

Rooted School - New Orleans

Rooted School Board of Directors Meeting: August 30, 2023

Published on August 28, 2023 at 1:24 PM CDT

Amended on August 30, 2023 at 3:51 PM CDT

Date and Time

Wednesday August 30, 2023 at 5:30 PM CDT

Location

The board meeting will be located in Southern University of New Orleans' College of Education and Human Development, located at 6701 Press Dr., New Orleans LA 70126.

The meeting will take place in room 236 on the second floor.

IMPORTANT PUBLIC NOTICE: Pursuant to emergency proclamation 30-JCE 2020, the Rooted School New Orleans Board hereby certifies that it will conduct all meetings scheduled for 2023-24, 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			5:30 PM
A. Record Attendance	Vote	GeDá Jones Herbert	2 m

Rooted School NOLA Board 2023 - 2024:

- **GeDá Jones Herbert - Board Chairperson**
- Mark Quinn - Board Member
- Sabrina Short - Board Member
- Alyse Utley - Board Member
- Kathy Woods - Board Member

	Purpose	Presenter	Time
• Kimberly Andrews - Board Member			

Rooted School New Orleans Personnel:

- Frank Ingargiola - Chief Operating Officer Rooted School NOLA
- ***Kaitlin Karpinski - Executive Director/School Leader Rooted School NOLA***

B. Call the Meeting to Order

C. Approve Minutes	Approve Minutes		1 m
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Approve minutes for Rooted School New Orleans - Annual Board Retreat on June 23, 2023

II. PUBLIC FORUM - #1

- 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.

III. Executive Session:

- The board will move to Executive Session to discuss matters related to RSF Finance Proposal.
- If a vote is taken in the Executive Session, the result of the vote will be made public and entered into the minutes upon the board reconvening in public session.

IV. BOARD DISCUSSION ITEMS: 5:33 PM

A. Finance Committee Budget Presentation & Update - DISCUSSION	Discuss	Mark Quinn	10 m
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	Purpose	Presenter	Time
<ul style="list-style-type: none"> • Mark Quinn will present an update of the 2022 - 2023 fiscal year closeout for Rooted School NOLA. 			
<p>B. 2023 - 2024 Board and School Goals - DISCUSSION</p> <p>The Executive Director will present an update on 2023 - 2024 school year goals & metrics.</p>	Discuss	Kaitlin Karpinski	15 m
<p>C. 2023 - 2024 Board Bylaws Review and Edits - DISCUSSION</p> <p>The Executive Director will present a brief overview on the 2023 - 2024 Board Bylaws.</p>	Discuss	Kaitlin Karpinski	10 m

V. BOARD ACTION ITEMS: CONSENT AGENDA VOTE 6:08 PM

- Subject to objections by the board members, the following items (ITEMS A - F) will be passed by a single motion to approve all listed actions and resolutions. There will be no discussion on these items unless requested by the board.
- If discussion is requested, the items will be moved from the Consent Agenda and considered separately after the motion has been made and passed to approve the remaining items.

<p>A. 2023 - 2024 Pupil Progression Plan - Vote</p> <p>The updated 2023 - 2024 Pupil Progression Plan will be submitted for board approval and vote.</p>	Vote	Kaitlin Karpinski	3 m
<p>B. 2023 - 2024 Board Bylaws and School Goals - Vote</p> <p>The updated 2023 - 2024 Board and School Goals will be submitted to the board for approval and vote.</p>	Vote	Kaitlin Karpinski	3 m
<p>C. 2023-24 Student Handbook Approval - Vote</p> <p>The board will review, discuss, and vote on the 2023 - 2024 Rooted School Student Handbook.</p>	Vote	Kaitlin Karpinski	5 m
<p>D. 2023-24 Crisis Response Plan Approval - Vote</p> <p>The updated 2023 - 2024 Crisis Response Plan will be submitted for board approval and vote.</p>	Vote	Frank Ingargiola	3 m
<p>E. 2023-24 Curriculum Approval - Vote</p>	Vote	Kaitlin Karpinski	3 m

	Purpose	Presenter	Time
2023-24 Curriculum Overview			
F. Board Approval of Signed Louisiana Audit Compliance Questionnaire - VOTE Board to approve the signed Louisiana Audit Compliance Questionnaire	Vote		1 m
G. Rooted School Foundation Repayment Plan - Vote The Finance Committee will offer a recommendation for the repayment plan from the Rooted School Foundation to Rooted School, New Orleans.	Vote	Mark Quinn	10 m

VI. Executive Director / School Leader Report: 6:36 PM

A. Discussion Points: Rooted School New Orleans' School Leader and Executive Director will share updates on:	Discuss	Kaitlin Karpinski	10 m
<ul style="list-style-type: none"> • 2023-24 Enrollment Trends • Facilities Update and 3-Year Lease • Fresh Food Factor services shift • Celebrations • Academic Areas of focus • Attuned Education Partners Strategic Planning Initiative 			

VII. PUBLIC FORUM #2:

- 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.

VIII. Closing Items 6:46 PM

	Purpose	Presenter	Time
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:
Minutes for Rooted School New Orleans - Annual Board Retreat on June 23, 2023

APPROVED

Rooted School - New Orleans

Minutes

Rooted School New Orleans - Annual Board Retreat

Finance Sub-Committee Meeting / Committee of the Whole Meeting / Retreat Executive Session

Date and Time

Friday June 23, 2023 at 9:30 AM

Location

Rooted School - Board Room - Room 177

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 June 23, 2023 in person, at 6701 Press Dr. in the SUNO College of Education & Human Development Building.

- The **Committee** meetings will start at 9:30 AM.
 - The **Committee-of-the-Whole** meeting beginning at 10:30 AM.
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Directors Present

A. Mendez, A. Utley, G. Jones Herbert, K. Finke, K. Woods, M. Quinn, S. Short, T. Chase

Directors Absent

B. Campbell, K. Andrews

Guests Present

F. Ingargiola, K. Karpinski

I. Opening Items

A. Call the Meeting to Order

G. Jones Herbert called a meeting of the board of directors of Rooted School - New Orleans to order on Friday Jun 23, 2023 at 9:45 AM.

B.

Record Attendance

GeDá Jones Herbert informed the board that Brandin Campbell resigned his board position on 6/23/2023 at 9:30 AM in writing, and that she accepted his resignation. G. Jones Herbert made a motion to amend the 6/23/2023 board meeting agenda to reflect the following: 1) Approve 4/19 and corrected 2/23 minutes 2) Remove Budget-to-Actuals presentation 3) Include a voting item for the Rooted School Foundation 2023-24 Support Services Agreement 4) Include a voting item for the Rooted School Executive Director contract.

T. Chase seconded the motion.

None

The board **VOTED** unanimously to approve the motion.

C. Approve Minutes of 04/19/2023 and Corrected Minutes of 2/23/2023

A. Utey made a motion to approve the minutes from 4/19/2023 and 2/23/2023 Rooted School Board of Directors Meeting Rooted School Board of Directors Meeting: 04/19/2023 on 04-19-23.

T. Chase seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. Executive Session

A. Executive Session

G. Jones Herbert made a motion to begin executive session to discuss matters related to the Rooted School Foundation Support Services Agreement and the Executive Director's 2023-24 evaluation and contract.

A. Mendez seconded the motion.

The board **VOTED** unanimously to approve the motion.

G. Jones Herbert made a motion to end executive session and resume the public meeting-of-the-whole.

T. Chase seconded the motion.

Items discussed included:

1. Rooted School Foundation proposal (2023-24 Proposed Support Services Agreement)
2. Rooted School, New Orleans Executive Director evaluation and contract for 2023-24.

The board **VOTED** unanimously to approve the motion.

III. Board Voting Items:

A.

Final Review & Approval of 2023 - 2024 Rooted School New Orleans Budget (2nd Public Budget Meeting)

M. Quinn made a motion to approve the 2023-24 budget as presented.

T. Chase seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Rooted School Foundation Proposed Support Services Agreement for 2023-24

G. Jones Herbert made a motion to not engage in Rooted School Support Services Agreement for FY 2024.

K. Finke seconded the motion.

The Board of Directors indicated that future boards may be open to engaging in a Support Services Agreement.

The board **VOTED** unanimously to approve the motion.

G. Jones Herbert made a motion to amend the RSF proposed support services agreement motion to now reflect, "Rooted School, New Orleans will not engage in a Support Services Agreement with the Rooted School Foundation in Fiscal Year (FY) 2024.

K. Finke seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. 2023-24 Contract for Rooted School, New Orleans Executive Director

A. Utey made a motion to extend a school year 2023-24 contract to the current Rooted School, New Orleans Executive Director.

T. Chase seconded the motion.

The board **VOTED** unanimously to approve the motion.

IV. Executive Director / School Leader Report:

A. Academic Update

- To be presented during the next Committee-of-the-Whole Board Meeting

B. Enrollment Update

- To be presented during the next Committee-of-the-Whole Board Meeting

C. Partnerships Update

- To be presented during the next Committee-of-the-Whole Board Meeting

V. BOARD RETREAT

A. 2023 - 2024 Board Retreat Agenda

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:00 PM.

Respectfully Submitted,
G. Jones Herbert

Documents used during the meeting

None

Coversheet

2023 - 2024 Pupil Progression Plan - Vote

Section: V. BOARD ACTION ITEMS: CONSENT AGENDA VOTE
Item: A. 2023 - 2024 Pupil Progression Plan - Vote
Purpose: Vote
Submitted by:
Related Material: 2023-24 DRAFT Pupil Progression Plan_Rooted School.docx
Dual Enrollment Updates.pdf

2023-2024 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

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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,

		<p>Algebra I, OR Biology). The student selects Algebra I, and they complete all portfolio requirements at 67% or higher. In this case, the 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.

Dual Enrollment:

At Rooted School, students have an opportunity to take dual enrollment courses through Southern University at New Orleans, Bard Early College of New Orleans, and other qualifying colleges and universities. As per Academic Affairs policy 2.22, a student is eligible to enroll in Academic Dual Enrollment Courses if they meet ANY of the below criteria:

A student is eligible to enroll in Academic Dual Enrollment Courses if they meet ANY of the following four criteria ¹		
1. Success in high school		
2.5 cumulative high school GPA		
AND		
Subject-specific minimum scores on any assessment listed in Figure 1 (page 5).	OR	Counselor recommendation based on overall student performance and grade trends in the subject.
2. Success in subject area		
3.0 cumulative high school subject-area GPA, as determined by the postsecondary institution.	AND	Counselor recommendation based on grade trends in the subject.
3. Success in previous dual enrollment courses²		
2.5 cumulative college GPA, as demonstrated in prior dual enrollment participation.		
4. Meet the eligibility thresholds required by an approved Early College Academy.		

¹ Any of these three criteria qualify a student to continue to take dual enrollment classes. Criterion 3 should not be construed as exclusionary.

² Unlike criterion 1 and criterion 2, which are subject-area-based, criterion 3 creates eligibility in all subject areas.

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

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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 a member of the counselor, School Leadership team and/or Executive Director; 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/Executive Director or counselor 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: For the 2023-24 school year, Rooted School offers a 4x4 block schedule. Most courses offered at Rooted are full-credit semester-long courses as a result of the block schedule. Some Non-traditional courses are year-long courses. In those cases, students may earn 0.5 credit in one 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

Revised 1/9/2023; Effective for Enrollment in Fall 2023

Academic Affairs Policy 2.22 Minimum Requirements for Dual Enrollment

Purpose: This policy establishes the minimum requirements for high school student eligibility to enroll in dual enrollment courses offered by Louisiana public postsecondary institutions.¹

This policy is designed to:

- Enable and encourage institutions to provide pathways of access to dual enrollment courses.
- Ensure quality and rigor of dual enrollment courses.
- Define minimum academic and technical dual enrollment eligibility requirements for students.

This policy is effective for Academic Year 2023-2024; however, any or all aspects of the policy may be implemented immediately.

Definitions:

Dual Enrollment: The enrollment of a high school student in a college course for which dual credit (both college and high school credit) is attempted and recorded on both the student's secondary and postsecondary academic records. A college course offered for dual enrollment may be taught onsite at the postsecondary institution, onsite at the high school, online, or in a hybrid fashion. Postsecondary institutions must comply with all accreditation requirements for awarding credit.

Early College Credit: College credit earned before completing high school or during the summer immediately following high school graduation, including by dual enrollment and credit-by-exam such as Advanced Placement (AP), International Baccalaureate (IB), or College Level Examination Program (CLEP). Credit hours for AP, IB, or CLEP are contingent on the student achieving an appropriate score as required by either the awarding institution or Board of Regents policy.

Academic Dual Enrollment Course: A dual enrollment course in an academic discipline that is designed for transfer to a Baccalaureate degree, Nexus degree, Certificate in General Studies, or Associate of Arts or Science, and/or applicable toward Regents' statewide general education requirements.

Technical Dual Enrollment Course: A dual enrollment course in applied, technical fields with content focused on acquiring specific workforce technical skills in a program leading to a Certificate of Technical Studies, Technical Diploma, or Associate of Applied Science designed to prepare students for immediate employment or career entry.

¹ The Board of Regents establishes minimum admission standards for first-time first-year and transfer students to Louisiana public colleges and universities. Two-year institutions are open admission and therefore have no academic admissions requirements for entry for first-time first-year and transfer students.

Revised 1/9/2023; Effective for Enrollment in Fall 2023

Minimum Requirements for Dual Enrollment

The minimum requirements to enroll in dual enrollment differ based on two types of entry:

- A. Academic Dual Enrollment Courses
- B. Technical Dual Enrollment Courses

A. Minimum Requirements for Academic Dual Enrollment Courses

Students must meet any eligibility requirements the postsecondary institution designates, including institutional prerequisite requirements or placement measures, in addition to the minimum requirements outlined below. Postsecondary institutions shall provide additional eligibility requirements to Regents annually for publication on LaDualEnrollment.com.

A student is eligible to enroll in Academic Dual Enrollment Courses if they meet ANY of the following four criteria ¹		
1. Success in high school		
2.5 cumulative high school GPA		
AND		
Subject-specific minimum scores on any assessment listed in Figure 1 (page 5).	OR	Counselor recommendation based on overall student performance and grade trends in the subject.
2. Success in subject area		
3.0 cumulative high school subject-area GPA, as determined by the postsecondary institution.	AND	Counselor recommendation based on grade trends in the subject.
3. Success in previous dual enrollment courses²		
2.5 cumulative college GPA, as demonstrated in prior dual enrollment participation.		
4. Meet the eligibility thresholds required by an approved Early College Academy.		

