



## Rooted School - Washington

### Rooted School Vancouver Board Meeting

Published on September 22, 2024 at 9:47 AM PDT

---

#### Date and Time

Tuesday September 24, 2024 at 6:00 PM PDT

#### Location

##### In Person Location:

10401 NE Fourth Plain Blvd, Suite 201,  
Vancouver, WA 98662

##### Remote Option:

Join Zoom Meeting

<https://us06web.zoom.us/j/88295264427?pwd=aHIZREJDTTR3ejNjNXd4WTV6bGVNQT09>

Meeting ID: 882 9526 4427

---

One tap mobile

+12532158782,,88295264427#,,,,\*591944# US (Tacoma)

+12532050468,,88295264427#,,,,\*591944# US Dial by your location

+1 253 215 8782 US (Tacoma) +1 253 205 0468 US +1 669 444 9171 US

+1 669 900 6833 US (San Jose) +1 719 359 4580 US +1 346 248 7799 US (Houston)

+1 360 209 5623 US +1 386 347 5053 US +1 507 473 4847 US +1 564 217 2000 US

+1 646 931 3860 US +1 689 278 1000 US +1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington DC) +1 305 224 1968 US +1 309 205 3325 US

• +1 312 626 6799 US (Chicago)

---

#### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order	Vote	Adrienne Mason	1 m
<b>B.</b> Record Attendance	Vote	Adrienne Mason	1 m

**Roll Call:**

**Board Members:**

Adrienne Mason: Board Chairperson  
 Taina Knox: Board Treasurer  
 Sheila Davis: Board Secretary  
 Jennifer Hernandez - Board Member  
 Tyrone Foster - Board Member  
 Nikki Chan - Board Member  
 Rhianna Johnson - Board Member  
 Lisa White - Board Member  
 Ashley Duncan - Board Member

**Student Representative:**

Samantha Sanchez  
 Crystal Rauda

**School Officials:**

Steven Carney: Executive Director & School Leader - RSV  
 Angie Lundgren: Director of Operations Fellow - RSV  
 Sandra Yokley: Director of Operations - RSV  
 Adrienne Lee-Kernell - RSV Assistant School Leader

**Guests:**

	Purpose	Presenter	Time
<b>II. Approval of Minutes</b>			<b>6:02 PM</b>
<b>A.</b> A. Approve Minutes from August 20, 2024 Rooted School Vancouver Regular Board Meeting	Approve Minutes	Adrienne Mason	2 m
<b>Recommendation:</b> The board approves the minutes of the August 20, 2024 regular board meeting.			
<b>B.</b> A. Approve Minutes from Sept. 14, 2024 Rooted School Vancouver Board Study Session	Approve Minutes	Adrienne Mason	2 m
<b>Recommendation:</b> The board approves the minutes of the Sept. 14, 2024 Board Study Session			
<b>III. Communications</b>			<b>6:06 PM</b>
<b>A.</b> Welcome Community Members		Adrienne Mason	
<b>B.</b> Initial Public Comment	FYI	Sheila Davis	1 m
<b>BOARD SECRETARY TO READ PRIOR TO ALL PUBLIC COMMENT:</b>			
<p>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.</p>			
<b>IV. REPORTS, REQUESTS, AND COMMENTS BY BOARD MEMBERS</b>			<b>6:07 PM</b>
<b>A.</b> Reports, Requests, and Comments by Board Members	FYI	Adrienne Mason	5 m
<p>The "Reports, Requests, and Comments by Board Members" section of the board agenda is a platform for members to share updates, solicit requests, or make comments on relevant topics.</p>			

Purpose

Presenter

Time

**V. Consent Agenda**

**6:12 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.)

- A.** Approval of Financial Disbursements and Payroll as Audited and Certified per RCW Regulations      Vote      Steven Carney      1 m

**BOARD CERTIFICATION STATEMENT**

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the Board.

As of September 24, 2024, the Board approves payments totaling \$56,719.27. The payments are further identified in this document.

Total Payment by Type:  
Payroll Direct Deposit (\$56,719.27)  
Checks #N/A (\$0.00)

**BOARD CERTIFICATION STATEMENT**

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the Board.

