

# Rooted School - New Orleans

## Rooted School Board of Directors: Committee of the Whole

### October Meeting

Published on October 27, 2025 at 5:35 PM CDT

Amended on October 29, 2025 at 9:38 AM CDT

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#### **Date and Time**

Wednesday October 29, 2025 at 5:00 PM CDT

#### **Location**

Rooted School @ SUNO  
College of Education and Human Development  
6701 Press Drive  
New Orleans, LA 70126

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### **MEETING NOTIFICATION** **Wednesday, October 29, 2025** **5:00 PM Central Time**

#### ***IN PERSON MEETING:***

Rooted School  
6701 Press Drive  
SUNO School of Education & Human Development

ROOM : 106 - SOCIAL HALL

#### ***VIRTUAL OPTION:***

If you wish to join the meeting virtually:

When: Wednesday, October 29, 2025, at 5:00 PM Central Time

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\*You must register at least 24 hours in advance for this meeting if you wish to participate virtually. You may contact the Rooted School Main Office at 504-383-4654 or email us at [frontoffice@rootedschool.org](mailto:frontoffice@rootedschool.org)

Frank Ingargiola is inviting you to a scheduled Zoom meeting.

Topic: Rooted School Board of Directors Meeting

Time: Oct 29, 2025 05:00 PM Central Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/3224513832?pwd=WebHvOpuFXabUUKpDEU4zEMM08peF9.1&omn=83102549768>

Meeting ID: 322 451 3832

Passcode: Board

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One tap mobile

+13017158592,,3224513832#,,,,\*144041# US (Washington DC)

+13052241968,,3224513832#,,,,\*144041# US

Join instructions

<https://us02web.zoom.us/join/3224513832?pwd=WebHvOpuFXabUUKpDEU4zEMM08peF9.1&omn=83102549768>

signature=1Xfpg5PaY0UWj3uKDp94Ix4UyP8yyRmJB83iiJDTGU

**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 2025 - 2026, in person (unless otherwise designated), at 6701 Press Dr. in the College of Education Building & Human Development on SUNO's campus in the Social Hall (Room 106) on the 1st Floor.

Board meetings shall be held in this manner until further notice.

**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
<b>A. Record Attendance</b>	Vote	Frank Ingargiola	2 m
Attendance will be recorded by Frank Ingargiola.			
<b>B. Call the Meeting to Order</b>		Mark Quinn	1 m
The meeting will be called to order by Mark Quinn.			

	Purpose	Presenter	Time
<b>C. Approve Minutes</b>	Approve Minutes	Mark Quinn	2 m

The Board will vote to approve the minutes of the 08-20-2025 Rooted School Board of Directors meeting.

Approve minutes for Rooted School Board of Directors: Committee of the Whole on August 20, 2025

**II. PUBLIC MEETING PORTION: WORK SESSION AGENDA ITEMS 5:05 PM**

<b>A. Rooted School Mission Moment with Khloe Cola:</b>	Discuss	Kaitlin Karpinski	5 m
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Rooted School student and member of the Class of 2028 will discuss her experiences at Rooted as one of our first nursing candidates.

<b>B. Budget Update - FY 2024 - 2025 [Q4] Closeout and Overview of 2025 - 2026</b>	Discuss	Joe Daschbach	10 m
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Joe Daschbach of EdOps will present a brief budget update and overview for FY 2025 - 2026 as well as an update on the 2024 - 2025 Q4/FY 2025 closeout.

<b>C. Discussion of Updates to the Rooted School Mission Statement</b>	Discuss	Kaitlin Karpinski	15 m
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Executive Director, Kaitlin Karpinski, will discuss the expansion of Rooted's Mission & Vision statement to include the following:

- Nursing Pathway
- Social Work Pathway

<b>D. First Reading Draft Policy - AI Policy</b>	Discuss	Frank Ingargiola	5 m
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• The Board will conduct a first reading of the proposed Rooted School AI Policy.

<b>E. First Reading Draft Policy - Act 680</b>	Discuss	Frank Ingargiola	5 m
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• The Board will conduct a first reading of the proposed - Act 680 Policy. An attorney review has been conducted.

<b>F. Impact of Federal Government Shutdown - NSLP &amp; Food Insecurity Issues</b>	Discuss	Frank Ingargiola	10 m
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	Purpose	Presenter	Time
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- The Board will discuss recent concerns around the closing of the SNAP and WIC programs
- Impact of government shutdown on NSLP
- Possible short-term considerations to address food insecurity

**III. PUBLIC MEETING PORTION: ACTION SESSION AGENDA ITEMS 5:55 PM**

The Board will take action on all items in this portion of the meeting.

<b>A.</b> LDOE Certificated & Differentiated Stipends for 2025 - 2026 School Year	Vote	Frank Ingargiola	5 m
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- The Board will hear an update on the *2025 - 2026 LDOE Certificated & Differentiated Stipends*. The Board formally vote on the distribution plan at the Wednesday, October 29, 2025, meeting for payroll distribution on December 15, 2025.

Detailed Board Link Below:

[https://docs.google.com/spreadsheets/d/1hhCW\\_3CoQWjRnxgSYSLf047W4LpBEx3mTUViWmFZuM0/edit?gid=780974987#gid=780974987](https://docs.google.com/spreadsheets/d/1hhCW_3CoQWjRnxgSYSLf047W4LpBEx3mTUViWmFZuM0/edit?gid=780974987#gid=780974987)

<b>B.</b> 2025 - 2026 PUPIL PROGRESSION PLAN UPDATE & VOTE	Vote	Kaitlin Karpinski	10 m
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The Board will vote to approve the Rooted School ***Pupil Progression Plan*** for the 2025 - 2026 school year.

<b>C.</b> BOARD INVESTMENT UPDATE & VOTE	Vote	Frank Ingargiola	10 m
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After additional investigation and discussion with the following individuals:

- Grace Castle - JP Morgan Investments Advisor
- Joe Daschbach - EdOps
- Brad Frazier - Chase Senior Finance Advisor
- Lee Reid - Adams & Reese
- Luther Speight - Rooted School Auditor

The board will be asked to vote on investing [***dollar amount to be determined***] in the Louisiana Asset Management Pool - L.A.M.P. Several charter schools use this program for

	Purpose	Presenter	Time
investing surplus funds. There will be a brief discussion at the meeting of the vetting process leading to this decision.			

**IV. Public Comment / Questions**

Our Public Comment period is for members of the public and school community to address the board directly.

**Any member of the public wishing to address the board must follow the guidelines below:**

1. Sign in prior to the meeting on the **Public Comment Form** (available in-person only).
2. Provide your question(s) and/or comment(s) prior to the start of the meeting on the **Public Comment Form**.
3. The board requests that all comments and/or questions from the public be held to a maximum of three - five minutes.
4. The board secretary will act as the timekeeper.
5. The board will listen, but may not directly respond to any comments/questions during the meeting.
6. Do not use specific student, teacher or administrator names in your comments as our meetings are open to the public and must adhere to *FERPA - Family Educational Rights and Privacy Act*.
7. As such, if your comment is about a private matter, please contact the board via email at [mquinn@rootedschool.org](mailto:mquinn@rootedschool.org)

**V. EXECUTIVE DIRECTOR REPORT: 6:20 PM**

- Ms. Kaitlin Karpinski, Executive Director, will report on some additional key elements for school year 2025 - 2026.

<b>A. 2025 - 2026 UPDATE ON BOARD CONFIGURATION</b>	Discuss	Kaitlin Karpinski	5 m
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- Ms. Karpinski will discuss the need for 2 additional Board members.
- More information and support will be needed.

	Purpose	Presenter	Time
<b>B. DISCUSSION ON REGULAR COMMITTEE MEETINGS</b>  1. Academic Committee 2. Fundraising Committee 3. Governance Committee	Discuss	Kaitlin Karpinski	10 m
<b>C. UPDATES ON ATTENDANCE AND CURRENT ENROLLMENT</b>	Discuss	Kaitlin Karpinski	5 m
<b>D. UPDATE ON UPCOMING NOPS SITE VISITATION / AUDIT</b>	Discuss	Kaitlin Karpinski	5 m
<b>E. UPDATE ON CHARTER RENEWAL PROCESS</b>  • Metrics for renewal • General overview of renewal process	Discuss	Kaitlin Karpinski	10 m

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Purpose	Presenter	Time
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**VII. Closing Items**

<b>A. Adjourn Meeting</b>	Vote
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We exist to provide our students personal pathways to financial freedom.

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** C. Approve Minutes  
**Purpose:** Approve Minutes

**Submitted by:**

**Related Material:**

Minutes for Rooted School Board of Directors: Committee of the Whole on August 20, 2025



**APPROVED**

# Rooted School - New Orleans

## Minutes

Rooted School Board of Directors: Committee of the Whole

August Meeting

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### Date and Time

Wednesday August 20, 2025 at 5:00 PM

### Location

Rooted School  
6701 Press Drive  
New Orleans, LA 70126

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**MEETING NOTIFICATION**  
**Wednesday, August 20, 2025**  
**5:00 PM Central Time**

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When: Wednesday, August 20, 2025, at 5:00 PM Central Time

\*You must register in advance for this meeting.