¹ Any of these three criteria qualify a student to continue to take dual enrollment classes. Criterion 3 should not be construed as exclusionary.

² Unlike criterion 1 and criterion 2, which are subject-area-based, criterion 3 creates eligibility in all subject areas.

B. Minimum Requirements for Technical Dual Enrollment Courses

Technical Dual Enrollment courses are predominantly taught at two-year institutions, which are open admissions. These course requirements may differ by institution.³

A student is eligible to enroll in Technical Dual Enrollment Courses if they meet ANY of the following four criteria		
1. Success in high school		
2.0 cumulative high school GPA		
2. Success in high school performance		
Counselor recommendation based on relevant high school performance.		
3. Success in previous dual enrollment courses		
2.0 cumulative college GPA, as demonstrated in prior dual enrollment participation.		
4. Meet the eligibility thresholds required by an approved Early College Academy.		

³ In addition to the requirements listed in the table, some courses have additional safety requirements, and some programs have minimum age requirements set by regulatory agencies. Please reference the postsecondary institution of interest to ensure the student meets any regulatory requirements and that any safety compliance prerequisites are met.

Revised 1/9/2023; Effective for Enrollment in Fall 2023

Courses and Instruction

Course Content and Rigor

Dual enrollment courses are college courses taught to high school students, regardless of location, instructor type, or mode of delivery.

Student learning outcomes listed on the syllabus, as well as midterm and final examinations, must be identical to what is offered and expected on the college campus.

Assessments, including assignments, midterms, and finals, must be graded at a college level for college credit, regardless of course delivery method, location, instructor, facilitator, or process. Grades awarded may differ between the secondary transcript and postsecondary transcript if the high school measures differ from those of the postsecondary institution.

Dual Enrollment Instructors

Dual enrollment instructors are college-level instructors with documented academic credentials and professional experience that meet the postsecondary institution's policy on minimum faculty qualifications required to teach the dual enrollment course, according to SACSCOC (or COE) credential guidelines.

All new dual enrollment instructors must receive formal training by a postsecondary departmental faculty member or, preceding the start of class, participate in a workshop offered by the institution to review the curriculum, course content, assessment methods, and student learning outcomes. Institutions shall regularly conduct oversight and provide ongoing professional development to dual enrollment instructors.

Each institution will provide to the Board of Regents a description of the process which dual enrollment instructors or facilitators are required to complete before offering the course.

Dual Enrollment Student Advising

Dual enrollment students should be advised of the benefits and implications of taking college courses. Advising should include information on admissions, GPA, costs, academic policies, and course transferability. It is important for students to understand that dual enrollment course performance can impact future federal and state financial aid eligibility. Dual enrollment students must have access to appropriate college learning resources and student support services.

Dual Enrollment Agreements

Each secondary and postsecondary institution shall join in a Memorandum of Understanding (MOU) for the delivery of dual enrollment courses. These agreements should address the following aspects of dual enrollment courses:

- Curricular oversight and rigor
- Faculty standards
- Fees and costs charged to students and families
- Fees and costs borne by the secondary and postsecondary institutions
- Student learning resources and advising
- Student support services
- Ongoing course and instructor evaluation

Revised 1/9/2023; Effective for Enrollment in Fall 2023

Other Dual Enrollment Programming Options

Early College Academy

An Early College Academy (ECA) is a comprehensive model of dual enrollment that provides support and the opportunity to earn up to an associate degree or 60 hours of transferable college credits at little or no cost to students. These programs, starting as early as 9th grade, provide rigorous, supportive learning environments that blend high school and college learning experiences through dedicated college and career postsecondary diploma pathways. An ECA is established by a formal memorandum of understanding (MOU) between a secondary school district and a postsecondary institution. MOUs must address student eligibility for course placement, scheduling and accessibility, student access to college learning resources and advising, instructor credential standards, curricular oversight and rigor, costs charged to students and families, and costs borne by the secondary and postsecondary institutions. The ECA will adhere to this policy except if approved by the appropriate management board and ratified by the Board of Regents.

Fast Forward

Fast Forward, an initiative of the Louisiana Department of Education and the Board of Regents, provides high school diploma pathways that include dual enrollment courses to enable students to earn an Associate of Applied Science, an Associate of Arts or Science designed to transfer to a Baccalaureate degree, or a state-approved apprenticeship. Each public postsecondary institution should approve and annually review all Fast Forward pathways that include certificates or degrees offered by the institution. For more information, go to FastForward.la.

Dual Enrollment Reporting

Institutions shall submit data annually to the Board of Regents, in the manner prescribed by the Board, relating to dual enrollment at the institution. The Board shall annually analyze and report on the data to ensure compliance with this policy and inform continuous improvement efforts.

Revised 1/9/2023; Effective for Enrollment in Fall 2023

**Academic Affairs Policy 2.22 Figure 1
Placement Scores**

Together with the GPA requirement, if a student has any score in the Humanities and Social Science placement score column, they are eligible to enroll in a Humanity or Social Science dual enrollment course. If they have both the GPA and any score in the Science and Mathematics placement score column, they are eligible to enroll in a Science or Mathematics dual enrollment course.

Assessment	Placement Scores for Humanities and Social Sciences	Placement Scores for Science and Mathematics
ACCUPLACER	86 Sentence Structure	65 Elem. Alg. 40 Col-Level Math*
ACCUPLACER NG	250 Writing	250 QRAS
ASPIRE	433	431
MAP	245	265
Pre-ACT	18	19
Pre-SAT	25 WL	500
EOC	740 English II	760 Algebra I 750 Geometry
LEAP 2025	Mastery or above English II	Geometry: Mastery or above (for enrollment in non-algebraic Gen. Ed Math) Geometry: Mastery or above <u>and</u> completion of Algebra II w/C or better for enrollment in College Algebra
ACT	18	19
SAT	500 ERW	510 Math
ALEKS PPL	n/a	35*
Advanced Placement Exam	3 in a Humanities or Social Science subject area	3 in a Math or Science subject area

Coversheet

2023-24 Student Handbook Approval - Vote

Section: V. BOARD ACTION ITEMS: CONSENT AGENDA VOTE
Item: C. 2023-24 Student Handbook Approval - Vote
Purpose: Vote
Submitted by:
Related Material: Rooted School Family Handbook 2023 - 2024.docx

rootedschool

Family Handbook

2023 - 2024

Pending Board

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The Mission and Values of Our School

Mission Statement

We exist to provide our students personal pathways to financial freedom.

Rooted's Promise

We exist to see our students *financially free*.

Some will get *there* with a college next to *their* name. Others without.

Some will come to our doors already born into it. Others won't.

Our job is not to decide how they get *there*. It is to provide them options for how they get *there*.

So we provide options that teach them how to learn in an ever-changing world, develop their skill sets in the most in-demand job sectors, and create technology that transforms communities as we know them. Our first school offers opportunities for students across the digital sector.

Many students will graduate with highly sought jobs in tech—paying well above the local median. Many students will go onto college with a refined purpose and context for being there.

All will leave with a job offer in one hand and a college acceptance letter in the other.

Rooted's Values

Growth: *We push ourselves to grow at all times.*

Preparation: *We are prepared.*

Hospitality: *We put people first.*

Excellence: *We push the limits of what's possible.*

Community: *We never forget where we come from.*



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Chris Jackson, Director of Special Education	N/A	cjackson@rootedschool.org
Jerome Morgan, Director of School Environment	N/A	jmorgan@rootedschool.org
Joseph Krafczynski, Tech Teacher and 11th and 12th grade counselor	N/A	jkrafczynski@rootedschool.org
Glen Bowman, MTSS Coordinator	N/A	gbowman@rootedschool.org
Shalin Walker, Operations Manager in Training and Front Office Manager	N/A	swalker@rootedschool.org
Veleria Stevens, Social Studies Teacher and ELL Coordinator	N/A	tkelley@rooteschool.org



Sharita Sims, Special Education Teacher	N/A	ssims@rootedschool.org
Kiahla Carr, Special Education Teacher	N/A	kcarr@rootedschool.org
Mathematics Teacher	N/A	
Gloria Batiste, Mathematics and Economics Teacher	N/A	gbatiste@rootedschool.org
Lena Cornish, Science Teacher	N/A	lcornish@rootedschool.org
Zharrison Nedd, Science Teacher	N/A	znedd@rootedschool.org
Dave Cash, Technology Coach	N/A	dcash@rootedschool.org
Michael Herbers, Social Studies Teacher	N/A	mherbers@rootedschool.org
Raven Matthews, English Teacher and ELL Interventionist	N/A	rmatthews@rootedschool.org
Keely Hill, English Teacher	N/A	khill@rootedschool.org
School Nurse	N/A	



SCHOOL RESOURCES

The pupil progression plan and other policies of Rooted School can also be found on our website by clicking the link below:

[Rooted School Resources](#)

NOTICE OF NONDISCRIMINATION

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975 and Title VI of the Civil Rights Act of 1964, Rooted School will not discriminate against qualified individuals on the basis of disability, sex or gender, age, race or ethnicity, color, national origin or nationality, religion, limited proficiency in English, sexual orientation, or anyone associated with a person or group with one or more of the above actual or perceived characteristics in its services, programs, or activities. Rooted has designated the following individuals to coordinate compliance with these requirements:

- The ADA/Section 504 Coordinator for concerns regarding discrimination on the basis of disability is Frank Ingargiola, 504-383-4654.
- The Title IX Coordinator for concerns regarding discrimination on the basis of sex, including sexual harassment or gender based harassment, is Frank Ingargiola, 504-383-4654.
- All other concerns regarding discrimination: Frank Ingargiola, Rooted School, 6701 Press Dr., New Orleans, LA 70126, (504) 383-4654



SCHOOL CULTURE

Family Involvement Policy

Rooted School asks parents and/or guardians and their families to be partners in their student's journey through Rooted. We encourage families to participate actively in their student's education. We also strive to cultivate positive and productive relationships with all of our families through school sponsored events and activities.

Family Involvement Opportunities

Rooted School Family-School Relationship Events and Activities:

- **Conferences with students, families, and teachers**
- **The opportunity to participate in the Parent Teacher Student Organization**
- **Field trip chaperone opportunities**
- **Community-wide events, celebrations, and performances**
- **Schoolrunner access to view grades and behavior reports 24/7**
- **Frequent dialogue between teachers and parents regarding students' academic progress, initiated by both teacher and family**

Rooted School Family Requirements:

- **Model Rooted School's values for students when visiting the school and interacting with school staff and students.**
- **Reinforce Rooted School's academic and behavioral standards at home.**
- **Establish a daily routine for students.**
- **Provide a quiet space for students to study.**
- **Provide positive reinforcement of student progress and success.**
- **Discuss academics and student work among family members.**
- **Check Schoolrunner on a weekly basis and reach out to the student's advisor when questions or concerns arise.**
- **Update the school whenever there is a change in phone number, address, email address, custodial arrangements, vaccination status, etc... please submit via hard copy or email: frontoffice@rootedschool.org.**



Modes of Communication

Rooted School and its families communicate effectively in the following ways:

Monthly Newsletter: Once a month, Rooted School sends a newsletter to students and families over email. The newsletter contains school announcements, upcoming events, calendar updates, and school schedule reminders. Please read the newsletter carefully as it includes important updates.

Phone Calls to Parents: Throughout the year, you may receive a phone call or note from a teacher or school administrator. If the message requires a response, please contact the school either by phone or in writing within 48 hours. The school will communicate in the language/method that the parent/guardian understands.

Attendance Texts via SchoolMessenger: Students and families receive a text message alert whenever the student is marked absent in school.

Meetings: If the school requests a meeting with you and your student, we need to discuss something important with you. We ask you to honor the scheduled meeting time and arrive on time. If you would like to schedule a meeting with a member of the Rooted School team (teachers, administrators, and staff), please call the front office (504-383-4654) to schedule a meeting or reach out directly to the team member via email. We cannot honor pop-up requests for meetings and ask that meetings are scheduled in advance.

Lost and Found: We maintain a lost and found for clothing and other items that students bring to school. Because lost items accumulate faster than they are claimed, we must periodically donate the excess to charity.

Visits: To arrange a visit to the school, please see the section on *School Visitor Policy*.



Procedure for Addressing Parent/Family Concerns

At Rooted School, we make cultivating and maintaining positive parent/guardian relationships a priority. When a concern arises we want to respond quickly to find solutions. Please follow the following procedure should you have a concern:

- Parents/guardians should reach out directly to the teacher or staff member with whom they have a concern to set up a meeting. Parents/guardians should discuss the matter with that staff member and attempt to resolve the concern through the initial meeting.
- If there is no resolution to the concern through the initial discussion, parents/guardians should contact the School Leader and Executive Director. The School Leader and Executive Director may refer the matter to a member of the School Leadership Team or may handle the issue directly.
- If the parent/guardian has remaining concerns after discussing the issue with the member of the school leadership team and/or the School Leader and Executive Director, the School Leader and Executive Director will provide the contact information for the Board Chair of Rooted School.
- Parents and students with grievances related to discrimination, bullying, and/or harassment (conduct that is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student’s ability to participate in or benefit from the services, activities, or opportunities offered by the school) on the basis of: intellectual ability, race, color, religion, sex, sexual orientation or preference, gender identity or expression, ethnicity, national origin or immigration status, disability, or identification as an exceptional student should follow this same procedure.
- They will be afforded the opportunity to present witnesses and be given a written notice of the outcome of the complaint at each stage in the procedure.
- The school will not retaliate against any person who files such a complaint and/or participates in a related investigation and will keep the investigation confidential to the extent possible.
- Such discrimination, bullying, and harassment are not permitted by students, staff, or third parties, and the school will take every effort to prevent, remedy, and otherwise correct any that is identified.

***Note:** The front office voice mail is checked on a regular basis. Based on the urgency of your message, a Rooted staff member will return your call within 48 hours (on business days). The following information will help us return your call in a timely manner:

***Name of student *Your name *Your phone number *Reason for your call**

***Please Note:** While Rooted School teachers do make their school phone numbers available to their student's family, there are times during the day when they are not available to take phone calls such as during class time or after 5:00pm. Any urgent message left for a Rooted School teacher will be returned within 48-72 hours (on business days).

