



Rooted School - Washington

Rooted School Vancouver Board Meeting

Published on October 18, 2024 at 5:44 PM PDT

Date and Time

Tuesday October 22, 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
I. Opening Items			6:00 PM
A. Call the Meeting to Order	Vote	Adrienne Mason	1 m
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
II. Approval of Minutes			6:02 PM
A. A. Approve Minutes from September 24, 2024 Rooted School Vancouver Regular Board Meeting	Approve Minutes	Adrienne Mason	2 m
Recommendation: The board approves the minutes of the September 24, 2024 regular board meeting.			

III. Communications			6:04 PM
A. Welcome Community Members		Adrienne Mason	
B. Initial Public Comment	FYI	Sheila Davis	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. REPORTS, REQUESTS, AND COMMENTS BY BOARD MEMBERS			6:05 PM
A. Reports, Requests, and Comments by Board Members	FYI	Adrienne Mason	5 m
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.			

V. Consent Agenda			6:10 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			

	Purpose	Presenter	Time
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 October 22, 2024, the Board approves payments totaling \$60,624.96.

The payments are further identified in this document.

Total Payment by Type: Payroll Direct Deposit (\$60,624.96) 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 October 22, 2024, the Board approves payments totaling \$185,449.45. The payments are further identified in this document.

Total Payment by Type:

Electronic Funds Transfer – Public Checking (\$185,449.45)

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 October 22, 2024, the Board approves payments totaling \$275.58. The payments are further identified in this document.

Total Payment by Type:

Electronic Funds Transfer – Public Checking (\$275.58)

Electronic Funds Transfer – Private Savings (\$0.00)

Checks #N/A – Private MMA (\$0.00)

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| B. | 2nd Read and Adoption of Mastery-Based Credit Policies and Procedures for English Language Arts, Math, Science, Social Studies, Arts, Health & Physical Education, and World Languages | Vote | Adrienne Lee-Kernell | 1 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: Approve the adoption of Policy and Procedures of 2402, 2402, 2404, 2405, 2406, 2407, & 2409

C.	2nd Read and Adoption of Policy 2410 - High School Graduation Requirements	Vote	Adrienne Mason	1 m
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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

- Adoption of Policy 2410 - High School Graduation Requirements

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|----|---|------|----------------------|-----|
| D. | 2nd Read and Adoption of Policy 2418 - Waiver of High School Graduation Credits | Vote | Adrienne Lee-Kernell | 1 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

- Adoption of Policy 2418 - Waiver of High School Graduation Credits

E. 2nd Read and Adoption of Policy 2413 - Equivalency Credit Opportunities

Vote

Adrienne Mason

1 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

- Adoption of Policy 2413 - Equivalency Credit Opportunities

	Purpose	Presenter	Time
F. 2nd Read and Adoption of Policy 4215 - Use of Tobacco, Nicotine, and Marijuana Products	Vote	Adrienne Lee-Kernell	1 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

Purpose

Presenter

Time

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

Action Required

- Policy 4215 - Use of Tobacco, Nicotine, and Marijuana Products

VI. BOARD INFORMATION/DISCUSSION ITEMS

6:16 PM

A. Financial Update

Discuss

Matt Paolini and
Steven Carney

10 m

Purpose: To provide the board with a comprehensive review of Rooted School Vancouver's financial status, including an overview of key financial metrics, the budget, and balance sheet.

1. Presentation of Documents

Balance Sheet (As of September 30, 2024):

- Total Assets: \$3,390,412.43
- Total Liabilities: \$1,950,438.06
- Total Equity: \$1,439,974.37

Budget Status Report (September 2024):

- Year-to-Date Revenue: \$293,267 (11.6% of the full-year budget)
- Year-to-Date Expenditures: \$140,533 (6.0% of the full-year budget)
- Net Income: \$152,734

Finance Dashboard (As of September 30, 2024):

- Enrollment (Student FTE): 61 (vs. 70 goal)
- Public Revenue Received: 8% (vs. 9% target)
- Private Revenue Received: 42% (vs. 43% target)
- Expenditures to Date: 6% (on target)

2. Key Metrics Discussion

- Enrollment and revenue variances.
- Public and private funding status.
- Current financial health (97 days cash on hand, exceeding the 60-day target).

