



Rooted School - Washington

Rooted School Vancouver Board Meeting

Published on March 17, 2023 at 3:29 PM PDT

Date and Time

Wednesday March 22, 2023 at 4:00 PM PDT

Location

Fourth Plain Forward
5107 E 4th Plain Blvd #111, Vancouver, WA 98661

Agenda

| | Purpose | Presenter | Time |
|---|---------|-------------|----------------|
| I. Opening Items | | | 4:00 PM |
| A. Call the Meeting to Order | Vote | Toby Martin | 1 m |
| Motion: The motion was made to call the meeting to order. This meeting was called to order at 4:02 PM PST by Mr. Toby Martin, Board Chairperson (or Board designee) | | | |
| B. Record Attendance | Vote | Toby Martin | 1 m |

Roll Call:

Board Members:

Denise Grant - Board Member
Taina Knox - Board Treasurer
Toby Martin - Board Chairperson
Adrienne Mason - Board Secretary
Nathan Webster - Board Member

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| Yesenia Martinez | - | Board Member | |
| Sheila Davis | - | Board Member | |

Rooted School Foundation/School Officials:

- Steven Carney - Executive Director & School Leader - Rooted School Vancouver
- Sandra Yokley - Director of Operations
- Frank Ingargiola - Director of Operations Rooted School NOLA
- Jonathan Johnson - Rooted School Foundation CEO

- C. Land Acknowledgement** Adrienne Mason 1 m

We humbly acknowledge that Rooted School Vancouver stands on the ancestral lands of the Indigenous peoples of this region. We recognize and honor the historic and continued presence of the Cowlitz, Chinook, Klickitat, Yakama, Grand Ronde, Wasco, and Wishram peoples.

We acknowledge the trauma and injustice inflicted upon Indigenous communities through centuries of colonization, displacement, and assimilation efforts. As we seek to create a safe and inclusive learning environment for all students, we commit to learning from and partnering with Indigenous communities to promote healing and equity.

We also recognize the invaluable contributions and knowledge of Indigenous peoples to our shared history, culture, and identity. We are committed to integrating Indigenous perspectives and knowledge into our curriculum and ensuring that the voices and experiences of Indigenous students are heard and valued in our school community.

II. Approval of Minutes 4:03 PM

- A. A. Approve Minutes from 02-22-2023** 1 m
 Rooted School Vancouver Regular Board Meeting

Recommendation: The board approves the minutes of the February 22, 2023 regular board meeting.

III. Communications 4:04 PM

- A. Welcome Community Members**
- B. Initial Public Comment** FYI Adrienne Mason 1 m

BOARD SECRETARY TO READ PRIOR TO ALL PUBLIC COMMENT:

Our Public Comment period is for members of the public to address the board. Each member of the public may sign up to comment at the meeting and will be allotted three - five minutes. The board will listen, but may not directly respond to any comments.

Please do not use specific student, teacher or administrator names in your comments as our meetings are open to the public and public record, and we must adhere to FERPA - Family Educational Rights and Privacy Act. As such, if your comment is about a private matter, please contact the board via email, or speak to the board chair privately.

IV. Consent Agenda **4:05 PM**

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

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| <p>A. 2nd Read: Policy and Procedure 5010: Nondiscrimination and Affirmative Action</p> | <p>Vote</p> | <p>Steven Carney</p> | <p>1 m</p> |
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Background: To **provide clarity to employees on acceptable behavior, reduce bias, attract diverse candidates, and ensure compliance with WA laws and regulations, the following draft Policy and Procedure 5010: Nondiscrimination and Affirmative Action are provided. The draft policy and procedure are aligned with the Washington State School Directors' Association (WSSDA) model policies.**

Recommendation: Approve the adoption of Policy and Procedure 5010: Nondiscrimination and Affirmative Action

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| <p>B. 2nd Read: Policy and Procedure 5011: Sexual Harassment of School Staff Prohibited</p> | <p>Vote</p> | <p>Steven Carney</p> | <p>1 m</p> |
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Recommendation: Approve the adoption of Policy and Procedure 5011: Sexual Harassment of School Staff Prohibited

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| <p>C. 2nd Read: Policy and Procedure 1805: Open Government Trainings</p> | <p>Vote</p> | <p>Steven Carney</p> | <p>1 m</p> |
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Recommendation: Approve the adoption of Policy and Procedure 1805: Open Government Trainings