All communication with staff - whether in-person, on the phone, or via text or e-mail – is expected to be civil and respectful. No profane language, yelling, or other inappropriate behavior will be tolerated. Engaging in inappropriate communication during a meeting or phone call will result in the meeting or call being ended immediately and rescheduled for a later date. Usage of inappropriate communication towards a staff member may result in a mandatory meeting with the School Leader/Executive Director of Rooted School.





Behavior Policies

Telephone Use

Parents are asked to call the front office if there is an emergency and they need to speak with their student. Otherwise, students will not be allowed to use the telephone. Exceptions will be made only in emergency situations.

Internet & Mobile Device Safety

Students must take steps to ensure their safety on the internet, including, but not limited to, the following rules:

- Students should never give out identifying information such as home address, school name, or telephone number to others on the Internet or by e-mail, public message boards, chat rooms or newsgroups. If a person asks for such personal information, students *must have* approval of their parent or guardian before providing the information.
- Students should not post photographs of themselves in newsgroups or on websites that are available to the public.
- Students should not arrange a face-to-face meeting with someone they “meet” on the Internet or by e-mail without parental/guardian permission. If a meeting is arranged, the meeting must be in a public place and the student’s parent/guardian must attend.
- Student users should not respond to messages that are suggestive, obscene, belligerent, threatening or that make a student feel uncomfortable. If a student receives such a message, he/she should provide a copy of the message to his/ her parent or guardian immediately. If the message requires school action (e.g. bullying) the student’s parent should provide a copy to the *Rooted School* front office or School Leader.
- Rooted School* recommends that parents/guardians read and follow the *U.S Department of Justice Guidelines for Parents/Guardian on Internet Safety located at: <https://www.justice.gov/criminal-ceos/children-internet-safety>*

Cell Phone Use: Cell phones are permitted at school. However, cell phones are not permitted during instructional time--unless instructed otherwise by a teacher. Students who use cell phones during instructional time without permission may have their phones confiscated for the class period, or entire school day. Parents who allow their student to bring a phone to school accept the responsibility of loss or damage to the phone. If a phone is confiscated three times from the same student, the student will lose the privilege of having their phone in school, and the student will be required to turn the phone in at the start of the day, and pick it up at the end of the day. If a student takes unsafe or egregious action with their phone, the Director of School Environment or School Leader and Executive Director may escalate the concern and require the student to turn the phone in at the start of the day to the front office, and pick it up before dismissing each day. The school will not be responsible for broken, lost, or stolen phones (even if it is being held by a member of the school staff).

Toys, Electronic Games, Speakers, Beepers, Key Chains, and Sports Equipment: Students are not allowed to bring lasers/laser pointer keychains, water guns, keychains, sports equipment, and other similar personal property to school. The school is not responsible for these items if lost or taken from students. If taken from a student, the parent will have to pick up the item. We will not



send these items home with the student since they are not allowed at school. If these items are allowed at school on special occasions, parents will be notified in writing.



Video Cameras in Classrooms: All classrooms at Rooted School have video cameras that capture recorded footage, including classrooms that serve students who have an Individualized Education Plan or 504 Plan. Rooted School operates cameras in alignment with ACT 456. Members of the School Environment/Culture team (Director of School Environment, and where appropriate, the Director of Special Education) manage the video camera system. Members of the school leadership team, where deemed appropriate by the Director of School Environment or Executive Director, may view the video during an investigation of an matter, incident, or concern. Any parent or student can request additional information about Rooted School’s implementation of ACT 456 by contacting the Chief Operating Officer or Executive Director.

Behavioral Expectations Outside of the Classroom and School: Outside of the classroom, we expect students to interact in alignment with our school values with all staff members and to follow all directions. High expectations for student behavior do not end at dismissal. Because part of our mission is to build student character, we must eliminate the disconnect between in-school and out-of-school behavior. If we see or hear of things happening outside of school that are examples of poor decision making or character, we will use it as an opportunity to counsel our students and give them an opportunity to examine their choices.

To this end, please report issues that you witness or hear about to the Director of School Environment. While we generally do not issue school-based consequences in these situations, we do want to address concerns with students where possible and help them make better choices.

Field Trip Expectations: All students are expected to maintain the highest behavioral expectations while on field trips as they represent Rooted School in the community. Students who have behavior *infractions* prior to a field trip may be required to stay at school during the field trip. Students who have a major behavior infraction while on a field trip may have field trip privileges suspended in the future.

Graduated Discipline Plan

Our graduated discipline plan is in place for when the culture we have built is harmed and peace needs to be made. The policy is derived from our core beliefs about secure attachments and human development.

We believe that:

- Physical and emotional safety are a prerequisite for building secure attachment.
- Feedback is essential to personal, academic, and professional growth.
- When principles guide actions instead of rules, students can generalize for the uncertain future.
- All students are capable of being college and career ready directly after high school.
- In a high-trust organization, students prepare for the independence of adulthood.

When students take action that violates expectations articulated below, Rooted teammates



respond using the graduated discipline plan to restore an environment of trust, safety, and productivity. We primarily manage difficulties by preventing harm, resolving differences, and helping students build the skill of learning from their mistakes. If students continue to struggle to meet our norms, we use logical consequences and interventions with a focus on accountability, repairing harm, and reintegrating students into the community.



Rooted uses restorative practices to guide teacher responses to student behavior. Restorative practices are a way of approaching behavior support from a framework of relationship maintenance and reconciliation. Restorative practices seek to use language and approaches to behavior that reverse the oppressive nature of top-down classrooms and schools. These systems work to build empathy in the individual or individuals who violate expectations and cause harm to the community. Our restorative practices also provide a way to assign logical consequences to inappropriate behavior. Rooted has specific policies in place for actions such as Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying).

Rooted categorizes inappropriate behavior into four levels based on the severity and frequency of the behaviors. Each level of inappropriate behavior requires a different team response. Below is a summary of the behavior levels and the appropriate teammate responses:

Level	Response	Description
Level 1	Redirect	<ul style="list-style-type: none"> • A student causes a minor disruption to the learning environment. • The teammate quickly redirects the student to meet the expectations.
Level 2	Reflect	<ul style="list-style-type: none"> • A student causes a significant disruption to the learning environment and/or repeats Level 1 behaviors after redirection. • The teammate reestablishes the focus of the class and engages in a hallway conversation/redirection conversation to reflect with the student on their decisions and behavior. • This behavior is logged in SchoolRunner.
Level 3	Reach Out	<ul style="list-style-type: none"> • A student causes a disruption to the learning environment that breaches safety and/or repeats Level 2 behaviors after redirection and reflection. • The teacher refers the student to the School Environment Team through a SchoolRunner referral and reestablishes the safety and focus of the class. • The Culture Team member reflects with the student and plans next steps including communication with families and mentors. • A repair is scheduled and facilitated with teammates and students directly involved.
Level 4	Reset	<ul style="list-style-type: none"> • A student causes a significant breach in safety and/or repeats Level 3 behaviors after interventions. • The teacher refers the student to the School Environment Team and reestablishes the safety and focus of the class. • The administrator considers suspension or expulsion, plans next steps, and communicates with families and mentors. • This behavior is logged in SchoolRunner and PowerSchool, as needed.



Level 1 behaviors - Redirect

Student behaviors:

- **Level 1 misbehaviors refer to behaviors that are distracting, disruptive, or otherwise in violation of expectations for a productive learning environment, such as being off-task, teasing a peer, etc. This is a behavior or action that can quickly be redirected without stopping the class or learning space.**

Desired outcomes:

- **Disruptive behavior is stopped.**
- **All students remain actively engaged in learning in class.**
- **All students understand consistent expectations and consequences.**
- **Teachers build respect, authority, and trust.**
- **The work of administrators is not interrupted.**

Level 2 behaviors - Reflect

Student behaviors:

A student has been defiant or disrespectful (this is the first offense or the behavior is new) or Level 1 behaviors have continued despite interventions.

Desired outcomes:

- **Disruptive behavior is stopped; power struggle is avoided.**
- **Student understands the impact of their behavior.**
- **All students remain actively engaged in learning in class.**
- **All students understand consistent expectations and consequences.**
- **Teachers build respect, authority, and trust.**
- **The work of administrators is not interrupted.**

Facilitating a one-on-one conversation when Level 1 and Level 2 behaviors take place:

- **Create a safe and non-disruptive space to have the conversation with the student(s) who broke/did not meet the expectation while ensuring that other students can work productively.**
- **Use Effective Questioning with these students (see below). The purpose of this conversation is to shift the focus of the student to a reflective and empathetic mindset so**

<p>Questions to use with student who has</p> <ul style="list-style-type: none"> ● What happened? ● What were you thinking of at the time? ● What have you thought about 	<p>Questions to use with those affected</p> <ul style="list-style-type: none"> ● What did you think when you realized what had happened? ● What impact has this incident had on you or others?
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<ul style="list-style-type: none"> • Who has been affected by what you have done? In what way have they been affected? • What do you think you need to do 	<ul style="list-style-type: none"> • What has been the hardest thing for you? • What do you think needs to
<ul style="list-style-type: none"> • If there are other affected students, the teacher brings them into the conversation and uses affective questioning. • Develop a plan to make amends between involved parties. This may need to happen at a later time, such as a break or right after school. • Teammate follows up with the mentor(s) of the offending student(s) to summarize the incident and any follow-up. 	

Level 3 behaviors - Reach Out

Student behaviors:

- **A student engages in a behavior that does not meet the norms of the class. The teacher attempts Level 1 and Level 2 interventions to redirect the behavior, and the student continues inappropriate behavior.**
- **Alternatively, a student engages in a behavior that is majorly disruptive, dangerous to others, or illegal.**

Desired outcomes:

- **The safety of the classroom is maintained.**
- **The classroom engagement in learning resumes as quickly as possible.**
- **All students understand consistent expectations and consequences.**
- **The teacher builds respect, authority, and trust.**
- **The student violating the expectations is referred to an administrator.**
- **The student’s negative behavior is recorded and tracked.**

Best practices - Using the discipline tracker:

We prioritize learning at all times. When students must miss class time due to repeated disruptive behaviors or a behavior that is extremely disruptive, it is our responsibility to log this as part of the student’s discipline record. This serves several purposes:

- **If patterns emerge, more specific student intervention plans can be created.**
- **If behavior escalates, we have a record of interventions that were attempted.**
- **This data can also be used to help compare patterns across sites, grade levels, and teachers to learn best practices around keeping students actively engaged in class.**
- **Discipline referrals are shared with parents on a regular basis and can be requested by a parent at any time.**



When Level 1, 2 and 3 Behaviors Happen Outside of Class Time:

Unacceptable behaviors happen outside of the classroom before school, during breaks or after-school as well and these moments can erode community just as much as in class disruptions. Supervision schedules are designed to ensure safety and consistency during unstructured times so that these times can build strong relationships among students and between students and members of the faculty.

If a faculty member observes a student violating an expectation at any time, whether they are on supervision duty or not, s/he immediately gets involved. Faculty members follow the same protocols for all levels of student behavior when they happen outside of class time. Ultimately, it is everyone’s collective responsibility to keep our communities safe. This happens best when every adult on campus feels ownership of the culture and is empowered to act immediately when the need arises.

Level 4 Behaviors: Reset

Student behaviors:

The behaviors listed below are automatically considered for suspension and expulsion. Suspension or expulsion hearings move forward at the discretion of the school leader except in the case that the state requires a mandatory hearing. Many of these behaviors have legal consequences outside the school system as well.

Level 4: Behaviors that qualify for suspension or expulsion	
Description	Student actions
Certain behaviors, such as those listed here, may result in suspension or expulsion.	<ul style="list-style-type: none"> ● Fighting ● Drugs or other controlled substances (possession, selling, consuming) ● Drug paraphernalia (possession, selling, using) ● Alcohol (possession, selling, consuming) ● Tobacco products (possession, selling, consuming) ● Robbery (committed or attempted to commit) ● Extortion (committed or attempted to commit) ● Assault or battery or threat of assault or battery on a school employee ● Bullying (see below for Summit’s Policy on Harassment, Intimidation, Discrimination, and Bullying, including Cyberbullying) ● Possessing, selling or furnishing a firearm, knife, explosive or other dangerous object ● Damaging property or vandalism (caused or attempted to cause) ● Obscene acts or engaging in habitual profanity or vulgarity ● Disrupting school activities ● Knowingly receiving stolen school property or private property ● Possession of imitation firearms ● Sexual assault (committed or attempted to commit)



	<ul style="list-style-type: none"> ● Harassing, threatening, or intimidating a student who is a complaining witness or witness in a school disciplinary proceeding (see below for Summit’s Policy on Harassment, Intimidation, Discrimination, and Bullying, including Cyberbullying) ● Hazing (engaged or attempted to engage in) ● Aiding or abetting the infliction of physical harm on another person ● Making terrorist threats ● Sexual harassment ● Hate violence (caused, threatened to cause or participated in) ● Harassment or intimidation of a student or group of students (see below for Summit’s Policy on Harassment, Intimidation, Discrimination, and Bullying, including Cyberbullying)
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Desired Outcomes:

- **The school and its community remain physically and emotionally safe.**
- **The student and their support network identify root causes of the unacceptable behavior.**
- **The student understands the impact of their behavior on the community.**
- **The student makes a plan to restore the harm s/he has caused.**
- **The student executes the plan and is reintegrated into the community.**

Policy on Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying)

Rooted believes all students have the right to a safe learning environment and thus has a specific policy for harassment, intimidation, discipline and bullying in the family handbook. These are disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rooted prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy. All members of the Rooted community are required to read these policies carefully and report any infraction or suspicion of infraction to the school leaders.

Rooted will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner.



Expulsions:

Rooted School uses the common expulsion process facilitated by the Orleans Parish School Board Student Hearing Office.