As of September 24, 2024, the Board approves payments totaling \$85,045.10. The payments are further identified in this document.

Total Payment by Type:  
Electronic Funds Transfer – Public Checking (\$85,045.10)

	Purpose	Presenter	Time
Electronic Funds Transfer – Private Savings (\$0.00) Checks #N/A – (\$0.00)			

**BOARD CERTIFICATION STATEMENT**

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the Board.

As of September 24, 2024, the Board approves payments totaling \$8,292.96. The payments are further identified in this document.

**Total Payment by Type:**

Electronic Funds Transfer – Public Checking (\$8,292.96)  
Electronic Funds Transfer – Private Savings (\$0.00)  
Checks #N/A – Private MMA (\$0.00)

<b>B.</b>	2nd Reading of Policy 2126 - AIDS Education	Discuss	Steven Carney	5 m
-----------	---	---------	---------------	-----

**Objective:**

To present Policy 2126 - AIDS Education for the first reading, providing the board and community members with an opportunity to review and discuss the policy before final adoption.

**Background:**

Policy 2126 outlines the requirements for HIV/AIDS education within Rooted School Vancouver. The policy is designed to educate students about the life-threatening dangers of HIV and AIDS, methods of transmission, and prevention strategies. The education program must be delivered at least once each school year starting no later than the fifth grade.

Key elements of the policy include:

- The requirement that HIV/AIDS education is developed in consultation with teachers, administrators, parents, and community members, including those from medical, public health, and mental health organizations.
- The use of medically accurate curricula and materials, which may be model curricula from OSPI or district-developed materials approved by the State Department of Health.

	Purpose	Presenter	Time
<ul style="list-style-type: none"> <li>• Parental rights to review the curricula and to excuse their child from participation in HIV/AIDS education if they object after attending a district presentation.</li> </ul>			

**Legal References:**

- RCW 28A.230.070: AIDS Education in public schools
- RCW 28A.300.475: Medically accurate sexual health education
- RCW 70.24.250: Office on AIDS

**Action Required:** No formal action is required at this time. This is the first reading of Policy 2126, and feedback will be collected for further revisions, if necessary. The policy will be presented for final adoption at the subsequent board meeting.

**VI. Committee Reports to the Board 6:18 PM**

The "Committee Reports to the Board" section provides straightforward updates from the following Board Appointed Committees:

- **Fund Development:** Updates on fundraising efforts, grants, and financial support initiatives.
- **Finance Committee:** Summaries of the school's financial status, budgets, and expenditures.
- Academic Excellence Committee:

<b>A.</b>	Finance / Fund Development Committee Report	Discuss	Adrienne Mason	2 m
	No new updates			

**VII. BOARD INFORMATION/DISCUSSION ITEMS 6:20 PM**

<b>A.</b>	Reports to the Board	FYI	Steven Carney	15 m
-----------	----------------------	-----	---------------	------

The "Reports to the Board" section provides straightforward updates from key areas within Rooted School Vancouver. The board will receive regular reports from (reports this month will be verbal reports):

- **Operations:** Overviews of the daily operations, infrastructure, and any logistical matters.
- **Executive Director:** Comprehensive updates on school-wide initiatives, policies, and overall performance.

	Purpose	Presenter	Time
<b>B. Financial Update</b>	Discuss	Matt Paolini and Steven Carney	10 m

## **A. Financial Position Overview (as of August 31, 2024)**

### **Cash on Hand**

- Total cash: \$625,424.34 (up by \$59,936.63 from the previous month).
- Strong liquidity with **121 days cash on hand**, significantly exceeding the 60-day goal.

### **Accounts Receivable**

- Current receivables: \$80,086.02 (down by \$50,443.13 from the previous month)
- Delayed federal revenue, including Charter School Program (CSP) payments, is expected to catch up.

### **Liabilities**

- Current liabilities: \$135,589.78 (with \$117,731.80 in new accounts payable).
- Long-term liabilities: \$1,915,042.69, driven primarily by lease and construction loan payments.

