



Rooted School - Washington

Rooted School Vancouver Board Meeting

Published on April 22, 2023 at 12:59 AM PDT

Date and Time

Wednesday April 26, 2023 at 4:00 PM PDT

Location

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

Agenda

| | Purpose | Presenter | Time |
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| 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: | | | |
| Toby Martin: Board Chairperson | | | |
| Adrienne Mason: Board Secretary | | | |
| Taina Knox: Board Treasurer | | | |

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| Nathan Webster: Board Member | | | |
| Yesenia Martinez: Board Member | | | |
| Sheila Davis: Board Member | | | |
| Denise Grant: 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

Guests:

Corey Baron: JGP
 Annegret Nautsch: WCSD

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| C. | Land Acknowledgement | Adrienne Mason | 1 m |
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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

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| A. | A. Approve Minutes from 03-22-2023 Rooted School Vancouver Regular Board Meeting | Approve Minutes | Toby Martin | 1 m |
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Recommendation: The board approves the minutes of the March 22, 2023 regular board meeting.

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| B. B. Approve Minutes from 04-07-2023 Rooted School Vancouver Special Board Meeting | Approve Minutes | Toby Martin | 1 m |

Recommendation: The board approves the minutes of the April 07, 2023 special board meeting.

III. Communications 4:05 PM

A. Welcome Community Members

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| B. Initial Public Comment | FYI | Adrienne Mason | 1 m |
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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 4:06 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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| A. Second Read Policy and Procedure 2162: EDUCATION of STUDENTS WITH DISABILITIES UNDER SECTION 504 of the REHABILITATION ACT of 1973 | Vote | Toby Martin | 1 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.

Recommendation: Approve Policy and Procedure 2162: EDUCATION of STUDENTS WITH DISABILITIES UNDER SECTION 504 of the REHABILITATION ACT of 1973

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| B. | Second Read Policy and Procedure 2110: Transitional Bilingual Instruction Program | Vote | Toby Martin | 1 m |
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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

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| <p>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.</p> | | | |

Recommendation: Approve Policy and Procedure 2110: Transitional Bilingual Instruction Program

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| <p>C. Second Read Policy and Procedure 2161: SPECIAL EDUCATION AND RELATED SERVICES</p> | Vote | Toby Martin | 1 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 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.

Recommendation: Approve Policy and Procedure 2161: SPECIAL EDUCATION AND RELATED SERVICES

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| D. Second Read Policy 2108: LEARNING ASSISTANCE PROGRAM | Vote | Toby Martin | 1 m |

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.

Recommendation: Approve Policy 2108: LEARNING ASSISTANCE PROGRAM

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| E. Second Read Policy and Procedure 3115: HOMELESS STUDENTS ENROLLMENT RIGHTS AND SERVICES | Vote | Toby Martin | 1 m |
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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

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| | Homeless Education Act. The Act requires school districts to ensure that homeless 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. | | |
| | Recommendation: Approve Policy and Procedure 3115: HOMELESS STUDENTS ENROLLMENT RIGHTS AND SERVICES | | |

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| F. | Second Read Policy and Procedure 2190: HIGHLY CAPABLE PROGRAMS | Vote | Toby Martin | 1 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.

Recommendation: Approve Policy and Procedure 2190: HIGHLY CAPABLE PROGRAMS

V. BOARD INFORMATION/DISCUSSION ITEMS 4:12 PM

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| A. | Facility Renovation Update from WCSD | FYI | Annegret Nautsch | 10 m |
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| Annegret Nautsch will join us to provide an update on the renovation at 10401 NE Fourth Plain Blvd. | | | | |
| B. | Financial Update from JGP | Discuss | Corey Baron | 10 m |
| Corey Baron will join us to provide an up-to-date financial update. | | | | |
| C. | Pre-Opening Report | FYI | Steven Carney & Sandra Yokley | 10 m |
| Attached is the Pre-Opening Progress Board Report. | | | | |
| D. | Staff and Student Recruitment Update | FYI | Sandra Yokley | 10 m |
| 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. | | | | |
| E. | Fund Development Committee Report | FYI | Taina Knox | 5 m |
| <p>Grant Applications: We would like to recognize and express our gratitude to Jonathan for his diligent collaboration in drafting and submitting grant applications to the Community Foundation and Cowlitz Foundation. We appreciate his efforts and are hopeful for positive outcomes.</p> <p>Grant Award: We are pleased to announce that our organization has been awarded a \$25,000 grant from the Firstenberg Foundation last week. This is fantastic news and will undoubtedly help us further our mission.</p> <p>Monthly Committee Meetings: To maintain progress and momentum, we have established a recurring monthly meeting for the committee. Our schedule is the third Monday of each month, from 4:30 pm to 5:30 pm, before the board meeting.</p> <p>Fund Development Plan Template: We have identified a template to guide our fund development plan moving forward. Please find the attached template for your review. We welcome any feedback you may have on this template.</p> | | | | |
| F. | Rooted School Foundation Report | FYI | Jonathan Johnson | 5 m |
| Report: Rooted School Foundation - Jonathan Johnson, CEO | | | | |
| G. | First Read Policy and Procedure 3205: SEXUAL HARASSMENT OF STUDENTS PROHIBITED | Discuss | Steven Carney | 5 m |
| Background: | | | | |

This policy aims to establish an educational environment free from discrimination, including sexual harassment and extends to all students and activities. It defines sexual harassment, the creation of a hostile environment, and the legal scope. The policy outlines procedures for reporting, investigating, and resolving sexual harassment complaints, as well as disciplinary measures for engaging in sexual harassment, retaliation, and false allegations. It also emphasizes the dissemination and review of the policy and annual reporting to the board. Relevant cross-references and legal references are provided.