3. Board Review

	Purpose	Presenter	Time	
	<ul style="list-style-type: none"> • Full review and discussion of the financial dashboard and high-level status of the school's finances. 			
B.	Reports to the Board	FYI	Steven Carney	15 m
	<p>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):</p> <ul style="list-style-type: none"> • Student Representatives: Detailed report outlined student life at RS-V • Operations: Overviews of the daily operations, infrastructure, and any logistical matters. • Executive Director: Comprehensive updates on school-wide initiatives, policies, and overall performance. 			
C.	Follow-Up on Educational Equity Training Scheduling	FYI	Steven Carney	10 m
	<p>Objective: To confirm and finalize a date for the WSSDA equity training for Rooted School Vancouver's board of directors and administrative team, in accordance with Washington State requirements outlined in RCW 28A.343.100 and Senate Bill 5044.</p> <p>Background: At the previous board meeting, the board reviewed the requirements for educational equity training, as mandated by state law. Following discussions with WSSDA, the training cannot be held in November as initially proposed due to scheduling conflicts with WSSDA's annual conference. WSSDA has offered alternate dates in December or January for the training.</p> <p>Key Discussion Points:</p> <p>Training Date Options:</p> <ul style="list-style-type: none"> • WSSDA has proposed offering the training in either December or January. We need to confirm the board's availability during this timeframe. • Consider whether other area school board members should be invited to attend, which could help meet the minimum participant requirement and reduce overall costs. <p>Cost and Participation:</p> <ul style="list-style-type: none"> • The cost for each board member or administrator to attend is \$90, plus travel expenses for the facilitator. The possibility of sharing costs with other schools may reduce the expense. 			

	Purpose	Presenter	Time
	<ul style="list-style-type: none"> • Confirm that the current budget can accommodate this cost, or discuss alternative funding options. 		
	<p>Next Steps:</p> <ul style="list-style-type: none"> • Settle on a date for the training in December or January. • Confirm if Rooted School Vancouver will host other board members from the region. • Ensure all necessary arrangements, including location, materials, and communication with WSSDA, are prepared in advance. 		
	<p>Action Items:</p> <ul style="list-style-type: none"> • Confirm the final training date (either in December or January) and number of attendees. • Explore opportunities for cost reduction by inviting other area school boards to participate. • Allocate necessary funds in the budget for training fees and facilitator travel. 		

D.	Johns Hopkins School Culture 360™ Survey	FYI	Steven Carney	15 m
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Objective:

To review and discuss the administration of the School Culture 360™ Survey developed by Johns Hopkins Institute for Education Policy, and its implications for Rooted School Vancouver's continuous improvement efforts in school culture.

Background:

The **School Culture 360™ Survey** is designed to measure key elements of school culture including school climate, academic climate, civic open-classroom climate, and alignment with school mission and vision. This survey gathers feedback from various stakeholders (administrators, teachers, staff, students, and families) and provides insights to help guide school leadership in identifying strengths, areas for growth, and disconnects between different groups.

The survey window is **October 21 to November 15, 2024**, with results expected by **December/January 2024**. The data will provide year-over-year insights into school culture and help school leaders drive continuous improvement efforts.

E.	"Friends of Rooted" Fundraising Event Results	Discuss	Adrienne Mason	15 m
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Objective:

To provide an update on the total amount raised during the recent **"Friends of Rooted"** fundraising event and discuss next steps for future fundraising efforts.

Purpose

Presenter

Time

Summary:

The "**Friends of Rooted**" fundraising event successfully raised **\$1,625**.

Key Discussion Points:

Event Summary:

- Review the success of the event in terms of community participation and overall impact.
- Acknowledge key supporters and volunteers who contributed to the event's success.

Future Fundraising:

- Consider lessons learned from this event to improve future fundraising efforts.
- Explore opportunities for similar events or alternative fundraising strategies to continue building community support and financial resources for the school.

VII. Committee Reports to the Board

7:21 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:

A.	Finance / Fund Development Committee Report Audit Update	Discuss	Adrienne Mason	2 m
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VIII. BOARD ACTION ITEMS

7:23 PM

A.	Approval of RSV Board Compliance Dashboard for 2024-2025_September Approval of RSV Board Compliance Dashboard for 2024-2025 September	Vote	Steven Carney	5 m
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Background: The RSV Board Compliance Dashboard for 2024-2025 for September, as required by the Washington State Charter Commission, provides a comprehensive

Purpose	Presenter	Time
<p>overview of various performance and compliance indicators. This includes academic measures, financial management, governance, and organizational obligations. The dashboard aligns with the requirements of the Revised Code of Washington (RCW), particularly concerning charter school operations and accountability.</p>		

Proposed Action: The School Board is requested to approve the RSV Board Compliance Dashboard for 2024-2025 September. This approval will ensure continued adherence to state regulations and support effective monitoring of the school's performance and compliance with the Charter School Act as outlined in the RCW.

IX.	Closing Items		7:28 PM
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A.	Reminder and Important Dates	FYI	Adrienne Mason	2 m
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Next Board Meeting - November 19, 2024

B.	Adjourn Meeting	FYI	Adrienne Mason	1 m
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Motion: The motion was made to adjourn the meeting.

The meeting was adjourned at X:XX PM PST