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| <p>D. 2nd Read: Policy and Procedure 1600: Conflicts of Interest and Prohibited Acts</p> | <p>Vote</p> | <p>Steven Carney</p> | <p>1 m</p> |
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Recommendation: Approve the adoption of Policy and Procedure 1600: Conflicts of Interest and Prohibited Acts

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| <p>E. 2nd Read: Policy 5201: Drug-Free Schools, Community and Workplace</p> | <p>Vote</p> | <p>Steven Carney</p> | <p>1 m</p> |
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Recommendation: Approve the adoption of Policy 5201: Drug-Free Schools, Community and Workplace

V. BOARD INFORMATION/DISCUSSION ITEMS **4:10 PM**

| | Purpose | Presenter | Time |
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| A. Pre-Opening Report | FYI | Steven Carney & Sandra Yokley | 10 m |

Attached is the Pre-Opening Progress Board Report.

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| B. Staff and Student Recruitment Update | FYI | Sandra Yokley | 10 m |
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Steven Carney and Sandra Yokley will provide a staff and student recruitment update. Additionally, a SchoolMint Engage and Connect Dashboard will be presented to view live engagement data.

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| C. Fund Development Committee Report | FYI | Taina Knox | 5 m |
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Attached is the Fund Development Committee monthly report.

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| D. Rooted School Foundation Report | FYI | Jonathan Johnson | 5 m |
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Report: Rooted School Foundation - Jonathan Johnson, CEO

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| E. First Read Policy and Procedure 2162: EDUCATION of STUDENTS WITH DISABILITIES UNDER SECTION 504 of the REHABILITATION ACT of 1973 | Discuss | Steven Carney | 5 m |
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Background:

The Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973 policy aims to provide appropriate educational services to students with disabilities as defined by Section 504.

This policy and procedures are rooted in the belief that all students, regardless of their disabilities, have the right to access education that meets their individual needs. The policy emphasizes the responsibility of the Executive Director or designee to establish procedures for identifying and evaluating students who may be eligible for Section 504 services, providing appropriate accommodations and modifications, and ensuring that they have access to the same educational opportunities as their non-disabled peers. This policy is supported by legal references and is cross-referenced with other policies related to special education, nondiscrimination, and the use of restraint and isolation.

These procedures serve as a guide for Rooted School Vancouver to ensure that students with disabilities have access to educational programs and activities that are equal to those provided to non-disabled students. The procedures cover key aspects such as identification, evaluation, placement, procedural safeguards, and monitoring progress, and emphasize the importance of collaboration between parents, teachers, and other school personnel.

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| F. First Read Policy and Procedure 2110: Transitional Bilingual Instruction Program | | Steven Carney | 5 m |

Background:

The "Transitional Bilingual Instruction Program" policy of Rooted School Vancouver is designed to provide equal educational opportunities for students whose primary language is not English. The policy outlines the school's commitment to providing a transitional bilingual instruction program, annual approval by the Board of Directors, and staff training on appropriate strategies for instruction and assessment. The Executive Director is responsible for implementing the program and ensuring its continuous improvement and evaluation.

The "Transitional Bilingual Instruction Program" procedures ensure that students who speak a primary language other than English have access to equal educational opportunities. The program provides transitional bilingual instruction, with annual approval by the Board of Directors and training for staff. The Executive Director is responsible for implementing and continuously improving the program, including assessing student eligibility and progress, effective communication with parents, and professional development for staff.

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| G. First Read Policy and Procedure 2161: SPECIAL EDUCATION AND RELATED SERVICES | Discuss | Steven Carney | 5 m |
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Background:

The "Special Education and Related Services for Eligible Students" policy of Rooted School Vancouver aims to provide special education and related services to students whose disabilities adversely impact their educational performance. The policy ensures compliance with federal and state requirements and provides a continuum of placement options. Eligibility for special education services is determined on an individual basis, and accommodations, modifications, and related aids and services are provided in accordance with the Section 504 of the Rehabilitation Act of 1973. The policy also includes provisions for mediation or resolution agreements and commencement exercises. The Executive Director is responsible for developing and maintaining special education procedures to implement this policy, which is available to the public. Legal references and cross-references are included.

