by the Louisiana Department of Education.
- Dual enrollment courses posted on a student's high school transcript will be used in determining scholastic eligibility.
- Promotion into High School: Promotion from the 8th grade into the 9th grade for the first time shall fulfill the scholastic requirements.

In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.

Carnegie Credits, Proficiency, and Instructional Minutes

At Rooted School, students may earn Carnegie units (high-school credits) through the following ways:

1. Through proficiency, by:

a. meeting or exceeding course portfolio requirements. Credit is awarded when the average grade of the portfolio required submissions is at 67% or higher.

OR

b. passing a LEAP test with an approaching basic or higher (LEAP-assessed courses only: English I, English II, Algebra I, Geometry, Biology, US History/Civics).

OR

c. demonstrating proficiency utilizing Edgenuity’s web-based curriculum. Credit is awarded when a student has **a relative grade of 67% or higher**.

OR

d. by passing a World Language Credit Exam, Rooted utilizes the Stamps 4s test, as outlined by the LDE.

Note: Student Support Team (SST) and School Building Leadership Committee (SBLC) will meet to review any student who does not meet the minimum instructional minutes/attendance/portfolio/course requirement at the close of each semester. If the SST and SBLC determine that the student has shown adequate proficiency on prioritized standards and skills of the course despite the lacking instructional minutes/attendance days/requirements, credit will be awarded on a case-by-case basis.

OR

2. Through meeting minimum instructional minutes AND course proficiency, by earning a cumulative average passing grade of 67% or higher in the course.

Note: Student Support Team (SST) and School Building Leadership Committee (SBLC) will meet to review any student who does not meet the minimum instructional minutes/attendance/portfolio/course requirement at the close of each semester. If the SST and SBLC determine that the student has shown adequate proficiency on prioritized standards and skills of the course despite the lacking instructional minutes/attendance days/requirements, credit will be awarded on a case-by-case basis.

NOTE: In extenuating circumstances, virtual instruction for a student may be available pending principal approval.

Non- Traditional Courses:

At Rooted School, students may be enrolled in Non-Traditional Courses. These classes are scheduled inside AND outside of the school day. Students participating in Non-Traditional Courses will qualify as in attendance by completing the required class assignments. Non-Traditional Courses include but are not limited to, Physical Education I, Physical Education II, Health, Foreign Language I (example: Spanish I), Foreign Language II, III, and IV. Additionally, students may pursue an independent study course as an alternative course. For these courses, Rooted School students may earn credit by completing the portfolio requirements at 67% or higher OR by passing a World Language Credit Exam. Final grade calculations will be contained in the course syllabus.

Credit Recovery:

Students may recover credit at Rooted School in two ways.

1. By taking a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient. OR
2. By completing an Edgenuity credit recovery course with a **relative grade of 67% or higher**.

In instances when a student has failed a course and has successfully taken the credit recovery version of that course, the new credit recovery grade will be factored into the cumulative GPA displayed on their high school transcript and the previously acquired failing grade will NOT be factored into the cumulative GPA.

GPA:

Students' GPA will be calculated using the following scale, in adherence to the BESE approved grading policy. Note: in the event that a student transfers from out of state, the records on their transcript will be honored with full fidelity.

Grading Scale for Regular Courses		
		Grade Standard Quality Points
93-100	A	4.0
85-92	B	3.0
75-84	C	2.0
67-74	D	1.0
0-66	F	0.0

Grading Scale for Dual Enrollment Courses	
Standard	Quality Points
A	5.0
B	4.0
C	3.0
D	2.0
F	0.0

LEAP/EOC Assessments and courses:

At Rooted School, the following considerations are applied for students who are taking/have taken LEAP/EOC assessments and/or courses:

1. Students enrolled in an EOC/LEAP 2025 course who take and score proficient before completing all necessary coursework will be awarded Carnegie credit based on demonstrated proficiency. Students passing, but not proficient, may be awarded Carnegie credit at the discretion of the SBLC. Students earning Carnegie credit in this manner shall be awarded a letter grade based on the EOC/LEAP 2025 Tests Scale Score to Grade Scale Conversion Tables (State Uniform Grading Scale version).
2. Outside of circumstances mapped above, students enrolled in a LEAP assessed course will have a final grade comprised of 15% LEAP final exam grade (based on the LEAP 2025 Tests Scale Score to Grade Scale Conversion Tables [State Uniform Grading Scale version]), and 85% proficiency grade of that specific course.
2. Students with disabilities enrolled in a LEAP assessed course will have a final grade comprised of 5% LEAP final exam grade (based on the LEAP 2025 Tests Scale Score to Grade Scale Conversion Tables [State Uniform Grading Scale version]), and 95% proficiency grade of that specific course.
3. Students entering Rooted School with proficient-level state assessment scores with no course credit shall be awarded credit based on the proficient score on the state assessment. Students entering Rooted School with passing-level state assessment scores with no course credit may be awarded credit based on the passing score on the state assessment according to a plan created by the SBLC. Data used by SBLC may include but is not limited to: state assessment score level, TABE scores, other available standardized test scores (ACT, etc), and prescriptive outcome. Students earning Carnegie credit in this manner shall be awarded a letter grade based on the EOC Tests Scale Score to Grade Scale Conversion Tables (State Uniform Grading Scale version) or the LEAP2025 High School Tests Scale Score to Grade Scale Conversion Table.

High School Graduation Participation Requirements:

At Rooted School, we have high school graduation participation requirements. There will be at least one graduation ceremony each year. Participation in the graduation ceremony is encouraged for all graduates. In order to be eligible to participate in a ceremony, students must have met all requirements for high school graduation no later than the designated date determined by school administration. The Director of College and Career Transition and Principal will announce the required completion date as soon as the graduation date is announced.

High School Promotion

At Rooted School we believe that retention of students in high school does not support students in pursuing a personalized pathway to financial freedom. In most cases, we believe that retention adversely impacts students in reaching graduation. Students must meet the graduation and assessment requirements to graduate in four years. All students will be given the opportunity to engage in continuous learning to maintain or improve their mastery of essential standards.

Early Graduation

Students are able to graduate early at Rooted School through a combination of Non-Traditional Courses, *Edgenuity* courses, dual enrollment, and courses offered at Rooted School. Students or parents interested in an early graduation may request a meeting with the Director of College and Career Transition; the plan for early graduation will be included on the student's IGP.

Virtual Attendance

Student attendance is mandatory. During virtual periods of instruction, a student is considered to be

absent when:

1. they have not accessed virtual learning platforms
OR
2. they have not completed required assignments
OR
3. they have not communicated with school (i.e., front office or teacher) any reason for not accessing virtual learning platforms

During periods of virtual learning, the lack of access to necessary technology may constitute an excused absence. Student Support Team (SST) and School Building Leadership Committee (SBLC) will meet to review any student absences on a case by case basis.

VI. Support for students

School year support

- The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.
 - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
 - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point. Students with disabilities attending summer remediation will receive special support as needed.

Summer remediation

Pursuant to state law (R.S. 17:24.4), LEAs shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE. Summer remediation programs will meet all of the following requirements:

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

VII. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special supports as needed.
- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403).

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
 - Establish procedures to monitor former Limited English Proficient students for two years.
 - Ensure that no LEP student shall be retained solely because of limited English proficiency.

In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities, English learners, or other student populations.

Placement for English learners with Records

Student transcripts should be evaluated and the student should be placed in the appropriate grade level based on credits earned in the appropriate high school program of studies (9-12).

Placement for English learners without Records

A LEP student entering the system without records shall be in the grade appropriate to their chronological age. The Principal or Director of College and Career Transition will administer grade level appropriate exams to award credit.

VIII. Alternative education placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §2903 and Bulletin 131)

In the space below, please describe the LEA's policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.

Rooted does not include an alternative school. Orleans Parish students in need of a secure-care facility are automatically enrolled in the OPSB alternative education programs operating in the Youth Study Center and Orleans Justice Center.

NOLA Public Schools also coordinates a city-wide unified student discipline system comprehensively serving New Orleans students through the operations of the district's Student Hearing Office.