[https://us05web.zoom.us/j/2559449115?  
pwd=Zy9veWdGS3Q3Q3Z5UjBsa2JVUzNYUT09&omn=87540287730](https://us05web.zoom.us/j/2559449115?pwd=Zy9veWdGS3Q3Q3Z5UjBsa2JVUzNYUT09&omn=87540287730)

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**Directors Present**

L. Diaz, M. Quinn, N. Patrick, S. Glapion

**Directors Absent**

*None*

**Ex Officio Members Present**

F. Ingargiola

**Non Voting Members Present**

F. Ingargiola

**Guests Present**

Ashley Jackson, Esq, Hareanna Campbell, Jerrelda Sanders, K. Karpinski, Milton Batiz, Trenell Jackson - NOPS

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**I. Opening Items**

**A. Record Attendance**

**B. Call the Meeting to Order**

M. Quinn called a meeting of the board of directors of Rooted School - New Orleans to order on Wednesday Aug 20, 2025 at 5:24 PM.

**C. Approve Minutes**

M. Quinn made a motion to approve the minutes from Board Action Session [2025 BUDGET APPROVAL] & Board Work Session [Annual Board Retreat] on 06-20-25.

L. Diaz seconded the motion.

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

**Roll Call**

L. Diaz Aye

S. Glapion Absent

M. Quinn Aye

**Roll Call**

N. Patrick Aye

**II. SPECIAL VOTING SESSION: NEW BOARD MEMBER - DR. HAREANNA CAMPBELL**

**A. The Board will move to vote on the addition of Dr. Hareanna Campbell to the 2025 - 2026 Rooted School Board of Directors.**

M. Quinn made a motion to accept Dr. Ha'reanna Campbell as a voting member of the Rooted School Board of Directors.

L. Diaz seconded the motion.

Lucas Diaz conducted the public introduction of Dr. Campbell.

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

**Roll Call**

N. Patrick Aye

L. Diaz Aye

S. Glapion Absent

M. Quinn Aye

**III. PUBLIC MEETING PORTION: WORK SESSION**

**A. Rooted School Mission Moment with Junior Milton Batiz:**

Rooted School junior, Milton Batiz presented his experiences as a student. Milton highlighted the following:

- The Photography/Photo Shop program is what brought him to Rooted School.
- Milton shared with the board some of his Photoshop images from his self-portrait project.
- Milton also spoke about the impact of his CAD training and his 3D Printing work while at Rooted School.
- Finally, Milton highlighted his work in his Dual Enrollment classes as a highlight of his academic career.

**B. Budget Update - FY 2024 - 2025 [Q4] Closeout and Overview of 2025 - 2026**

- Joe Daschbach, EdOps Finance Team, formally introduced himself to the board.
- Joe has anchored the Rooted School financial team for several years.
- Q4 financials are in the "soft close" phase.
- 2024 - 2025 FY year will be finalized with Luther Speight (Rooted School Auditing Firm) by September 2025 with a report due to the board for the October 2025 meeting.

**C. Discussion of a Possible Update to the Rooted School Mission Statement**

- Kaitlin Karpinski, presented some possible variations to the current Rooted School Mission statement.
- Nursing may be a possible pathway expansion for Rooted School during this school year.
- Board members were supportive of the inclusion of nursing as part of the Rooted mission.
- Concerns regarding grant funding and financial impact were raised.
- Board members raised a question about impact on staffing and content expertise.

#### **D. LDOE Certificated & Differentiated Stipends for 2025 - 2026 School Year**

- Frank presented the current state of the LDOE certificated and differentiated stipends.
- To date, finalized amounts have not been released at the school level.
- LDOE will solidify those amounts and the distribution plan will be presented to the board at the October meeting.

### **IV. PUBLIC MEETING PORTION: ACTION SESSION CONSENT AGENDA ITEMS [A - F]**

#### **A. Second Reading Draft Policy - Employee & Board Communications Policy**

M. Quinn made a motion to approve the consent agenda Items A - F.

N. Patrick seconded the motion.

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

##### **Roll Call**

L. Diaz Aye

M. Quinn Aye

N. Patrick Aye

S. Glapion Aye

#### **B. Second Reading Draft Policy - Title IX Updates**

M. Quinn made a motion to approve the consent agenda Items A - F.

N. Patrick seconded the motion.

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

##### **Roll Call**

L. Diaz Aye

S. Glapion Aye

N. Patrick Aye

M. Quinn Aye

#### **C. Second Reading Draft Policy - Communicable Diseases Policy**

M. Quinn made a motion to approve the consent agenda Items A - F.

N. Patrick seconded the motion.

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

**Roll Call**

N. Patrick Aye  
M. Quinn Aye  
S. Glapion Aye  
L. Diaz Aye

**D. Second Reading Draft Policy - Rooted School Risk & Threat Assessment Policy**

M. Quinn made a motion to approve the consent agenda Items A - F.

N. Patrick seconded the motion.

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

**Roll Call**

N. Patrick Aye  
M. Quinn Aye  
L. Diaz Aye  
S. Glapion Aye

**E. Second Reading Draft Policy - Rooted School Attendance Policy Update**

M. Quinn made a motion to approve the consent agenda Items A - F.

N. Patrick seconded the motion.

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

**Roll Call**

L. Diaz Aye  
S. Glapion Aye  
M. Quinn Aye  
N. Patrick Aye

**F. 2025 - 2026 Curriculum Approval**

M. Quinn made a motion to approve the consent agenda Items A - F.

N. Patrick seconded the motion.

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

**Roll Call**

S. Glapion Aye  
M. Quinn Aye  
L. Diaz Aye  
N. Patrick Aye

**V. ACTION SESSION: INDIVIDUAL AGENDA ITEM - BOARD CD INVESTMENT / CHECKING REINVESTMENT**

**A. The Board May Vote to Take Action on Financial Reinvestment**

S. Glapion made a motion to invest the FDIC limit of \$250,000 of Rooted's general fund monies in Grasshopper Bank.

L. Diaz seconded the motion.

This motion was amended by Ms. Glapion.

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

**Roll Call**

S. Glapion Aye

N. Patrick Aye

M. Quinn Aye

L. Diaz Aye

**VI. Executive Session: UTNO Standing Update & Executive Director Annual Evaluation and 2026 Contract**

**A. Executive Session: Item I - UTNO Standing - [Vote to Occur In Public Session Only if Action Is To Be Taken]**

There was no action coming out of Executive Session on this item.

**B. Executive Session: Item II - Executive Director Contract & Evaluation - [Vote to Occur In Public Session Only if Action Is To Be Taken]**

M. Quinn made a motion to take action on the Executive Director's compensation package for SY 2025 - 2026 and the extension of the Executive Director contract for the upcoming school year.

L. Diaz seconded the motion.

The amount of the contract will be communicated privately.

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

**Roll Call**

L. Diaz Aye

N. Patrick Aye

S. Glapion Aye

M. Quinn Aye

**VII. EXECUTIVE DIRECTOR REPORT:**

**A. 2025 - 2026 Administrative Restructuring**

- Kaitlin provided an explanation of current enrollment trends as well as some strategies for bolstering enrollment, including but not limited to:

- a) Monetary incentives for successful student referrals
- b) Personalized recruitment messages
- c) NORD Camp competitions
- d) STEM Camp competitions
- e) Connection with Hangout NOLA

- There are nationwide trends of lower school enrollments and lower birth rates.
- Ms. Karpinski also gave an update on the 2025 - 2026 administrative restructuring and the naming of a new school principal, Ms. Jemiah Boagni.

## VIII. 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 7:22 PM.

Respectfully Submitted,  
M. Quinn

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### Documents used during the meeting

- Hareanna Cole Campbell Bio\_ Rooted School.pdf
- ROOT - Summary Presentation - June 2025.pptx
- DRAFT Rooted School Employee & Board Communications Policy.pdf
- DRAFT Rooted School Title IX Policy.pdf
- DRAFT Rooted School Communicable Disease Policy.pdf
- DRAFT Rooted School Risk & Threat Assessment Policy.pdf
- Rooted School Attendance Policy (rev. spring 2025).pdf
- Curriculum and Academics at Rooted School 2025-26.pdf
- Deposit Rates - Grasshopper.pdf

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

# Coversheet

## Budget Update - FY 2024 - 2025 [Q4] Closeout and Overview of 2025 - 2026

**Section:** II. PUBLIC MEETING PORTION: WORK SESSION AGENDA ITEMS  
**Item:** B. Budget Update - FY 2024 - 2025 [Q4] Closeout and Overview of 2025 - 2026  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** ROOT - Summary Presentation - August 2025 vll.pptx



rootedschool

# August 2025 Financials

PREPARED OCT'25 BY



# Contents

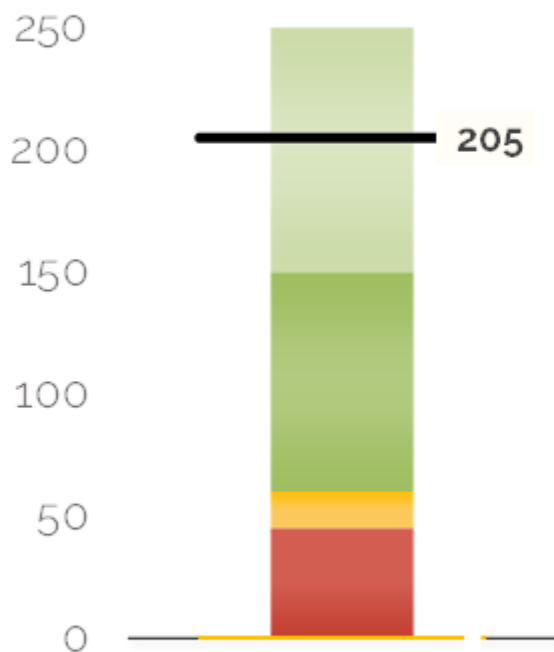
- **Key Performance Indicators**
- **Cash Forecast**
- **Forecast Overview**
- **Annotated Financials**

