

Rooted School - New Orleans

Rooted School Board of Directors: Committee of the Whole

August Meeting

Published on August 18, 2025 at 7:30 AM CDT

Amended on August 20, 2025 at 3:20 PM CDT

Date and Time

Wednesday August 20, 2025 at 5:00 PM CDT

Location

Rooted School
6701 Press Drive
New Orleans, LA 70126

MEETING NOTIFICATION

Wednesday, August 20, 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, 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)

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
I. Opening Items			5:00 PM
A. Record Attendance	Vote	Frank Ingargiola	2 m
Attendance will be recorded by Frank Ingargiola.			
B. Call the Meeting to Order		Mark Quinn	1 m
The meeting will be called to order by Mark Quinn.			
C. Approve Minutes	Approve Minutes	Mark Quinn	2 m
The Board will vote to approve the minutes of the 06-20-2025 Rooted School Board of Directors meeting.			
Approve minutes for Board Action Session [2025 BUDGET APPROVAL] & Board Work Session [Annual Board Retreat] on June 20, 2025			
II. SPECIAL VOTING SESSION: NEW BOARD MEMBER - DR. HAREANNA CAMPBELL			5:05 PM
A. The Board will move to vote on the addition of Dr. Hareanna Campbell to the 2025 - 2026 Rooted School Board of Directors.	Vote	Lucas Diaz	3 m
• Mr. Lucas Diaz will conduct the formal introduction to the public.			

	Purpose	Presenter	Time
III. PUBLIC MEETING PORTION: WORK SESSION			5:08 PM
A. Rooted School Mission Moment with Junior Milton Batiz: Rooted School student and member of the Class of 2027 will discuss his experiences at Rooted and his plans for the future.	Discuss	Kaitlin Karpinski	5 m
B. Budget Update - FY 2024 - 2025 [Q4] Closeout and Overview of 2025 - 2026 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 projected closeout.	Discuss	Joe Daschbach	10 m
C. Discussion of a Possible Update to the Rooted School Mission Statement Executive Director, Kaitlin Karpinski, will discuss the expansion of Rooted's Mission & Vision statement to include the following: <ul style="list-style-type: none">• Nursing Pathway• Health & Science Pathway	Discuss	Kaitlin Karpinski	15 m
D. LDOE Certificated & Differentiated Stipends for 2025 - 2026 School Year <ul style="list-style-type: none">• The Board will hear an update on the <i>2025 - 2026 LDOE Certificated & Differentiated Stipends</i>. The intention will be to have the Board vote formally on the distribution plan at the Wednesday, October 29, 2025, meeting for payroll distribution on or before December 15, 2025.	Discuss	Frank Ingargiola	5 m
IV. PUBLIC MEETING PORTION: ACTION SESSION CONSENT AGENDA ITEMS [A - F]			5:43 PM
The Board will take action on all items in this portion of the meeting. Voting will happen as part of a consent agenda on items A - F.			
A. Second Reading Draft Policy - Employee & Board Communications Policy	Vote	Frank Ingargiola	5 m

	Purpose	Presenter	Time
	<ul style="list-style-type: none"> The Board will conduct a second and final reading of the <i>draft</i> Employee & Board Communications Policy. 		
B.	Second Reading Draft Policy - Title IX Updates	Vote	Frank Ingargiola
	<ul style="list-style-type: none"> The Board will conduct a second and final of the <i>draft</i> - Title IX Update. An attorney review has been conducted. 		
C.	Second Reading Draft Policy - Communicable Diseases Policy	Vote	Frank Ingargiola
	<ul style="list-style-type: none"> The Board will conduct a second and final reading of the <i>draft</i> Communicable Diseases Policy. 		
D.	Second Reading Draft Policy - Rooted School Risk & Threat Assessment Policy	Vote	Frank Ingargiola
	<ul style="list-style-type: none"> The Board will conduct a second and final reading of the <i>draft</i> - Rooted School Risk & Threat Assessment Policy. 		
E.	Second Reading Draft Policy - Rooted School Attendance Policy Update	Vote	Kaitlin Karpinski
	<ul style="list-style-type: none"> The Board will conduct a second and final reading of the updates to the <i>draft</i> - Rooted School Attendance Policy. 		
F.	2025 - 2026 Curriculum Approval	Vote	Kaitlin Karpinski
	The Board will vote to approve the Rooted School academic content curricula for the 2025 - 2026 school year.		
V.	ACTION SESSION: INDIVIDUAL AGENDA ITEM - BOARD CD INVESTMENT / CHECKING REINVESTMENT		6:13 PM
	<ul style="list-style-type: none"> Board Chair, Mr. Mark Quinn, will discuss some short-term CD investments (120 Days). Options considered: 		

	Purpose	Presenter	Time
1. Liberty Bank			
2. Hope Federal Credit Union			
3. Renasant Bank			
4. Chase - 120-Day CD = 4% at maturity			
5. Grasshopper - Innovator Money Market Savings account = 3.55% APY on balances over \$25,000.			

The Board may take action and consider a vote on one or more of the various options.

A. The Board May Vote to Take Action on Financial Reinvestment	Vote	Mark Quinn	10 m
<ul style="list-style-type: none">• The board may decide to take action on one or more of the several investment opportunities outlined during the discussion.• The motion/vote will reflect which option(s) the board will elect to adopt for FY 2025 - 2026.			

VI. 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*.

	Purpose	Presenter	Time	
7. As such, if your comment is about a private matter, please contact the board via email at mquinn@rootedschool.org				
VII.	Executive Session: UTNO Standing Update & Executive Director Annual Evaluation and 2026 Contract		6:23 PM	
I. The Board will move into Executive Session to discuss UTNO standing.				
<i>*Any discussion requiring board action will take place when the board reconvenes in the public session.</i>				
II. The Board will move into Executive Session to discuss the SY 2025 - 2026 Executive Director contract and the 2024 - 2025 Executive Director evaluation.				
<i>*Any discussion requiring board action will take place when the board reconvenes in the public session.</i>				
A.	Executive Session: Item I - UTNO Standing - [Vote to Occur In Public Session Only if Action Is To Be Taken]	Vote	Mark Quinn	5 m
B.	Executive Session: Item II - Executive Director Contract & Evaluation - [Vote to Occur In Public Session Only if Action Is To Be Taken]	Vote	Mark Quinn	2 m
VIII.	EXECUTIVE DIRECTOR REPORT:		6:30 PM	
• Ms. Kaitlin Karpinski, Executive Director, will report on the administrative restructuring for school year 2025 - 2026.				
A.	2025 - 2026 Administrative Restructuring	Discuss	Kaitlin Karpinski	10 m
IX.	Public Comment / Questions			
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Purpose Presenter Time

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- 7. As such, if your comment is about a private matter, please contact the board via email at mquinn@rootedschool.org

X. Closing Items

A. Adjourn Meeting Vote

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 Board Action Session [2025 BUDGET APPROVAL] & Board Work Session [Annual Board Retreat] on June 20, 2025

APPROVED

Rooted School - New Orleans

Minutes

Board Action Session [2025 BUDGET APPROVAL] & Board Work Session [Annual Board Retreat]

2025 - 2026 PUBLIC BUDGET REVIEW & APPROVAL & BOARD RETREAT

Date and Time

Friday June 20, 2025 at 9:00 AM

Location

IN PERSON:

Who: Rooted School

Where: SUNO School of Education & Human Development

Room 106

Social Hall

When: Friday June 20, 2025

MEETING NOTIFICATION

Friday June 20, 2025

9:00 AM 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: Friday June 20, 2025 9:00 AM Central Time

*You must register in advance for this meeting.

<https://us02web.zoom.us/meeting/register/5lyHeLiSSmOlP3aOa11rQ>

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

Directors Present

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

Directors Absent

None

Ex Officio Members Present

F. Ingargiola (remote)

Non Voting Members Present

F. Ingargiola (remote)

Guests Present

A. Legrand, Ashley Dapremont, Dave Cash, K. Karpinski

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 Friday Jun 20, 2025 at 9:10 AM.