## **B. Budget Status Report**

### **Revenue Performance**

- Total revenue: **\$2,025,653** (89.8% of the annual budget)
  - Shortfalls in federal revenue (**61.3%** of the budget), and local fundraising reaching only **13.6%**.
  - Private revenue hit **71%** of the annual target, with additional payments expected in September.

### **Expenditure Summary**

- Total expenditures: **\$1,543,007** (81.7% of budget)
  - Savings in school operations (41.7% of budget) and contracted services (65.7%).
  - Administrative salaries slightly exceeded the budget due to early school leader hires.

### **Net Income**

- Positive **net income of \$482,646**, which is **131% of the budgeted goal**.

## **C. Dashboard Highlights**

- **Enrollment:** The school is performing above the initial budgeted target, ensuring strong public funding, though this does not reflect the actual current enrollment.
- Expenses are projected to finish the year **under budget** due to careful financial management.

### Discussion Points

#### Fundraising Shortfalls

- Private fundraising missed the target by 29%, with a gap of \$24,704.
- Discuss strategies to close the fundraising gap in upcoming months.

#### Federal Revenue Delays

- Federal revenue is significantly below target at **61.3%** due to delays in CSP payments.
- Consider strategies to expedite federal reimbursements and improve cash flow.

#### Budget Reallocations

- Several budget lines show underspending, particularly in school operations and contracted services.
- Board discussion on reallocating these savings or leaving them for contingency.

#### Early Administrative Hiring Costs

- Discuss the impact of early school leader hiring and how to manage similar scenarios moving forward.

### Action Required

#### Fundraising Plan

- Action on developing an immediate fundraising strategy to meet the shortfall by year-end.

#### Federal Revenue

- Follow-up action on federal revenue delays, including communication with relevant agencies to address the reimbursement backlog.

C. Clark Nuber Audit Proposal

Vote

Matt Paolini

10 m

#### A. Overview of the Proposal



Clark Nuber PS has submitted a proposal to provide audit services to Rooted School Vancouver. The key details include:

### **Services Offered**

- Financial statement audits, including beginning balances
- Internal control system review and risk management
- Compliance with GASB (Governmental Accounting Standards Board) requirements
- Consultation services on accounting best practices and operational improvements.

### **Experience**

- Extensive experience working with charter schools, community colleges, and other educational institutions
- Expertise in GASB standards and handling financial audits for schools.

### **Fee Proposal**

- **\$33,000** for the financial statement audit for the year ending in 2024
- This fee is an all-inclusive, not-to-exceed amount.

### **Engagement Team**

- Led by Mitch Hansen, CPA, CMA, CFE, CIA, with over 25 years of experience auditing education and government clients.

### **B. Proposal Highlights**

- Clark Nuber's track record of successful audits with no rejections or technical findings by the State Auditor's Office (SAO).
- Proven expertise in assisting schools with audit preparation, GASB compliance, and operational consulting.
- Strong client satisfaction with an average rating of 4.8 out of 5 and an NPS score of 82%, twice the industry average.

### **Discussion Points**

#### **Audit Needs and Timing**

- Does the proposed timing for audit services align with Rooted School Vancouver's fiscal year and reporting deadlines?
- Are there any potential challenges with providing the necessary documents and support during the fieldwork period?

### Fee Structure

- Is the proposed fee of \$33,000 competitive compared to other audit service providers we've worked with?
- Are the included services comprehensive enough to meet Rooted School's needs, including GASB compliance and audit readiness?

### Long-Term Relationship

- Discuss the potential of forming a long-term partnership with Clark Nuber for future audit services, especially considering their experience in the education sector and GASB standards.

### Action Required

#### 1. Approval of Engagement

- Motion to approve Clark Nuber as the audit services provider for Rooted School Vancouver for the 2024 financial statement audit at a fee of \$33,000.

#### 2. Follow-Up with Finance Committee

- Finance committee to confirm audit timeline and prepare documents as required by the audit engagement terms.