# Key Performance Indicators



## Days of Cash

Cash balance at year-end divided by average daily expenses

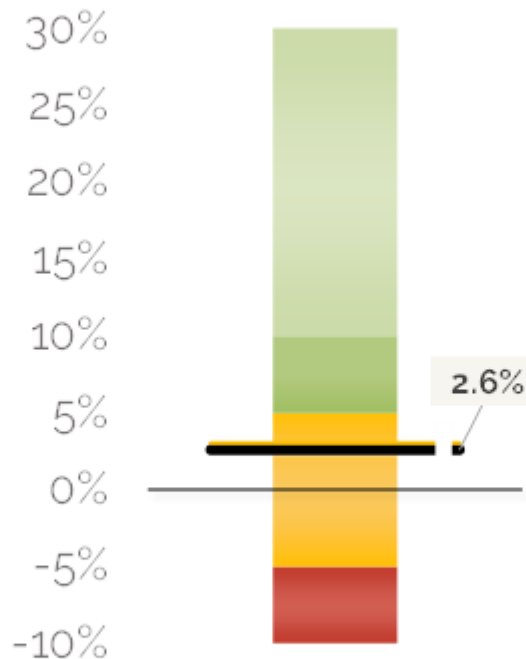


**205 DAYS OF CASH AT YEAR'S END**

The school will end the year with 205 days of cash. This is above the recommended 60 days

## Gross Margin

Revenue less expenses, divided by revenue

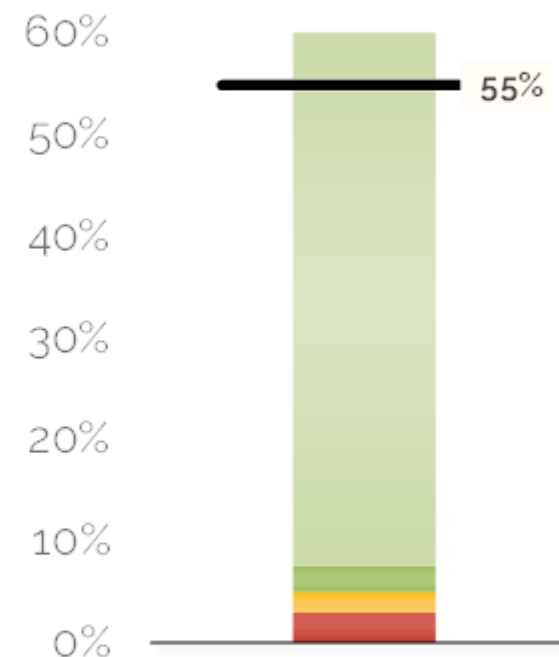


**2.6% GROSS MARGIN**

The forecasted net income is \$78k, which is \$14k below the budget. It yields a 2.6% gross margin.

## Fund Balance %

Forecasted Ending Fund Balance / Total Expenses



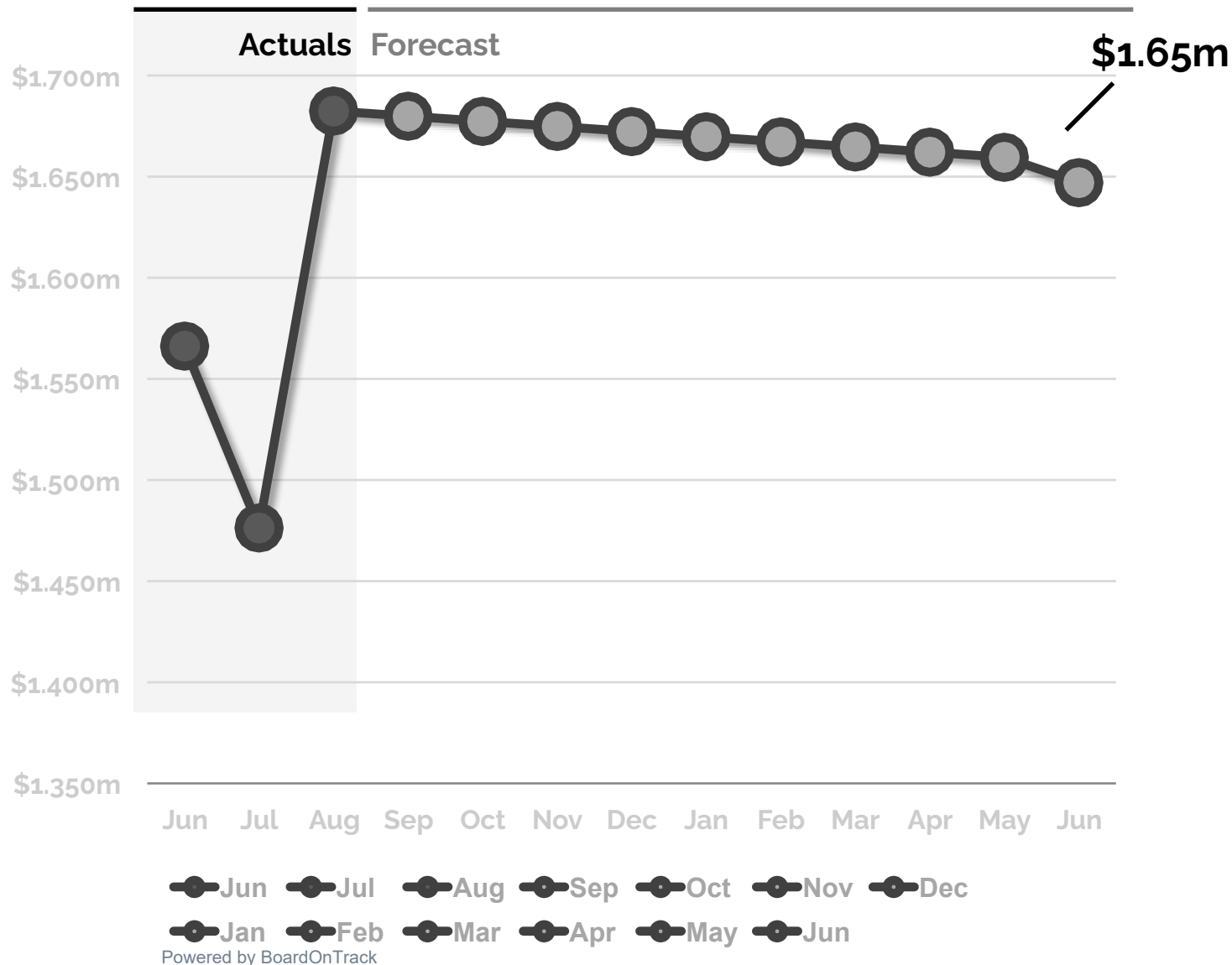
**54.87% AT YEAR'S END**

The school is projected to end the year with a fund balance of \$1,609,512. Last year's fund balance was \$1,531,173.




# Cash Forecast

## 205 Days of Cash at year's end

We forecast the school's year ending cash balance as **\$1.6m**.



# Forecast Overview

	Forecast	Budget	Variance	Variance Graphic	Comments
Revenue	\$3m	\$3.1m	-\$67k		Slight decrease in projected revenue tied to enrollment; partially offset by ERTC funding
Expenses	\$2.9m	\$3m	\$53k		Incremental decreases across multiple expense line items
<b>Net Income</b>	<b>\$78k</b>	<b>\$93k</b>	<b>-\$14k</b>		

	<i>Actual</i>	<i>Budget</i>	<i>Variance</i>	<i>Forecast</i>	<i>Budget</i>	<i>Variance</i>	<i>Remaining</i>	<i>Rem %</i>
<b>Revenue</b>								
State and Local Revenue	369,640	432,661	(63,021)	2,374,342	2,595,965	(221,623)	2,004,703	84%
Federal Revenue	6,678	-	6,678	330,316	387,455	(57,139)	323,638	98%
Private Grants and Donations	-	7,849	(7,849)	71,669	47,092	24,577	71,669	100%
Earned Fees	234,237	2,026	232,211	235,498	48,500	186,998	1,261	1%
<b>Total Revenue</b>	<b>610,554</b>	<b>442,536</b>	<b>168,019</b>	<b>3,011,825</b>	<b>3,079,012</b>	<b>(67,186)</b>	<b>2,401,271</b>	<b>1</b>
<b>Expenses</b>								
Salaries	233,240	209,750	(23,490)	1,290,114	1,278,500	(11,614)	1,056,875	82%
Employee Benefits	42,375	46,446	4,070	286,833	278,674	(8,159)	244,458	85%
Purchased Professional And Technical Services	53,182	85,411	32,229	512,468	512,468	(0)	459,286	90%
Purchased Property Services	7,360	37,808	30,448	230,522	230,522	(0)	223,162	97%
Other Purchased Services	82,700	63,253	(19,448)	340,323	340,323	0	257,623	76%
Supplies	44,688	42,760	(1,928)	207,396	200,421	(6,975)	162,708	78%
Debt Service And Miscellaneous	17,862	24,110	6,248	65,369	145,289	79,919	47,507	73%
<b>Total Expenses</b>	<b>481,868</b>	<b>509,538</b>	<b>27,669</b>	<b>2,933,487</b>	<b>2,986,196</b>	<b>52,710</b>	<b>2,451,618</b>	<b>2</b>
<b>Net Income</b>	<b>128,686</b>	<b>(67,002)</b>	<b>195,688</b>	<b>78,339</b>	<b>92,816</b>	<b>(14,477)</b>	<b>(50,347)</b>	
<b>Cash Flow Adjustments</b>	<b>(12,454)</b>	<b>(5,821)</b>	<b>(6,633)</b>	<b>2,481</b>	<b>143,342</b>	<b>(140,861)</b>	<b>14,935</b>	
<b>Change in Cash</b>	<b>116,232</b>	<b>(72,823)</b>	<b>189,054</b>	<b>80,820</b>	<b>236,157</b>	<b>(155,338)</b>	<b>(35,412)</b>	

# Coversheet

## First Reading Draft Policy - AI Policy

**Section:** II. PUBLIC MEETING PORTION: WORK SESSION AGENDA ITEMS  
**Item:** D. First Reading Draft Policy - AI Policy  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** FIRST READING - PROPOSED AI POLICY.pdf

## ROOTED SCHOOL AI POLICY – FIRST READING

AI-generated content refers to any form of digital content, such as text, images, videos, or audio, that is created by artificial intelligence systems without direct human intervention. These AI systems use advanced algorithms and machine learning techniques to generate content that mimics human creativity and decision-making processes.