C. Approve Minutes

M. Quinn made a motion to approve the minutes from MEETING OF THE ROOTED SCHOOL BOARD OF DIRECTORS on 04-23-25.

S. Glapion seconded the motion.

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

Roll Call

S. Glapion Aye

M. Quinn Aye

L. Diaz Aye

N. Patrick Abstain

II. PUBLIC MEETING PORTION: 2024 - 2025 Budget Amendment & 2025 - 2026 FY Budget Forecast/Approval

A. Nomination of Nikkia Patrick to the Rooted School Board of Directors

L. Diaz made a motion to approve Ms. Nikkia Patrick as a voting member of the Rooted School Board of Directors.

M. Quinn seconded the motion.

Ms. Patrick provided a brief overview of her professional career and what brought her and her son to Rooted School.

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

Roll Call

S. Glapion Aye

N. Patrick Abstain

M. Quinn Aye

L. Diaz Aye

B. FY 2024 - 2025 Budget Amendment

L. Diaz made a motion to approve the budget report.

S. Glapion seconded the motion.

Demetria Brown [EdOps] will present the budget amendment proposal for the FY 2024 - 2025 budget.

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

Roll Call

S. Glapion Aye

M. Quinn Aye

N. Patrick Aye

L. Diaz Aye

C. Public Budget Hearing

S. Glapion made a motion to approve the FY 2025 - 2026 budget as presented by Demetria Brown of EdOps.

L. Diaz seconded the motion.

Demetria Brown [Ed Ops] will present the 2025 - 2026 FY budget forecast.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

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

- The Board conducted a review of this policy as part of their pre-work for this meeting.
- The Board will continue to review this policy for the second reading and final vote.

E. First Reading Draft Policy - Title IX Updates

- The Board conducted a review of this policy as part of their pre-work for this meeting.
- The Board will continue to review this policy for the second reading and final vote.

F. First Reading Draft Policy - Communicable Diseases Policy

- The Board conducted a review of this policy as part of their pre-work for this meeting.
- The Board will continue to review this policy for the second reading and final vote.

G. First Reading Draft Policy - Employee & Board Communications Policy

- The Board conducted a review of this policy as part of their pre-work for this meeting.
- The Board will continue to review this policy for the second reading and final vote.

H. 2nd Reading Revised Policy - Rooted School Policy on Interactions with Law Enforcement and Immigration Authorities

M. Quinn made a motion to approve and accept the Rooted School Policy on Interactions with Law Enforcement and Immigration Authorities.
S. Glapion 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

I.

Luther Speight Auditor

M. Quinn made a motion to approve Luther Speight as Rooted School's auditors for the fiscal year 2025 - 2026.

S. Glapion 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

III. Public Comment / Questions

A. Public Comment

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7. As such, if your comment is about a private matter, please contact the board via email at mquinn@rootedschool.org

THERE WAS NO PUBLIC COMMENT AT THIS TIME.

IV. Executive Session: UTNO Negotiations Update & Executive Director Annual Evaluation and 2026 Contract

A. Executive Session

The motion was made to move into Executive Session by Mark Quinn to discuss:

- I. The board will move into Executive Session to discuss progress on UTNO negotiations.
- II. The board will move into Executive Session to discuss the SY 2025 - 2026 Executive Director contract.
- III. The board will move into Executive Session to discuss a possible LA Code of Ethics Violation.

The motion was seconded by: Lucas Diaz

The motion passed unanimously and the Board moved into Executive Session.

****Any discussion requiring board action will take place when the board reconvenes in the public session.***

V. BOARD RETREAT

A. BOARD RETREAT

BOARD RETREAT AGENDA:

- Review of *Board on Track* article, ***Five Reasons To Hold A Board Retreat***
- 2024 - 2025 Year-in-Review
- Reconnecting to the Mission
- 2025 - 2026 Board Goal Setting
- 2025 - 2026 Board Fund Raising Campaign
- 2025 - 2026 Update on the strategic plan
- 2025 - 2026 Board Meeting Calendar
- 2025 - 2026 Proposed Committees and setting of one committee goal
- Discussion of Possible Working Relationship with Rooted Foundation

VI. Public Comment / Questions

A. Public Comment

Dave Cash, U.T.N.O. President, asked a question to which the board and/or a designee will respond at a later date.

Question: Does Rooted include deferred revenue in its budget forecast?

VII. 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 12:28 PM.

Respectfully Submitted,
M. Quinn

Documents used during the meeting

None

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

Coversheet

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

Section: II. SPECIAL VOTING SESSION: NEW BOARD MEMBER - DR.
HAREANNA CAMPBELL
Item: A. The Board will move to vote on the addition of Dr. Hareanna Campbell
to the 2025 - 2026 Rooted School Board of Directors.
Purpose: Vote
Submitted by:
Related Material: Hareanna Cole Campbell Bio_ Rooted School.pdf

Hareanna Cole Campbell, PharmD, AAHIVP

Clinical Pharmacist | Program Strategist | Advocate for Innovation & Equity in Healthcare

Dr. Hareanna Cole Campbell is a licensed clinical pharmacist and with a dynamic background spanning healthcare, biotechnology, and education innovation. She currently serves as a Clinical Pharmacist at University Medical Center in New Orleans, where she provides decentralized care to high-acuity patients and leads program-level initiatives in quality improvement, research, and mentorship. In this role, she also coordinates the pharmacy residency track program and precepts pharmacy students and residents, contributing to the professional development of future healthcare leaders.

Dr. Campbell brings more than clinical expertise to the table. Her experience extends into the world of commercialization and entrepreneurship, having served as Director of Commercialization Programs at Tulane University and Program Manager for BARDA's DRIVE initiative at the New Orleans BioInnovation Center. In these roles, she supported over 20 early-stage biotech companies, designed innovation-focused programming, and helped startups navigate SBIR/STTR funding and strategic growth opportunities.

Rooted in community impact, Dr. Campbell is the founder of Project S.W.A.P. I.T., a 400-hour prevention and intervention initiative addressing substance use and mental health in youth, developed during her Albert Schweitzer Fellowship. She has remained committed to health equity, mentoring, and education throughout her career, values that align closely with Rooted School's mission.

Dr. Campbell earned her Doctor of Pharmacy degree from Xavier University of Louisiana. She is credentialed by the American Academy of HIV Medicine as an HIV Pharmacist (AAHIVP), has been published in the peer-reviewed journal, *BioMedInformatics*, and has presented nationally on topics spanning biopharmaceutical interventions to anticoagulation disparities.

As a new member of the Rooted School New Orleans Board, Dr. Campbell looks forward to bringing her passion for education, innovation, and community-centered service to support the growth and success of Rooted scholars.