Behaviors that Qualify for Expulsion	
Description	Example Student Action
Non-Discretionary Expulsion	<ul style="list-style-type: none"> ● Firearm: <ul style="list-style-type: none"> ○ Possession of a firearm. ○ Selling or otherwise furnishing a firearm. ● Brandishing a knife or a knife-like object at another person ● Unlawfully selling a controlled substance such as drugs or alcohol. ● Committing or attempting to commit sexual assault or sexual battery ● Possession of an explosive



Students With Disabilities

While all students may receive consequences for failing to meet behavior expectations, the consequences used for students with disabilities will not constitute a “change in placement,” - except in the case of emergency circumstances as described below – when the offense is directly related to their disability or when the IEP or Section 504 plan is not implemented. Consequences constitute a “change in placement” when a student is:

- Suspended for more than 10 consecutive days, or
- Suspended for more than 10 total days in a school year if the suspensions constitute a pattern based on the school’s analysis of the similarity of the precipitating behaviors, the length of each suspension, the total amount of suspensions, and the proximity of the suspensions to one another.

Any student with a disability who is removed from their current placement for more than 10 days will receive IEP services beginning on the 11th day of removal.

Within 10 days of any decision resulting in a “change of placement,” the school will meet with the parent and relevant members of the student’s IEP team to review all relevant information in the student’s file, including the IEP, to determine whether the student’s behavior resulting in the “change of placement” was

1) caused by or directly and substantially related to the student’s disability, or 2) a direct result of the school’s failure to follow the student’s IEP.

- If this review team concludes that the answer to either of the above questions is yes, then the student’s behavior is a manifestation of their disability. The student will be returned to the placement from which he/she was removed unless the parent and the team agree to a change of placement and the school conducts, if necessary, an FBA of the student or reviews and modifies the student’s BIP. If the IEP was not implemented, the team will document why it was not implemented and whether this impacted the student’s behavior.
- If this review team determines that the student’s conduct was not a manifestation of their disability, then the student may be subject to the same consequences as general education students. The team will identify and document education services the student will receive to enable him/her to continue to participate in the general education curriculum, although in another setting (IAES), and to progress toward meeting the goals set out in the IEP

In circumstances related to a student’s use of weapons or drugs or the imposition of serious bodily injury, the school may remove a student for 45 school days. During this 45-day period, the school will convene a meeting (as described above) to determine whether the student’s behavior is a manifestation of their disability. The student will receive, as appropriate, an FBA and BIP services and modifications that are designed to address the behavior related to the removal so that it does not recur.

Parents who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing. If the school has documented reasons to believe that keeping the student in the school is substantially likely to result in injury to the student or to others, the school will request an emergency hearing to ask a hearing officer to transfer the student to an IAES for up to 45 school days. During the appeal of a



discipline decision, if disciplinary action was the result of:

- **Weapons, drugs, or serious bodily injury: the student will remain in the IAES pending the decision of the hearing officer or until the expiration of the 45-day placement, whichever occurs first, unless the parent and school personnel agree otherwise;**



- **Behavior that is not a manifestation of the student’s disability: the student will remain in the IAES pending the decision of the hearing officer or until the expiration of the alternative placement, whichever occurs first, unless the parent and school personnel agree otherwise.**

In some cases, a student without a disability may be deemed to have one. This occurs when any of the following factors are present:

- **The parent has requested an evaluation;**
- **The parent expressed concern in writing to the student’s teacher or school administration about the student’s need for special education and related services; or**
- **The student’s teacher or other school staff told the special education services staff or other school supervision personnel of specific concerns about the student’s pattern of behavior.**

Nothing in this section shall prohibit school personnel from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability. School personnel reporting a crime committed by a student with a disability will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the crime is reported. Records will only be transmitted to the extent allowed by FERPA and other relevant laws.



School Uniform Policy

Dress Code Vision

Our students will be learning and working in a 21st Century environment. Rooted aims to encourage the freedom of choice and individuality. For the dress code, this is an intentional process. Students will begin their year with training on professional dress in the workplace. Once students have completed the training, they may either a) wear a Rooted School uniform, b) a hybrid of the rooted school uniform and school-appropriate attire of their choosing, or c) choose their own school-appropriate attire that is aligned to the guidelines named below.

See below for a definition of school-appropriate attire.

Uniform and Dress Code Policy: All Students

Any of the following are permitted at Rooted School...

- **Shirts:** Official Rooted polo, Rooted T-shirt, OR any school-appropriate shirt
- **Outerwear:** Students may wear a Rooted hoodie, or any school-appropriate outerwear
- **Pants:** Rooted joggers, or any color pants that extend from waist to ankle (no cargo pants, shorts, skirts, skorts, jumpers, pajama pants, or capris)
- **Belt:** Any color
- **Shoes:** Tennis Shoes/dress shoes/loafers of any color (no boots, sandals, moccasins, clogs, or open toe shoes)
- A small inventory is available in the office for purchase, out of stock items will be obtained through a 3rd party vendor.

Baseline Rule

Ask, "Is my son or daughter dressed to work with some of the most prominent companies in New Orleans and the U.S.? If the answer is "No," then please consider the guidelines below.

School-Appropriate Attire and Other Guidelines*

The following guidelines are required for school-appropriate attire:

- **Logos, designs, emblems, insignias:** No logos, emblems, designs, or insignias of any kind that represent drug paraphernalia, sexual themes, violence or weapons, profanity or anything deemed inappropriate for a school or professional setting will be permitted.
- **Fit:** Clothing must fit appropriately. Excessively baggy or tight pants, shirts, etc. are not allowed.
- **Holes in clothing:** Students may not wear articles of clothing with holes.
- **Head coverings:** While not explicitly prohibited, students may be asked to remove head coverings in academic spaces.
- **Shoelaces:** Students are expected to have shoelaces tied at all times.
- *Note: In working with Rooted School partners through internships, work-based learning experiences, field trips, etc, students may be required to adapt their uniform in accordance with the partner's dress code.*

** If your child requires a religious accommodation to the uniform policy, please contact the school to discuss.*



Uniform shirts, sweatshirts, long-sleeve shirts, hats, and joggers are ordered and sold through Rooted School. Please contact the main office to order. All other uniform components are the responsibility of the parent/guardian.

Student Fees and Activities

Throughout the year, students have the option to engage in a variety of student activities, which take place both on and off Rooted School's campus. To participate in these activities, students must be in good cultural and academic standing, and pay a \$50 student activities fee (\$10 per academic session). Parents may submit this payment to the front office in a lump sum at the start of the school year, or at the start of each academic session. This fee must be paid by cash or money order only.

Senior students have a \$250 senior budget fee due by February 15th, 2024. This does NOT include the cost of prom. Prom fees are communicated separately.

Additional activities may be scheduled at the discretion of our team, participation in these events may require an additional fee. All fees required will be detailed in writing before the event commences.

Fee Waivers

Families may apply for a fee waiver based on hardships including, but not limited to:

- family is receiving unemployment or other public assistance benefits
- student is part of the foster care system
- Is homeless

Waiver requests will be evaluated on a case by case basis with the school counselor and school leader. All requests may be made confidentially to a member of the Whole Village Art Therapy team (call

504-383-4654 and ask to speak to a counselor or member of the Whole Village Art Therapy team.

Educational Records Clause

Please note that failure to pay the fees listed *shall not* result in the withholding of a student's educational record.



ACADEMICS

Assessment

Overview:

The Rooted School graduation requirements and badge playlists lay out what you need to do to be ready for both college *and* a career in the tech industry. You should also expect to see these assessments along the way:

Assessment	Value of Assessment	Timing
<p>IXL Mathematics Proficiency and Growth Assessment</p>	<p><i>Safety net:</i> Your way to know your level of mathematics proficiency and how much you grow in a given year</p>	<p>3 times per year, every grade level</p>
<p>We give a round of “safety net” assessments when you first start school. This is a quick way to make sure that you are ready for high school coursework. Questions are straight-forward math problems, reading fluency. (If any assessment shows support is needed, we will put a plan in place and assessment will follow your plan.)</p>		
<p>Badge Assessments and Portfolios</p>	<p><i>Quality-assurance:</i> Your way to know that you have mastered all of the standards for both college and career readiness.</p>	<p>Each course is comprised of multiple badge assessments. Each course may require a portfolio submission at Rooted School.</p>
<p>This is how we know that you have mastered all the standards. We can also use this form of assessment to learn where we need to improve your curriculum and supports. Each course has badge assessments. They require short answers, essays, performance tasks, and research projects directly aligned to state-, national-, and Rooted standards for success in college and a tech career.</p>		
<p>LEAP 2025 exams</p>	<p><i>Quality-assurance:</i> Your way to see how you measure up against the state’s expectations in the six LEAP 2025 courses.</p>	<p>1/LEAP 2025 course (Algebra I, Geometry, English I, English II, Biology, and Civics/US History), with makeup test sessions taking place throughout the year</p>



<p>This is the state’s way to know that you have mastered certain standards and have met the state’s graduation requirement. There are six LEAP 2025 courses: English I, English II, Algebra I, Geometry, Biology, and US History. Exam format includes multiple-choice, short answers, and essays.</p>		
<p>American College Test (ACT)</p>	<p><i>Quality-assurance:</i> Your way to know how your performance compares to other students from across the country.</p>	<p>3+/year All grades</p>
<p>It’s always interesting to see how Rooted students stack-up against the rest. Colleges require this information with your application and it is another way that the state can determine if we (Rooted School) are doing our job. ACT practice tests are given in grade 9 and 10 and the official assessment is in grade 11 + 12. ACT tests include multiple-choice and essay question.</p>		
<p>Achieve 3000</p>	<p><i>Quality-assurance:</i> Your way to know exactly how much your reading ability (speed, understanding, and difficulty level) is improving.</p>	<p>3/year</p>
<p>We use this data to customize your reading supports. This is also how we know that your reading ability meets the demands of college coursework – you must exceed lexile level 1185 before you graduate. Achieve3000 assessments measure reading Lexile level. In addition to three assessments each year, you will be able to see your growth each month by the work you complete on a daily basis. Monthly progress reports measure reading Lexile level growth. The assessment includes leveled reading passages followed by multiple choice questions.</p>		

Progress Monitoring

Overview:

Curious about how your assessment results inform the learning support you receive at Rooted School? See below to learn how progress monitoring benefits you on your journey to college and career readiness.

Reading Fluency and Comprehension: Achieve3000



<p>Rooted School closely monitors student Lexile growth and performance to determine if you require reading intervention support. After each assessment and monthly growth update, you (and Rooted teammates) will be able to analyze your reading proficiency and growth. Based on your assessment results, you and your Rooted coaches may decide that small group or 1:1 intervention is the right next step.</p>
<p>50 points growth is expected between each formal achieve3000 assessment (3/year) until on grade level performance is reached. Additional practice and intervention may be provided if this growth metric is not met.</p>
<p style="text-align: center;">American College Test: ACT Aspire</p>
<p>Rooted School carefully analyzes your ACT benchmark scores for English, Math, and Reading, as well as how you progress in mastering College and Career Readiness Standards each day. By engaging in daily English, Math, and Reading ACT launches, you (and Rooted coaches) are able to track your individual progress towards mastering each College and Career Readiness standard. Once your data indicates you need additional support with a standard or skill, you and your coach will norm on how you receive small group or 1:1 intervention in English, Science, Math, and/or Reading.</p>
<p>A minimum of 1 point growth is expected between each formal ACT benchmark assessment (3/year) until on grade level performance is reached. Additional intervention may be provided if this growth metric is not met.</p>
<p style="text-align: center;">Rooted Badge Assessments</p>
<p>Rooted School tracks your performance on badge assessments to determine your level of content and skill mastery in each course. Each badge assessment consists of one of the following: a) An Assessment, b) A Project-Based Learning (PBL) experience with a final product, c) a Portfolio submission, or d) a Performance Task. After each badge assessment, you (and Rooted teachers) will be able to determine your level of mastery of the course content and skill. Based on your performance, you may receive intervention support to ensure you are on track to master prioritized standards and skills.</p>
<p style="text-align: center;">Rooted Digital Portfolios</p>



Rooted School summarizes and amplifies your performance across classes, advisory, and every aspect of your high school experience. Portfolios are digital at Rooted to increase students technology proficiency, and to create a portfolio for students to take with them when on a job or college interview. Portfolio submissions are required in classes where indicated (all but LEAP-assessed courses). Each portfolio has specific requirements for each class.

Grades

Overview:

The primary purpose of grading at Rooted School is to clearly, accurately, consistently, and fairly communicate learning progress and achievement to students, families, postsecondary institutions, and prospective employers. Grades ensure important stakeholders (students, families, teachers, counselors, etc) have detailed information needed to make important decisions about a student’s education.

Rooted School utilizes the following grading matrix when assigning grades to students:

Grade	Percentage
A	93 - 100
B	85 - 92
C	75 - 84
D	67 - 74
F	0 - 66

Promotion and Retention

Overview:

Rooted School follows the NOLA Public Schools/Orleans Parish School Board high school promotion policies as outlined in the pupil progression plan. Furthermore: 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.

Therefore, we may not retain students in high school. Students must meet the graduation and assessment requirements in order to graduate in four years. Intervention and supports must be in place for students who are currently struggling in meeting course and assessment requirements. All students will be given the opportunity to engage in continuous learning to maintain or improve



their mastery of essential standards. More Details can be found in our [pupil progression plan](#).

Early Graduation

Students are able to graduate early at Rooted School. Through a combination of non-traditional courses, dual enrollment, and courses offered at Rooted School, students are able to graduate early. Students or parents interested in this as an option may request a meeting with a high school counselor or the School Leader/Executive Director, and the plan for early graduation will be included on the student's Individualized Graduation Plan.

Supplies

Given a majority of work students engage in at Rooted School is done on a laptop or desktop computer, Rooted School does not require students to bring supplies to school. All students, however, must bring a pair of working headphones that can plug into their school laptop to school each day in order to be prepared for learning (NOT iphone headphones). If families would prefer to purchase headphones through the school, they are available for purchase through the front office. We believe it's a best practice if students bring a writing utensil with them each day, though we can provide this if students are in need.



Lab Safety

Students will be provided protective glasses or goggles when handling any dangerous or potentially harmful materials. Rooted School science teachers follow universal precautions for laboratory safety with full fidelity. Students at Rooted School will engage in lab experiences on Southern University of New Orleans' campus as a part of their science instruction at Rooted School.