While AI-generated content has the potential to improve efficiency and creativity in various fields, it also raises ethical concerns related to plagiarism, copyright infringement, bias, and misinformation, which need to be carefully addressed when using and sharing AI-generated materials.

### Appropriate AI Use

There are many ways students can use AI as a tool. Below are some examples of Do's and Don'ts:

#### DO:

- Use AI programs as smart search engines that present information in ways that are easy to read and understand.
- Ask AI programs for clarification or explanations when you need help.
- Generate ideas, topics, and writing prompts using AI programs.
- Be transparent; cite AI text and images properly when you use them in your own work.

#### DON'T:

- Use AI programs to avoid doing your own work.
- Copy text or images from AI programs without proper citation.
- Use AI text or images without fact-checking and exploring potential plagiarism issues.
- Use AI when your teacher expressly forbids it.

Artificial Intelligence (AI), particularly AI tools like ChatGPT and Google Bard, offer wonderful opportunities to support and enrich our learning process. Whether we're brainstorming ideas, dissecting complex texts, or honing our grammar and writing style, these tools can provide assistance and spark creativity. But it's important we use them in a way that upholds the principles of academic integrity and that we remember the true purpose of our work here.

### Using AI Ethically and Responsibly:

- **AI as a Tool, Not a Crutch:** AI is here to assist us but the thoughts, analysis and crafting of your assignments should be primarily your own.
- **Cite Your Sources:** Just as we acknowledge human sources, any significant insights or phrases you borrow from AI should also be properly cited. AI can be used to support your work but should not be your work.



- **AI for Understanding, Not for Shortcuts:** Use AI to clarify your doubts and/or to seek further understanding. Don't use it as a way to avoid reading, thinking deeply or engaging with the text.
- **Using AI as Part of Feedback:** Use AI to gather feedback on your writing with suggestions for improvement before the assignment is submitted. Do not ask AI to rewrite it for you beyond your capabilities and submit the rewrite.
- **Tutor not Reader:** While reading a text, just as you might chat with a friend about what you are reading, AI can help you to understand parts of the reading that you need further clarification on. However, bypassing the reading and doing the hard work of comprehension yourself is not acceptable.

Acceptable Uses	Unacceptable Uses
Rewriting a reading passage at a simpler reading level.	Asking things like "What are the main points of the reading passage?"
Asking for clarification on a confusing concept or passage.	Requesting direct answers to specific questions or assignments without any effort to read or understand the material.
Seeking suggestions for additional resources or references related to the topic.	Asking for a summary or paraphrasing of the reading passage instead of reading it.
Requesting help with understanding complex vocabulary or sentence structures.	Asking for a complete essay or paper on the topic without doing the necessary research or writing.
Asking for guidance on how to analyze or approach a literary work.	Asking for the main points or key ideas of the reading passage without making any personal effort to comprehend it.
Seeking examples or explanations to enhance understanding of literary devices or techniques.	Requesting direct quotes or citations from the reading passage to use as evidence without independently identifying them.
Asking for suggestions on how you analyzed and interpreted a specific literary passage or poem.	Requesting a complete essay or analysis of a literary work without any personal analysis or effort.
Seeking guidance on how to structure an essay or formulate a thesis statement based on the reading material.	Requesting AI to write the entire essay or provide a ready-made thesis statement.
Asking for help in understanding the historical or cultural context of the literary work.	Requesting direct answers to discussion questions or assignments without reflecting on the material.
Requesting examples of effective writing techniques found in the reading passage.	Asking AI to generate fictional examples or provide content to plagiarize.

Seeking guidance on how to properly cite and reference sources used in an essay or project.	Asking for a pre-written bibliography or list of sources without conducting personal research.
Asking for suggestions on how to analyze character development or themes in a novel.	Requesting a detailed plot summary or book review without reading the book.
Seeking help in understanding the author's writing style and its impact on the overall meaning of the text.	Asking for direct answers to multiple-choice questions or quizzes without attempting to answer them independently.
Asking for recommendations on related books or literary works to further explore the topic.	Requesting direct answers to essay prompts or assignments without constructing an original response.

Unattributed use of AI-generated content, over-reliance on AI for your work, or using AI to avoid reading or analysis will be considered violations of our academic integrity policy.

In order to verify that you have genuinely learned from the assignment and have not resorted to using AI or cheating you should be able to discuss the topic verbally and demonstrate your knowledge and understanding of anything submitted. An inability to support/extend your work through conversation or extension questions will demonstrate a need to relearn the material and provide new evidence of the learning. Remember, the ultimate goal of education is your growth and learning.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for any use of district technology resources that are not authorized by this policy and its accompanying guidelines.

# Coversheet

## First Reading Draft Policy - Act 680

**Section:** II. PUBLIC MEETING PORTION: WORK SESSION AGENDA ITEMS  
**Item:** E. First Reading Draft Policy - Act 680  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** FIRST READING - PROPOSED ACT 680 POLICY.pdf

## FIRST READING – GIVEN NAME ACT – ACT 680

[Act 680](#) of the 2024 Regular Legislative Session, called the “Given Name Act,” mandates schools adopt a policy implementing the provisions of the Act. The Act provides that a school governing authority shall not adopt a policy that provides for an inquiry into a school employee’s or student’s pronouns that are inconsistent with the person’s biological sex, nor shall it adopt a policy that provides for an inquiry into a school employee’s or student’s name other than the person’s legal name or a derivative thereof.

Rooted School does not inquire into an employee’s or student’s pronouns that are inconsistent with that employee’s or student’s biological sex, nor does [School] inquire into an employee’s or student’s name other than the employee’s or student’s legal name or a derivative thereof.

Rooted School employees are not required to address a student by any name other than the student’s legal name, or a derivative thereof, and employees are not required to use pronouns inconsistent with a student’s biological sex.

Employees will not be subject to adverse employment action, and students will not be subject to disciplinary action, if they decline or refuse to:

- (1) address a person using a name other than the person’s legal name, or a derivative thereof
- (2) address a person by a pronoun inconsistent with the person’s biological sex
- (3) identify his or her own pronouns

A parent or legal guardian may ask the Rooted School Principal for corrective action if an employee refers to a minor student by a pronoun inconsistent with a student’s biological sex or refers to a student by a name other than the student’s legal name or a derivative thereof.

Guidance:

In order to comply with the Given Name Act, we recommend that no school administrators, personnel, school forms, application materials, etc. ask or inquire about an employee’s or student’s preferred pronouns or names other than their legal names.

Students and employees may volunteer that they prefer to be called by a name other than their legal name or that they prefer to use pronouns inconsistent with their biological sex. However, no employee can be required to call a student or another employee by his or her preferred name or pronouns nor can they be disciplined for refusing to call a student or another employee by his or her preferred name or pronouns.

Similarly, no student can be required to call another student or employee by his or her preferred name or pronouns nor can they be disciplined for refusing to call another student or employee by his or her preferred name or pronouns.

The Given Name Act gives employees, parents or legal guardians, or students of the age of majority a legal right of action against the school if an employee refuses to honor the corrective action requested and implemented by the principal.

# Coversheet

## LDOE Certificated & Differentiated Stipends for 2025 - 2026 School Year

**Section:** III. PUBLIC MEETING PORTION: ACTION SESSION AGENDA ITEMS  
**Item:** A. LDOE Certificated & Differentiated Stipends for 2025 - 2026 School Year  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2025 Differentiated Compensation.pdf

## I. Differentiated Compensation: State Allocation Rooted School Distribution Plan

Guidance published by the Louisiana Department of Education (LDE) regarding the statewide allocation made by the Louisiana Legislature in 2024 for Differentiated Compensation states:

*These funds may be used in any proportion appropriate to address recruitment and retention needs, in any of the following four categories:*

*Stipends for teachers in critical shortage areas as determined by the Board of Elementary and Secondary Education (BESE):*

- *Stipends for highly effective teachers.*
- *Stipends for teachers working in high need schools defined as those with an Economically Disadvantaged rate of 85% or higher.*
- *Stipends for teacher leadership positions.*

Rooted School was allocated a total of **\$3,859 for distribution**. Because Rooted School meets the definition above for **Economically Disadvantaged**, the Rooted School Board of Directors approves a distribution plan to use the funds to provide a stipend distributed equally across staff members in the following category:

- Stipend for Teachers - Math, Science, Social Studies, English, Technology, Special Education

Eligible staff members who are working at Rooted School on 12/1/2025 will receive the stipend in December 2025.

## II. Certificated and Support Staff Compensation: State Allocation Rooted School Distribution Plan

Guidance published by the Louisiana Department of Education (LDE) regarding the statewide allocation made by the Louisiana Legislature for Certificated and Support Staff Compensation states:

*The legislative intent is that staff receive the stipend amount in alignment with the positions utilized to allocate the funds. Certificated and support staff should be provided the stipends in the exact amount of \$2,000 for certificated and \$1,000 for support staff.*

As such, the Rooted School Board of Directors approves a distribution plan to use the funds to provide:

- \$1,000 stipends for school personnel in roles listed in the guidance document as Support/Non-Certificated staff
- \$2,000 stipends for school personnel in roles listed in the guidance document as Certificated staff

The exact Object and Function codes may be found in the LDOE guidance.