Coversheet

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

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



June 2025 Financials

PREPARED **AUG'25** BY



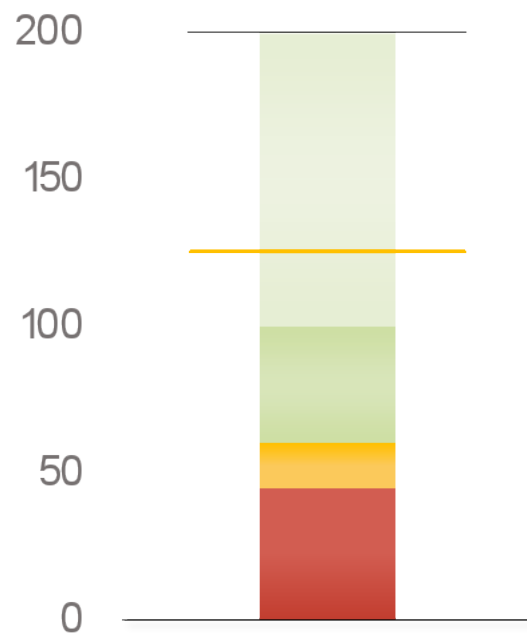
- **Key Performance Indicators**
- **Cash Forecast**

Key Performance Indicators



Days of Cash

Cash balance at year-end divided by average daily expenses

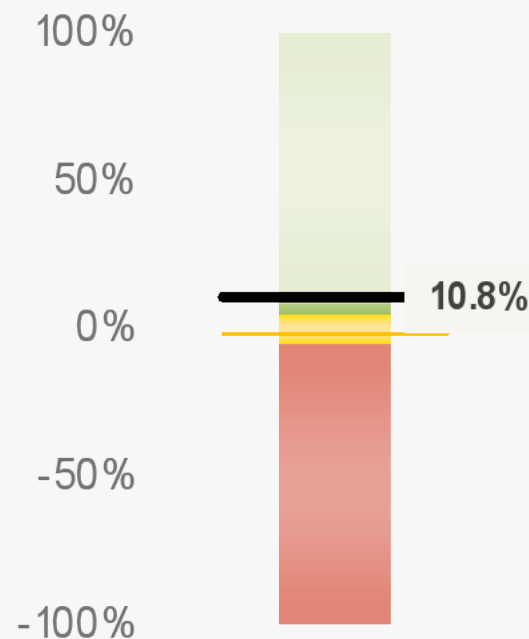


201 DAYS OF CASH AT YEAR'S END

The school will end the year with 201 days of cash. This is above the recommended 60 days.

Gross Margin

Revenue less expenses, divided by revenue

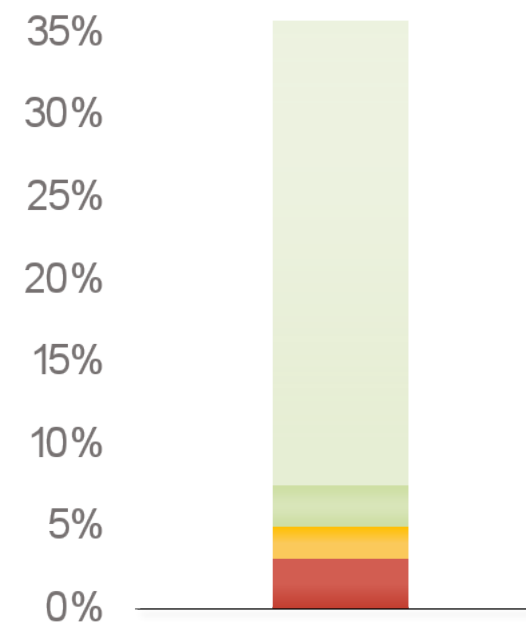


10.8% GROSS MARGIN

The forecasted net income is \$343k, which is \$390k above the budget. It yields a 10.8% gross margin.

Fund Balance %

Forecasted Ending Fund Balance / Total Expenses



54.10% AT YEAR'S END

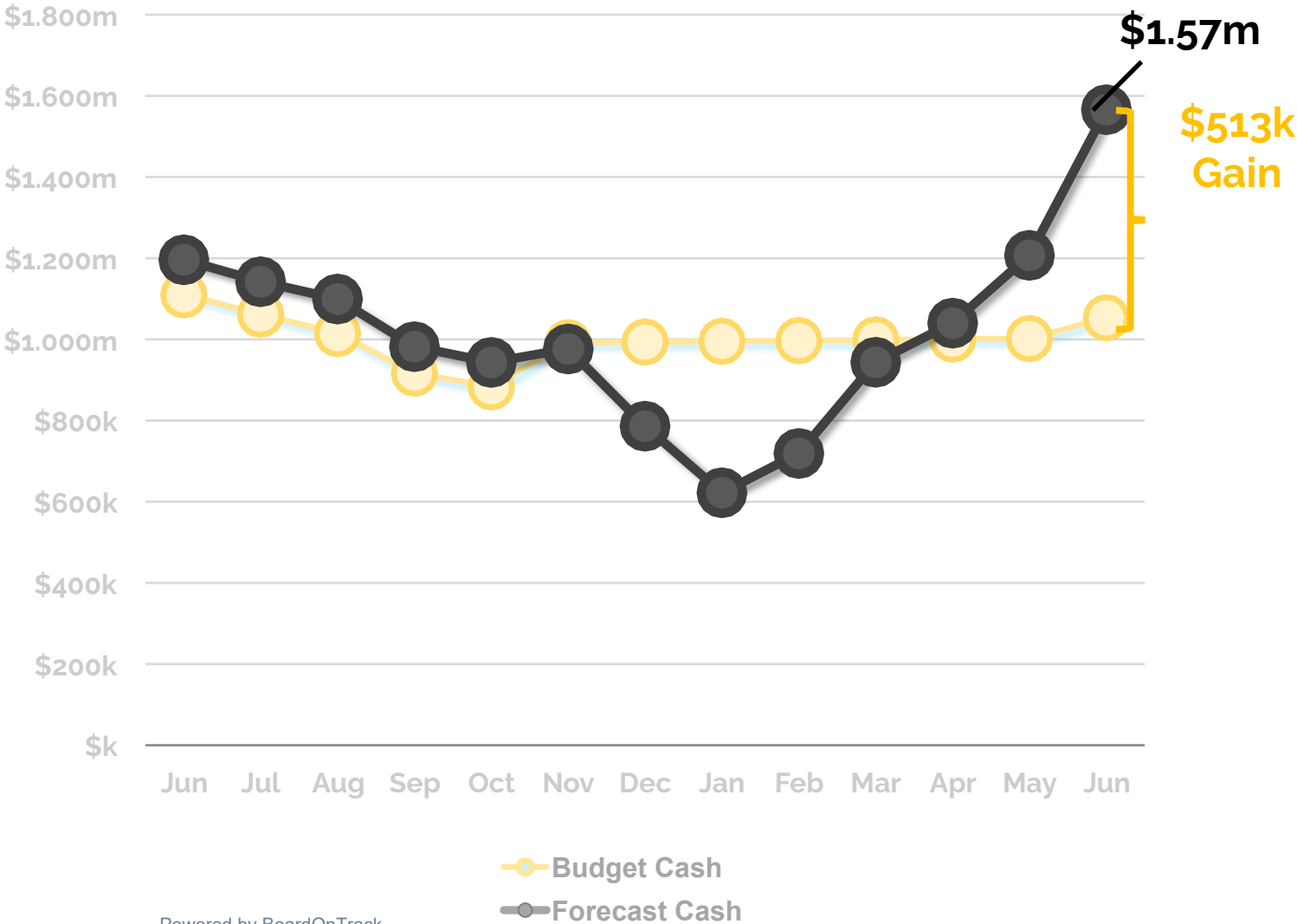
The school is projected to end the year with a fund balance of \$1,536,016. Last year's fund balance was \$1,193,234.

Cash Forecast



201 Days of Cash at year's end

We forecast the school's year ending cash balance as **\$1.6m**, **\$513k** above budget.



Coversheet

Second Reading Draft Policy - Employee & Board Communications Policy

Section:	IV. PUBLIC MEETING PORTION: ACTION SESSION CONSENT
AGENDA ITEMS [A - F]	
Item:	A. Second Reading Draft Policy - Employee & Board Communications
Policy	
Purpose:	Vote
Submitted by:	
Related Material:	DRAFT Rooted School Employee & Board Communications Policy.pdf

Rooted School: Employee & Board Communication Policy 2025 - 2026

First Reading – June 20, 2025

Policy Statement:

Open communication and transparency are hallmarks of the Rooted School model. Rooted School is committed to providing a professional, collegial atmosphere for all employees and members of its Board of Directors. To ensure an orderly and effective management and negotiation process, the following policy applies to all employees regarding communications with the School's Board of Directors.

This policy outlines the expectations, procedures, and responsibilities of all faculty/staff and board members when responding to any request for communication in person, via email, or phone. For the purpose of this policy, “communication” shall also include any request for meetings with board/teachers either individually or as a group.

