

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
5/23/22

The regular meeting of the Board of Directors of Kelso School District No. 458 was called to order at 6:00 p.m. at Kelso High School Library as well as on a Zoom online/phone platform.

Board Members: Leah Moore (In-Person)
Karen Grafton (In-Person)
Jeane Conrad - President (Absent)
Mike Haas - Vice President (In-Person)
Ron Huntington (In-Person)

Cabinet Members: Scott Westlund – Chief Financial Officer (Zoom)
Holly Budge – Director of Human Resources (Zoom)
Don Iverson – Director of Student Services (In Person)
Heather Ogden – Director of Special Programs (In Person)
Kim Yore – Director of Teaching & Learning (In Person)

Superintendent: Mary Beth Tack (In Person)

Asst. Secretary: Molly Guler (In Person)

OTHERS PRESENT – This meeting was held remotely as well as in person. Not all of the names of people in attendance were available if online, or partial names were listed. The names of people in attendance are listed as they were shown and included: brian cosgrove, Ray Byers, melissa.boudreau, lance.ganieany, Katelyn Hanberry, Kenzi Cromwell, Kelso Cosgrove, Alexia Jimenez-Gonzalez, Zach Ruwaldt, dakota hall, Bianca Muller, Scott, Julie, Kara, Jasmine Saccio, Trish Watson, Sierra Wishard, Jeff Tack, Jollene Pollich, Jeff Pollich, Joan Pollich, Shirley Stewart, Lucas Pacheco, Samuel Buck, Melonie Buck, Jason Buck, Wendy D, Sara Richmond, Jason Coburn, Sarah DAhl, Megan Berry, Kirstal Paul, Marci McCoy, Candice & Ryan Farvour, Mark Connolly, Sandy DeBruler, Carrie Little, Haley Little, Nick Little, Kara Schierser, Addie Schierscher, Todd Seliesh, Jacob Rivera, Erin Tack, and others not signed in.

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS -

A. Kelso High School Student Recognition

COMMENTS & QUESTIONS –

APPROVAL OF AGENDA - Motion Passed

Motion to Approve By: Director Huntington

Seconded By: Director Grafton

APPROVAL OF CONSENT AGENDA - Motion Passed

Minutes of May 9th, 2022 Work Session and Board Meeting

Certificated Employment Recommendations

Classified Employment Recommendations

Warrants

Contracts

Resolution 2021/22-10

Motion to Approve By: Director Moore

Seconded By: Director Huntington

UNFINISHED BUSINESS

**APPROVED POLICY 2140 COMPREHENSIVE SCHOOL COUNSELING PROGRAM (2nd
READING AND ACTION) - DON IVERSON**

Senate bill 5030 requires

Already a year ahead of this policy as it defines the scope of work necessary.

Counseling model moving forward will be to track hours spent and how.

Policy came as a recommendation from WSSDA.

Motion to Approve By: Director Grafton

Seconded By: Director Moore

NEW BUSINESS

**HEARD KELSO HIGH SCHOOL/CTE ACHIEVEMENT PRESENTATION - LACEY DEWEERT AND
MELISSA BOUDREAU**

CTE DUAL CREDIT PARTNERSHIPS

****Earning high school and college credit simultaneously @ NO COST to the student.*



Lower Columbia College

15 courses

- 6 = Skilled & Technical
- 4 = Business & Marketing
- 2 = Family & Consumer Science
- 2 = Health Science
- 1 = STEM



Perry Technical Institute

6 courses

- 4 = Skilled & Technical
- 1 = Business & Marketing
- 1 = STEM

*** Course specifics on page 11 of course catalog.

CTE DUAL CREDIT PARTNERSHIPS



Lower Columbia College

5 Credit Course Cost = \$630.50

PROGRAM AREA	KELSO HIGH SCHOOL COURSES	LOWER COLUMBIA COLLEGE COURSES
Automotive Technology	Introduction to Automotive Skills (1 trimester)	AMTC 100 Essentials of Mechanics (5 credits)
	Small Engine Repair (1 trimester)	AMTC 121 Gas Engines 1 (5 credits)
Business Management	Marketing (2 trimesters)	BUS 165 Salesmanship (5 credits)
	Advanced Marketing (2 trimesters)	BUS 259 Starting/Managing a Small Business (5 credits)
	Retail Merchandising (2 trimesters)	BUS 159 Principles of Retailing (5 credits)



How do the high school classes align to LCC programs?

*** Course specifics on page 11 of course catalog.

Updates for our 2021-2022 School Improvement Goals

Goal #1, AVID

- Reinvigorating school-wide AVID instructional strategies was our goal this year as we came out of COVID.
- We have taken our kids on 3 college field trips this year. We also had all four AVID classes participate in the United Way Youth Day of Caring.

Looking Forward to Next Year,

- Multiple training opportunities starting in June 2022.
- We have selected our four AVID elective teachers for 2022-2023 school year.
 - 9th, Justin Roberts
 - 10th, Abby Booth
 - 11th, Jack Smale
 - 12th, Lynda Carlson
- AVID in alignment with Universal Design for Learning (UDL) will be our instructional focus next year.