Eligible staff members who are working at Rooted School on 12/1/2025 will receive the stipend in December 2025.

# Coversheet

## 2025 - 2026 PUPIL PROGRESSION PLAN UPDATE & VOTE

**Section:** III. PUBLIC MEETING PORTION: ACTION SESSION AGENDA ITEMS  
**Item:** B. 2025 - 2026 PUPIL PROGRESSION PLAN UPDATE & VOTE  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** DRAFT 2025-2026 Rooted School Pupil Progression Plan.pdf

# **2025-2026 Rooted School Pupil Progression Plan**

**Local Education Agency:**

Rooted School (3C7001)

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The PPP should be submitted as a PDF to [ppp@la.gov](mailto:ppp@la.gov) by October 31.

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## I. Background and Purpose

Louisiana state law ([RS 17:24.4](#)) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan (PPP) based on student performance on the Louisiana Educational Assessment Program (LEAP) 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 PPP 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.

[RS 17:24.4](#) 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 purpose of this document is to assist LEAs in developing their required PPP 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 the PPP is completed, submitted to LDOE, and published locally, teachers shall determine the 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.

The PPP should be submitted as a PDF to [ppp@la.gov](mailto:ppp@la.gov) by October 31.

Questions about this document should be directed to [PPP@La.Gov](mailto:PPP@La.Gov).

## II. Placement of students in kindergarten and grade 1

### Kindergarten

The parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins through eighteen shall send their child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to these provisions.

### Grade 1

Any child admitted to kindergarten pursuant to R.S. 17:151.3 (D) shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, 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 30th 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 regarding kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to enrollment in 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.

### III. Promotion and retention of students in grades K, 1, 2, 3, 4, 5, 6, and 7

#### Promotion for students in kindergarten and grades K, 1, 2, 4, and 5

Teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student’s proficiency in grade-appropriate skills. Students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an expanded academic support plan that adheres to requirements in [Section VI. Support for students](#).

***In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades K, 1, 2, 4, and 5.***

Rooted School serves students in grades 9-12.

#### Promotion and mandatory retention of students in grade 3

Except for mandatory retention consideration as described below, teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student’s proficiency in grade-appropriate skills.

Retention will be considered for a student scoring at the lowest achievement level on the state end-of-year literacy screener (DIBELS 8.0) as follows:

- The student shall be provided two additional opportunities to score a higher achievement level on the literacy screener prior to the beginning of the subsequent academic year.
- Any student still scoring at the lowest achievement level after three attempts shall be screened for dyslexia.
- Such a student shall be retained in the third grade unless he or she is found to meet at least one of the good cause exemptions in *Bulletin 1566 – Pupil Progression Policies and Procedures*, §701.
- Promotion on the basis of good cause exemption is subject to the consent of the parent, principal, and superintendent.
- The Student Information System (SIS) must reflect the promotion and the good cause exemption under which the promotion was determined.
- Students promoted for good cause shall be provided an Individualized Academic Support Plan (see [Section VI. Support for students](#)).

- Students retained in third grade pursuant to this requirement shall be provided an Individualized Academic Support Plan, 90 minutes of daily reading instruction, and 30 minutes of daily reading intervention.

LDOE will provide to each LEA a roster of third-grade students who have been identified for the purposes of this section, assisting the LEA in making final determinations relative to students' required 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 PPP.
- The expanded academic support plan shall continue to be in effect until such time as the student achieves a score of "Mastery" in each of the core academic subjects that initially led to the development of the student's individual plan.

***In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grade 3.***

Rooted School serves students in grades 9-12.

**Promotion of students in grades 6 and 7**

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

***In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades 6 and 7.***

Rooted School serves students in grades 9-12.

## IV. 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 9<sup>th</sup> 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 support in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic support shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic support shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

### **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 [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/postsecondary plan.

**Financial Aid Planning:** The [linked memorandum](#) outlines the updated Free Application for Federal Student Aid (FAFSA) policy BESE approved at its March 2024 meeting, a repeal of the policy requiring graduating seniors to complete steps related to the FAFSA application. This policy change took effect with the graduation cohort of 2024-2025 and does not remove the requirement of LEAs to provide students and their parents or guardians with information regarding financial aid programs to support postsecondary education and training. LEAs must ensure that each student receives adequate support in completing and submitting an application for financial aid. However, a student action related to FAFSA completion will not be required. An updated parent and student financial aid planning toolkit will be made available to school systems.

**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 PPP submitted to LDOE.
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 LDOE the rationale for any student:
  - i. receiving more than two credit recovery credits annually; and/or
  - ii. 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 course. 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 a 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 are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all of the following requirements:

- The course must meet all [requirements for an NCAA-approved core course](#).
- All students in the course must have regular instructor-led interaction for the purpose of instruction, evaluation and assistance for the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments and the opportunity for the teacher to engage the student in individual or group instruction.



- The course must have a defined time period for completion. For example, it should be clear how long students are required to be enrolled and working in the course, and how long a school would permit a student to work on a single nontraditional course.
- Student work (e.g., exams, papers, assignments) must be available for evaluation and validation.
- The course should be clearly identified as nontraditional on the student’s official high school transcript.

### Credit recovery programs

Many high schools offer credit recovery or credit retrieval programs, which allow students to receive credit for a course they previously failed.

For a credit recovery program to be approved, the courses must meet the following requirements:

1. The high school must follow its credit recovery policies regardless of whether the student is an athlete. The Eligibility Center may request the high school’s policy if necessary.
2. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

***In the space below, please describe any local policies or additional considerations used to ensure that online classes meet NCAA requirements.***

#### **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 60% or higher.  
OR
  - b. Passing a LEAP testing 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 60% or higher**.  
OR
  - d. by passing a World Language Credit Exam, Rooted utilizes the Stamps 4s test, as outlined by the LDE.

*Note: The 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 a student has an IEP or IAP, members of the Student Support Team (SST) will be invited to the SBLC meeting. If the SBLC (and SST, where appropriate) 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.*

*Also note: when a student earns proficiency, a grade reflecting their average score (or equivalent) will be indicated in the gradebook and transcript.*

OR

2. **Through meeting minimum instructional minutes AND course proficiency, by earning a cumulative average passing grade of 60% or higher in the course.**

*Note: The 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 a student has an IEP or IAP, members of the Student Support Team (SST) will be invited to the SBLC meeting. If the SBLC (and SST, where appropriate) 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, a brief period of virtual instruction may be provided to a student, pending SBLC majority-vote decision. Students may be required to check in, in person, during periods of brief virtual instruction. Students and families will be notified of the requirements of virtual instruction.*

**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 portfolio requirements at 60% or higher OR by passing a World Language Credit Exam.

**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.

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

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

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

Grading Scale for Dual Enrollment Courses			Grading Scale for Regular/General Rooted Courses		
		Grade Standard Quality Points			Grade Standard Quality Points
90-100	A	5.0	90-100	A	4.0
80-89	B	4.0	80-89	B	3.0
70-79	C	3.0	70-79	C	2.0
60-69	D	2.0	60-69	D	1.0
0-59	F	0.0	0-59	F	0.0

**Credit Recovery:**

Students may recover credit at Rooted School in the following two ways:

1. By taking a standards-aligned pre-assessment to identify unfinished learning and a standards-aligned post-assessment (may include a portfolio 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 60% or higher.

In instances where 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.

**LEAP/EOC Assessments and courses:**

At Rooted School, the following considerations are applied for students who are taking/havce taken LEAP/EOC assrrsments 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 Conersation Tables [State Uniform Grading Scale version]), and 85% proficiency grade of that specific course.
  - a. Sudents with IEPs 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 Conersation Tables [State Uniform Grading Scale version]), and 9% 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 Conversation Tables (State Uniform Grading Scale version) or the LEAP2025 High School Tests Scale Score to Grade Scale Conversation 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 guidance counselor and Principal will announce the required completion date to senior students and families prior to the start of Semester 2.

**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, and signed by all parties (student, parent, counselor, and administrator).

### **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 the school 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 case by case basis. The SBLC may determine a student may access virtual instruction on a case by case basis.

## **V. Placement of transfer students**

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or a Louisiana resident transferring from any out-of-state school shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the "basic" achievement level shall have placement and individual academic support addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with state law.

***In the space below, please describe any additional considerations or local policies related to the 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 final grade earned at rooted will factor in to final semester grade	Example of policy in practice scenario:
0-24%	100%	A student arrives at Rooted with grades that are 10 days old. Those grades are NOT factored into Rooted grades
24% - 49%	75%	Student comes to Rooted with an 80% (B) from releasing school, earns an 85% (B) at Rooted. $80 * .25 = 21.25$ , $85 * .75 = 63.75$ . $63.75 + 21.25 =$ <b>85%, final semester grade of a B</b>
50-74%	50%	Student comes to Rooted with an 80% (C) from releasing school, earns an 85% (B) at Rooted. $80 * 0.5 = 40$ , $85 * 0.5 = 42.5$ . $40 + 42.5 =$ <b>82.5%, final semester grade of a B</b>
75% - 99%	25%	Student comes to Rooted with an 80% (B) from releasing school, earns an 85% (B) at Rooted. $80 * 0.75 = 60$ , $85 * 0.25 = 21.25$ . $60 + 21.25 =$ <b>81.25%, final semester grade of a B</b>
100% (90+ days)	0%	Student comes to Rooted with an 80% (B) from releasing school, resulting in an <b>80%, final grade of a B</b> <b>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).</b> Example: Student comes to Rooted failing English I, Algebra I, and Biology. They are passing civics and PE. Student selects which course OR courses they would like to pursue a portfolio for (English I, Algebra I, OR Biology). The student selects Algebra I, and they complete all portfolio

		requirements at 60% 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.
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## VI. Support for students

### Uniform grading policy

LEAs shall use the following uniform grading system (§2302) for students enrolled in all grades K-12 for which letter grades are used.