Student Assistance Team (SAT)

At Rooted, we view all children as learners with individual needs and abilities. Some children require services outside of the regular curriculum. These are provided on an "as-needed" basis. Parents always are notified when any special programming is suggested for their child and are an important part of all decision-making. Part of the process of referring students with special needs includes a meeting with the Student Assistance Team (SAT).

The SAT is a school team that meets to explore possibilities and strategies that will best meet the educational needs of students, and support teachers/parents through a positive, problem solving process. We encourage parents and teachers to talk together if either party notices a child having a difficult time in school. Parent-teacher partnerships are crucial in helping support school difficulties. Problems may involve reading, writing, math, work completion or various types of behavior. Often the teacher and parent will come up with a solution together. However, if additional support is desired, the teacher and/or parent may wish to meet with Rooted School's Student Assistance Team (SAT).

The SAT also handles referrals for students who exhibit signs of being academically gifted. The SAT at Rooted may include school personnel such as the School Leader or designee, teachers, the support and appraisal representative, or a speech language therapist. Parents always are invited to be a part of the team since they know their child best. School personnel can help parents become aware of interventions or services that are available in the school system and the community.

Parents are expected to cooperate with teachers, administrators and the SAT to help their child succeed at school. Parents who are unwilling to work toward a solution may be referred to Families in Need of Services (FINS).

Students with Exceptionalities

Rooted School implements all federal and state regulations regarding the education of children with exceptionalities. Contact the School Leader for further information.

[Deaf Child Bill of Rights](#)

[Louisiana Expectant and Parenting Students Act](#)

Discipline Policy & Procedures for Students with Disabilities:

Please see the Appendix or [Visit this Link](#).

Parent FAQs: Special Education in Charter Schools

The following information about special education is included based on a requirement from the Louisiana Department of Education. The Louisiana Department of Education is committed to



ensuring all students in our state are ready for college or a professional career. Our students with disabilities are



protected under federal and state law, and the Department is committed to ensuring that these students continue to receive a free and appropriate public education that supports the fulfillment of their post-school goals. This Frequently Asked Questions document is intended to help families understand their students' rights.

Can my child with a disability attend a charter school?

Yes; all public charter schools must provide all special education and related services that have been determined by a special education evaluation and IEP to be needed.

For students ages 3-21, the charter school must:

- 1. Identify, locate and evaluate all students who need special education and related services.**
- 2. Provide all special and related services to students who are identified with a disability and are eligible for the services. These services may include adapted physical education, assistive technology, occupational therapy, orientation and mobility services, physical therapy, school health services, school psychological services, school social work services, speech/language pathology services, and special transportation.**
- 3. Provide special education and related services in the least restrictive environment that meets each student's individual needs.**

Can a charter school request that I take my child who needs special education services to another public school?

No, students with disabilities may enroll in any public charter school at no cost. Charter schools in Louisiana are prohibited from implementing enrollment policies or procedures that discriminate against students with disabilities. All schools must make a free appropriate public education, including special education and related aids and services designed to meet the individual needs of children with disabilities, available to all children with disabilities enrolled in the school. Therefore, charter schools are prohibited from informing or suggesting to parents that they should not enroll their child because (1) the school does not currently provide the services or placement necessary for the child or (2) because the child's disability might be better served by another school or district.

Can a charter school request that I remove my child from the school and send him/her to another public school because of behavior problems?

No, the public charter school must work with you as the parent. The IEP Team should meet to determine the supports that are needed for your child to be successful in the charter school.

My child needs special transportation to get to and from school. Can my child attend a charter school?

Yes, any child with special needs can attend any public charter school, regardless of need.



My child is in a wheelchair. Can he/she go to a charter school?

Yes, all public charter schools must accept any child, regardless of the disabling condition, just as a traditional public school would.

What should I do if I believe my child has been denied enrollment because of a disability?

If you believe that your child has been denied enrollment because of a disability, you should contact the school's enrollment office. Each type 2 and type 5 charter provides a process for investigating complaints of alleged discrimination, including a method for parents to make complaints, timelines for the school to conduct an investigation, and the steps the school will take to address concerns. The written procedures must also include the name and contact information for the person at the school responsible for the enrollment discrimination review process. The contact at Rooted School is Frank Ingargiola, Chief Operating Officer (504-383-4654)

What protections exist for students with disabilities related to disciplinary removal?

A disciplinary removal is any instance in which a child with a disability is removed from their educational placement for disciplinary purposes, including students sent home for a portion of a school day, in-school suspensions, out-of-school suspensions, expulsions, removals by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removals by a hearing officer for likely injury to the child or others.

Students with disabilities are afforded certain disciplinary protections when they have been removed from their educational placement for more than ten days in a school year. In order to ensure that these protections are provided, it is important that schools keep accurate records of all disciplinary removals.

Can I access my child's disciplinary records?

Parents of students with disabilities have the right to access all educational records of their child. This right to access extends to a student's disciplinary records. Therefore, each charter school is responsible for accurately documenting every disciplinary removal experienced by a student with a disability, and parents have a right to access those documents which are related to their child.

What should I do if I am experiencing a challenge regarding special education and related services at my child's school?

If you experience a problem regarding special education and related services, you should follow these steps:

- 1. Contact the principal of the school.**
- 2. Contact the charter school board of directors.**
- 3. Contact the Louisiana Department of Education at 1-877-453-2721. You may also email the Department at louisianabelieves@la.gov.**

Below are other resources that can offer assistance to you regarding your child in special education:

- Families Helping Families; please check the local phone book or contact directory assistance for the phone number of the Families Helping Families agency in your area.**



- **Advocacy Center; Telephone: 1-800-960-7705**



What laws in Louisiana address the issues contained in this document?

Charter School Demonstration Programs Law LA Revised Statute 17:3971— 4001

- **A charter school established and operated in accordance with the provisions of Louisiana Charter School Law shall comply with state and federal laws and regulations otherwise applicable to public schools with respect to civil rights and individuals with disabilities.**

Regulations for Students with Disabilities Louisiana Bulletin 1706

- **Rights of students with disabilities. Students with disabilities who attend public charter schools and their parents retain all rights under these regulations.**
- **Charter Schools that are public schools of the local education agency or State must serve students with disabilities attending those charter schools in the same manner as it serves students with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site of its other public schools.**

[1] Note: The Student Information System allows only the entry of suspension for a full day; half days are not permitted. Thus, there may be a difference between a student’s actual total number of suspension days and the total recorded on the System. The student’s “actual” full time equivalent days of suspension, however, are relevant to the application of these standards. Schools are strongly encouraged to enter suspension data in “real time.

[2] If a parent disagrees with the team’s decision that the behavior was not a manifestation of the student’s disability or with the interim alternative educational services or location, the parent may request an expedited due process hearing to challenge this finding. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise.

[3] To comply with the law, a 45 school day emergency removal for serious bodily injury must be extremely serious, i.e., requiring medical treatment.



English Learners

The school uses home language questionnaires, classroom observations, literacy assessments, and other screeners to identify which students are English Language Learners (EL). The screening will identify their current level of proficiency of the English Language. The school will notify parents of identified EL students and the extent of their additional services.

The school’s program for EL students includes: EL pull out services, English Language remediation through computer program, and a structured immersion program. EL students are not unnecessarily segregated or excluded from other students, programs, or activities. Teammates that teach EL students have the appropriate certifications and/or training.

The school monitors student performance on literacy assessments, State exams, and other classroom work to determine when students should be exited from EL status and/or ALP. Once exited, students are continually monitored to ensure they have sufficiently overcome language barriers. Additionally, the school regularly examines its EL programming and ALP to determine if students are successfully overcoming language barriers and meeting academic goals. The school modifies the program when necessary based on these examinations.

Homeless Liaison and Title I Participants.

Homeless children and youth are ensured specific educational rights and protections under the McKinney-Vento Homeless Education Assistance Act of 2001. “Children and youth who are homeless,” as defined by this federal law, means and includes children who:

- Are abandoned in hospitals, or are awaiting foster care placement.
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations.
- Are living in emergency or transitional shelters.
- Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations.
- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Have a primary nighttime residence that is a public or private place not designed as a regular sleeping accommodation for human beings.
- Lack a fixed, regular, and adequate nighttime residence.

Children who are homeless will be provided flexibility regarding certain policies and procedures, including proof of residency requirements; immunization requirements; educational program placement; award of credit; graduation requirements; continuing enrollment in the “school of origin” or enrollment in a new school in the attendance area where the student is currently residing; and other related matters.

You are encouraged to inform Rooted if you or your child are experiencing homelessness. School staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, please contact Kaitlin Karpinski at 504-383-4654.



SCHOOL OPERATIONS

School Calendar and Hours of Operations

School Calendar and Emergency Closure Procedure

Yearly School Calendar: A school [calendar](#) is distributed to all Rooted School families at the beginning of each school year. The school calendar is also readily available in Rooted School's main office and on our [website](#).

Emergency School Closure: In the case of an emergency school closure, Rooted School will issue an automated phone and text notification to all parents/guardians. In addition, in cases where there is a possibility of an emergency closure, please listen to local radio and television stations.

***Note:** At the discretion of the School Leader, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of minutes/days during or at the end of the school year.

Hours of Operation

Daily Schedule: 8:20 AM-4:00 PM: standard academic school day

Early Dismissal: Occasionally, the school will run an early dismissal. On these days, school dismisses at 1:00 PM. These days are marked on the school calendar accordingly.

Personalized Pathway Instructional Days: On Fridays (and other days as designated by the School Leader and Executive Director), the school will run virtual and in person personalized pathway instructional days. Virtual instruction is asynchronous (independent) unless indicated otherwise. During this time, students will be able to complete assignments and have access to their instructors via electronic means of communication. In-person programming may be offered on Rooted School's campus or off-campus at a partner location.

Additional Changes to Hours of Operation

Please consult the yearly school calendars and refer to the weekly newsletter for any additional changes to the hours of operation that may arise throughout the school year.

Arrival & Dismissal

Because adult supervision is not available before 8:20 a.m. or after 4:00 p.m., Rooted School does not assume responsibility for students who arrive before 8:20 a.m. or after 4:00 p.m., unless they are involved in a school-supervised or faculty-directed activity. After dismissal, students who are not engaged in supervised activities will be directed to leave the school campus.



Arrival Procedures

Drop-off Arrival:

- **Opening Time for Arrival:** Rooted School officially opens to students at 8:20 AM each day. We ask that students **not** be dropped off at Rooted School prior to 8:20 AM. Because they are preparing for the school day, Rooted teammates are not able to monitor students before 8:20 AM.
- **End of Arrival:** Arrival closes and the school day begins at 8:45 AM sharp.
- **Arrival Tardy Procedure:** students arriving past 8:45 AM will be tardy and must be signed into the main office by a parent/guardian before reporting to class.

Dismissal Procedures

Dismissal Times:

- The standard academic school day officially ends at **4:00 PM**.
- Please note that there is no “before-care” or “after-care” available for students at this time.
- Early dismissal days officially end at **1:00**

PM. Pick-up Dismissal:

- All parents/guardians that elect to pick up their students will be directed to the correct pick-up location (typically the student entrance/exit in the College of Education building). Parents/guardians need to be on time when picking up their students, Rooted School is not able to provide supervision for students beyond 4:00 PM and 1:00 PM on early dismissal days. Students who are not engaged in supervised activities will be directed to leave the school campus.

Sign out procedures: All students shall be signed out in the office by an individual listed on the Emergency Card before leaving campus for any reason prior to the end of each school day. If a person not listed on the emergency card is sent to pick up the student, such person must deliver to the Office Manager a note from the parent/legal guardian requesting a release of the student. The Office Manager shall verify the request by telephoning the parent/legal guardian. If the parent/ legal guardian cannot be reached by telephone, the student will not be released from school. If such written authorization is not presented and the parent/legal guardian telephones giving oral permission for the student to depart the campus with such unauthorized person, the Office Manager shall verify by telephoning the parent/legal guardian at the telephone number listed on the student Emergency Card. If the parent/legal guardian cannot be reached by telephone, the student will not be released from school. If deemed appropriate, we may request picture identification.

Parent/Guardian Pick Up and Notification Policy: No student will be allowed to leave the school with an adult who is not his or her legal guardian **unless** the parent/guardian has called the Rooted front office or has designated a pick up custodian as that student's temporary or permanent transport. If deemed appropriate, we may request picture identification.



Pick Up Authorization: Parents/Guardians MUST submit a release form listing the names and information for any individuals, besides parent/guardians, who are regularly authorized to be a pick up custodian for their students.



In communicating a temporary or permanent change of pick up custodian the parent/guardian must specify:

- The student's name, grade, and advisory
- The name and working phone number for the adult picking up the student
- The specific pick-up dates

Parent/Guardian Notification Cut-Off Times: The times by which a parent/guardian must call the Rooted School main office to provide the details of any change of pick up custodian or transportation change of any kind are as follows:

- Prior to 3:00 PM on standard days
- Prior to 12:00 PM on early dismissal days

Student Off-Campus Lunch: Students may be given permission to eat lunch off campus. All students eating lunch off campus must have a parent permission slip signed by their parent or guardian in their student file. Students must be in good academic and cultural standing. Students must sign-out at the front office at the start of lunch and return before lunch is over. Students must consume off-campus food, off-campus.

Students may not bring off-campus food on-campus unless given explicit permission by the Director of School Environment.

Transportation Procedures

Rooted school offers free transportation through a variety of methods including, but not limited to, school bus service and public transportation.

Bus Transportation Guidelines

All students at Rooted School are provided the opportunity to use public transportation through the Regional Transit Authority, or RTA. To use this free service, the student must live a mile or more from Rooted school. Parents can request a Youth Jazzy Pass (which provides 31 days worth of service no transfer needed) through the front office. If a student loses a Jazzy pass they will have to pay a fee of

\$18 to replace it since it covers transportation for the entire month. If you have any questions please contact us. *Students, who live within a mile of public transportation that brings the student directly to Rooted School will be given a Jazzy Pass.*

Bus Transportation Guidelines

Bus Stop Generation: Parents must complete a transportation form indicating a desire for school bus transportation before a bus stop is generated. The bus provider will design routes to meet the needs of students by area (not to exceed one (1) mile from the students' home) and submit route information to the school. The route information will be sent over email, posted on the school's website and sent out in the weekly school newsletter at the start of school. This information will include bus stop locations and pick up/drop off times prior to the start of the school year. If a student misses the bus for any reason, it is their responsibility to find a way to and/or from school. Families are responsible for their child's transportation during after-school hours. This includes detention,



after school tutoring, and any other after school activities. *Once all available school bus seats are filled, students will be given RTA Jazzy Passes and will be placed on a*



waitlist on a first come first served basis. Students, who live within a mile of public transportation that brings the student directly to Rooted School will be given a Jazzy Pass.