Goal #2, MTSS - SEL

- We have worked with the district SEL team to identify and define our four pillars of qualities all Hilanders should demonstrate.
 - Resilient
 - Kindness
 - Respectful
 - Responsible

Looking forward to next year,

Our SEL team will be presenting this work on June 1 to our staff to dive further into our definitions and start the planning for how we will begin teaching our staff and kids what it means and how to demonstrate these qualities.

Updates for our 2021-2022 School Improvement Goals

Goal #3 - Data Collection

We needed to gather as much data from teachers, students and families as possible to figure out where we need to put our energy. We used this data to drive focus and resources this year, and then it led us to one of next year's goals.

Looking forward to next year,

- 9th Grade Success Team
 - Partnering with OSPI and the Center for High School Success to create a KHS team that will identify best supports and practices for helping to keep 9th grade students on track for graduation.

Goal #4 - Master Schedule - ABL

- We instituted an inclusive process to student forecasting this year.
 - We have 99% of our students forecasted for scheduling next year.
 - We used the forecasting information to be able to present an accurate staffing picture to HR in March.
 - We have calculated the number of sections per class and have shared that with department heads.
 - This week we will work with ABL to get the sections on the board to start drafting a master schedule that will ideally produce the lowest number of conflicts for kids.

Looking forward to next year,

- We will continue to create structures in our schedule so that our students are seeing and using the HSBP throughout the school year, and not just at forecasting time. Tentatively planning to continue working with ABL to maximize our master schedule and to analyze our data of student scheduling.

Celebrations at Kelso High School

Upcoming Senior Events

- May 25 @ 1:15pm Signing Celebration
- May 31 @6pm, Honor Society Inductions
- June 2 @6:30pm, Senior Tea, KHS Commons
- June 8 @6pm, Scholarship Night, South Gym
- June 9 @8am, KHS Department Awards, South Gym
- June 9 @7pm, Baccalaureate, South Gym
- June 10 @12pm, Grad Parade, starts at KHS
- June 11 @1pm, KHS Graduation, Schroeder Field

Other Celebrations

- Baseball, 3A Academic State Champs
- Girls Tennis, 3A Academic State Champs



HEARD ATHLETIC REPORT - JASON COBURN

Vision (District, School, League)

- Legacy of excellence in
 - Competition
 - Character
 - Culture

Numbers – Kelso High School

Boys Sports	# of Teams	Participants	Girls Sports	# of Teams	Participants
Football	V, JV	75	Volleyball	V,JV,C,C	41
Boys XC	V, JV	18	Girls XC	V,JV	10
Soccer	V, JV	42	Soccer	V,JV	28
Golf	V, JV	25	Golf	V,JV	5
			Slowpitch Soft	V	12
			Tennis	V, JV	27
Swim & Dive	V, JV	19	Swim & Dive	V,JV	12
Basketball	V, JV,C	33	Basketball	V, JV, C	30
			Bowling	V,JV	6
Wrestling	V, JV	35	Wrestling	V	10
Baseball	V,JV, C	46	Softball	V, JV	24
Track & Field	V, JV	43	Track & Field	V,JV	29
Total: 9	20	339	Total: 12	25	228

Numbers – KHS WIAA Activities

Boys Sports	# of Teams	Participants	Girls Sports	# of Teams	Participants
Cheer	V, JV	0	Cheer	V, JV	27
Color Guard	V	2	Color Guard		8
WAHSET	V, JV	2	WAHSET	V, JV	6
Total	11	4	Total	12	41

Numbers – HMS & CMS

Boys Sports	# of Teams	Participants	Girls Sports	# of Teams	Participants
Football	7, 8	70	Volleyball	A, B, C	61
Boys XC	6, 7, 8	26	Girls XC	6, 7, 8	28
Basketball	7, 8	79	Basketball	7, 8	41
Wrestling	7, 8	33	Wrestling	7, 8	14
Track	7, 8	51	Track	7, 8	60
			Bowling	7, 8	46
Total	11	259	Total	12	250

Equity

Equity

- School Demo
 - Male 52.2%; Female 48.8%
- Sports and Activity Demo
 - Male 53%; Female 47%

Multi-sport

- **41% multi-sport athletes**
 - **41 3 sport athletes**
 - **127 2 sport athletes**

Hi-Lights

- Winter
 - Bowling – Player with District title & 2nd place Trophy
 - Wrestling – 8th in State; State champ; WOY; COY
 - Boys Basketball – League Champs; State Participant
 - Girls Basketball – League Champs; Bi-District Champs; State participant

- CMS
 - Male 48%; Female 52%
- HMS
 - Male 47%; Female 53%
- District overall
 - Male 51%; Female 49%

Hi-Lights

- FALL
 - Cross Country – District Champs
 - Boys Golf – Boys team to bi-district
 - Girls Soccer – League Champs; State Participants
 - Football – State participant
 - Volleyball – 7th in State Trophy
 - Slow-pitch – 2nd in State Trophy

Hi-Lights

- Spring
 - Girls Golf – Girls team to bi-District
 - Girls Tennis – District Singles Champion; Doubles 3rd in District
 - Track – Girls undefeated; 2nd in District; 4 to state; Boys League Champs; District Champs; 3 to state
 - Baseball – State participant

APPROVED RESOLUTION 2021/22-09 WIAA RENEWAL-JASON COBURN



SCHOOL BOARD RESOLUTION
Electronic form available at: wiaa.com/resolution.aspx
Return by the second Friday in June annually.