Grading Scale for Regular Courses	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

### School year support

Each LEA shall identify students in kindergarten through fifth grade who fail to achieve mastery in reading or math. Such students shall be provided with an expanded academic support plan that adheres to the following requirements:

- For students in kindergarten through third grade, the school shall convene a meeting with the student’s parent or legal custodian, teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses relative to literacy or mathematics, discuss any other relevant challenges, and formulate a plan designed to assist the student in achieving proficiency.

- All participants shall sign the documented plan, using a template provided by LDOE, and shall meet to review progress at least once before the next administration of the LEAP assessment.
- Students not meeting performance expectations in literacy shall be provided with focused literacy interventions and support based on the science of reading, designed to improve foundational literacy. Students not meeting performance expectations in mathematics shall be provided with focused mathematics interventions and support designed to improve foundational numeracy or mathematics skills.
- The student shall be identified as requiring an expanded academic support plan in the state SIS.
- The student shall be afforded the opportunity to receive on-grade-level instruction during the summer. For students not meeting performance expectations in literacy, summer instruction must include focused literacy interventions based on the science of reading.
- A plan for a student may include the following specific student supports according to local policy: high-dosage tutoring, placement with a highly effective teacher, daily targeted small-group interventions, before and after school intervention provided by a teacher or tutor with specialized literacy or numeracy training, and at-home programs that include workshops for the parents and legal guardians of students, web-based or parent-guided home activities, and summer learning opportunities. For students below proficiency, not placed with a highly effective teacher, high-dosage tutoring must be included in the plan. The expanded academic support plan may serve as the individual reading improvement plan and the individual numeracy improvement plan pursuant to R.S. 17:24.10.
- LDOE may audit a random sampling of students identified as needing an expanded academic support plan in each local education agency each year.

### Summer remediation

LEAs shall continue to offer summer remediation pursuant to R.S. 17:401.12 and *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.

## VII. Literacy support standards for grades K-3

- Each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall:
  - Provide information on activities that can be done at home to support the student’s literacy proficiency.
  - Provide information about support and interventions, including high-dosage tutoring, that will be provided by the school to support the student’s literacy proficiency.
  - Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
  - Provide information about the importance of being able to read proficiently by the end of the third grade.

- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified as scoring below grade level on a beginning-of-year or mid-year administration of the literacy screener.

## VIII. Course Choice

### Local Education Agency Responsibilities

The updated policy outlines specific duties for School Systems to ensure transparency, accountability, and equitable access to high-quality courses funded through the Supplemental Course Allocation (SCA). The update includes:

- Consultation with a designated school system staff member and obtaining written permission from a parent or guardian before approving a student’s course selection.
- A student shall not be permitted to enroll in a course where the determination was made that the course is not academically appropriate, considering the student’s chosen graduation pathway or conflicts with the LDOE published planning resources.
- School Systems are now required to actively inform parents and students about Course Choice opportunities, including eligible courses, funding availability, and the application process.
- School Systems are tasked with ensuring that parents are aware of their rights to choose approved Course Choice courses for their children.
- School Systems must provide guidance to help families choose courses that align with students’ educational and career goals.
- School Systems must prioritize funding for courses that align with graduation requirements and state and local workforce needs, particularly those tied to high-demand career pathways and dual enrollment opportunities.
  - Priorities:
    - Seniors who require a course in order to graduate or student access to TOPS aligned courses not available through the school or school system;
    - Students enrolling in courses required to complete an associate degree in a Fast Forward pathway or a certificate of technical studies aligned to high wage, high demand jobs or work-based learning;
    - Students seeking access to TOPS aligned college credit;
    - Students enrolled in a Comprehensive Intervention Required (CIR) or Urgent Intervention Required for Academics (UIR-A) schools;
    - Access to high quality academic content aligned to graduation requirements or access to high quality career and technical content aligned to the Louisiana IBC state focus list which can be offered as recovery credit;
    - Students seeking coursework to increase a student score on a nationally recognized assessment (ACT, SAT, CLT, WorkKeys, or ASVAB) as defined in LAC 28:XI.1711 Bulletin 111;



- Other priorities defined by the school system, approved by LDOE, and included in the School System's pupil progression plan prior to the student enrollment process.
- Schools must report how funds are allocated and utilized, ensuring transparency and accountability.

## **IX. Promotion and placement of certain student populations**

### **Students with disabilities**

- Students with disabilities attending summer remediation shall receive special support 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*). IEP determinations regarding promotion to the fourth grade for students must be in accordance with *Bulletin 1566 §701*.

### **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 - Statewide Assessment Standards and Practices*. 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.
- Decisions regarding the promotion of English learners to the fourth grade must be in accordance with *Bulletin 1566 §701*.

***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.***

**LEAP/EOC Assessments and courses:**

At Rooted School, the following considerations are applied for students who are taking/havce taken LEAP/EOC assrssments 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 Conersation Tables [State Uniform Grading Scale version]), and 85% proficiency grade of that specific course.
  - a. Sudents with IEPs 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 Conersation Tables [State Uniform Grading Scale version]), and 9% 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 Conversation Tables (State Uniform Grading Scale version) or the LEAP2025 High School Tests Scale Score to Grade Scale Conversation Table.

**X. Louisiana GATOR**

The Louisiana Giving All True Opportunity to Rise (LA GATOR) Scholarship Program provides eligible families with education scholarship accounts (ESAs). These accounts allow families to personalize their child’s education using state-funded accounts for school tuition and fees, tutoring, educational therapies, textbooks and curricula, dual enrollment courses, and uniforms.

- For a student to be eligible for an ESA in the first phase of the Program, the following conditions must be met:
  - The student must be a resident of Louisiana and meet at least one of the following:
    - The student participated in the Louisiana Scholarship Program for the previous school year.
    - The student is entering kindergarten.
    - The student was enrolled in a public school for the previous school year.
    - The student is from a family with a total income at or below two hundred fifty percent of the federal poverty guidelines.
- A participating student shall cease to be eligible to participate in the LA GATOR Program when the participating student meets at least one (1) of the following, whichever occurs first:
  - enrolls full-time in a public school;
  - ceases to be a resident of Louisiana;
  - is found to have any fraudulent representation in the application for the account or in conjunction with the payment of funds therefrom;
  - graduates or withdraws from high school;

- the account has been inactive for two consecutive years unless inactivity is due to a lack of available funding for accounts.

## **XI. 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 - Louisiana Handbook for School Administrators, §2903* and *Bulletin 131 - Alternative Education Schools/Programs Standards*)

***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 settings. The purpose of these services is to support the student alternative school an academic setting with minimal barriers, (2) and family with (1) reconnecting to 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.

## XII. 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 with those defined in Title V of the Act (IDEA 2004) and must be consistent *Implementation of the Children with Exceptionalities Act* (R.S.17:1941 et seq.) 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.

## XIII. 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.*

- Ex. Determination of Valedictorian  
Homework policy  
Minimum number of classes for a graduating senior  
Summer school credit*

*Note: For the 2025-26 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 60% 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:

1. The student **must have** been in attendance for a minimum of 7,515 instructional minutes in accordance with Bulletin 741.
2. All courses in which a student is currently enrolled **must** reflect a passing rate of 60% or higher.
3. The student **must not** have any credit recovery courses to complete.
4. The student **must have attempted to** make, at least, 2 years growth in reading **or** be performing on grade level (as measured by their Lexile score through *Achieve3000 [or equivalent program]*, 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.
5. 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 non-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 state guidelines)
- Individual remediation
- Credit recovery by taking a standards-aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment (may include a portfolio) 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*

### **Transcript Signatures**

In order for a transcript to be designated as an official transcript, a designated counselor, School Leader, or Director of Data and Accountability may sign the document.

### **Grade Changes**

Grade changes at Rooted School may only be made by the teacher of record within the school calendar year (August to July 31). The teacher of record must submit a grade change request form, with necessary information and signatures, in the appropriate timeline, to the Chief of Data and Accountability. In extenuating circumstances where a grade change request falls outside of the stated guidelines, the teacher of record, student, the family of the student, or a member of the SBLC may request that a case be reviewed by the School Leadership (SBLC) team. The SBLC team will review the student's data, file, and any other important information, before rendering a decision on whether the grade will be adjusted.

## XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA)

### Rooted School (3c7001)

**2025-2026 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:

10/29/2025

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Board President

# Coversheet

## 2025 - 2026 UPDATE ON BOARD CONFIGURATION

**Section:** V. EXECUTIVE DIRECTOR REPORT:  
**Item:** A. 2025 - 2026 UPDATE ON BOARD CONFIGURATION  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Rooted School Board of Directors Executive Director Report 2025-26.pptx  
Nursing Program Proposal\_Rooted School at SUNO\_with fdbk.pdf  
Social Work Program Proposal\_Rooted School at SUNO.pdf

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SOUTHERN UNIVERSITY *at* NEW ORLEANS



# The mission: Rooted School puts students on a personalized pathway to financial freedom.



**How we get there: Students graduate with a job offer in one hand, and college acceptance letter (and college credits/degree with our partnership at SUNO) in the other.**



# Khloe Cola: History-maker, aspiring healthcare professional, innovator



# Rooted School Board of Directors Meeting 10/29/2025 at 5 PM Social Hall





# **Personalized Pathways to Financial Freedom:**

- Nursing**
- Social Work**

## **In the works... Education (REACH and SUNO)**

# DRAFT AI Policy: First Reading

# DRAFT ACT 680: First Reading



**The mission: Rooted School puts students on a personalized pathway to financial freedom.**

**Executive Director Report: 10/29**

## Executive Director Report Items:

- Board configuration
- Committee discussion
- Attendance and enrollment
- Compliance update: NOLAPS site visit and audit with Luther Speight
- Charter renewal update, Fall 2026



# Board Meeting Dates 2025-26

~~8/20/2025 Board Meeting at 5 PM~~

*100% attendance- Thank you for your commitment!*

10/29/2025 Board Meeting at 5 PM

\*12/10/2025 Board Meeting at 5 PM

02/04/2026 Board Meeting at 5 PM

04/22/2026 Board Meeting at 5 PM

06/19/2026 Final Board Meeting and Board Retreat, 9 AM to 12 PM

A brief holiday schedule check for 12/10

A large, high-quality photograph of El Capitan mountain in Yosemite National Park. The mountain face is a mix of grey and tan rock, with a prominent vertical crack. The foreground is filled with lush green pine trees. The sky is bright blue with scattered white clouds. The text 'Board configuration' is overlaid in the center of the image.

# Board configuration



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## Committee Meetings:

### Goals:

- Board is able to move critical work forward in between meetings
- ED/COO present to committees, committee chairs present updates at the general board meeting, increasing knowledge, ownership, and engagement
- What is needed from our committee chairs?
  - Committee meeting options
  - What barriers, if any, exist?
  - What support is needed?



**Enrollment: 142\***  
**Student Ambassador Share:**  
**Jaylen G**

# SCORECARD GOAL: ATTENDANCE

Goals: Rooted School will end the school year with a cumulative attendance rate of 94% or higher.

## Current Data

- Point 1: **83%** attendance rate overall
- Point 2: 7 students truant = **5%** (9% last year)
- Point 3: 2/11 chronically truant in ELL population **18%** (17% last year)

## Current Progress Overall

On Track!

Approaching



Far Away



**Rooted School: New Orleans**  
 08/06/2025 to 10/28/2025 = 55 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
9	0	27	0	2	25	1485	0	233	95	1107	20	88%
10	0	43	2	4	39	2255	0	292	199	1614	29	82%
11	0	54	0	3	51	2970	0	452	218	2050	37	81%
12	0	29	1	4	25	1540	0	299	151	1040	19	84%
13	0	0	0	0	0	0	0	0	0	0	0	0%
<b>Subtotal</b>	<b>0</b>	<b>153</b>	<b>3</b>	<b>13</b>	<b>140</b>	<b>8250</b>	<b>0</b>	<b>1276</b>	<b>663</b>	<b>5811</b>	<b>105</b>	<b>83%</b>
<b>Grand Total</b>	<b>0</b>	<b>153</b>	<b>3</b>	<b>13</b>	<b>140</b>	<b>8250</b>	<b>0</b>	<b>1276</b>	<b>663</b>	<b>5811</b>	<b>105</b>	<b>83%</b>



# Compliance Updates: NOLAPS site visit 10/29 Luther Speight Audit



# Rooted's Charter Renewal: Fall 2026

- School Performance Scores transition
  - Old SPS: C
  - New *simulated* SPS based on previous scores: D
- Charter School Authorization Framework (CSAF) updates
  - Leadership shifts
  - Shift from absolute performance to relative performance
    - Given '24-'25 results: Growth (25-50% quartile), Achievement (25-50% quartile), Thrive/Post secondary prep (75-100% quartile)
  - If we perform on par with last year or better, we will receive 3 year renewal.
  - Note: shift from possible 10 year renewal, now down to 5 year total maximum renewal.
  - What questions can I answer?



## Board Action items:

1. **Financial Disclosure forms: Fill it out tonight and I will scan it to you for easy submission**
2. **OR: you submit on your own**



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# Rooted School Board of Directors Meeting 8/20/2025 at 5 PM Social Hall



# Board Meeting Dates 2025-26

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**02/04/2026 Board Meeting at 5 PM**

**04/22/2026 Board Meeting at 5 PM**

**06/19/2026 Final Board Meeting and Board Retreat, 9 AM to 12 PM**

***What could or should shift?***



# Enrollment: 149

## Enrollment initiatives:

- Connection with Hangout NOLA
- \$150 incentive for recruitment from students, families (personalized texts), and staff
- NORD camp STEM competitions
- Goal: 7 students by 9/15





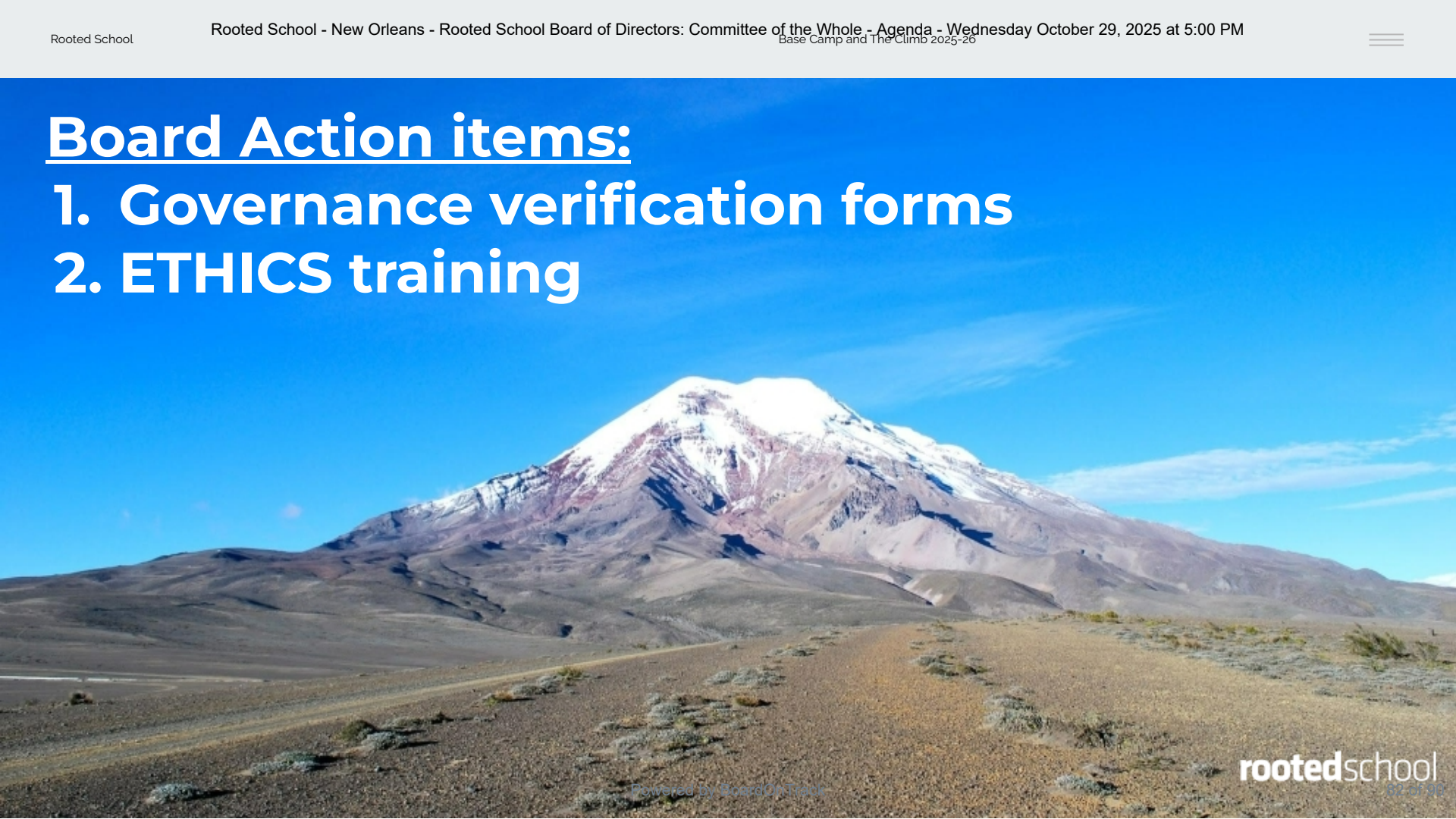
# Organizational structure for 25-26





# Board Action items:

1. Governance verification forms
2. ETHICS training





# Thank you for your time and commitment!

# Annual attendance average: 95%

**Rooted School: New Orleans**  
08/12/2024 to 06/17/2025 = 177 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Att'd	ADA	ADA %
9	45	5	0	6	44	8850	0	1085	456	7309	41	94%
10	47	6	0	3	50	9381	0	738	337	8306	47	96%
11	26	4	0	5	25	5310	0	707	276	4327	24	94%
12	36	1	0	2	35	6549	0	328	377	5844	33	94%
13	0	0	0	0	0	0	0	0	0	0	0	0%
<b>Subtotal</b>	<b>154</b>	<b>16</b>	<b>0</b>	<b>16</b>	<b>154</b>	<b>30090</b>	<b>0</b>	<b>2858</b>	<b>1446</b>	<b>25786</b>	<b>145</b>	<b>95%</b>
<b>Grand Total</b>	<b>154</b>	<b>16</b>	<b>0</b>	<b>16</b>	<b>154</b>	<b>30090</b>	<b>0</b>	<b>2858</b>	<b>1446</b>	<b>25786</b>	<b>145</b>	<b>95%</b>

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School Leader and Executive Director



## Rooted School @ SUNO Nursing Pathways to Financial Freedom Proposal

### Introduction

Rooted School is an open-enrollment public charter high school located on the campus of Southern University at New Orleans (SUNO) as part of an early college academy. Each semester, Rooted students access more than 12 dual enrollment courses in partnership with SUNO, building momentum toward college completion before high school graduation.