Chain of Command:

Employees are required to address concerns, questions, or suggestions related to workplace issues—including those about wages, working conditions, or union matters (pending ratification of a CBA) through their immediate supervisor, the designated administrator, or the official negotiation team (pending ratification of a CBA).

Prohibition on Individual Meetings:

Employees are not permitted to meet individually with members of the Board of Directors to discuss any work-related or union-related matters. Board members will be instructed to refer all such requests to management or to the negotiation team.

Collective Communication at Board Meetings:

Employees who wish to raise collective concerns, including views or proposals related to union matters, may do so during the appropriate public comment period of scheduled Board meetings, and according to Board procedures as outlined in the meeting agendas. Such communications must be made publicly and not in a private or one-on-one setting with Board members.

Non-Retaliation:

No employee will be subjected to retaliation or discipline for exercising their right to communicate collectively with the Board during authorized and appropriate times as described above.

Equal Application:

This policy applies to all employees and all workplace matters to ensure fairness and consistency.

Coversheet

Second Reading Draft Policy - Title IX Updates

Section:	IV. PUBLIC MEETING PORTION: ACTION SESSION CONSENT
AGENDA ITEMS [A - F]	
Item:	B. Second Reading Draft Policy - Title IX Updates
Purpose:	Vote
Submitted by:	
Related Material:	DRAFT Rooted School Title IX Policy.pdf

Policy: Title IX - Sex Non-Discrimination

Title IX - Sex Non-Discrimination

I. PURPOSE

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

II. GENERAL STATEMENT OF POLICY

A. Rooted School provides equal educational opportunity for all students and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school on the basis of sex.

B. The school prohibits sexual harassment that occurs within its education programs and activities. When the school has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

C. This policy applies to sexual harassment that occurs within the school's education programs and activities and that is committed by a school employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school's education programs or activities.

D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator, the Office for Civil Rights, or both.

The school's Title IX Coordinator is:

Executive Director/Principal, Kaitlin Karpinski
6701 Press Drive
kkarpinski@rootedschool.org

Office for Civil Rights Contact Information:

U.S. Department of Education
Office for Civil Rights
400 Maryland Avenue, SW
Washington, DC 20202-1100
800-421-3481
OCR@ed.gov
<https://www.ed.gov/ocr>

Concerns about a Title IX incident? Complete the H.I.B. Form to report it to the administrator.

III. DEFINITIONS

A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school's Title IX Coordinator or to any employee of the school. Imputation of knowledge based solely on

Commented [AGL1]: This should go with a notice of non-discrimination, per 34 C.F.R. § 106.8(b)

Do we have that? Put it on the website?

Commented [AGL2]: What is HIB? This form is not publicly shared

Deleted: [i.e. Executive director/Principal]

vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school with actual knowledge is the respondent.

B. “Complainant” means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. The Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.

Deleted: [i.e. Executive director/Principal]

C. “Day” or “days” means, unless expressly stated otherwise, business days (i.e. day(s) that the school office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).

D. “Deliberately indifferent” means clearly unreasonable in light of the known circumstances. The school is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

E. “Education program or activity” means locations, events, or circumstances for which the school exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school education programs or activities that occur on or off school property.

F. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment.

Deleted: [i.e. Executive director/Principal]

1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.

Deleted: [i.e. Executive director/Principal]

2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school with which the formal complaint is filed.

G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.

H. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.

I. “Remedies” means actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.

J. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.

K. “Sexual harassment” means any of three types of misconduct on the basis of sex that occurs in a school education program or activity and is committed against a person in the United States:

1. *Quid pro quo* harassment by a school employee (conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct);
2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
3. Any instance of sexual assault (as defined in the Clery Act, 20 United States Code section 1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 United States Code section 12291).

L. "Supportive measures" means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services

M. "Title IX Personnel" means any person who addresses, works on, or assists with the school's response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:

1. "Title IX Coordinator" means an employee of the school that coordinates the school's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.

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2. "Investigator" means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the decision-maker or the appellate decision-maker. The Investigator may be a school employee, school official, or a third party designated by the school.

3. "Decision-maker" means a person who makes a determination regarding responsibility after the investigation has concluded. The decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the appellate decision-maker.

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4. "Appellate Decision-maker" means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The appellate decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or decision-maker. The appellate decision-maker may be a school employee, or a third party designated by the school.

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The Title IX Coordinator of the school may delegate functions assigned to a specific school employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator [i.e. Executive director/Principal], Investigator, decision-maker, appellate decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the Title IX Coordinator at any time. The school may also, in its discretion, appoint suitably qualified persons who are not school employees to fulfill any function under this policy, including, but not limited to, Investigator, decision-maker, appellate decision-maker, and facilitator of informal resolution processes.

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IV. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.

2. The school will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.

3. The school will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, decision-maker, and appellate decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.

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2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

3. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

C. Confidentiality

The school will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code section 1232g, FERPA regulations, 34 Code of Federal Regulations part 99 or as required by law, or to carry out the purposes of 34 Code of Federal Regulations part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

D. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

E. Notice

The school will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

F. Consolidation

The school may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

G. Evidence

1. During the grievance process, the school will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school obtains the party's voluntary, written consent.

H. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school employees are respondents.

I. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School.
4. The school will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School.

Although the school strives to adhere to the timelines described above, in each case, the school may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

J. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school may provide a complainant and disciplinary sanctions that the school might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in

work locations, leaves of absence, monitoring of certain areas of the school buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.

2. If the decision-maker determines a student-respondent is responsible for violating this policy, the decision-maker will recommend appropriate remedies, including disciplinary sanctions /consequences. The Title IX Coordinator will notify all parties of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with all student discipline policies, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

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V. REPORTING PROHIBITED CONDUCT

A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator [i.e. Executive director/Principal].

B. Any employee of the school who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.

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C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

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D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the school may report the alleged conduct to law enforcement authorities. The school encourages complainants to report criminal behavior to the police immediately.

VI. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

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B. The school will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.

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D. Upon receipt of a formal complaint, the school must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:

1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
6. A copy of this policy.

VII. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

The school may remove a student-respondent from an education program or activity of the school on an emergency basis before a determination regarding responsibility is made if:

1. The school undertakes an individualized safety and risk analysis;
2. The school determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
3. The school determines the student-respondent poses such a threat, it will notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school policies, including Student Discipline. The school must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

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B. Employee Administrative Leave

The school may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VIII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school at the school's discretion, but only after a formal complaint has been received by the school.

B. The school may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.

C. The informal resolution process may not be used to resolve allegations that a school employee sexually harassed a student.

D. The school will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

IX. DISMISSAL OF A FORMAL COMPLAINT

A. Under federal law, the school must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:

1. Would not meet the definition of sexual harassment, even if proven;
2. Did not occur in the school's education program or activity; or
3. Did not occur against a person in the United States.

B. The school may, in its discretion, dismiss a formal complaint or allegations therein if:

1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
2. The respondent is no longer enrolled or employed by the school; or
3. Specific circumstances prevent the school from gathering sufficient evidence to reach a determination.

C. The school shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.

D. Dismissal of a formal complaint or a portion thereof does not preclude the school from addressing the underlying conduct in any manner that the school deems appropriate.

X. INVESTIGATION OF A FORMAL COMPLAINT

A. If a formal complaint is received by the school, the school will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.

B. If during the course of the investigation the school decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school must provide notice of the additional allegations to the known parties.

C. When a party's participation is invited or expected in an investigative interview, the investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.

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D. During the investigation, the investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.

E. Prior to the completion of the investigative report, the investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the investigator will consider prior to completion of the investigative report.

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F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

G. Rooted School does not require or provide for a live hearing as part of its Title IX grievance process for K-12 students.

H. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant and will not be permitted, unless offered to prove that someone other than the respondent committed the alleged conduct, or if they concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

XI. DETERMINATION REGARDING RESPONSIBILITY

A. After the school has sent the investigative report to both parties and before the school has reached a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.