School District Type (select one): ☒ Public ☐ Private ☐ Charter ☐ Tribal

School District Name: Kelso School District Resolution # (optional): 2021/22-09 Date: 5/23/22

By action of the 1976 Legislature, each School District Board of Directors may delegate control, supervision, and regulation of any extracurricular activity to the WIAA and compensate such entity for services provided.

The local SCHOOL BOARD PRESIDENT and SUPERINTENDENT must sign this resolution form to indicate that the School Board has approved the Public School District's or Private School's membership with the Washington Interscholastic Activities Association (WIAA) and as members, these schools will follow the WIAA Rules and Regulations.

DELEGATING AUTHORITY TO WIAA
WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. grants authority to each school district board of directors to control, supervise and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreational nature for students in the district.
WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. authorizes school district boards of directors to delegate control, supervision and regulation of any of the aforesaid activities to any voluntary, nonprofit entity and to compensate any such entity for services provided subject to the satisfaction of certain conditions and approval by the State Board of Education.
WHEREAS the Washington Interscholastic Activities Association is a voluntary, nonprofit entity which has satisfied the conditions, expressly set forth in Chapter 32, Laws of 1975-76, 2nd Ex. Sess. and has further been approved by the State Board of Education in action taken on August 17, 1977.
WHEREAS the board of directors of the following School District or School being otherwise fully informed of the rules and regulations of the Washington Interscholastic Activities Association as approved by the State Board of Education and recognizing that said rules and regulations provide for private sponsorship of post-season tournaments for extracurricular activities by WIAA, consent to abide by such rules and regulations.
NOW THEREFORE, the board of directors of the following School District or School hereby delegates to the Washington Interscholastic Activities Association the authority to control, supervise and regulate interschool activities consistent with the rules and regulations of WIAA. The Board of Directors retains the right to establish eligibility standards that meet or exceed the rules and regulations of WIAA.

INTERSCHOLASTIC OFFICIALS L&I COVERAGE STATEWIDE & MEMBERSHIP BILLING
Beginning July 1, 1988, interscholastic sports officials were covered by Washington State Labor and Industries via a common rate and payment system that eliminated game-by-game calculations and record keeping by school and/or district business offices. WIAA will guarantee payment of L&I premiums for WOA registered officials for all interscholastic activities under WIAA's jurisdiction and will assess WIAA member schools based on tiered billing rates at the same time service fees are billed. Officials L&I coverage is only in effect for activities in which registered WOA officials officiate, and which are authorized and offered by School Board approval and listed on the school's WIAA membership form.

Member schools will be billed in August according to the Membership Fee Structure outlined in the handbook of the upcoming school year. Labor and Industries (L&I) fees will be included on the bills sent out to each member school at that time. Per Rule 3.6.4: Member school service and Labor and Industries fees are due November 1. Schools that fail to submit service and L & I fees by December 1 will be excluded from participation in regular season contests and culminating events until fees are remitted and be assessed a \$100.00 late fee.

Motion to Approve By: Director Huntington
Seconded By: Director Grafton

HEARD STUDENT DISCIPLINE UPDATE - DON IVERSON

KELSO BELIEF STATEMENT



A young person's commitment to education is their key to success in life. Exclusionary discipline disconnects a young person from school, limiting the prospects for their success. Youth need positive adult relationships, safe and supporting environments in which to learn, and engaging curriculum that guides them through the transitions and developmental stages.

Our goal as a Kelso School community is to reduce factors that inhibit academic success. We must agree that exclusionary discipline is a primary factor leading to academic disconnection and ultimately failure; therefore reducing or providing alternatives to exclusionary discipline should be prioritized for all of our students.

To mitigate persistent disparities, our discipline reform and school improvement efforts must work to benefit those students who have long been most negatively impacted by punitive approaches to discipline.

The Kelso School District has followed the practices outlined in guidance from the [Race and Ethnicity Student Data Task Force](#) in disaggregating student data.

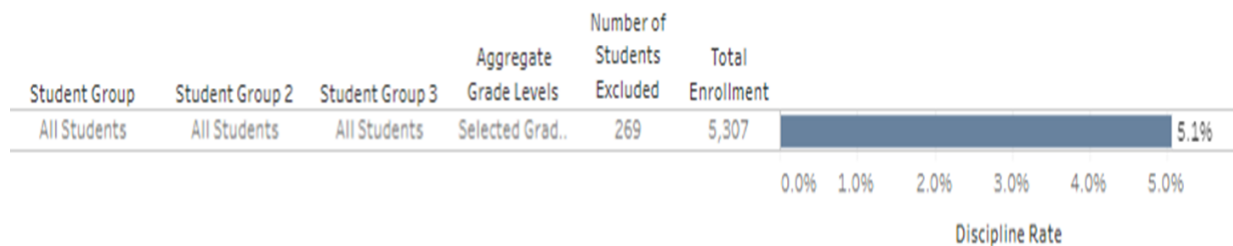
In tonight's presentation, the Kelso School District has considered student program status and demographic information (i.e. gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation, disproportionality, in school discipline experiences and outcomes for diverse student groups.