Rooted's mission is to put students on personalized pathways to financial freedom. We fulfill this mission by ensuring that young people graduate with a job offer in one hand and a college acceptance letter in the other. Our location at SUNO allows us to deepen this mission by helping students earn meaningful college credits on the path to degree completion and long-term wealth creation.

### *Why Nursing, why now?*

- According to the Louisiana Board of Regents, the state is expected to face a shortfall of approximately 6,000 registered nurses by 2030 — that's about 40% of the current workforce
- New Graduate Registered Nurses in New Orleans have an estimated base salary range from \$63,020 to \$78,841, with an average base of around \$70,568
- By building a pipeline of Black and Brown nursing professionals, this pathway helps diversify the healthcare workforce and ensures patients are cared for by providers who reflect and understand their communities
- We are expanding our mission to include a personalized pathway to Nursing, empowering Rooted students to achieve financial freedom while serving their communities with culturally relevant, high-quality care

### Program Design: Pre-Nursing Pathway

- Students will be enrolled in a 2-year or 4-year Pre-Nursing undergraduate program while in high school
  - Students entering the 4-year program in the 9th grade will be required to pass the Accuplacer in English and Math, or demonstrate a minimum GPA of 2.7 in the 8th grade
- Students can earn up to 31 college credits during their high school experience, positioning them for:
  - Automatic acceptance into SUNO upon high school graduation
  - Entry into SUNO as a sophomore-level nursing major
- Minimum GPA requirement: 2.7 in prerequisite nursing courses
  - Students with a GPA of 2.7 – 3.4 will be required to take an entrance exam
  - Students with a 3.5 GPA or higher, will not be required to take an entrance exam

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- Students in the Pre-Nursing Pathway will be required to take Anatomy and Physiology, as well as Health Terminology as additional high school courses (possibly to be offered as Dual Enrollment) to set students up for success in post-secondary experiences

## Program Enhancements

- **Pinning Ceremony:** A signature milestone for Rooted seniors entering the nursing pathway, symbolizing their commitment and transition into healthcare
  - Note: When students transfer to SUNO as Sophomore Nursing students, they will engage in the White Coat Ceremony
- **Participation in Health Scholars Summer Academy (HSSA),** an immersive summer nursing experience
  - Clinical Simulation Lab Access: students in HSSA will utilize SUNO's labs and simulation technology, making their training more authentic.
- **Certification Opportunities:** Students will earn CPR, First Aid, PCT, and CNA Industry-Based Certifications.
- **Mentorship Program:** Students will be paired with junior/senior nursing students at SUNO or practicing nurses for ongoing guidance.
  - Rooted juniors will be paired with SUNO nursing majors
  - Rooted seniors will be paired with a current practicing nurse (through New Orleans Black Nurse's Association or other community partner)
- **Trauma-Informed Training and Mental Health Integration:** As Rooted students already benefit from a trauma-informed school culture, the nursing pathway will integrate training to ensure students bring this lens into healthcare practice. Students will engage in coursework and training that emphasizes the importance of mental health in both education and healthcare
- **Social Justice in Healthcare:** A series of panel discussions with healthcare professionals, particularly those serving New Orleans' most vulnerable communities, will help students connect nursing to equity and justice
- **Soft Skills Integration:** All students will engage in annual Soft Skills training through YouthForce NOLA, focused on MHA Skill Labs skill building and development.
- **Senior Nursing Capstone:** Internship, Project, and Exhibition: During their final year, Rooted School @ SUNO seniors will complete a Nursing Capstone Experience designed to integrate classroom knowledge, clinical preparation, and real-world application in health and nursing settings. Each student will participate in a paid internship or apprenticeship (minimum of \$3,000 per student) with a community health or nursing organization, such as hospitals, clinics, rehabilitation centers, or public health agencies.
  - *Eligibility Requirements:*
    - Completion of foundational pre-nursing dual enrollment coursework.
    - Active Patient Care Technician (PCT) and/or Certified Nursing Assistant (CNA) certification.

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- Demonstrated proficiency in professional communication and workplace readiness standards.
- *Capstone Components:*
  - Work-Based Learning Placement — Students will complete 120–150 internship hours with an approved partner site. Placements will prioritize supervised clinical exposure, patient support, and understanding interdisciplinary care.
  - Capstone Project — Students will identify a community health challenge, design an applied research or service project, and present recommendations grounded in data and practice. Example topics: health literacy, preventive care access, or adolescent wellness.
  - Exhibition of Learning — Each student will present a formal Capstone Exhibition to a panel of SUNO faculty, Rooted staff, and community healthcare leaders, showcasing their internship outcomes, reflections, and postsecondary next steps.

### Advisory Committee

Rooted will convene an Industry Advisory Committee for Nursing, composed of healthcare leaders, SUNO faculty, and community partners. This group will meet quarterly to:

- Provide guidance on best practices;
- Ensure the program remains aligned to workforce needs; and
- Strengthen partnerships with local healthcare institutions.

### Conclusion

With nursing among the highest-demand and best-paying careers in Louisiana, this pathway equips Rooted students to step directly into roles that offer stability, upward mobility, and financial freedom. The Rooted @ SUNO Nursing Pathway expands access to healthcare careers for New Orleans students by ensuring they graduate high school with college credits and a clear track toward completing nursing degrees and entering high-demand careers.

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## **Rooted School @ SUNO**

### **Social Work Pathways to Financial Freedom Proposal**

*4-year pathway to a Master's degree in Social Work (MSW)*

#### **Introduction**

Rooted School is an open-enrollment public charter high school located on the campus of Southern University at New Orleans (SUNO) as part of an early college academy. Each semester, Rooted students access more than 12 dual enrollment courses in partnership with SUNO, building momentum toward college completion before high school graduation.

Rooted's mission is to put students on personalized pathways to financial freedom. We fulfill this mission by ensuring that young people graduate with a job offer in one hand and a college acceptance letter in the other. Our location at SUNO allows us to deepen this mission by helping students earn meaningful college credits on the path to degree completion and long-term wealth creation.

*Why Social Work, why now?* Social Work is one of the fastest-growing fields in Louisiana, with strong demand in mental health, schools, and community agencies. In response to this need, Rooted School is expanding its mission to include a personalized pathway to Social Work, in partnership with SUNO's College of Social Work. Because over 80% of Rooted's students identify as Black, this pathway creates a pipeline for more Black and Brown social workers, meeting a critical need for greater diversity in the field so that the profession better reflects and serves the communities most impacted. Furthermore, one of the extraordinary attributes of this unique post-secondary partnership is that students earn not only a bachelor's degree in four years but also an advanced graduate-level degree.

#### **Program Design: Pre-Social Work Pathway**

- Students will be enrolled in a 2-year or 4-year Pre-Social Work undergraduate program while in high school.
  - Students entering the 4-year program in the 9th grade will be required to pass the Accuplacer in English and Math, or demonstrate a minimum GPA of 2.7 in 8th grade.
- Students can earn up to 32 college credits during their high school experience, positioning them for:
  - Automatic acceptance into SUNO upon high school graduation
  - Entry into SUNO as a sophomore-level Social Work major, putting them on track for 3 3-year Social Work Bachelor's Degree attainment
  - Automatic eligibility for completion of a Master's Degree in Social Work in 4th year



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- Minimum GPA requirement: 2.7 (*adjust if different*) in prerequisite Social Work courses.
- Students in the Pre-Social Work Pathway will be required to take two additional health, social justice, political science, and/or education Dual Enrollment elective courses (for a total of 6 additional credits)

### Program Enhancements

- Pinning Ceremony: A signature milestone for seniors entering the social work pathway, symbolizing their transition into social work.
- Internship Experience: Students will participate in either a summer or semester-long internship with a mental health partner.
- Trauma-Informed Training: As Rooted students already benefit from a trauma-informed school culture, the Social Work pathway will further integrate trauma-informed best practices and training to ensure students bring this lens into their social work coursework. This unique lens will improve the engagement and longevity of students in the Social Work pathway at SUNO.
- Professional Learning Series in Social Work
  - *Social Work and the Law*, a series of professional development sessions offered by SUNO social workers and law enforcement, trains students on the critical and nuanced role that the law plays when serving people in need.
  - *Social Justice in Social Work*, a series of panel discussions with social justice professionals, particularly those serving New Orleans' most vulnerable communities, will help students connect social work to equity and justice.

### Advisory Committee

Rooted will convene an Industry Advisory Committee for Social Work, composed of community leaders, Rooted's Social Worker, SUNO faculty, and community stakeholders. This group will meet quarterly to:

- Guide best practices;
- Ensure the program remains aligned to workforce needs.
- Strengthen partnerships with local social work/community-driven institutions; and
- Match students with community partners for internships and field experiences.

### Conclusion

The Rooted @ SUNO Social Work Pathway represents an innovative opportunity to expand access to Social Work careers for New Orleans students. Together, Rooted School and Southern University at New Orleans can ensure that students graduate high school not only with college

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credits but also on track to complete master's degrees in social work in four years, ready to step into high-demand careers and achieve financial freedom.