APPROVED

Rooted School - Washington

Minutes

Rooted School Vancouver Board Meeting

Date and Time
Wednesday March 22, 2023 at 4:00 PM

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

Directors Present
A. Davis, A. Mason (remote), D. Grant (remote), N. Webster, T. Knox (remote), T. Martin (remote), Y. Martinez

Directors Absent
None

Guests Present
F. Ingargiola (remote), S. Carney, S. Yokley (remote)

I. Opening Items

A. Call the Meeting to Order

T. Martin called a meeting of the board of directors of Rooted School - Washington to order on Wednesday Mar 22, 2023 at 4:04 PM.

B. Record Attendance

Board met quorum for this meeting.

Voters:

Adrienne Mason - Present Remote
Denise Grant - Present Remote
Nathan Webster - Present In-Person
Sheila Davis - Present In-Person
Taina Knox - Present Remote
Toby Martin - Present Remote
Yesenia Martinez - Present In-Person

Others:

Frank Ingargiola - Present Remote
Jonathan Johnson - Absent
Sandra Yokley - Present Remote
Steven Carney - Present In-Person

C. Land Acknowledgement

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

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

T. Martin made a motion to approve the minutes from Rooted School Vancouver Board Meeting on 02-22-23.
A. Mason seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Communications

A. Welcome Community Members

There were no additional community members present for this meeting.

B. Initial 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.

***There was no public comment for this meeting.**

IV. Consent Agenda

A. 2nd Read: Policy and Procedure 5010: Nondiscrimination and Affirmative Action

T. Martin made a motion to approve Policy & Procedures 5010.
D. Grant seconded the motion.
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.

5010 Policy - Nondiscrimination and Affirmative Action.pdf

https://app2.boardontrack.com/org/daNhSk/attachment/download/268786

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

Roll Call

A. Mason	Aye
Y. Martinez	Aye
D. Grant	Aye
N. Webster	Aye
T. Martin	Aye

Roll Call

T. Knox	Aye
A. Davis	Aye

B. 2nd Read: Policy and Procedure 5011: Sexual Harassment of School Staff Prohibited

T. Martin made a motion to approve Policy & Procedure 5011 as presented.
D. Grant seconded the motion.
Subject to objections by the board members, the following items will be passed by a single motion to approve all listed actions and resolutions.

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https://app2.boardontrack.com/org/daNhSk/attachment/download/268788

https://app2.boardontrack.com/org/daNhSk/attachment/download/268789

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

Roll Call

T. Martin	Aye
N. Webster	Aye
D. Grant	Aye
Y. Martinez	Aye
A. Mason	Aye
T. Knox	Aye
A. Davis	Aye

C. 2nd Read: Policy and Procedure 1805: Open Government Trainings

T. Martin made a motion to approve Policy & Procedure1805 as presented.
D. Grant seconded the motion.
Subject to objections by the board members, the following items will be passed by a single motion to approve all listed actions and resolutions.

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1805 Open Government Trainings.pdf
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Mason	Aye

Roll Call

N. Webster	Aye
T. Knox	Aye
T. Martin	Aye
A. Davis	Aye
D. Grant	Aye
Y. Martinez	Aye

D. 2nd Read: Policy and Procedure 1600: Conflicts of Interest and Prohibited Acts

T. Martin made a motion to approve Policy & Procedure 1600 as presented.
D. Grant seconded the motion.
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.
The board **VOTED** unanimously to approve the motion.

Roll Call

T. Martin	Aye
A. Mason	Aye
A. Davis	Aye
N. Webster	Aye
Y. Martinez	Aye
D. Grant	Aye
T. Knox	Aye

E. 2nd Read: Policy 5201: Drug-Free Schools, Community and Workplace

T. Martin made a motion to approve Policy & Procedure 5201 as presented.
D. Grant seconded the motion.
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.

5201 Policy Drug-Free Schools, Community and Workplace.pdf
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Davis	Aye
T. Knox	Aye
D. Grant	Aye

Roll Call

Y. Martinez Aye
T. Martin Aye
A. Mason Aye
N. Webster Aye

V. BOARD INFORMATION/DISCUSSION ITEMS

A. Pre-Opening Report

Sandra and Steven presented the pre-opening report and all things appeared to be progressing in a timely manner.

Sandra presented some of the challenges she has been facing, but provided a positive outlook for the future of RSV opening on time.

B. Staff and Student Recruitment Update

- Sandra and Steven gave an update on staff recruitment and hiring.
- Hiring/recruitment platforms are in place and will be updated as needed.

C. Fund Development Committee Report

Fund Development Committee Report March 2023.pdf

D. Rooted School Foundation Report

Rooted School Foundation Report (March 2023).pdf

E. First Read Policy and Procedure 2162: EDUCATION of STUDENTS WITH DISABILITIES UNDER SECTION 504 of the REHABILITATION ACT of 1973

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, teacher, and other school personnel.

2162 Policy Education with Disabilities Under Section 504 of the Rehabilitation Act of 1973.pdf

2162P Procedure Education with Disabilities Under Section 504 of the Rehabilitation Act of 1973.pdf

F. First Read Policy and Procedure 2110: Transitional Bilingual Instruction Program

Background:

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.

2162P Procedure Education with Disabilities Under Section 504 of the Rehabilitation Act of 1973.pdf

2162P Procedure Education with Disabilities Under Section 504 of the Rehabilitation Act of 1973.pdf

G.

First Read Policy and Procedure 2161: SPECIAL EDUCATION AND RELATED SERVICES

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.

2161P Procedure Special Education and Related Services.pdf

2161 Policy Special Education and Related Services.pdf

H. First Read Policy 2108: LEARNING ASSISTANCE PROGRAM

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.

2108 Policy Learning Assistance Program.pdf

I. First Read Policy and Procedure 3115: HOMELESS STUDENTS ENROLLMENT RIGHTS AND SERVICES

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 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.

3115 Policy Homeless Students_ Enrollment Rights and Services.pdf

3115P Procedure Homeless Students_ Enrollment Rights and Services.pdf

J. First Read Policy and Procedure 2190: HIGHLY CAPABLE PROGRAMS

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.

2190P Procedure Highly Capable Programs.pdf

2190 Policy Highly Capable Programs.pdf

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:00 PM.

Respectfully Submitted,
T. Martin