EXCLUSIONARY DISCIPLINE DEFINITION

Exclusionary discipline describes any type of school disciplinary action that removes or excludes a student from his or her usual educational setting. Typically used to punish undesired behaviors, deter similar behavior by other students, and promote more appropriate behavior, studies have shown that such practices are primary factors leading to academic disconnection and ultimately failure; therefore *reducing or providing alternatives to exclusionary discipline should be prioritized for all of our students.*

Exclusionary Discipline includes:

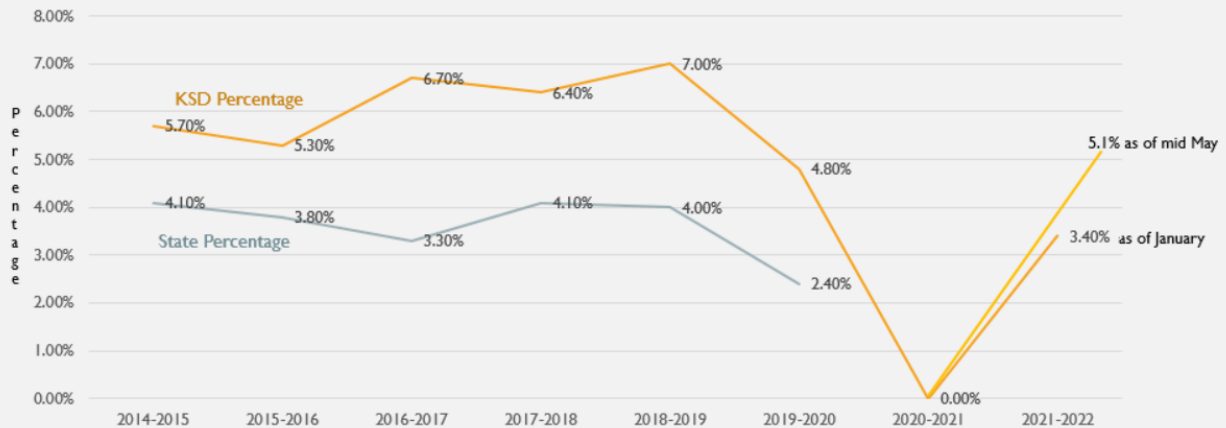
- Classroom Based Exclusion
- Short term Suspension
- Long term Suspension
- Expulsion
- Emergency Expulsion