B. The decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.

C. The decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

D. When the exchange of questions and answers has concluded, the decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the school's code of conduct to the facts;

5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school to the complainant; and

6. The school's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.

E. In determining appropriate disciplinary sanctions, the decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.

F. The written determination of responsibility must be provided to the parties simultaneously.

G. The Title IX Coordinator responsible for the effective implementation of any remedies.

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H. The determination regarding responsibility becomes final either on the date that the school provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XII. APPEALS

A. The school shall offer the parties an opportunity to appeal a determination regarding responsibility or the school's dismissal of a formal complaint or any allegations therein, on the following bases:

1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator [i.e. Executive director/Principal], investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

B. If notice of an appeal is timely received by the school, the school will notify the parties in writing of the receipt of the appeal, assign or designate the appellate decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

C. After reviewing the parties' written statements, the appellate decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.

D. The written decision describing the result of the appeal must be provided simultaneously to the parties.

E. The decision of the appellate decision-maker is final. No further review beyond the appeal is permitted.

XIII. RETALIATION PROHIBITED

A. Neither the school nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of

sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.

C. Charging an individual with violation of school policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIV. RECORD KEEPING

Rooted School will maintain for a period of at least seven (7) years records of the following:

- A. Each report of conduct that may constitute sex discrimination under Title IX, including sexual harassment, as defined in 34 C.F.R. § 106.2, and the school's response;
- B. Each grievance process conducted under this policy, including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the school's education program or activity;
- C. Any appeal and the result therefrom;
- D. Any informal resolution and the result therefrom;
- E. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. These materials will be made publicly available on the school's website, or, if the school does not maintain a website, will be made available upon request for inspection by members of the public.

All records will be maintained in a manner consistent with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and its implementing regulations.

XV. TRAININGRooted School will ensure that all employees and Title IX personnel receive training as required by federal law.

- A. All Employees will be trained on:
 - a. The school's obligation to address sex discrimination in its education program or activity;
 - b. The scope of conduct that constitutes sex discrimination under Title IX and its regulations, including the definition of sex-based harassment;
 - c. All applicable notification and information requirements under 34 C.F.R. §§ 106.40(b)(2) and 106.44.
- B. Investigators, Decisionmakers, and Other Grievance Personnel
 - a. In addition to the above, all investigators, decisionmakers, and other persons responsible for implementing the school's grievance procedures or who have the authority to modify or terminate supportive measures will be trained on:
 - b. The school's obligations under 34 C.F.R. § 106.44;
 - c. The school's grievance procedures under 34 C.F.R. § 106.45 (and, if applicable, § 106.46);
 - d. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;

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e. The meaning and application of the term “relevant” in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance under 34 C.F.R. § 106.45 (and, if applicable, § 106.46).

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C. Facilitators of Informal Resolution. All facilitators of an informal resolution process will be trained on:

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a. The rules and practices associated with the school’s informal resolution process;

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b. How to serve impartially, including by avoiding conflicts of interest and bias.

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D. Title IX Coordinator and Designees. The Title IX Coordinator and any designees will also be trained on:

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a. Their specific responsibilities under 34 C.F.R. § 106.8(a);

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b. 34 C.F.R. §§ 106.40(b)(3), 106.44(f) and (g);

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c. The school’s recordkeeping system and the requirements of 34 C.F.R. § 106.8(f);

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d. Any other training necessary to coordinate the school’s compliance with Title IX.

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E. Frequency and Content of Training

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a. Training will be provided promptly upon hiring or change of position that alters Title IX duties, and annually thereafter.

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b. All training must not rely on sex stereotypes.

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F. Availability of Training Materials

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a. Rooted School will make all materials used to provide Title IX training available for inspection by members of the public upon request. Requests to inspect training materials may be submitted to the Title IX Coordinator. The school will respond to such requests in a timely manner and will not require a Freedom of Information Act (FOIA) request or other formal process for access.

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XVI. ACCESSIBILITY.

Rooted School is committed to ensuring that all members of its community have meaningful access to its Title IX policy, procedures, and related materials.

Upon request, the school will provide its Title IX policy, procedures, notices, and training materials in accessible formats for individuals with disabilities, such as large print, Braille, audio, or accessible electronic formats, in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Upon request, the school will provide translations of its Title IX policy, procedures, notices, and training materials, or otherwise ensure meaningful access for individuals with limited English proficiency, in accordance with Title VI of the Civil Rights Act of 1964.

Requests for accessible formats or language assistance may be made to the Title IX Coordinator.

XVII. Pregnant and Parenting Students

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Rooted School does not discriminate against any student on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. The school will treat pregnancy and related conditions as it treats any other temporary disability with respect to any medical or hospital benefit, service, plan, or policy for students.

Pregnant and parenting students are entitled to reasonable adjustments and accommodations, such as a larger desk, elevator access, or breaks during class, as needed.

The school will provide leave for pregnancy, childbirth, and related conditions for as long as is deemed medically necessary by the student’s physician. Upon return, students will be reinstated to the same academic and extracurricular status as before the leave began.

The school will not require a doctor’s note for absences related to pregnancy or related conditions unless such documentation is required for all students with physical or emotional conditions requiring treatment by a doctor.

Pregnant and parenting students will have equal access to all educational programs and activities, including extracurricular activities, honors programs, and leadership opportunities.

Students seeking accommodations or support related to pregnancy or parenting may contact the Title IX Coordinator for assistance.

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Legal References:

20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments)

34 C.F.R. Part 106 (Implementing Regulations of Title IX)

20 U.S.C. § 1400, *et seq.* (Individuals with Disabilities Education Act)

29 U.S.C. § 794 (Section 504 of the Rehabilitation Act)

42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)

20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

Coversheet

Second Reading Draft Policy - Communicable Diseases Policy

Section:	IV. PUBLIC MEETING PORTION: ACTION SESSION CONSENT
AGENDA ITEMS [A - F]	
Item:	C. Second Reading Draft Policy - Communicable Diseases Policy
Purpose:	Vote
Submitted by:	
Related Material:	DRAFT Rooted School Communicable Disease Policy.pdf

Rooted School: Communicable Disease Policy 2025 - 2026

First Reading – June 20, 2025

Policy Statement:

The safety and well-being of all members of the school community, including students, staff, and visitors, is of paramount importance. Rooted School is committed to providing a safe, healthy environment where all students can learn without fear of harm.

This policy outlines the expectations, procedures, and responsibilities of staff when responding to students who exhibit symptoms of communicable disease.

Exclusion Measures:

Mandatory exclusion of students and/or staff who are diagnosed with certain communicable diseases or conditions from school/work until they are no longer contagious, is the Policy of Rooted School New Orleans.

All diagnoses must be confirmed by a physician or RNP. If confirmation of a diagnosis cannot be readily available, the school nurse may initiate exclusion based on non-diagnostic, but readily identifiable signs or symptoms.

The National Association of School Nurses Communicable Disease Guidance Document and the CDC guidance details both symptom based and disease specific exclusion guidelines. The following exclusion criteria and actions extracted from the Guidance Document and CDC guidance details symptom-based exclusion:

- Fever or temperature of 100.6 Degrees F (38.1C) or greater
- New cough or illness or difficulty breathing
- Headache with stiff neck or with fever
- Chills and sweats
- Unexplained joint and muscle aches
- Diarrhea: 3 loose or watery stools in a day or incontinence of bowels
- Vomiting: One or more episodes that are unexplained
- Skin rash or open sores: with or without drainage
- Red eyes with eye discharge: yellow or brown drainage from the eyes
- Jaundice: New Yellow color in eyes or skin
- Swollen neck or cervical lymph nodes
- Acting differently without a reason: unusually sleepy, grumpy, or confused

- Major health event like an illness lasting 2 or more weeks or a hospital stay or health condition that requires more care than the school staff can safely provide.