## D. School Board Educational Equity Training

FYI

Steven Carney

5 m

### A. Overview of RCW 28A.343.100 and Senate Bill 5044

#### Washington State Legal Requirement

- As mandated by **RCW 28A.343.100** and **Senate Bill 5044**, school board directors must complete **educational equity training** through WSSDA (Washington State School Directors' Association) to deepen their understanding of governance, equity, and inclusion in K-12 education.
- These courses help school directors understand:
  - Their role in the American electoral and legal systems
  - The diverse strengths and challenges faced by students and families
  - The impact of their beliefs and actions on students
  - Their responsibilities as community leaders in public education [source: RCW 28A.343.100, SB 5044].

### Training Breakdown

- **Initial Requirement:** New school directors must complete **two 2.5-hour courses** (5 hours total) within their first two years of service.

- **Continuing Requirement:** After the initial training, board members are required to take **one 2.5-hour course** for each subsequent term of office (typically every four years)[source: WSSDA OnBoard Series].

## B. Course Options and Flexibility

### Available Courses

- WSSDA offers a growing range of **educational equity courses**, available both **in-person** and **virtually**. These courses cover key topics such as:
  - **Equity-Centered Governance**
  - **Cultural Competency and Implicit Bias**
  - **Inclusive Decision-Making**
  - **Supporting Diverse Student Populations**[source: WSSDA OnBoard Series].

### Discussion Points

#### Training Completion Timeline

- Review the timeline for new and current board members to complete the required courses.
- Discuss how to ensure all newly-elected directors meet the **5-hour initial training** within the first two years.

### Course Selection

- Identify which available WSSDA courses are most relevant to Rooted School Vancouver's mission and goals, with a focus on **equity, inclusion, and cultural competency**.
- Consider how specific topics could support ongoing efforts to create equitable learning environments and address gaps in student achievement.

### Action Required

#### Approval of Training Plan

- Motion to engage WSSDA to determine the best way for the board to meet these requirements.

### Tracking and Reporting

- Designate a board secretary or staff member to track training progress and ensure that all members meet the **required deadlines** for course completion.

	Purpose	Presenter	Time	
E.	First Read of Policy 2410 - High School Graduation Requirements	Discuss	Steven Carney	5 m

## A. Overview of Policy 2410 - High School Graduation Requirements

### 1. Purpose and Alignment

- This policy outlines the graduation requirements for students attending Rooted School Vancouver. It ensures that students fulfill the academic credit requirements while offering flexibility for students through the award of high school credits earned in middle school, personalized pathways, and alternative learning programs.

### 2. Key Components

- **Credit Requirements:** Details the required subject areas and total credits (27 credits) needed for graduation, including core subjects such as English, Math, Science, Social Studies, Arts, and Physical Education.
- **PE Waivers:** The policy includes provisions for waiving the **physical component** of PE for students under certain conditions, including medical, religious, or extracurricular activity-related reasons.
- **High School and Beyond Plan:** Highlights the required development of a four-year high school and beyond plan starting in 7th or 8th grade to help students align their coursework with future educational and career goals.

## B. Discussion Points

### Credit Flexibility

- Are there any additional areas in which the school can provide students flexibility in earning credits, especially for students transferring from other schools or unique learning environments?
- Review of the **PE waiver process** and ensuring students meet the knowledge-based assessments if physically excused from PE.

### Pathway Customization

- Discussion of how personalized pathways and dual credit programs (e.g., Running Start) align with Rooted School's mission of preparing students for post-secondary success.

## C. Action Required

- No formal action is required at this time. This is the **First Read** of Policy 2410. Board members are encouraged to review the policy and prepare for discussion and potential revisions at the **Second Read** during the next board meeting.

**F. First Read of Policy 2418 - Waiver of High School Graduation Credits**

5 m

**A. Overview of Policy 2418 - Waiver of High School Graduation Credits**

**Purpose and Scope**

- This policy allows Rooted School Vancouver to waive up to **two elective credits** required for high school graduation for students facing special circumstances that prevent them from earning all 24 credits required by the state.