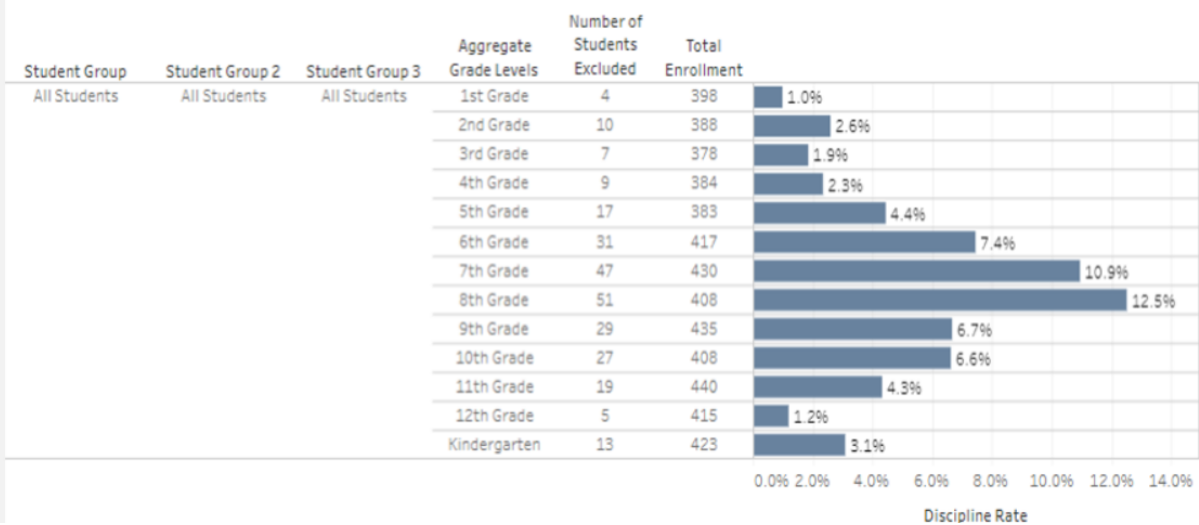


EXCLUSIONARY DISCIPLINE TREND DATA

Kelso School District Trend Rate



EXCLUSIONARY DISCIPLINE RATE BY GRADE LEVEL





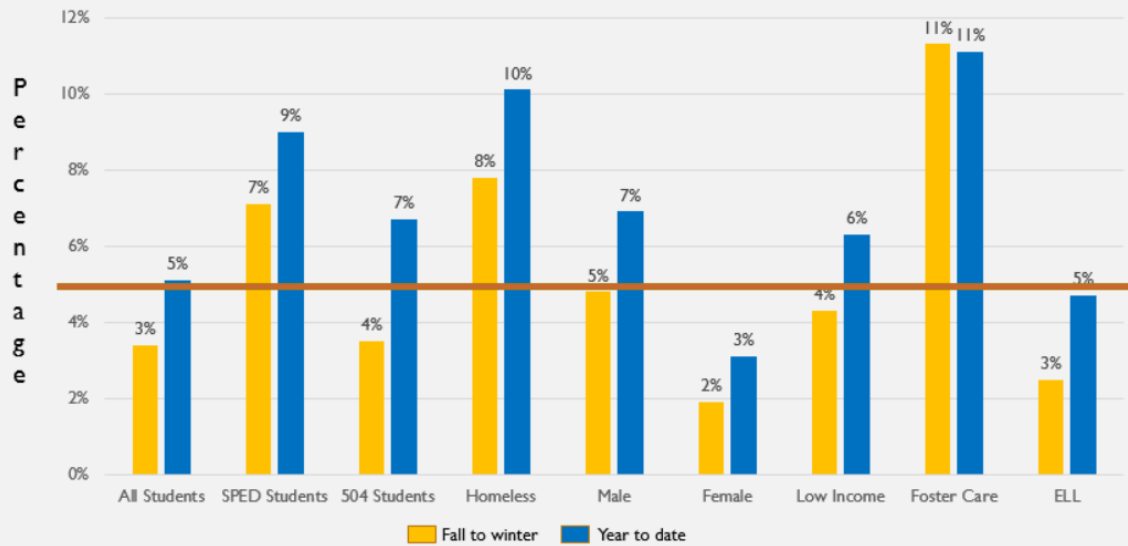
EXCLUSIONARY DISCIPLINE WHAT AREAS?

		2021-22
All Students	Academic Dishonesty/Plagiarism	0.0% 0 Incidents
	Alcohol	1.3% 6 Incidents
	Bullying	3.3% 15 Incidents
	Destruction of Property/Vandalism	2.0% 9 Incidents
	Discriminatory Harassment	0.2% 1 Incidents
	Disruptive Conduct	8.8% 40 Incidents
	Failure to Cooperate	4.9% 22 Incidents
	#2 Fighting Without Major Injury	15.3% 69 Incidents
	Illicit Drug (Other than marijuana)	2.2% 10 Incidents
	Marijuana	9.5% 43 Incidents
	Multiple Minor Accumulated Incidents	1.1% 5 Incidents
	#1 Other behavior resulting in Intervention	33.0% 149 Incidents
	Possession of a Weapon	1.3% 6 Incidents
	Sexual Harassment	0.4% 2 Incidents
	Sexually Inappropriate Conduct	0.2% 1 Incidents
	Theft or Possession of Stolen Property	0.0% 0 Incidents
	Tobacco	0.2% 1 Incidents
	Violence Without Major Injury	37 Incidents

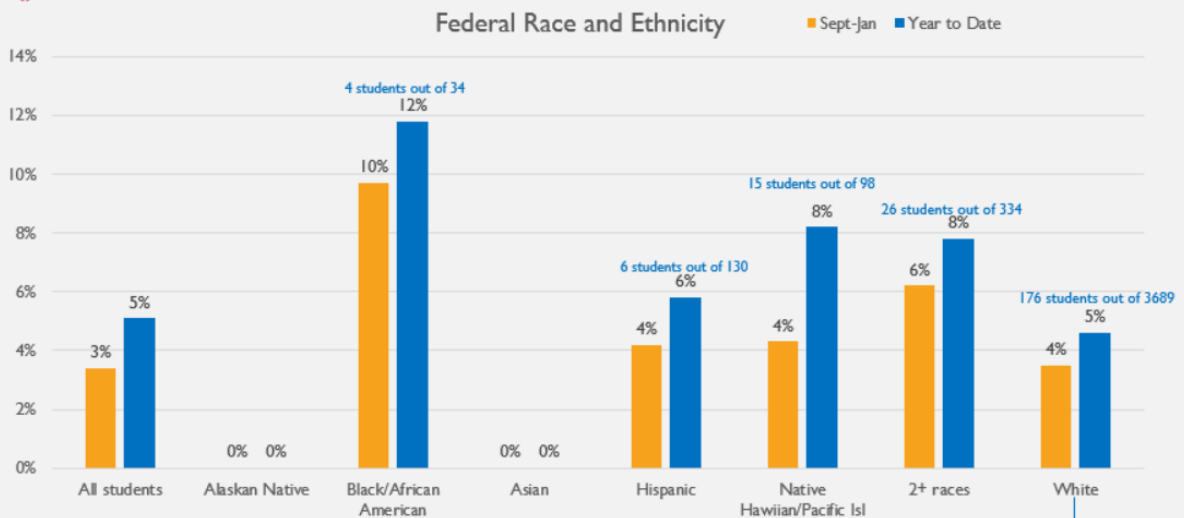
Disproportionality refers to **a group's representation in a particular category that exceeds expectations for that group**, or differs substantially from the representation of others in that category.