Special transportation services are also provided to any student with special needs whose IEP requires special transportation.

Bus Stop Guidelines:

Students should arrive 20 minutes before the scheduled bus stop time. Please allow 20 minutes before and after the bus stop scheduled time for traffic or other potential scenarios.

Transportation Change Policy (Permanent Changes):

The following transportation changes must be requested through the school's front office. Please allow up to 30 days for permanent changes to take effect.

- **change of address that requires new bus stop assignment**

In addition, please also note the following bus specific transportation guidelines:

- **students electing to ride the bus must have a permanent bus stop that they use daily, as generated by Rooted School.**
- **If a student misses the bus for any reason, it is their responsibility to find a way to and/or from school.**
- **students may not switch from their regularly scheduled bus or bus stop to a different bus or bus stop for a day for any reason.**
- **It is the parent/guardian's responsibility to provide transportation for any student that is suspended from riding the bus.**
- **Please do not attempt to schedule bus changes directly with the bus company or bus drivers.**

Bus Behavior Policy

Bus Riding Behavioral Expectations: students are expected to demonstrate the same high behavioral standard on the school bus as they do during the school day. In order to maintain a safe atmosphere on the school bus, students are expected to:

- **remain seated at all times;**
- **talk quietly;**
- **keep all parts of the body inside of the bus;**
- **follow all directions given by the bus driver;**
- **be safe when waiting for, riding on, and boarding and exiting the bus. Students are expected to look both ways before crossing streets, stay off the street when waiting for the bus, and cross in front of the bus when necessary after disembarking.**
- **If a student misses the bus for any reason, it is their responsibility to find a way to and/or from school.**

Bus Disciplinary Reporting Procedure: Bus drivers are an extension of the Rooted team and will perform as such. If an incident occurs, the bus driver will determine the best course of action and will report all issues to school leadership immediately.



- **1st Report:** student is spoken to by Rooted operations personnel and/or a member of the School Environment team and family is notified
- **2nd Report:** Parent and student receive warning from Rooted that another report will result in a bus suspension. A meeting may be called to work toward a resolution.
- **3rd Report:** student receives a bus suspension for a length of time determined by the School Leader.
- **Two incidents of physical aggression on the bus - or - three bus suspensions will result in expulsion from the bus. Families will have complete responsibility for transportation; however, Rooted School will provide bus tokens if requested.**

**Note: Any specific behavioral incident is subject to disciplinary measures or suspension at the discretion of the Director of School Environment and/or the School Leader and Executive Director.*

Attendance Policy

Rooted School follows the attendance policy outlined by the Rooted School Pupil Progression Plan.

Daily Attendance

The calendar has 180 days of school. Students who are absent more than 13 days may be retained in the grade unless they are officially excused from school. Student absences may impact a student’s ability to attain credit, as is outlined in state law. For in-person attendance, a student is considered to be absent when they are present for less than 25% of the school day. Student attendance is mandatory.

Virtual Attendance Policy

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

- they have not accessed virtual learning platforms OR
- they have not completed required assignments OR
- 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.

Policy and Procedure for Notification of Absence: Parents/Guardians should call the school as early as possible if their student will not be attending school for any reason. Calls should be made as far in advance as possible and can be left on the school’s voice mail.

Truancy Standard

A student is considered habitually absent or tardy (truant) when either condition continues to exist after all reasonable attempts made by the school personnel have failed to correct the condition after the *fifth unexcused absence or fifth unexcused occurrence of being tardy.* ([LRS 17:233](#))



Classifications of Absences

Excused Absences: Absences incurred due to a personal illness, serious illness in the family, or extenuating circumstances are excused. In each case, the absence must be supported by an official medical, legal, or bereavement notice which must be submitted to the main office within 5 days of the absence. students are eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed. This does not exempt the student from truancy.

Examples of Excused Absences for Extenuating Circumstances - Exceptions to the attendance policy are considered as Extenuating Circumstances. Documentation for excused absences and extenuating circumstances must be submitted to the main office.

- Extended personal physical or emotional illness as verified by a physician or nurse practitioner (original doctor’s note)
- Temporary illness
- Extended hospital stay as verified by physician or dentist (original doctor’s note)
- Extended recuperation from an accident as verified by a physician or dentist in the state
- Observation of special, recognized holidays of the student's own faith
- Visitation with a parent who is a member of the United States Armed forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five (5) school days per year.

Unexcused absences: Any absence not meeting the requirements set forth in the excused absence and extenuating circumstances sections above are unexcused. students may be given a failing grade and may not be given the opportunity to make up work. Five or more unexcused absences will be considered as truancy.

Examples of Unexcused Absences:

- Missing the school bus
- Trips not approved by the principal
- Vacations during the school year
- Birthdays or other celebrations
- Caring for a young student or elderly adult
- Trips to homeland
- Skipping or cutting class
- Other personal appointments

Suspensions: Suspensions do not count toward unexcused absences or truancy. A suspended student is allowed to make up missed work and is eligible for consideration to receive credit provided it is completed satisfactorily and in a timely manner. This absence is considered when determining whether or not a student may or may not be promoted but is not considered for the purposes of truancy. Students absent from school as a result of any suspension are counted as absent.



Tardiness

Late students miss academics, and every instructional minute counts. Students are expected to be in attendance every minute of the day. students that are late miss essential instruction. Parents are expected to cooperate with school personnel throughout the school year.

- Tardy shall include, but not be limited to, leaving or checking out of school prior to the regularly scheduled dismissal time or arriving late after school officially begins, but shall not include reporting late to class when transferring from one class to another during the school day.
- Tardies are only excused with an official note from a physician’s office.
- Habitual tardiness will be considered as truancy and will be referred to the School Leader

Definition of Tardiness: Our doors open at 8:20 A.M. each morning. Students must arrive between 8:20 A.M. and 8:45 A.M. Students arriving after 8:45 A.M. are considered tardy. All tardy students must report to the front office and be signed into school by the adult dropping them off. In cases when a school bus arrives late, those students riding the bus are not considered tardy.

***Note:** Five tardies equal one absence and may be reported to the State of Louisiana as such.

School Visitor Policy

Parents/Guardians are a vital part of the Rooted School community and partners in their student's education. Parents/Guardians may observe their student in class when arranging a visit in advance and may take part in scheduled volunteer opportunities.

Parent/Guardian Visit Classifications and Procedures

Entrance: The Rooted School entrance is located at 6701 Press Dr in the College of Education and Human Development building on Southern University of New Orleans’ campus. Rooted visitors can enter only through the school through this building.

Pre-Scheduled Visits: Parents/Guardians may coordinate with their student's teacher to schedule a planned visit to observe class. The teacher and the parent/guardian must agree upon the date and duration of the visit. Rooted School does not allow any unscheduled visits.

Visit Procedure:

- Upon arrival to Rooted School at SUNO (College of Education and Human Development, 6701 Press Dr., New Orleans LA 70126), please enter through the main entrance and report to the front office.
- All visitors must first sign in at the front office by presenting identification to retrieve a visitor’s badge. In the case of a scheduled visit, a Rooted School staff member will escort the parent/guardian at the scheduled time.



Visit Regulations

- **To limit disruption, parent/guardian visitors may not talk to a student or a teacher while observing a class.**
- **For the safety of our students, parent/guardian visitors must wear a visitor name badge while in the school.**
- **Parent/Guardians who travel to Rooted School to drop off items for a student or to leave a message must report to the front office where they may leave the item with the office manager for delivery.**
- **Parents/Guardians may not enter the Rooted School hallway or classrooms without the presence of a Rooted School leadership team member.**

Student Birthday Celebrations: Although we enjoy knowing it is a student’s birthday, parties are not allowed at school. Please do not send gifts (balloons, flowers, candy, etc.) to school. Although it is a nice thing to do, gifts cause a distraction for the student and their classmates. On designated days and in coordination with the teacher, feel free to send enough cake/cupcakes or healthy options for the class to celebrate together if you choose.

Student Enrollment Policy

Rooted School is an open enrollment school in Orleans Parish and abides by the enrollment policies developed by the EnrollNOLA office. This means that we are open to all who live in Orleans Parish: we have no requirements for admission, we do not test prior to entry, and, when there are more applicants than seats available, we use a random lottery to determine placement. We do not charge parents for anything associated with their student's education, except for the uniform and occasional trips. The admissions process is designed to ensure equal access for all students, and the school does not discriminate in admissions, nor any of its program or activities, on the basis of intellectual ability, race, color, religion, sex, sexual orientation or preference, gender identity or expression, ethnicity, national origin or immigration status, disability, or identification as an exceptional student.

All enrollment is now handled centrally through the city’s EnrollNOLA office. A free appropriate public education, including any necessary special education services, are provided at Rooted School, as required, under the Individuals with Disabilities Education Act (IDEA).

Rooted School Board of Directors

Rooted School is governed by its own board of directors. If you are interested in attending a board meeting, they are open to the public and take place every other month. The location of the board meetings will be located at the school premises. The board meeting and location schedule is always posted online at <https://www.rootedschoolneworleans.org/board-members> and on the front/side doors of the school.



HEALTH AND WELLNESS

Family Liaison

For families in need of assistance from our family liaison, please reach out to Bahareh Mirian (bmirian@rootedschool.org) or Lauren (lmcgill@rootedschool.org) at Whole Village Art Therapy. You may also reach out to the front office at frontoffice@rootedschool.org, or 504-383-4654.

Community Liaison

For community partnerships, please reach out to the Executive Director OR Chief of Data and Accountability.

School Meal Program

School Meals Offered: Breakfast and lunch are served to Rooted School students. Rooted School believes strongly in the value of providing healthy food options to its students.

Packed Lunch Policy

Parents/Guardians may choose to send their students to school with a packed lunch from home. Parents/Guardians who do so must adhere to the following guidelines:

- Submit a packed lunch form with parent signature to the front office.
- The student's lunch must contain at least a sandwich or item considered to be a nutritious lunch.
- The entire lunch must be in one bag or container with the student's name on it.
- Only milk, water, or fruit juice are allowed as beverages.
- Candy, gum, seeds, chips, and soda are not allowed to be consumed at school in academic spaces. (note: if a student brings these items to school they may be confiscated).
- For specific questions about Rooted's packed lunch policy, please contact the front office.

Fire Drills

As a safety measure, and in keeping with regulations set up by the New Orleans Fire Department, fire drills are conducted regularly. A steady, continuous sounding of the fire alarm signals a fire drill. Quiet and rapid, but safe, movement towards specified exits are to be observed during these drills. Students and teachers are expected to take all fire alarms seriously. A copy of the fire drill instructions, a chart showing an emergency dispersal plan, and emergency bag can be found in each classroom.

Student Records

We understand and respect the importance of student privacy. We are committed to keeping all personally identifiable information about your student private and only sharing that information when legally required to do so or when necessary for the education, health, or safety of your student(s). Below are examples of what information may be shared.

- Directory information and educational records may be shared with employees of Rooted School, including teachers and administrators, to be used for designing, implementing,

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and evaluating educational programming and academic achievement.



- **Directory information and educational records may be shared with high schools, postsecondary educational institutions, and the Office of Student Financial Assistance to be used for processing applications for admission and financial aid.**
- **Directory information and educational records may be stored on third-party computer systems for data storage and back-up purposes.**
- **Directory information and educational records may be shared with the Louisiana Department of Education and third party providers to provide and bill for special education and mental health services and evaluations. (This includes billing Medicaid when applicable.)**
- **Directory information may be shared with third party providers to provide educational programming, co-curricular programming, and assessments.**
- **Directory information and health information may be shared with medical professionals and third party providers to provide medical care or billing for medical care services. (This includes billing Medicaid when applicable.)**
- **Directory information may be shared with third party providers for the provision of transportation and food services.**
- **Samples of student work and accomplishments may be displayed in the school or published to recognize your student(s)'s achievements.**

We will NOT share personally identifiable information with any person or entity who desires to use the information for purposes that do not benefit the education, health, or safety of your student(s).

Parents may withdraw consent for sharing information in this way by submitting a request in writing to the main office.



FERPA (The Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older certain rights with respect to the student’s education records. These rights are:

- The right to inspect and review the student’s education records within 45 days after the day the school receives a request for access. Requests for access should be submitted to the office manager and include what records are to be inspected.
- The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Requests to amend records should be submitted to the principal and should clearly identify the part of the record wished to be changed and the reason. The school will notify the parent or eligible student of its decision and the right to a hearing.
- The right to provide written consent before the school discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception is disclosure to school officials with legitimate educational interests. School officials include employees of Rooted School and contractors, consultants, and other individuals performing a function for which the school would otherwise use its own employees and who is under control of the school with respect to use and maintenance of education records. Legitimate educational interests include professional responsibilities related to the student’s education. The school may also disclose educational records to other schools in which a student seeks to enroll or is already enrolled.
- The right to file a complaint with the U.S. Department of Education at: Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The school may also disclose directory information unless you have advised us to the contrary in writing. The primary purpose of disclosing directory information is to allow the school to include information from your student's records in certain school publications and displays. Examples include:

- Bulletin boards located throughout the building
- Honor rolls and other recognition lists
- Event programs
- Sports activity sheets and rosters

If you do not want the school to disclose any or all types of directory information listed below, you must notify the school in writing within 90 days of the first day of school (or within 90 days of enrolling if enrolling mid-year). The school has designated the following information as directory information:

- Student’s name and Grade level



- **Participation in activities and sports**
- **Honors and awards received**
- **Dates of attendance**

Parents may also review a student's records upon request.



Nursing Services & Medication

Nursing Services: Nursing services may not be regularly available to students on site.

Immunization Records: The law requires Rooted School to collect completed immunization forms for every student. These forms are made available by the School Nurse and can be obtained by contacting the main office.