**Key Provisions**

- **Eligibility for Waiver:** Students may qualify for a waiver due to conditions such as homelessness, health issues, limited English proficiency, disability, and other serious life circumstances.
- **Waiver Application Process:** Parents, guardians, or adult students must file the district's Application for Waiver no later than **30 days prior to the student's scheduled graduation**. The Principal has the authority to grant the waiver based on eligibility.
- **Required Subject Credits:** Even with the waiver, students must complete 17 required subject credits, including core areas such as English, Math, Science, Social Studies, and others.

**B. Discussion Points**

**Equity and Access**

- How will the school ensure that the waiver process is equitable and accessible to all students, particularly those from vulnerable populations (e.g., students with disabilities, homeless students)?
- Review of how the waiver process is communicated to students and families, especially those experiencing hardship.

**Documentation and Accountability**

- Discussion on the criteria for approving waivers and the documentation required from students, families, or guardians to ensure the process is transparent and in compliance with state law.

### C. Action Required

- No formal action is required at this time. This is the **First Read** of Policy 2418. Board members are encouraged to review the policy for discussion and potential revisions at the **Second Read** during the next board meeting.

<b>G.</b>	First Read of Mastery-Based Credit Policies and Procedures for English Language Arts, Math, Science, Social Studies, Arts, Health & Physical Education, and World Languages	Discuss	Steven Carney	5 m
-----------	---	---------	---------------	-----

#### A. Overview of Mastery-Based Credit Policies and Procedures

The following policies and procedures provide a framework for awarding high school credits based on demonstrated **mastery or proficiency** in various subjects. These policies are critical to Rooted School Vancouver's commitment to student-directed **learning** and **equity**, allowing students to demonstrate their knowledge and skills through non-traditional assessments. Each policy ensures that students can earn credits for **initial credit** or **credit recovery** by meeting proficiency standards, either within or outside traditional classroom environments.

#### 2402 - English Language Arts Mastery-Based Credit

- Students can earn credits for English courses (e.g., English 9, 10, 11, 12) by demonstrating proficiency through various assessments, such as written reports, portfolios, oral presentations, or locally created tests.

#### 2403 - Math Mastery-Based Credit

- Credits for math courses such as Algebra I, Geometry, Algebra II, and Pre-Calculus can be earned through assessments, portfolios, or hands-on demonstrations, offering students flexible paths to show mastery.

#### 2404 - Science Mastery-Based Credit

- Mastery-based credit can be earned in courses like Biology, Chemistry, and Physics by demonstrating proficiency through state assessments, locally developed exams, or portfolios.

#### 2405 - Social Studies Mastery-Based Credit

- Students can demonstrate mastery in social studies subjects such as World History, Geography, Civics, and U.S. History through written and oral tests, reports, and other assessments.

#### 2406 - The Arts Mastery-Based Credit

- Arts credits (dance, music, theater, visual arts, etc.) can be awarded based on proficiency demonstrated through portfolios, presentations, or other creative assessments.

### **2407 - Health and Physical Education Mastery-Based Credit**

- Credits in health and physical education can be earned based on fitness assessments, portfolios, or knowledge-based tests. Mastery-based credit is available for various PE courses including Health, Introduction to Fitness, and Lifetime Fitness.

### **2409 - World Language Mastery-Based Credit**

- Students can earn credits in world languages like Spanish, French, American Sign Language, and more by passing language proficiency exams or school-created assessments.

### **Key Features of Mastery-Based Credit Policies and Procedures**

- **Flexible Assessment Methods:** Students can demonstrate mastery through multiple assessment methods, including written reports, portfolios, oral presentations, hands-on demonstrations, or passing higher-level courses.
- **Equity and Cultural Responsiveness:** Each policy mandates that the school annually review **disaggregated data** to ensure equitable access to mastery-based credit opportunities. Corrective actions will be taken if any disproportionality is identified.

## **C. Discussion Points**

### **Ensuring Equitable Access**

- How can we ensure that all students, regardless of background or learning style, have equitable access to mastery-based credit opportunities?
- Are the current assessment options sufficiently flexible and culturally responsive to meet the diverse needs of our student body?

### **Support for Struggling Students**

- What additional supports are available for students who may face challenges demonstrating mastery through non-traditional assessments?
- How can we use mastery-based credit as a tool to close achievement gaps for students who are behind in their coursework?