EXCLUSIONARY DISCIPLINE PERCENTAGE DISPROPORTIONALITY



EXCLUSIONARY DISCIPLINE PERCENTAGE DISPROPORTIONALITY



Our goal as a Kelso school community is to reduce factors that inhibit academic success.

We must agree that exclusionary discipline is a primary factor leading to academic disconnection and ultimately failure; *therefore we must provide student specific supports in an effort to reduce exclusionary discipline for all of our students.*

If there are community members, staff, parents or students interested in serving on District Discipline Ad-hoc Team next year:

Amy De La Grange
Student Services Dept
360.501.1905

amy.delagrange@kelsosd.org

HEARD UPDATE TO PROCEDURE 3416P MEDICATION AT SCHOOL - DON IVERSON

APPROVED LEARNING MATERIAL ADOPTION - GUNNAR GUTTORMSEN

K-5 iReady Classroom® Material Recommendation

Strengths and Challenges

- Rigorous
- Common Core designed
- Students are highly engaged (Student feedback and quality of answers)
- Student mathematical language development
- Digital component is engaging for students and supports individual learning level
- Opportunities for all students to access complex thinking & rigor
- Assessment gives accessible, useful information for instructional planning for acceleration and intervention
- Hands on practice with manipulatives with a slow release to drawn representations
- Foundational development of place value
- Rigorous
- Pacing (until you get the flow)
- Extensive resources and supports will take time to learn to navigate

iReady Classroom Mathematics® At a Glance

i-Ready Classroom Mathematics (K–5) is a comprehensive core mathematics program that makes math accessible to all students. Everything works together to support teachers and empower students to connect to mathematics in new ways.

The program includes:

- An instructional design that allows students to take ownership of their learning
- Rigorous practice opportunities that build students' conceptual understanding and procedural fluency
- In-depth reports that enable instructional decisions so teachers can help students reach their greatest potential
- A wide range of accessibility features to maximize usability for all students
- Support and resources for remote learning

6-8 Illustrative Mathematics® Material Recommendation

Strengths and Challenges

- Rigorous
- Common Core designed
- Students are highly engaged (Student feedback and quality of answers)
- Student mathematical language development through collaboration and explaining of reasoning
- Digital component allows for pivoting to remote learning
- Opportunities for all students to access complex thinking & rigor
- Rigorous
- Pacing (until you get the flow)

Illustrative Mathematics® At a Glance

LearnZillion Illustrative Mathematics for Grades 6-8, is a problem-based, rigorous curriculum that makes middle school mathematics accessible, impactful, and memorable for all students. Authored by the Illustrative Mathematics team and delivered to you in LearnZillion's classroom-ready platform, this curriculum has what you need to reach all students:

- digital lesson plans that can be projected or assigned,
- a tightly coherent scope and sequence that builds from elementary school concepts
- strategic design of lessons from warm-up to cool-down,
- intriguing and authentic problems at the center of every lesson,
- guidance for facilitating mathematical discourse and engaging with mathematical practices,
- supports for English Language Learners and students with disabilities,
- formative and summative assessment.

Materials Purchase

Estimated Cost (includes shipping & tax)

iReady Classroom Mathematics® Materials Order

K-5 iReady Classroom Mathematics (w/6
Year License): \$ 528,558

Specialist on-site PD (6 years): \$97,250

Illustrative Mathematics® Materials Order

6-8 Illustrative Mathematics (w/6 Year License):
\$108,237 *8th Grade Algebra (1 year): \$3,761

Specialist on-site PD (6 years): \$60,000

Motion to Approve By: Director Moore

Seconded By: Director Grafton

HEARD FAMILY COMMUNITY RESOURCE CENTER UPDATE - NANCY BALDWIN

Thank you to our Sponsors!

- ❖ BARBARA CLAUSEN
- ❖ FAITH CENTER FOOD BANK
- ❖ YOUTH & FAMILY LINK
- ❖ PANERA
- ❖ LOWER COLUMBIA SCHOOL GARDENS
- ❖ AMERIGROUP
- ❖ BETHANY LUTHERAN CHURCH
- ❖ ELA HUNGER GRANT
- ❖ FIRSTENBURG FOUNDATION GRANT
- ❖ FRANK L. & ARLENE G. PRICE FOUNDATION
- ❖ UNITED METHODIST PRESBYTERIAN CHURCH
- ❖ ALTRUSA
- ❖ WINDERMERE
- ❖ FOOD LIFELINE

A Look at Our Numbers to Date



- ❖ STUDENTS IN HOUSING TRANSITION--- 143
- ❖ UNACCOMPANIED YOUTH ---42
- ❖ STUDENTS IN SHELTERS/TRANSITIONAL HOUSING --- 58
- ❖ STUDENTS IN FOSTER CARE ---14
- ❖ BACKPACK BUDDIES PARTICIPANTS MONTHLY---795