Medication Administration: Rooted School's School Nurse is available to administer prescribed medication to students. However, all medication-even over-the-counter medications-can only be administered after a parent/guardian has returned a [Medical Administration Form \(MAF\)](#), completed by a healthcare provider.

Families can get a copy of this form by [clicking this link](#) or by contacting Rooted School's main office. Students with conditions requiring the administration of medication who have not completed the [MAF](#) may be restricted from attending school at the discretion of the School Nurse and Rooted School administration. In the event that the school nurse is not available, a staff member trained in medicine administration, may contact a parent/guardian to obtain written permission to administer medication. No medication will be administered without written consent.

***Note:** All student medicines will be kept in a locked cabinet and Rooted School will keep a detailed log of all medicines that are administered.

Severe Allergies

Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Parents of students with known life threatening allergies and/or anaphylaxis are encouraged to notify the School Nurse and should provide the school with written instructions and prescribed medications from the student's health care provider for handling anaphylaxis, on an annual basis.

It is the policy of Rooted School to follow the medical and legal guidelines developed for students with an identified severe allergy to food, insect stings, latex, and/or unknown allergens, in addition to those who may have not yet had an identified allergy or condition which puts them at risk to experience an unexpected event, that are at a potential risk for a life-threatening reaction (anaphylaxis).

These guidelines include:

- Education and Training for school personnel on the management of students with life-threatening severe allergies, including training related to the administration of medication with a cartridge injector.
- Procedures for responding to known and unknown life-threatening allergic reactions.
- A process for the development of individualized health care and allergy/anaphylaxis emergency action plans for every student with an identified allergy.
- Protocols to prevent exposure to food allergens or precautions to avoid exposure to other allergens.



Rooted School will make every effort to provide at least two (2) doses of auto-injectable epinephrine (hereinafter called 'unassigned or stock epinephrine') on site, under the standing order of a Louisiana



licensed physician, to assist those persons who may experience anaphylactic emergencies and do not have a prescribed treatment. The stock epinephrine may be administered by a school nurse or employee of the school who is authorized and trained in the administration of epinephrine to any student or other person, who in good faith, is believed to be having an anaphylactic reaction. This policy is not intended to replace or override student specific orders or currently prescribed medications for anaphylaxis.

Accidents

All accidents that occur on school grounds or at school events must be reported immediately to the teacher on duty. School personnel may administer first aid when necessary. Parents will be notified in case of an accident and are expected to come to the school immediately if requested to do so.

Pest Control

Rooted periodically applies pesticides to school buildings and grounds to control unwanted pests, such as insects and rodents. We will post notices of those treatment dates as required by law and will schedule treatment times when students or employees are least likely to be in the building or on the grounds.

Asbestos Management Plan

All school facilities have been inspected for asbestos by a licensed Asbestos Hazard Emergency Response Act (“AHERA”) inspector. An Asbestos Management Plan has been created for Rooted in compliance with state and federal regulations. Parents may view the Asbestos Management Plan in the APO’s office during regular business hours 8:00 a.m. to 5:00 p.m., Monday through Friday. If you have any questions, please contact Mr. Frank Ingargiola at 504-383-4654.



Human Services

Below are emergency telephone numbers that may be useful to parents/guardians and students:

Rooted School main office: 504-383-4654

Student Protective Services: 855-4LA-KIDS (855-452-5437)

Domestic Violence Hotline: 504-837-5400

Drug Dependence Hotline: 800-662-4357

Mental Health Hotline: 800-248-1152

Police/Fire Emergency: 911

Poison Control: 1-800-222-

1222 Rape Crisis Hotline: 504-

482-9922

Runaway Hotline: 800-RUNAWAY (800-786-2929)

Suicide Prevention: 800-784-2433

Crisis Intervention: 504.523.COPE(2673)

N.O Highway Safety Hotline: 1.800.259.4929

New Orleans Police Information Line: 504.821.NOPD(6673)



Rooted School Family Handbook Acknowledgement Form

By signing below, I am stating that I have thoroughly read and reviewed the Rooted School Family Handbook for 2018-2019 and am aware of and understand all school policies. I know that if I have questions about any of the policies in this document that I am to direct them to the main office.

Please sign and return this form to the front office.

Parent/Guardian Signature: _____ **Date:** _____

Student's Name: _____ **Student's Grade:** _____



Appendix A: Medical Administration Form



NEW ORLEANS PUBLIC SCHOOLS
Medical and Health Services Department

MEDICATION ADMINISTRATION AT SCHOOL (Parental Permission)

I, _____, give permission for my child to receive
Parent/Legal Guardian Signature
the medication as prescribed by the doctor/dentist. I understand that the medication will be given by non-licensed, but trained school personnel.

1. I give permission for my child to self-medicate, if after assessing the student's health status in the school setting, the school nurse and/or school physician determines that the prescribed medication can be taken safely by my child.
2. I give permission to the school nurse/school physician to share medical information about my child with appropriate school personnel. I understand that this information is needed to fulfill their responsibilities.
3. I understand that I may retrieve the medication(s) from the school at any time and that the medicine will be destroyed if it is not picked up within seven (7) days following termination of the doctor's order or by the last day of school.
4. I understand that all medication orders must be renewed at the beginning of each school year or as medically necessary.
5. I understand that the doctor and parent/legal guardian are responsible for notifying the school in writing whenever a medication order changes. I can obtain medication forms from the school.
6. I understand that facsimile (fax) Physician/Dentist Orders can be accepted by the School District, if they are sent directly from the doctor's office to the school nurse. Faxed orders **must** be, by State requirement, followed by an original within three days. Failure to do so can result in medication orders being discontinued.
7. It is my responsibility to deliver the initial supply of: _____
Print Name of Medication
to the school nurse and subsequent supplies to the individual responsible for giving my child medication.

Parent/Guardian Signature

_____/_____/_____
Date

INSTRUCTIONS:

- | | |
|--------------------------------|--|
| Parent: | 1. Complete a parental permission form for <i>each</i> medication to be given. |
| Physician/Dentist Only: | 2. Complete doctor/dentist order for <i>each</i> medication to be given at school. |
| School Nurse: | 3. Attach copy of Medication Plan and Emergency Medication Plan. |
| School Nurse: | 4. Copy to individual designated to administer medication. |
| School Nurse: | 5. File copy in student health record. |

OPSB-611-Rev. 8/6/97



Appendix:B Seclusion and Restraint Summary



Summary of Expectations for Use of Seclusion and Physical Restraint

This informational overview is a general reference guide intended only to clarify for schools relevant legal and contractual obligations, including NOLA Public Schools Policy. It is NOT a substitute for understanding federal and state guidelines and/or the appropriate state and local policies nor is it a comprehensive description of all applicable legal and contractual obligations. Additionally, it is not meant to explain or delineate including NOLA Public Schools strategic priorities.

NOLA Public Schools expects that all Charter Schools comply with La. R.S. 17:416.21, 17:3996(B)(29) and BESE Bulletin 1706 §540-543 when dealing with the behavior of students with exceptionalities in the use of seclusion and physical restraint.

Schools must meet the following requirements for Student Seclusion and Physical Restraint:	
<ul style="list-style-type: none"> • Can only be used if there is an imminent risk of harm to student/others and is used as a last resort when all other de-escalation attempts have failed. • Cannot be used as a means to address behaviors such as general noncompliance, self-stimulation, and academic refusal. • Every 15 minute interval in which the student is restrained, information regarding the student must be documented. • Student must be released as soon as the reason for justifying such actions has been subsided. 	
Student Seclusion	Requirements: <ul style="list-style-type: none"> • Seclusion room must be free of dangerous objects and have an observation window; ceiling height, ventilation, and lighting must be comparable to operating classrooms in the school • Only 1 student may be placed in a seclusion room at any given time. • Student must be seen, heard, and supervised by a school employee for the entire time of seclusion.
Physical Restraint of a Student	Requirements: <ul style="list-style-type: none"> • Can only be used to the degree necessary to stop dangerous behavior and cannot cause physical injury. • Any efforts used to physically restrain a student must be directly proportionate to the circumstances and the student's size, age, and severity of behavior. • No mechanical restraints of any kind can be used. • Only personnel with current and formally documented CPI training can use physical restraint techniques.
Requirements for Students with Disabilities	
<ul style="list-style-type: none"> • 0-4 Incidents: An FBA should be considered after any incident. • 5 Incidents: Review the student's Individualized Education Plan (IEP) and revise the student's Behavior Intervention Plan (BIP). • 6+ Incidents: Review the student's IEP plans at least once every 3 weeks. • Charter School Leader, NOLA Public Schools, and the Department of Education must receive a report of the incident <u>no later than the following school day</u> • LEAs must report all instances where seclusion or physical restraint is used to address student behavior to the LDOE through the special education reporting (SER) system, at least monthly. 	
Documentation	
<ul style="list-style-type: none"> • Schools must provide board adopted guidelines and procedures on restraint and seclusion to all employees and every parent of a student with an exceptionality. • Schools must post guidelines and procedures on the school's website. • Schools must conduct and obtain appropriate training programs for school personnel designed to address the use of seclusion and restraint techniques with students with disabilities. 	

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EVERY CHILD. EVERY SCHOOL. EVERY DAY.

Notification
<ul style="list-style-type: none">• Parents/legal guardians of a student who has been secluded or physically restrained must be notified of the incident as soon as possible, and given a written report with details of the event <u>within 24 hours</u>.• The school's Director or Supervisor of Special Education must also be notified any time a student with an IEP is secluded or physically restrained.

Reference(s): La. R.S. 17:416.21, 17:3996(8)(29), BESE Bulletin 1706 §541-543

• This summary is *NOT* a comprehensive description of all applicable (ego) and contractual obligations. It is meant only to serve as a reference guide.

Last Updated July 2019



Appendix C: Fee Schedule

Students are required to abide by the dress code set forth by Rooted School at the start of each year. This policy can be found in the Family Handbook.

Uniform Component	Cost	Frequency	Payment Due
Rooted Shirt	\$15.00	Annual / As needed	Point of Sale
Rooted Hooded Sweatshirt	\$30.00	Annual / As needed	Point of Sale
Rooted Joggers	\$25.00	Annual / As needed	Point of Sale

Throughout the year, students have the option to engage in a variety of student activities, which take place both on and off Rooted School’s campus. To participate in these activities, students must be in good cultural and academic standing, and pay a \$50 student activities fee (\$10 per academic session). Parents may submit this payment to the front office in a lump sum at the start of the school year, or at the start of each academic session. This fee must be paid by cash or money order only. *Additional activities may be scheduled at the discretion of our team, participation in these events may require an additional fee. All fees required will be detailed in writing before the event commences. If any parent has difficulties paying this fee we ask that you contact the office for more information.*

Senior students have a \$250 senior budget fee due by February 15th, 2024. This does NOT include the cost of prom. **Prom fees are communicated separately.**

Fee Waivers:

Families may apply for a fee waiver based on hardships including, but not limited to:

- family is receiving unemployment or other public assistance benefits
- student is part of the foster care system
- Is homeless

Waiver requests will be evaluated on a case by case basis with the school counselor and school leader.

Educational Records Clause:

Please note that failure to pay the fees listed **shall not** result in the withholding of a student’s educational record.



Coversheet

2023-24 Crisis Response Plan Approval - Vote

Section: V. BOARD ACTION ITEMS: CONSENT AGENDA VOTE
Item: D. 2023-24 Crisis Response Plan Approval - Vote
Purpose: Vote
Submitted by:
Related Material: Rooted School Emergency Procedures - CRT Contact.pdf



Rooted School Emergency & Safety Plans

2023-2024 DRAFT

SCHOOL SAFETY PLANS

Rooted School's safety plans are designed to:

- Protect the safety and welfare of all students, employees and staff
- Provide a safe and coordinated response to emergencies
- Protect the school's facilities and properties
- Enable the school to restore normal conditions with minimal disruption in the shortest time possible.

Who is on the Crisis Response Team (CRT)?

The Crisis Response Team (CRT) includes, but is not limited to:

1. Kaitlin Karpinski - Executive Director / School Leader RS-NOLA - (CPI Trained)
2. Frank Ingargiola - Director of Operations - (CPI Trained)
3. Jerome Morgan - Director of Culture - (CPI Trained)
4. Ashley Dapremont - Director of Hiring, Data & Human Recruitment - (CPI Trained)
5. Ashley Jones - Director of Curriculum & Instruction - (CPI Trained)
6. Chris Jackson - Director of Special Education

*The names above are listed in order of chain-of-command for emergencies handled at the school level.

**Note that law enforcement officials and emergency responders will supersede the above listed chain-of-command.

When should I call the Crisis Response Team: (CRT)?

- Call the CRT in the event a child has lost control of his/her behavior and you need immediate help managing the situation.
- Call the CRT in the event a student is at risk for harming him/herself or others.
- Call the CRT in the event of a fight or physical altercation.
- Call the CRT in the event of an active shooter situation.
- Call the CRT in the event of a non-responsive, building intruder.
- Call the CRT in the event of a medical emergency involving a student, member of the faculty or staff.

An incident report must be filled out whenever the CRT is called. The incident report will be initiated by the team member who requested the CRT.

GENERAL EVACUATION PROCEDURES

2023 - 2024 DRAFT

I. GENERAL EVACUATION PROCEDURES:

Evacuation Notification:

The Executive Director /School Leader or his/her designee will notify everyone of the evacuation.

Evacuation Procedure During Class Time:

All students and staff will evacuate the building using the following paths of egress:

Bathrooms & Rose Room

Garden Pavilion
Goliath Room
Fortune Room
Shuri Room
Flight Room
Rose Room

Evacuate via the student entrance in the rear of the building and proceed to the furthest soccer/athletic field on the lake side of the building unless otherwise directed.

228 Room

El Capitan Room
Butterfly Room
Balloon Room
Social Hall
Faculty Lounge & Main Office

Evacuate via the main entrance in the front of the building and proceed away furthest soccer/athletic field on the lake side of the building unless otherwise directed.

Note: You will need to use your best professional judgment for the safest point of egress. Whenever possible follow the directions of the CMT or law enforcement/first responders when present.

Teachers must:

1. Make a hard copy of all your class rosters including advisory and keep with you throughout the evacuation/emergency period.
2. Take your electronic devices with you.
3. Check that all students are out of the classroom.
4. Check that all exits are clear.
5. Close your classroom door.
6. Once at the assembly area, teachers will take roll and account for each student.
7. Students are to remain with the current teacher, in orderly and silent lines until the all-clear signal has been given.