The "Special Education and Related Services" procedure of Rooted School Vancouver provides a detailed framework for implementing the "Special Education and Related Services" policy. The procedure outlines the processes for identifying students in need of special education, developing individualized education programs (IEPs), and

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| <p>providing appropriate services, accommodations, and modifications to meet their needs. The procedure also covers the roles and responsibilities of school staff, including the Executive Director, in implementing the policy. By following this procedure, the school can ensure compliance with federal and state requirements governing special education and provide eligible students with the necessary support to improve their educational performance.</p> | | | |

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| <p>H. First Read Policy 2108: LEARNING ASSISTANCE PROGRAM</p> | <p>Discuss</p> | <p>Steven Carney</p> | <p>5 m</p> |
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Background:

This policy outlines the Rooted School Vancouver's commitment to implementing a learning assistance program aimed at providing additional support to high school students who do not meet state English language arts or mathematics standards. The LEA will use multiple measures of performance to identify eligible students, including state assessments or other performance measurement tools. The program will also coordinate with other federal, state, and local programs to serve the maximum number of eligible students. The LEA will use best practices in providing program services, and an annual report will be submitted to the superintendent of public instruction to detail the academic growth gained by participating students and the number of students who exit the program due to meeting academic standards.

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| <p>I. First Read Policy and Procedure 3115: HOMELESS STUDENTS ENROLLMENT RIGHTS AND SERVICES</p> | <p>Discuss</p> | <p>Steven Carney</p> | <p>5 m</p> |
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Background:

This policy outlines the school's commitment to ensuring equal access to education for homeless students and their families. The school will work with these students to remove educational barriers to their academic success and provide them with the same free and appropriate education offered to other students. The policy defines homeless students as those lacking a fixed, regular, and adequate nighttime residence and lists several examples of homeless situations. The school will provide school services for which homeless students are eligible, including Title I, state programs, special education, and vocational and technical education programs. The policy designates a liaison to coordinate with social service agencies and review and recommend amendments to school policies that may act as barriers to enrollment of homeless students. The school will also facilitate on-time grade level progression for homeless students and provide opportunities for them to accrue credit. The policy includes legal references and cross-references to related school policies.

The procedure outlines the school district's responsibilities for identifying, enrolling, and providing services to homeless students in accordance with the McKinney-Vento Homeless Education Act. The Act requires school districts to ensure that homeless

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| students have access to the same educational opportunities and services as their housed peers. This procedure establishes guidelines for school personnel to identify homeless students, make school placement decisions, provide transportation, and facilitate access to support services. By implementing this procedure, Rooted School Vancouver is fulfilling its legal and moral obligation to support the academic success of all students, including those experiencing homelessness. | | | |

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| J. First Read Policy and Procedure 2190: HIGHLY CAPABLE PROGRAMS | Discuss | Steven Carney | 5 m |
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Background:

The purpose of this policy is to create a more inclusive and equitable educational environment for students who exhibit exceptional academic capabilities. By addressing the shortcomings of traditional highly capable programs, the policy aims to ensure that all students, regardless of their background, have equal access to intellectual nurturing and support to reach their full potential. This policy promotes the fair identification and response to students with unique academic needs, fostering a more diverse and inclusive learning experience.

Rooted School Vancouver is committed to fostering the academic and social growth of all students, including those with exceptional intellectual abilities. We recognize the need for equitable identification and support for highly capable students, who may not have been traditionally identified due to systemic barriers. Procedure 2190 establishes a comprehensive approach to identify, assess, and support highly capable students through multiple objective criteria and a diverse assessment process that prioritizes equitable access. This procedure ensures that every student has the opportunity to thrive, with tailored support services and a transparent appeals process. RSV's dedication to equity and inclusion in our Highly Capable Programs reflects our commitment to nurturing the unique potential of each student in our community.

VI. BOARD ACTION ITEMS

VII. Executive Session (if needed)

There will be no *Executive Session* for this meeting.

VIII. Closing Items

5:10 PM

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| A. Adjourn Meeting | FYI | Toby Martin | 1 m |
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Motion: The motion was made to adjourn the meeting.

The meeting was adjourned at X:XX PM PST

Date of next Rooted School Vancouver, WA Board Meeting is Wednesday, February 23, 2023 @ 4:00 PM PT