- ❖ MCKINNEY VENTO SENIORS---16
- ❖ MCKINNEY VENTO SENIORS ON TRACK TO GRADUATE---16
- ❖ MCKINNEY VENTO SENIORS FILING FOR FAFSA/WASA---16
- ❖ MCKINNEY VENTO SENIORS GOING TO COLLEGE/MILITARY/TRADE---16

- ❖ STUDENTS WORKING FOR THE KSD --- 2
- ❖ PARENTS WORKING FOR THE KSD ---4
- ❖ FAMILIES TRANSITIONING TO FOREVER HOMES --- 31
 - ❖ # of STUDENTS IMPACTED --- 59



HEARD TRANSITIONAL KINDERGARTEN (TK) UPDATE - HEATHER OGDEN & Dr. Julie Owens



Five Pillars

- Pillar I: Meet requirements of full-day kindergarten
- Pillar II: Staffed by certificated teachers
- Pillar III: Inclusive & diverse student body
- Pillar IV: Integration into building with access
- Pillar V: Collaborative work with, not adversely impacting, Head Star ECEAP, Tribal early learning, and childcare centers.



Progress...Getting Started

- Planned for 4 rooms
- 5th room added in December
- Building of system
- Relationships with community partners
- Staffing
- SEL support for students with additional needs
- Two brand new classrooms – Lexington
- Two remodeled classrooms – Butler Acres
- New furniture for all rooms



Progress...Curriculum

- Curriculum and materials purchased
- Creative Curriculum Training
- TS Gold Training
- NAEYC Members
- NAEYC virtual conference provided
- WaKids Training and implementation



Accomplishments

Pillar I

- Academic Growth
- Transportation
- Developing a love of learning

Pillar II

- Staffed with 5 certificated classroom teachers
- Staffed with 5 paraeducators



Pillar III

- Students with IEPs
- Social Growth
- System for inclusion within school system

Pillar IV

- Data tracking
- Representation from every elementary

Pillar V

- Community outreach
- Branding
- 75 Students



Plans for Improvement

Pillar I

- Additional Room

Pillar II

- Additional developmentally appropriate materials
- Meeting with certificated teachers to identify strengths and areas of growth for 2022-2023

Pillar III

- Wednesday PD
- Wednesday PLC
- Inclusionary Practices

Pillar IV

- Intentional play based learning
- Team review of screening data

Pillar V

- September-December plans for staff



Hopes and Dreams

- Staff Retention
- Training – developmentally appropriate
- Inclusion
- Pyramid Model
- UDL
- Child Find
- TK in every elementary
- Parent University
- Stronger community partnerships
- Community training opportunities

APPROVED WASHINGTON STATE SCHOOL VAPING LITIGATION - MARY BETH TACK

WASHINGTON STATE SCHOOL VAPING LITIGATION FAQ (JANUARY 2022)

1. What is vaping?
 - a. Vaping is the use of heat to vaporize a liquid to inhale.
 - b. The liquid typically contains nicotine, or marijuana, allowing someone to get a high. It's also typically very addictive.
2. What is Juul?
 - a. "Juul" is the company that vastly improved vaping devices between 2012 and 2018 to create an experience superior to cigarette smoking. Juul owns over 60% of the vaping market.
 - b. Juul devices can look like flash cartridges. Many people don't recognize them, allowing many students to vape throughout the day at school.
 - c. Juul was the fastest company to a \$10 billion valuation in the history of the USA in 2018. Phillip Morris purchased one third of Juul shortly after for \$12 billion, valuing it at over \$35 billion in December 2018.
3. Is vaping bad for you?¹
 - a. Nicotine rewires the brain between 11 and 25, creating a potential addict/customer for life.
 - b. Nicotine is a gateway to other addictive substances.
 - c. Limited long-term data on the use of vaping says it may not be safer than smoking.
4. Is vaping an issue of concern in your School?²
 - a. According to the Healthy Youth Survey done by the State of Washington, approximately 30% of 12th graders in Washington self-reported vaping in the last 30 days in 2018, which was a 50% increase from a 20% vaping rate in 2016. (Note that the Healthy Youth Survey was not administered in 2020 due to the Covid pandemic.)
 - b. In contrast, cigarette use is much lower, and declining. *A 12th grader in Washington is approximately four times more likely to have vaped than smoked in the last 30 days.*
 - c. One way to interpret this data is that the efforts to educate students about cigarettes have been successful. An equal effort is needed to educate students and their guardians about vaping.