Evacuation Procedure When Not in Your Own Classroom

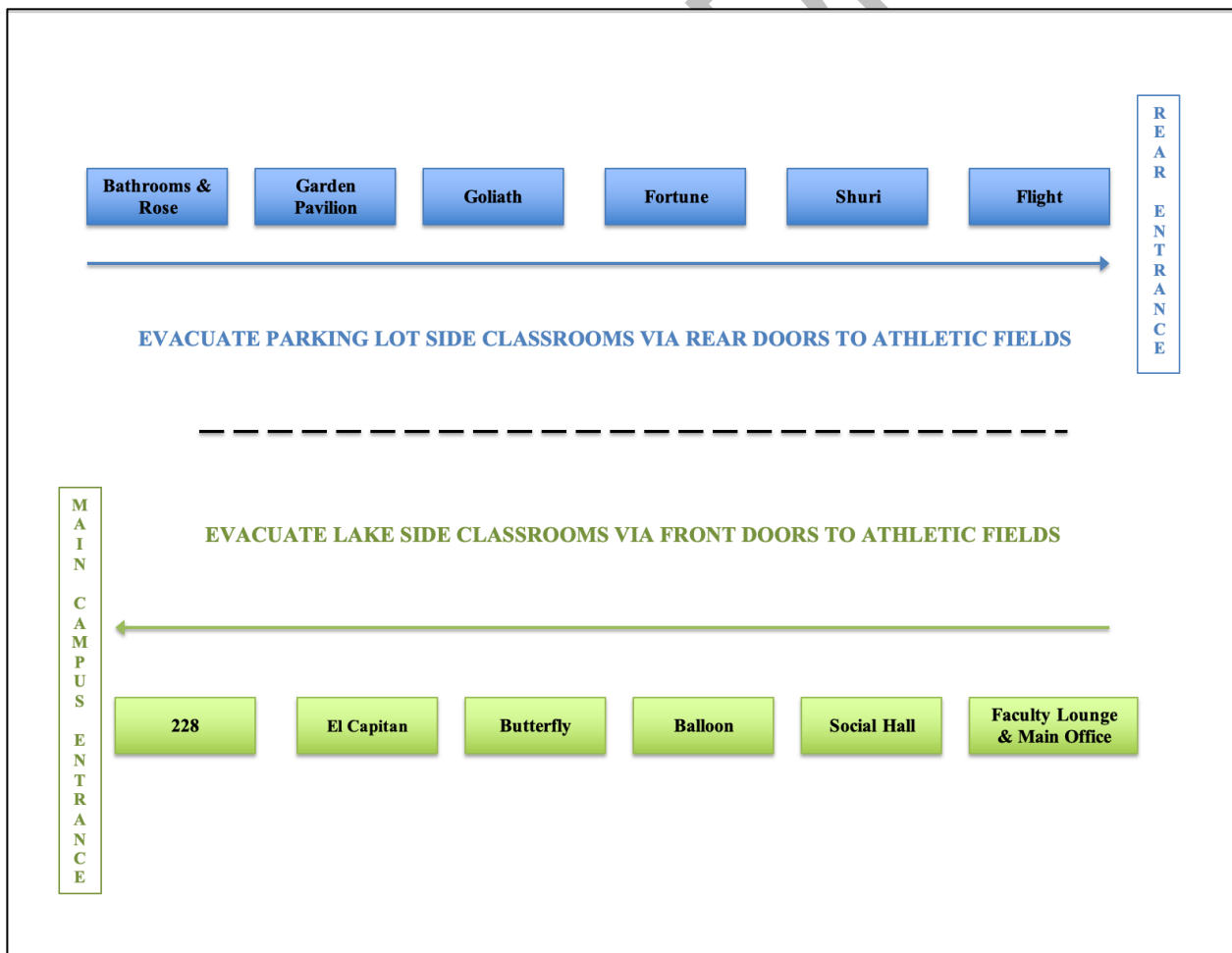
1. Teachers should be familiar with the assembly area and evacuation route designated for that classroom or area. Evacuation routes are posted at each classroom entry.
2. Students in classrooms other than their own are to remain with that class. Students will return to their class only after the all-clear is given.

Note:

- This evacuation process will be practiced monthly.
- All school personnel are to participate in all evacuation drills.
- Parents, guests and community members on the grounds during a drill must participate.
- All adults are reminded to model silence and attentiveness for the students.

Note: All staff members should locate and hold on to the Emergency Bag located in the room prior to evacuating. This will aid in accounting for all students should an evacuation be necessary. The total number of students under your supervision should be counted to report that information to an administrator when requested.

COMMON SENSE RULE: In the event that an exit is blocked for any reason, then staff/students should proceed to the nearest exit that is not obstructed. Teachers/staff/emergency personnel will make this call, not students.



FIRE RESPONSE PROCEDURES

2023-2024 DRAFT

Fire Response Procedure:

1. If you observe, or are made aware of a fire, immediately activate the nearest fire alarm in the hall area.
2. Begin general evacuation procedures accordingly and contact a member of the CMT immediately.
3. If possible ,notify everyone via the emergency **SLACK** channel as soon as possible.
4. Direct all CMT/first responders to the location of the fire. Secure the scene.
5. Allow no re-entry until the **ALL-CLEAR** is given by the Fire Chief and a member of the CMT confirms the site is safe.
6. Only authorized personnel will have access to the building during a drill or an actual emergency.
7. Be prepared to carry out instructions from the CMT and/or law enforcement/first responders.

Note: All staff members should locate and hold on to the Emergency Bag located in the room prior to evacuating. This will aid in accounting for all students should an evacuation be necessary. The total number of students under your supervision should be counted to report that information to an administrator when requested.

COMMON SENSE RULE: In the event that an exit is blocked for any reason, then staff/students should proceed to the nearest exit that is not obstructed. Teachers/staff/emergency personnel will make this call, not students.

BOMB THREAT PROCEDURES

2023 - 2024 DRAFT

Bomb Threat/Incendiary Device Procedures:

In the event school personnel receive a call indicating that there is a potential bomb threat at the school, the following procedures should be followed:

1. The individual receiving the call should remain calm, be courteous and listen carefully for details. If the caller remains on the line after the initial statement is made, ask questions such as “Where is the bomb?” “What does it look like?” and ask for the name of the person calling. The exact time of the call should be noted.
2. Follow the appropriate call trace or caller identification procedures. Such procedures are to be kept by each telephone that is a direct access line.
3. The person receiving the call should immediately notify the Executive Director/School Leader or member of the CMT.
4. The Executive Director/School Leader or his/her designee must notify the police of the bomb threat by calling 911.
5. A member of the CMT must notify the SUNO front office that the school has received a bomb threat.
6. The Executive Director/School Leader must evacuate the building and wait for law enforcement/first responders to arrive. Follow previous evacuation procedures.
7. The Executive Director/School Leader will call an immediate emergency evacuation over the #emergency **SLACK** channel notifying faculty to evacuate due to a bomb threat.
8. The Executive Director/School Leader will make the decision as to whether the students should be allowed to locate their coats in the event of cold or rainy weather.
9. The Executive Director/School Leader is to request that police and fire department personnel inspect the building for the bomb.
10. If after such inspection, it is decided that the building is safe, the students and staff may return to the building.
11. For additional information go to the link below:

<https://www.cisa.gov/sites/default/files/publications/Bomb-Threat-Procedure-Checklist.pdf>

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

*** Refer to your local bomb threat emergency response plan for evacuation criteria**

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the
Office for Bombing Prevention at: OBP@cisa.dhs.gov



V2

BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER
HUNG UP:

PHONE NUMBER WHERE
CALL RECEIVED:

Ask Caller:

- Where is the bomb located?
(building, floor, room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located?
(background/level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Sturred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other information:

To Trace a Call

Immediately following call, press and release receiver button.

At dial tone, press *57 for confirmation announcement, and hang up. You will not immediately receive information on tracing the call, however, the phone company will record the request.

*69 will also capture the last caller's number for a call back.

Teachers:

- Follow the general evacuation procedures at the direction of the Executive Director/School Leader, CMT member or law enforcement/first responder
- Once safe, take attendance and report student count to your Executive Director/School Leader or CMT member.
- Wait with students until the search has been conducted.
- Do not re-enter the building until the all-clear signal is given.
- In times of severe weather or a prolonged search, students may be moved to a pre-arranged relocation site. You will need to follow the directions of the Executive Director/School Leader CMT member or law enforcement/first responders.
- The Executive Director/School Leader or designee may announce alternative exit routes or partial evacuation instructions. Fast, flexible action may be required. Students need to listen and follow instructions. Familiarize yourself with the alternative exit route(s) that apply.

Note: All staff members should locate and hold on to the Emergency Bag located in the room prior to evacuating. This will aid in accounting for all students should an evacuation be necessary. The total number of students under your supervision should be counted to report that information to an administrator when requested.

COMMON SENSE RULE: In the event that an exit is blocked for any reason, then staff/students should proceed to the nearest exit that is not obstructed. Teachers/staff/emergency personnel will make this call, not students.

BOMB THREAT PROCEDURES

2023 - 2024 DRAFT

Secure/Shelter-in-Place Procedures:

If you receive the Secure/Shelter-in-Place alert via the #emergency SLACK channel or from a CMT member:

- a. Stay where you are.
- b. Do not call the office for information.
- c. Open the #emergency SLACK channel.
- d. Do not allow students to use cell phones until directed.
- e. Quickly glance outside the room to direct any students or staff members in the area into your room immediately.
- f. If possible, lock or barricade your door.
- g. Lower or close any blinds.
- h. Place students away from windows and doors so that they are not readily visible through the door or window.
- i. Turn out lights and computer monitors.
- j. Keep students quiet.
- k. Staff without students should report to the nearest classroom.
- l. The Executive Director/School Leader and CMT members will sweep the campus for loose students.
- m. If students and teachers are outside the school building, they should move to the nearest safe area: the kitchen, classrooms, and front office are all options.
- n. You will be directed where to relocate depending on the situation.
- o. If teachers and students are in the bathrooms, they should move to a stall, lock it and stand on the toilet.
- p. Anyone in the hallway should move to the closest classroom immediately.
- q. Cafeteria workers and other support staff should stay in the area they are in, secure the doors, and turn out the lights.

COMMON SENSE RULE: In the event that an exit is blocked for any reason, then staff/students should proceed to the nearest exit that is not obstructed. Teachers/staff/emergency personnel will make this call, not students.

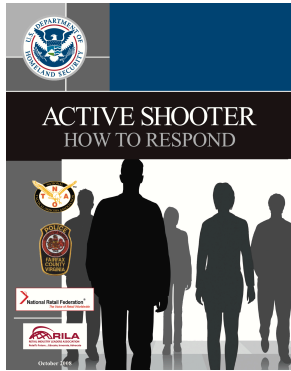
ACTIVE SHOOTER PROCEDURES

2023

DRAFT

You will be responsible for reviewing the attached *Active Shooter: How to Respond Handbook* below. You will need to sign that you have completed your review of the document and submit to HR each year.

https://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf



We also strongly recommend watching the following videos:

How to Survive an Active Shooter Event on Campus (12 mins 08 sec)

https://www.youtube.com/watch?v=OP711n_8Lh4

Run, Hide, Fight (4 min 36 sec)

<https://youtu.be/TeOdxKozra0>

COPING	PROFILE	
<p>WITH AN ACTIVE SHOOTER SITUATION</p> <ul style="list-style-type: none"> • Be aware of your environment and any possible dangers • Take note of the two nearest exits in any facility you visit • If you are in an office, stay there and secure the door • Attempt to take the active shooter down as a last resort <p><i>Contact your building management or human resources department for more information and training on active shooter response in your workplace.</i></p>	<p>OF AN ACTIVE SHOOTER</p> <p>An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms.</p>	
<th>CHARACTERISTICS</th>		CHARACTERISTICS
<p>OF AN ACTIVE SHOOTER SITUATION</p> <ul style="list-style-type: none"> • Victims are selected at random • The event is unpredictable and evolves quickly • Law enforcement is usually required to end an active shooter situation 		

CALL 911 WHEN IT IS SAFE TO DO SO



MEDICAL EMERGENCY PROCEDURES

2023 - DRAFT

Medical Emergency Procedures:

1. In the event there is a major medical emergency, the following will be notified in this order:
 - a. Executive Director/School Leader or designee
 - b. 911 (unless instructed not to by the Parent/Guardian)
 - c. Parent
2. A staff member should provide supervision for the victim until medical personnel arrives.
3. The staff member should only provide First Aid, CPR, or AED if certified to do so.
4. The staff member should gather all facts pertaining to the emergency from personal observations and witnesses and document all actions, times and activities related to the emergency.
5. An escort should be provided during the transportation of the patient/student to the ambulance.
6. Medical personnel and/or EMTs will immediately be in charge of the situation upon arrival.

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SEVERE WEATHER PROCEDURES

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Severe Weather Condition Procedures

1. It may be the responsibility of the staff throughout the day to monitor the weather conditions during inclement weather, and to notify the Executive Director/School Leader of any possible or actual emergency.
2. When local flooding is anticipated or observed, contact the Executive Director/School Leader and/or CMT to inform them of the weather conditions.
3. During severe weather alerts and at the discretion of the Executive Director/School Leader or CMT, classes may need to gather in the hallway for safety. Make certain that no student is by a window.
4. Make certain to follow the directions of the Executive Director/School Leader, CMT or emergency first responders before taking any action during an impending storm or weather event. You will be alerted where to shelter for security.

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PLEASE PRINT A COPY OF THIS PAGE AND SUBMIT WITH A WET SIGNATURE TO MS. WALKER. THANK YOU.

Faculty/Staff Member Name: _____

- I have read the entire *Crisis Response Procedures* document including the ***Active Shooter: How to Respond Handbook***. My signature below indicates that I understand how to respond in the event of one of the emergencies contained therein.

- I have viewed ***How to Survive an Active Shooter Event on Campus (12 mins 08 sec)***

- I have viewed ***Run, Hide, Fight (4 min 36 sec)***.

Signature: _____

Date: ___/___/2023 - 2024

2023 - 2024 DRAFT