### **Data Collection and Monitoring**

- How will the school effectively collect and analyze data on mastery-based credit awards to ensure that all student subgroups are equally represented?

#### **Action Required**

- No formal action is required at this time. This is the **First Read** of the Mastery-Based Credit Policies and Procedures. Board members are encouraged to review the documents for discussion and potential revisions at the **Second Read** during the next board meeting.

- |           |  |         |               |     |
|-----------|--|---------|---------------|-----|
| <b>H.</b> | First Read of Policy 2413 - Equivalency Credit Opportunities | Discuss | Steven Carney | 2 m |
|-----------|--|---------|---------------|-----|

#### **A. Overview of Policy 2413 - Equivalency Credit Opportunities**

This policy allows students to earn high school credits through non-traditional learning experiences that are equivalent to traditional coursework. It emphasizes **experiential learning opportunities** and **career and technical education (CTE)** courses, as well as **mastery-based credit** options. The policy is aligned with Rooted School Vancouver's mission of providing flexible, real-world educational experiences while ensuring that all students meet state learning standards.

#### **Experiential Education Opportunities**

- Credit may be granted for learning experiences conducted away from school facilities or under the supervision of non-school personnel, provided a proposal is approved by the principal.
- Examples of approved experiences include travel study, work study, private lessons, and education programs sponsored by governmental agencies.

#### **Career and Technical Education (CTE) Course Equivalencies**

- CTE courses can be counted toward core academic credits if they align with the state's essential academic learning requirements and meet industry standards.
- Local equivalencies for CTE courses not approved by the state can be reviewed and approved by a school team.

#### **Mastery/Competency-Based Credits**

- Students can obtain credits for subjects such as English Language Arts, Math, Science, History, and World Languages by passing locally developed assessments or by demonstrating proficiency through portfolios, presentations, or hands-on demonstrations.
- Mastery-based credit is also available for students who complete higher-level courses in a subject area.



## Computer Science Course Equivalencies

- AP Computer Science courses may be approved to fulfill math or science graduation requirements, and students can earn computer science credit by passing a mastery/competency-based examination.

## B. Key Features of Policy 2413

### Flexible Learning Options

- This policy supports personalized learning pathways by recognizing that education happens both inside and outside the classroom. It allows students to gain credit through real-world experiences, career-related coursework, and demonstration of mastery.

### Equity and Cultural Responsiveness

- To ensure equitable access to these crediting opportunities, the school will annually review disaggregated data to identify any disproportionality in the awarding of equivalency credits. If disparities are found, corrective actions will be taken.

## C. Discussion Points

### Ensuring Access to Equivalency Credit

- How will the school ensure that all students, particularly those from underserved communities, are aware of and have access to equivalency credit opportunities?
- What measures will be put in place to support students who wish to pursue experiential learning or mastery-based credit options?

### Assessing the Quality of Learning Experiences

- How will the school ensure that experiential learning opportunities and mastery-based assessments maintain high academic standards that align with state requirements?
- What processes are in place to evaluate the effectiveness of these alternative learning experiences?

### Action Required

- No formal action is required at this time. This is the **First Read** of Policy 2413. Board members are encouraged to review and discuss the policy for potential revisions before the **Second Read** at the next board meeting.

I. First Read of Policy 4215 - Use of Tobacco, Nicotine, and Marijuana Products

5 m

**A. Overview of Policy 4215 - Use of Tobacco, Nicotine, and Marijuana Products**

This policy addresses the prohibition of **tobacco, nicotine products, and marijuana products** on school property, as well as at school-sponsored events. The policy reinforces Rooted School Vancouver's commitment to creating a **healthy, drug-free environment** for students, staff, and visitors. The policy applies to the use of various tobacco and nicotine products, including but not limited to cigarettes, cigars, smokeless tobacco, vaping devices, and marijuana products.

**Prohibited Substances**

- The policy prohibits the use of any tobacco, nicotine, and marijuana products within **500 feet of school property**, including buildings, vehicles, and off-site locations where school-sponsored events are held.

**Permitted Nicotine Replacement Therapies**

- FDA-approved nicotine replacement therapies, such as **nicotine patches, gum, or lozenges**, are permitted for individuals following applicable school medication policies.