5. What can be done?
 - a. Prevention: It is very difficult for teachers and administrators to prevent vaping. Vaping devices can be hidden in long sleeve hoodies, and some create very little smoke or smell.
 - b. Education: Many children and adults know the consequences of smoking, and the use of cigarettes by both has declined substantially in the last 30 years. We need to do the same with vaping, since many children and adults do not understand the consequences.
 - c. Resources: Both prevention and education require resources. To date, additional resources to fund vaping education have been limited, with most education still aimed at educating students on traditional forms of tobacco and nicotine consumption. In addition, the vaping lobby is strong at both the federal and state levels and has effectively diluted or eliminated many proposed restrictions and resources to educate and prevent vaping.
6. What is the mass action Lawsuit by Schools against Juul and Altria?
 - a. Over 800 school districts have joined nationwide, including Seattle and La Conner in Washington.³
 - b. Legal theory is creation of a “public nuisance” similar to the opioid litigation
 - c. Seeks damages for illegally targeting underage children; each district can choose how to use the funds.
 - d. No upfront cost for joining beyond approximately 2-5 hours of staff time.
 - e. Juul tried to dismiss the lawsuit and prevent RICO claim; both efforts failed.
 - f. Scheduled to go to trial in approximately November 2022, if no settlement.
7. Is there already a (separate) lawsuit filed by the State of Washington
 - a. Washington’s Attorney General, Bob Ferguson, filed a consumer protection lawsuit against Juul in 2020 asserting Juul “...violated the state Consumer Protection Act by designing and marketing its products to appeal to underage consumers and deceiving consumers about the addictiveness of its product. JUUL’s unlawful conduct fueled a pervasive and staggering rise in e-cigarette use and nicotine addiction among youth.”
 - b. A lawsuit similar to the one filed by Washington’s Attorney General against Juul recently settled for \$40 million in North Carolina.

8. What concerns should be addressed before joining?

- a. What will be the requirements on any award or settlement? Most likely, very few, if any. Juul has no incentive to ensure such funds are used to fight underage vaping. The Judge has no resources to administer the use of any funds. As your attorneys, we will push for as few restrictions as possible. In addition, your school's board will get a chance to review any settlement or award and can decline it if the terms are not acceptable.
- b. How much staff time will it take to join the lawsuit? After joining, it should take no more than 5 hours to complete the attached Plaintiff Fact Sheet on vaping in your district. We have attached a copy of this. No answers are required if you do not have the information readily available.
- c. How much does it cost? It costs nothing out of pocket beyond the five hours.
- d. How do the lawyers get paid? If you get an award or settlement, the attorneys who are trying the case receive 20% fee of any award or settlement. This is less than the typical contingency fee amount of 35% to 40%. The Washington State law firm, Stevens Clay, P.S., has offered to represent your school district pro bono, meaning they will receive no portion of the fees nor any additional fees.
- e. What if we don't like it at any point and want out? The engagement letters allow your school to simply quit the lawsuit at any point, and owe us nothing, so long as you don't rejoin the lawsuit in the future.
- f. Is formal board approval required to join? Because there are no out-of-pocket costs, many schools have joined based solely on administrative authority. However, we would encourage you to talk to your board, follow your own internal process, and make sure your board is comfortable with the approach you take. Some boards have felt that vaping needs more attention and have thus made it an agenda item to bring more awareness.
- g. If we use Board action, do we need a resolution: For Board action, you only need to have the Board pass a motion. Something like this would work: "I move that the Board authorize the Superintendent to work with the Stevens Clay law firm to have the School District join the pending vaping lawsuit against Juul and Altria, the successor to Philip Morris."

Sources for further research and study on vaping in Washington's schools

Documentary:

1. Big Vape, from the "Broken" series (released in 2019), 61 minutes, available on Netflix here: <https://www.netflix.com/title/81002391>

News:

1. How Juul Got Vaporized; Time Magazine; May 17, 2021; <https://time.com/6048234/juul-downfall/>
2. Education Week; February 27, 2020; School Districts Are Suing JUUL Over Youth Vaping. Do They Stand a Chance? <https://www.edweek.org/policy-politics/school-districts-are-suing-juul-over-youth-vaping-do-they-stand-a-chance/2020/02>
3. The school districts recently brought a RICO claim for treble damages against Juul, and the Judge upheld that additional claim as well. See: <https://www.courthousenews.com/juul-cannot-duck-racketeering-claims-in-sprawling-e-cig-suit/> and the Judge's most recent order can be found here: <https://www.courthousenews.com/wp-content/uploads/2021/04/Juul-mtdRULING.pdf>

Juul's official statement on youth vaping:

1. Take 30 seconds and read Juul's official statement on underage vaping here. It really is a stunning confession: <https://www.juulabs.com/combating-underage-use/overview/>

Books:

1. Big Vape: The Incendiary Rise of Juul (2021)
2. The Devil's Playbook: Big Tobacco, Juul, and the Addiction of a New Generation (2021)

Motion to Approve By: Director Moore
Seconded By: Director Huntington

SUPERINTENDENT REPORT - SUPERINTENDENT TACK

- ESD Partnership AWARDS
 - Windermere - partnership with FCRC
 - Maritime Museum- Boat project with Wallace
 - Bob James - Made over 3500 boxes for elementary school students over 20 years
- WSSDA Regional Meeting at KHS
 - KHS Culinary provided dessert trays
 - KHS Horticulture provided flower arrangements
 - Grounds for Opportunity provided dinner
- Tech Department
 - 1500 new laptops within district
 - Cody Reid and team are incredible and available 24/7

FOR THE GOOD OF THE ORDER

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Adjourn at 8:35 p.m.

X

President

X

Secretary