Mandatory Isolation Space Requirements:

This is a prevention-oriented health services program that includes a dedicated space to isolate sick students and to provide services for

- All students who become ill at school will remain at school, supervised by staff until parents can pick them up from the designated isolation area.
 - Students must wear a face covering.
 - Staff must wear facial covering and maintain distance but never leave the student.
- While exercising caution to maintain safety is appropriate when working with children exhibiting signs and symptoms, it is also critical that staff maintain sufficient composure so as not to unduly alarm the student or family.
- Staff will maintain student confidentiality as appropriate.
- Space used for isolation must be cleaned regularly before and after each use.

Staff and students displaying **COMMUNICABLE DISEASE** signs or symptoms, per the Guidance Document and CDC guidance, should be tested for **COMMUNICABLE DISEASES**, and may return only with a physician or RNP return to school/work permission form, and must be fever-free for a period of 24 consecutive hours.

Coversheet

Second Reading Draft Policy - Rooted School Risk & Threat Assessment Policy

Section:	IV. PUBLIC MEETING PORTION: ACTION SESSION CONSENT
AGENDA ITEMS [A - F]	
Item:	D. Second Reading Draft Policy - Rooted School Risk & Threat
Assessment Policy	
Purpose:	Vote
Submitted by:	
Related Material:	DRAFT Rooted School Risk & Threat Assessment Policy.pdf

Rooted School: Responding to Students Who Pose a Risk to Themselves or Others

Second Reading – August 20, 2025

Policy Statement:

The safety and well-being of all members of the school community, including students, staff, and visitors, is of paramount importance. Rooted School is committed to providing a safe environment where all students can learn without fear of harm.

This policy outlines the expectations, procedures, and responsibilities of staff when responding to students who exhibit behaviors that pose a potential risk to themselves (e.g., suicidal ideation, self-harm) or others (e.g., violent behavior, threats).

Purpose:

To ensure a consistent, compassionate, and systematic response to students who may pose a risk to themselves or others, while prioritizing safety, mental health support, and appropriate intervention.

Scope:

This policy applies to all school staff, including teachers, counselors, administrators, school safety officers, and any other personnel interacting with students.

I. Identification and Reporting:

Immediate Threat - When a student exhibits behavior that poses an immediate danger to themselves or others, staff must:

- Call **911** or the **New Orleans Police Department (NOPD)** at (504) 821-2222.
- Notify the **designated school safety team** immediately to activate the emergency response.

II. Concerning Behavior:

Any staff member who observes concerning behavior that may pose a risk must immediately report it to the **principal** or **school counselor** following the school's established reporting procedures.

- Reporting channels may include:
 - In-person reports
 - Secure digital reporting forms
 - Anonymous tip lines (if available)

III. Key Contacts:

- **Principal:** Ms. Jemiah Boagni

- **School Counselor:** Mr. Mike Herbers
- **School Safety Officer:** Ms. Trinicia Torregano

IV. Immediate Response:

- **Removal from Environment:**

If it is safe to do so, the student must be moved to a supervised, private location, away from the classroom or any environment where they may pose a risk to themselves or others.

- **Initiate Threat Assessment Protocol:**

Upon identification of a potential risk, the **behavioral threat assessment team** will be activated. This team will include:

- **Principal**
- **School Counselor**
- **School Safety Officer**
- **School Psychologist** (if available)
- **Mental Health Professionals**

- **Engage Mental Health Professionals:**

The **school psychologist, school counselor, or an external mental health provider** must be engaged promptly to assess the student's needs and determine the level of intervention required.

- **Parent/Guardian Notification:**

The **parent/guardian** must be notified as soon as possible, unless doing so would place the student at greater risk. The notification should include details about the behavior, the school's response, and any further actions being taken.

V. Risk Assessment and Intervention:

- **Risk Screening**

A comprehensive risk screening must be conducted using validated tools, including:

- **Columbia Suicide Severity Rating Scale (C-SSRS)** for self-harm concerns.
- **Virginia Student Threat Assessment Guidelines (VSTAG)** for threats to others.

VI. Risk Classification and Intervention:

Based on the results of the assessment, the following levels of risk will be determined and appropriate interventions will be implemented:

- **Low Risk:** Provide counseling services, increase monitoring, and arrange follow-up meetings.
- **Moderate Risk:** Develop a safety plan, involve mental health services, and possibly limit school access temporarily.

- **High Risk:** Immediately refer for emergency mental health evaluation or law enforcement intervention; possible hospitalization or alternative placement.

VII. Re-Entry Planning:

- **Re-Entry Meeting**

A re-entry meeting will be held prior to the student returning to school. The meeting will include:

- The student
- Parent/guardian
- School counselor
- Administrator

- **Safety/Reintegration Plan**

A **Safety/Reintegration Plan** must be created that may include:

- Modified schedule
- Check-ins with a trusted staff member
- Ongoing mental health support
- Peer supports or classroom accommodations

- **Reintegration and Monitoring:**

The student's return to school will be monitored for an appropriate period to ensure they are reintegrating safely and receiving the necessary support.

VIII. Documentation:

- **Confidential Records**

All incidents, risk assessments, decisions, and follow-up actions must be documented in a **confidential manner** in accordance with:

- **FERPA** (Family Educational Rights and Privacy Act)
- **HIPAA** (Health Insurance Portability and Accountability Act, when applicable)
- **Louisiana state law** regarding student privacy and mental health information.

IX. Record Retention:

All documentation must be retained securely and in accordance with district policies on record retention.

X. Staff Training and Prevention:

- **Annual Staff Training**

All school staff must receive annual training on:

- Recognizing **warning signs of self-harm** and **violent behavior**
- Implementing **de-escalation techniques**
- Proper use of **reporting and referral systems**
- Trauma-informed care and **mental health first aid**

XI. Promotion of Positive School Climate:

- The school will promote a positive school climate by integrating **social-emotional learning (SEL)** programs into the curriculum. These programs will focus on resilience, empathy, and conflict resolution.

XII. Collaboration with External Agencies:

- **Memoranda of Understanding (MOUs)**

The school district will establish **MOUs** with the following external agencies to ensure coordinated response in cases of student threats:

- **Local Mental Health Agencies:**

- **New Orleans Behavioral Health Center/Manning Family Children's:** (504)896-7200
- **Transfer Center (for referrals):** (504)896-6673
- **Metropolitan Family Services:** (504)568-3134

- **Law Enforcement:**

- **New Orleans Police Department (NOPD):** (504) 286-3355
- **NOPD District 3 (Rooted's District):** 504-658-6030 or 911

- **Louisiana Crisis Response Network:**

- Lifeline: 988
- VIA Link: 211
- Metropolitan Crisis Line (local): (504) 826-2675
- Trevor Project Crisis (LGBTQ+): 678-678

- **Shared Crisis Response Protocols**

The school district will develop shared protocols for communication and crisis response between the school, law enforcement, and mental health agencies to ensure a unified, timely response.

XIII. Enforcement and Compliance:

- **Staff Responsibility**

All staff members are required to adhere to the provisions of this policy. Failure to follow these procedures may result in disciplinary action.

- **Policy Review**

This policy will be reviewed annually by the school district's policy review committee to ensure its continued effectiveness and compliance with applicable laws and regulations.

Adopted By:

- **Rooted School**
- **Date of Adoption:** June 20, 2025

DRAFT

Coversheet

Second Reading Draft Policy - Rooted School Attendance Policy Update

Section:	IV. PUBLIC MEETING PORTION: ACTION SESSION CONSENT
AGENDA ITEMS [A - F]	
Item:	E. Second Reading Draft Policy - Rooted School Attendance Policy
Update	
Purpose:	Vote
Submitted by:	
Related Material:	Rooted School Attendance Policy (rev. spring 2025).pdf



Attendance Policy: Updated

Attendance Policy

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

Daily Attendance

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

Virtual Attendance Policy

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

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

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

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

Truancy Standard

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

Classifications of Absences

Excused Absences: Absences incurred due to a personal illness, serious illness in the family, or extenuating circumstances are excused. **In each case, the absence must be supported by an official medical, legal, or bereavement notice which must be submitted to the main office within 5 days of the absence.** students are eligible to make up work and tests, receive credit for work completed, and receive



Attendance Policy: Updated

credit for a course and/or school year completed. This does not exempt the student from truancy.