**Enforcement and Discipline**

- Violations of this policy by students, staff, visitors, or community members are subject to disciplinary action. Enforcement of the policy is the responsibility of school district employees.

**Cross-Referenced Policies**

- The policy connects with other relevant school policies, including student discipline, drug-free schools, and medication at school.

**B. Discussion Points**

**Policy Enforcement**

- How will the school ensure consistent enforcement of the policy across all school sites, vehicles, and events?
- What additional measures can be taken to educate students, staff, and the community about the risks associated with tobacco, nicotine, and marijuana use?

**Support for Nicotine Replacement Therapy**

- How can the school provide support for students and staff using FDA-approved nicotine replacement therapies in compliance with medication policies?

### Action Required

- No formal action is required at this time. This is the **First Read** of Policy 4215. Board members are encouraged to review the policy and provide feedback for discussion at the **Second Read** during the next board meeting.

## VIII. BOARD ACTION ITEMS

7:22 PM

- |    |  |      |               |     |
|----|--|------|---------------|-----|
| A. | Review and Approval of Statement of Work (SOW) with Joule Growth Partners for Year 2 (2024-2025) | Vote | Steven Carney | 5 m |
|----|--|------|---------------|-----|

### A. Overview of the Statement of Work (SOW)

This agenda item addresses the **Statement of Work (SOW)** between **Rooted School Washington** and **Joule Growth Partners** for the period of **September 1, 2024, to August 31, 2025**. Joule Growth Partners will continue to provide critical **financial management** and **CFO-level leadership** services to ensure financial oversight, compliance, and strategic financial planning for the school.

Key deliverables and services include:

#### Financial Processing and Recording

- Tasks such as accounts payable, payroll processing, maintaining the general ledger, and transaction recording.

#### Financial Management

- Includes preparing monthly financial statements, conducting cash flow analysis, supporting audits, and providing budget oversight.

#### Financial Leadership

- Multi-year forecasting, budget analysis, reforecasting, and financial leadership in collaboration with the school leader and board.

#### Monthly Consultation

- Regular consultation with the school leader and Board of Directors to provide guidance and ensure fiduciary responsibilities are met.

#### Washington Charter School-Specific Financial Compliance

- Ensures the school meets all state charter school financial requirements, including quarterly financial reporting to the Washington State Charter School Commission and submission of necessary OSPI reports.

### **B. Compensation Structure**

The total fee for services outlined in the SOW is **\$112,800**, payable in monthly installments of **\$9,400**. Additionally, if the Washington State Charter School Commission issues a “Notice to Revoke,” or if the school board voluntarily terminates the school’s charter, the fee structure will increase accordingly.

### **C. Discussion Points**

#### **Continuity of Financial Leadership**

- Discuss the importance of continuing this partnership with Joule Growth Partners to maintain financial stability, meet reporting obligations, and plan for long-term fiscal health.
- Are there any additional financial strategies or support that should be requested from Joule Growth Partners during Year 2?

#### **Compliance with Washington State Charter Requirements**

- Review how Joule Growth Partners supports Rooted School’s compliance with all **Washington state charter school financial regulations** and reporting requirements.

#### **Action Required**

- **Approval of the Statement of Work (SOW)** with Joule Growth Partners for the 2024-2025 year, including the outlined deliverables and compensation structure.

- B.** Review and Approval of the 2024-2025 Highly Capable (HiCap) Program Plan

5 m

#### **A. Overview of the Highly Capable (HiCap) Program Plan for 2024-2025**

The 2024-2025 Highly Capable Program Plan outlines Rooted School Vancouver’s approach to the **equitable identification, support, and development** of highly capable students. This plan focuses on ensuring that students from **underrepresented populations** have equal opportunities to be recognized for their exceptional abilities, in line with the school’s commitment to **equity and inclusion**.

#### **Key Components of the Plan:**

##### **Equitable Identification**

- The program ensures a fair and holistic identification process by using **multiple criteria**, such as universal screeners (NWEA Map, Math Nation, Achieve3000), teacher observations, and community input.
- The plan prioritizes **underrepresented populations** by establishing locally benchmarked criteria and providing language access services during the assessment process.