- If a student is found guilty, as determined by the Student Hearing Officer, of an expellable offense, a student may be required to attend an alternative placement.
- NOLA Public Schools (Student Hearing Office), in collaboration with the parent / guardian, will determine the appropriate alternative placement. The Student Hearing Office may assign expelled students to an alternative-model or accelerated-model school.
- If a student is incarcerated during the term of the expulsion, the Juvenile Justice Intervention Center or other state facility will be considered an alternative placement.
- NOLA Public Schools' Office of Student Support and Attendance provides transitional services to students and families during critical re-entry points. Re-entry or transitional meetings assist students who are returning to school following their involvement with municipal court, juvenile court, juvenile detention, non-secure care facilities, secure behavioral health care facilities, and alternative school settings. The purpose of these services is to support the student and family with (1) reconnecting to an academic setting with minimal barriers, (2) increasing school engagement and minimizing school withdrawal, and/or (3) transitioning from one school placement to another without school disruption and adherence to court orders. All transitional services are conducted by Louisiana State Board licensed social workers.

IX. Due process related to student placement and promotion

In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan.

Regular Education and Students with disabilities:

Due process procedures for qualified students with disabilities are consistent with those described in the approved Individuals with Disabilities Education Improvement Act (IDEA 2004) and must be consistent with those defined in Title V of the Rehabilitation Act, 20 U.S.C. 794 and Bulletin 1706, *Regulations for Implementation of the Children with Exceptionalities Act* (R.S.17:1941 et seq.)

Section 504 students:

Due process procedures for qualified students are consistent with the definitions set forth in Section 504 of the Rehabilitation Act of 1973 and included in the *Parental Rights for Exceptional Students* Booklet distributed to parents at the time parental permission is requested.

X. Additional LEA policies related to student placement and promotion

In the space below, please describe any additional LEA policies related to student placement and promotion that have not been addressed in other sections of this document.

Note: Certain courses offered at Rooted are full-credit semester-long courses (double-blocked to account for instructional minutes). In those cases, students must earn full credit for the course in that semester.

Senior Students

Students who are enrolled as seniors who did not complete course requirements by graduation date will have until July 31 to complete coursework. Senior students who engage in coursework after graduation will earn credit in one of the following ways:

1. Grade Change Form. The grade change form will be used for courses that the student was enrolled in during their 12th grade year. Grade change forms will be submitted when the student has done the assignments for the course to a grade of 67% or higher

2. Credit Recovery. Students will be able to earn credit recovery for courses that they did not pass PRIOR to their 12th grade year. Students will engage in the credit recovery process as mapped in Rooted School's PPP.

June School

Rooted School implements a year-round calendar, divided into sessions with mid and end-of-session breaks, while exceeding the minimum number of instructional minutes required by Bulletin 741 (minimum requirement: 7,965 minutes). During the last session of the school year, which takes place in June, Rooted allows for the following:

Students who are meeting all requirements listed below are able to check-out of school when completed. Check-out requirements are as follows:

- The student ***must have*** been in attendance for a minimum of 7,515 instructional minutes in accordance with Bulletin 741.
- All courses in which a student is currently enrolled ***must*** reflect a passing rate of 67% or higher. • The student ***must not*** have any credit recovery courses to complete.
- The student ***must have*** made, at least, 2 years growth in reading ***or*** be performing on grade level (as measured by their Lexile score through *Achieve3000*, an online differentiated reading assessment platform). Some students may be checked out earlier, though only with a signature from a member of the School Leadership (SBLC) team.
- The student has parent permission to check-out of school.

Students ***who do meet minimum requirements*** for check-out but prefer to remain in school will be

provided one or more of the following enrichment options:

- Pursue a on-traditional course for credit (PE, foreign language, independent study...)
- Pursue a technology certification and/or Industry-Based Credential
- Design and/or engage in a project-based learning or book club experience
- Engage in peer tutoring for courses for which the student has already earned credit

Students ***who do not meet minimum requirements*** for check-out will engage in one or more of the following programming and supports:

Small group instruction (re-teaching/retesting, soft-skills support, project-based learning support, special education accommodation and 504 interventions, ELL accommodations all as required by federal and/or xstate guidelines)

- Individual remediation
- Credit recovery by taking a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient OR through *Edgenuity*

Note: Once a student has met minimum requirements and has checked-out of June school, absences during June school will be recorded as Absent Excused

XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Rooted School 2021- 2022 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: _____

Superintendent

Board President