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

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

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

Examples of Unexcused Absences:

1. Missing the school bus
2. Trips not approved by the principal
3. Vacations during the school year
4. Birthdays or other celebrations
5. Caring for a young student or elderly adult
6. Trips to homeland
7. Skipping or cutting class
8. Other personal appointments

Absence Communication and Intervention: Rooted employs various strategies to clearly and accurately communicate each student's attendance. It is important that students and families are clear on student absences as they are accruing and the impact that absentia from school has on academic and social progress. Rooted engages in the following processes to support improving students' attendance in school.



Attendance Policy: Updated

1. **Any absence:** Parents/guardians will receive an automated call and/or text message at the primary phone number on file if their student is absent from school.
2. **Students with 3-5 absences:** The Dean and/or leadership team member may call the family and discuss potential barriers to attendance.
3. **Students with 5-9 absences:** Parents/guardians will receive a letter outlining attendance expectations and absences accrued thus far.
4. **Students with 10-15 absences:** Rooted may employ one or more interventions, such as an attendance contract, parent meeting, home visit, therapeutic referral, and more.
5. **After 15+ days of absence,** the student will be referred to the Office of Student Support and Attendance (OSSA) at NOLA Public Schools.

A student who does not report to school within the first five (5) days of the school year will be discharged from Rooted's roster. Rooted will attempt to contact the family at least three (3) times before discharging the student from the roster.

Any student with fifteen (15) or more consecutive unexcused absences in a school year will be discharged from the school roster.

Note: In rare and trauma-based instances, students and families require flexibility as they navigate significant challenges in areas like housing insecurity, food insecurity, mental health needs, incarceration, community violence, and much more. In those instances, families will be offered an additional 5-day grace period before dropping them from Rooted's roster. This flexibility will only be provided when a written referral is submitted to Rooted from a licensed mental health counselor, social worker, medical doctor, or therapist.

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

Tardiness

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



Attendance Policy: Updated

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

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

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

Coversheet

2025 - 2026 Curriculum Approval

Section:	IV. PUBLIC MEETING PORTION: ACTION SESSION CONSENT
AGENDA ITEMS [A - F]	
Item:	F. 2025 - 2026 Curriculum Approval
Purpose:	Vote
Submitted by:	
Related Material:	Curriculum and Academics at Rooted School 2025-26.pdf

2025-26 Rooted School Course Catalog and Curriculum Offerings

CONTENT / DEPARTMENT	COURSE TITLE	CREDIT / CARNEGIE UNIT VALUE	GRADE	ASSOCIATED IBC OR HIGH STAKES ASSESSMENT	REQUIRED/ ELECTIVE	CURRICULUM / PROGRAM
English / Language Arts	English 9	1	9	LEAP 2025	Required	Guidebooks, Achieve3000, EdulasticTeacher Developed supplements
	English 10	1	10	LEAP 2025	Required	Guidebooks, Achieve3000, Edulastic, Teacher Developed supplements
	English 11	1	11	ACT	Required	Guidebooks, Springboard, Achieve3000, Edulastic, Teacher Developed supplements
	English 12	1	12	ACT	Required	Guidebooks, Springboard, Achieve3000, Edulastic, Teacher Developed supplements
	Dual Enrollment English	N/A	Dual Enrollment	Southern University at New Orleans Professor-Created Assessments, University of New Orleans Professor-Created Assessments, Delgado Community College Professor-Created Assessments, Bard Early College Professor-Created Assessments	N/A	Southern University at New Orleans Professor-Created Assessments, University of New Orleans Professor-Created Assessments, Delgado Community College Professor-Created Assessments, Bard Early College Professor-Created Curriculum
Health	Health 9	0.5	9	N/A	Required	Teacher Developed Alternative Course
Mathematics	Algebra I	1	9	LEAP 2025	Required	Springboard, Edulastic, IXL
	Algebra II	1	10	N/A	Required	Springboard, Edulastic, IXL
	Geometry	1	11	LEAP 2025, ACT	Required	Springboard, Edulastic, IXL, ACT Prep
	Probability and Statistics	1	12	ACT	Required	Springboard, Edulastic, IXL, ACT Prep
	Dual Enrollment Mathematics	N/A	Dual Enrollment	Southern University at New Orleans Professor-Created Assessments, University of New Orleans Professor-Created Assessments, Delgado Community College Professor-Created Assessments, Bard Early College Professor-Created Assessments	N/A	Southern University at New Orleans Professor-Created Assessments, University of New Orleans Professor-Created Assessments, Delgado Community College Professor-Created Assessments, Bard Early College Professor-Created Curriculum
Physical Education	PE I	1	9	N/A	Required	Teacher Developed Alternative Course
	PE II	0.5	10	N/A	Required	Teacher Developed Alternative Course
	Environmental Science	1	9	N/A	Required	Open Educational Resources, Teacher-Developed NGSS, STEM Library Lab Open Educational Resources/NGSS Curriculum Training and Guidance
	Biology	1	10	LEAP 2025	Required	Open Educational Resources, Teacher-Developed NGSS, STEM Library Lab Open Educational Resources/NGSS Curriculum Training and Guidance

2025-26 Rooted School Course Catalog and Curriculum Offerings

CONTENT / DEPARTMENT	COURSE TITLE	CREDIT / CARNEGIE UNIT VALUE	GRADE	ASSOCIATED IBC OR HIGH STAKES ASSESSMENT	REQUIRED/ ELECTIVE	CURRICULUM / PROGRAM
Science	Chemistry	1	11	ACT	Required	Open Educational Resources, Teacher-Developed NGSS, STEM Library Lab Open Educational Resources/NGSS Curriculum Training and Guidance
	Physical Science	1	12	N/A	Required	Open Educational Resources, Teacher-Developed NGSS, STEM Library Lab Open Educational Resources/NGSS Curriculum Training and Guidance
	Dual Enrollment Biology and/or Science	N/A	Dual Enrollment	Southern University at New Orleans Professor-Created Assessments, University of New Orleans Professor-Created Assessments, Delgado Community College Professor-Created Assessments, Bard Early College Professor-Created Assessments	N/A	Southern University at New Orleans Professor-Created Assessments, University of New Orleans Professor-Created Assessments, Delgado Community College Professor-Created Assessments, Bard Early College Professor-Created Curriculum
Social Studies / History	Civics	1	9	LEAP 2025	Required	Foundations of Freedom, the DBQ project, First Generations Investors with Tulane University
	U.S. History I	1	10	LEAP 2025	Required	Teacher Developed, the DBQ project
	Western Civilization	1	10	N/A		Teacher Developed, the DBQ project
	World Geography	1	11	N/A	Required	Teacher Developed, the DBQ project
	Economics	1	12	N/A	Required	Teacher Developed, the DBQ project, First Generations Investors with Tulane University
	Dual Enrollment Social Studies	N/A	Dual Enrollment	Southern University at New Orleans Professor-Created Assessments, University of New Orleans Professor-Created Assessments, Delgado Community College Professor-Created Assessments, Bard Early College Professor-Created Assessments	N/A	Southern University at New Orleans Professor-Created Assessments, University of New Orleans Professor-Created Assessments, Delgado Community College Professor-Created Assessments, Bard Early College Professor-Created Curriculum
	Media Arts I	1	9, 10, 11, or 12	AutoDesk Inventor	Arts credit, required	Teacher Developed curriculum (aligned to autodesk standards)
	Computer Integrated Manufacturing (CDF)	1	9, 10, 11, or 12	AutoDesk Inventor	Elective	Teacher Developed curriculum (aligned to autodesk standards)