### Referral Process

- Referrals for the HiCap program can be made by teachers, parents, guardians, school staff, community members, and even students themselves. The program provides clear steps and a referral form to ensure a streamlined process.

### Assessment and Selection

- The program uses both **objective criteria** (test scores, academic performance) and **subjective measures** (teacher input, portfolio reviews) to identify highly capable students.
- A **multidisciplinary team** reviews the data and makes decisions based on a **preponderance of evidence**, ensuring that no single measure excludes students from the program.

### Service Delivery Models

- Identified students will have access to differentiated instruction, project-based learning, flexible grouping, advisory and mentoring programs, and enrichment activities.

### Staff Development

- The plan includes **comprehensive training** for staff on identifying and supporting highly capable students, with a focus on promoting equity and serving diverse student populations.

## B. Discussion Points

### Equity in Identification and Access

- How will the school ensure that the identification process remains equitable and accessible to all students, including those from underrepresented or underserved communities?
- What measures are in place to continuously monitor the effectiveness of the identification process?

### Program Implementation and Support

- How can Rooted School Vancouver ensure that identified highly capable students receive the academic and social-emotional support they need to thrive?
- Are the service delivery models adequately tailored to meet the unique needs of each student?

### Community and Parent Engagement

- How can the school increase parent and community awareness of the HiCap program and encourage more engagement from families, especially from diverse backgrounds?

### Action Required

- **Approval of the 2024-2025 Highly Capable (HiCap) Program Plan**, including the identification criteria, service delivery models, and staff development strategies.

C. Approval of School-Specific Goals for 2024-2025    Vote                      Steven Carney                      2 m

#### A. Overview of Proposed School-Specific Goals

This agenda item presents two critical goals for the **2024-2025 school year** aimed at improving both academic outcomes and student well-being at Rooted School Vancouver. These goals are designed to align with the school's mission of preparing students for success through academic achievement and fostering a strong, supportive school community.

#### Academic Goal

- **Goal:** By **Spring 2025**, Rooted School Vancouver will increase the percentage of students performing at or above the **50th percentile** in the **Reading MAP Growth assessment** from the current **28%** to at least **50%**.
- **Rationale:** This academic goal is essential for improving literacy outcomes and ensuring that students are meeting or exceeding national growth standards in reading.

#### Organizational Goal

- **Goal:** By the end of the **2024-2025 school year**, Rooted School Vancouver will increase the percentage of students who report feeling "**quite a bit**" or "**completely**" connected to the school community to **60%**.

- **Rationale:** Strengthening student connection to the school is critical for improving social-emotional well-being, fostering engagement, and reducing absenteeism.

**B. Discussion Points**

**Action Plan for Academic Growth**

- What specific strategies and interventions will be implemented to support students in improving their reading proficiency?
- How will teachers and support staff be equipped to meet this goal?

**Strengthening School Connection**

- What initiatives or programs will be introduced to enhance students' sense of belonging and connection to the school community?
- How will student feedback be incorporated into this goal to ensure it reflects their needs and experiences?

**C. Action Required**

- **Motion to Approve** the following school-specific goals for the 2024-2025 school year:
  - **Academic Goal:** Increase the percentage of students performing at or above the 50th percentile in the Reading MAP Growth assessment from 28% to 50% by Spring 2025.
  - **Organizational Goal:** Increase the percentage of students who report feeling "quite a bit" or "completely" connected to the school community to 60% by the end of the 2024-2025 school year.

**IX. Closing Items 7:34 PM**

- A.** Reminder and Important Dates FYI Adrienne Mason 2 m

Friends of Rooted Reception - Thursday October 10, 2024 - 4:00 pm - 6:00 pm, Clark County Historical Museum  
 Next Board Meeting - October 22, 2024

	Purpose	Presenter	Time
<b>B.</b> Adjourn Meeting	FYI	Adrienne Mason	1 m

**Motion: The motion was made to adjourn the meeting.**

The meeting was adjourned at X:XX PM PST