This procedure aims to prevent and address sexual harassment within the school environment. It outlines the definition of sexual harassment and explains the process for reporting, investigating, and resolving complaints. The procedure emphasizes appropriate discipline and sanctions for offenders, protection against retaliation, and consequences for false allegations. It also includes the dissemination and review of the policy, as well as age-appropriate education and training for staff, students, parents, and volunteers. Relevant cross-references and legal references are provided.

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| H. | First Read Policy and Procedure 3241: STUDENT BEHAVIOR, CORRECTIVE ACTIONS and/or INTERVENTIONS | Discuss | Steven Carney | 5 m |
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Background:

This policy and procedure aims to provide a safe and conducive learning environment for all students. It emphasizes minimizing exclusion, engaging with families, supporting students, and ensuring fairness, equity, and due process in administering corrective actions. The policy requires the school to consider other forms of corrective action before imposing exclusionary measures and mandates collaboration with parents and students to resolve behavioral issues. Additionally, the policy outlines staff authority in administering corrective actions, the rights of students during the disciplinary process, and the importance of periodic data review to identify and address any disproportionality in disciplinary actions.

Key Points:

1. Aim to keep students in class and maximize engagement with restorative interventions when possible.
2. Engage with families and community and strive to understand and be responsive to cultural context.
3. Administer corrective action fairly, equitably, and with due process.
4. Provide educational services to students during suspension or expulsion and facilitate their successful reentry into the classroom.
5. Ensure a safe environment for all students and school employees.

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| 6. Involve school personnel, students, parents, and community in data review and policy development. | | | |
| 7. Distribute policies and procedures to families, community, and school personnel. | | | |
| I. First Read Policy and Procedure 4220: COMPLAINTS CONCERNING STAFF or PROGRAMS | Discuss | Steven Carney | 5 m |
| Background: | | | |
| This policy aims to manage complaints related to staff or programs in a constructive manner, while maintaining the board's trust in its staff and programs. Complaints received will be directed to the Executive Director for investigation, who will develop procedures to handle such matters. Issues related to instructional materials should follow Policy 2020. This policy adheres to legal references, including RCW 28A.405.300 and Chapter 42.30 RCW Open Public Meetings Act. | | | |
| This procedure emphasizes resolving complaints through informal discussions and conferences, using restorative justice principles. If unresolved, the community member files a written complaint with the Executive Director, who involves the DOO and other relevant parties. The Executive Director then attempts to resolve the matter through conferences. If still unresolved, the issue is presented to the board. Formal board actions must take place in an open meeting, and if a staff member's contract status may be adversely affected, they will receive written notice of their rights to a hearing. | | | |
| J. First Read Policy 5251: CONFLICT OF INTEREST (STAFF) | Discuss | Steven Carney | 5 m |
| Background: | | | |
| This policy aims to ensure that Rooted School Vancouver's board, staff, and community maintain a high-trust environment and legal compliance by preventing conflicts of interest. No employee may engage in activities conflicting with their duties or have a direct financial interest in such activities. The policy outlines specific situations where conflicts may arise and requires written permission from the Executive Director/designee or school leader in certain cases. Exceptions are allowed for the use of public resources of very little financial value with supervisor consent. The policy adheres to legal references, including RCW 28A.400.332 and WAC 181-87-090. | | | |
| K. First Read Policy and Procedure 5270: RESOLUTION of STAFF COMPLAINTS | Discuss | Steven Carney | 5 m |

Background:

This policy emphasizes the importance of resolving conflicts within the school community by empowering the leadership team to define a fair and equitable process for addressing issues. All community members must use the approved process, and if the complaint remains unresolved or involves the Executive Director, the aggrieved person may file a written complaint with the board chair.

This procedure outlines a three-step process for resolving written complaints filed by staff members:

- Step One: The staff member presents a written complaint to their immediate supervisor within 15 calendar days of the incident, detailing the facts, policy/procedure violations, and desired solution. If unresolved, the complaint may be appealed to the Executive Director/designee within 10 calendar days.
- Step Two: The Executive Director/designee meets with the staff member within 10 calendar days of receiving the appeal, and renders a decision within another 10 calendar days. If unresolved, the complaint may be appealed to the board within 10 calendar days.
- Step Three: The board holds a hearing and presents its decision within 15 calendar days of the hearing. The board's decision is considered final.

L. Request to Terminate PowerSchool Contract FYI Steven Carney 3 m

We have written a letter to Anirban Goswami, Senior Manager of Customer Success at PowerSchool, to request the termination of their existing contract. The school has faced several difficulties with PowerSchool, causing delays and an increased administrative workload. The main concerns include:

1. Delayed response to initial concerns and multiple canceled meetings.
2. Difficulty in meeting Washington state compliance/reporting requirements, as PowerSchool's system inputs and reports do not fulfill all requirements.
3. ESD 112 developed SIS provider (Skyward) offers a more suitable solution for generating state-required reports.
4. Rooted School Vancouver had requested to extend the contract and delay the start, originally signed in early 2021. PowerSchool only delayed the start but did not extend the contract end date, and they are not willing to grant a credit for time not used. The school lost 18 months from the original contract.
5. Insufficient support from PowerSchool, with continuous changes in representatives.

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| 6. Skyward offers a more affordable and suitable solution, with local, WA-specific support. | | | |

Rooted School Vancouver is requesting the termination of the contract without any penalties, due to the significant challenges faced and unmet needs. The school hopes for a prompt and mutually agreeable resolution.

VI. BOARD ACTION ITEMS

VII. Executive Session (if needed)

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

VIII. Closing Items 5:30 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