2025-26 Rooted School Course Catalog and Curriculum Offerings

CONTENT / DEPARTMENT	COURSE TITLE	CREDIT / CARNEGIE UNIT VALUE	GRADE	ASSOCIATED IBC OR HIGH STAKES ASSESSMENT	REQUIRED/ ELECTIVE	CURRICULUM / PROGRAM
Technology	Fundamentals Of HTML, CSS, And Web Development (1 Credit)	1	10, 11, or 12	IT Specialist certification in HTML and CSS, Python	Elective	Teacher Developed
	Advanced Javascript, Functional Programming, &Web Development	2	11,12	IT Specialist certification in JavaScript	Elective	Teacher Developed
	Photography I/ Photography II	1	9, 10, 11, or 12	Adobe Photoshop, InDesign, and Illustrator	Elective	Teacher Developed, Adobe Photoshop, InDesign, Illustrator + Gmetrix and Certiport
	COMP TIA+ Fundamentals of Computer Installation and Configuration Edvent	1	10, 11, or 12	COMP TIAA+ ITF+	Elective	Teacher Developed
	COMP TIA+ Networking Fundamentals	1	9, 10, 11, or 12	COMP TIAA ITF+	Elective	Teacher Developed
	Fundamentals Of HTML, CSS, And Javascript (1 Credit)	1	10, 11, or 12	Unity Certified User Artist, and others	Elective	Code Advengers
	Advanced Javascript, Functional Programming, &Web Development	1	10, 11, or 12	Unity Certified Associate: Game Developer ,Unity Certified User: Programmer certification, Virtual Reality Certification, and others	Elective	Unity, Gmetrix

2025-26 Rooted School Course Catalog and Curriculum Offerings

CONTENT / DEPARTMENT	COURSE TITLE	CREDIT / CARNEGIE UNIT VALUE	GRADE	ASSOCIATED IBC OR HIGH STAKES ASSESSMENT	REQUIRED/ ELECTIVE	CURRICULUM / PROGRAM
	Fundamentals Of HTML, CSS, And Javascript (1 Credit)	1	9,10, 11, or 12	Microsoft Technology Associate (MTA) Exam 98-383: Introduction to Programming Using HTML and CSS, and Microsoft Technology Associate (MTA) Exam 98-382: Introduction to Programming Using JavaScript, and others	Elective	Microsoft Technology Associate, Teacher Developed, and Certiport
	Computer Science I/ Computer Science II	1	9,10,11,12	Northstar, Microsost Technology Associate (MTA): Word, PowerPoint, Excel, Access, and others	Elective	Teacher Developed
	Digital Media	1	9,10, 11, or 12	3DSMax, and others	Elective	Teacher Developed
	CDF-Qualifying CTE Internship I (1 Credit)	1	9, 10, 11, or 12	Multiple possibilities during internship	Elective	Youth Force NOLA and Rooted Internship program curriculum
	CDF-Qualifying CTE Internship II (1 Credit)	1	10, 11, or 12	Multiple possibilities during internship	Elective	Youth Force NOLA and Rooted Internship program curriculum
World Language	Spanish I	1	9, 10 or 11	N/A	Required elective	Mangoes, Teacher Developed Scope and Sequence and/or portfolio
	French I (guidance counselor and principal signature/approval required)	1	9, 10 or 11	N/A	Required elective	Duolingo and portfolio

2025-26 Rooted School Course Catalog and Curriculum Offerings

CONTENT / DEPARTMENT	COURSE TITLE	CREDIT / CARNEGIE UNIT VALUE	GRADE	ASSOCIATED IBC OR HIGH STAKES ASSESSMENT	REQUIRED/ ELECTIVE	CURRICULUM / PROGRAM
World Language	French II (guidance counselor and principal signature/approval required)	1	9, 10, 11, 12	N/A	Required elective	Duolingo and portfolio
	Spanish II	1	9, 10, 11, 12	N/A	Required elective	Mangoes, Teacher Developed Scope and Sequence and/or portfolio

Coversheet

The Board May Vote to Take Action on Financial Reinvestment

Section: V. ACTION SESSION: INDIVIDUAL AGENDA ITEM - BOARD CD
INVESTMENT / CHECKING REINVESTMENT
Item: A. The Board May Vote to Take Action on Financial Reinvestment
Purpose: Vote
Submitted by:
Related Material: Deposit Rates - Grasshopper.pdf



Our Offerings
▼

Who We Are
▼

Resources
▼

Log In

Get Started

Current as of 1/2/2025

Interest Rates

This rate chart contains information about interest rates and annual percentage yields for some of the accounts we offer.

	MINIMUM OPENING DEPOSIT	MINIMUM BALANCE TO EARN INTEREST	INTEREST RATE	ANN PERCE YIE
INNOVATOR BUSINESS CHECKING				
\$0.01 - \$24.999.99	\$100.00	\$0.01	1.00%	1.0
\$25,000.00 - \$250,000.00	\$100.00	\$25,000.00	1.79%	1.8
Greater than or equal to \$250,000.01	\$100.00	\$250,000.01	1.00%	1.0
INNOVATOR MONEY MARKET SAVINGS				
\$0.01 - \$24.999.99	\$100.00	\$0.01	1.79%	1.8
Greater than or equal to \$25,000.00	\$100.00	\$25,000.000	3.49%	3.5
ACCELERATOR BUSINESS CHECKING				
\$0.01 - \$24.999.99	\$100.00	\$0.01	1.00%	1.0

	MINIMUM OPENING DEPOSIT	MINIMUM BALANCE TO EARN INTEREST	INTEREST RATE	ANN PERCE YIE
\$25,000.00 - \$250,000.00	\$100.00	\$25,000.00	1.79%	1.8
Greater than or equal to \$250,000.01	\$100.00	\$250,000.01	1.00%	1.0

ACCELERATOR MONEY MARKET SAVINGS

\$0.01 - \$24,999.99	\$100.00	\$0.01	1.79%	1.8
Greater than or equal to \$25,000.00	\$100.00	\$25,000.000	3.49%	3.5

CRE BUSINESS CHECKING

\$0.01 - \$24,999.99	\$100.00	\$0.01	1.00%	1.0
\$25,000.00 - \$250,000.00	\$100.00	\$25,000.00	1.79%	1.8
Greater than or equal to \$250,000.01	\$100.00	\$250,000.01	1.00%	1.0

MONEY MARKET SAVINGS

\$0.01 - \$99,999.99	\$100.00	\$0.01	1.64%	1.6
\$100,000.00 - \$499,999.99	\$100.00	\$100,000.00	1.88%	1.9
Greater than or equal to \$500,000.00	\$100.00	\$500,000.00	2.13%	2.1

BALANCE CREDIT RATE

	MINIMUM OPENING DEPOSIT	MINIMUM BALANCE TO EARN INTEREST	INTEREST RATE	ANN PERCE YIE
Soft dollar credit on DDA balances			1.00%	1.0



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Main: 888.895.9685
Alternative:
917.830.2100
support@grasshopper.bank
Hours: M-F 9am-9pm
ET
ABA Routing Number:
026015024



Banking + Fintech

- Small Business Checking
- Small Business Savings
- Startup Banking
- Venture Capital & Private Equity
- Embedded Finance
- API Banking
- BaaS

Lending + Cards

- SBA Lending
- Venture Capital & Private Equity
- Sponsor Finance
- CRE Lending
- Yacht Lending
- Corporate Cards

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Terms & Conditions

Interest rates and annual percentage yields are current as of 1/2/2025. Rates are variable, determined by Grasshopper Bank at its sole discretion and can change before or after account opening. If you close your account or convert your account to a non-interest-bearing account before accrued interest, if any, is credited you will not receive the accrued interest. All account types may not be available. Fees could reduce the earnings on the account. For current rates or more information about current offerings, contact Client Services at support@grasshopper.bank.