

LIVINGSTON UNION SCHOOL DISTRICT

October 11, 2018

REGULAR BOARD MEETING
District Board Room
922 B Street, Livingston

Closed Session: 5:30 P.M.
Public Session: 6:00 P.M.

AGENDA

I. CALL OPEN SESSION TO ORDER

Identify Closed Session Items and adjourn to Closed Session. The public may comment on closed session items prior to adjournment into Closed Session. The period for public comments is limited to 15 minutes. The maximum for any one speaker is 3 minutes and are requested to state their name for the record.

II. CLOSED SESSION (DISTRICT OFFICE CONFERENCE ROOM)

A. Public Employee Performance Evaluation: Superintendent

III. RECONVENE TO OPEN SESSION

The Board will reconvene in the District Board Room at 6:00 P.M.

IV. PLEDGE OF ALLEGIANCE

V. REPORT AND/OR ACTION OF CLOSED SESSION ITEMS

The Board will briefly report and/or take action on items discussed in closed session.

VI. PUBLIC COMMENTS

The public is invited to address the Board at this time on matters not on the agenda but within the Board's jurisdiction. In accordance with the Brown Act, the Board is unable to hold discussion or take action at this time but may refer the issues for further consideration. The period for public comments is limited to 15 minutes. The maximum for any one speaker is 3 minutes and are requested to state their name for the record.

If the public wishes to speak on a specific item listed on the agenda, we ask that you please complete a "Request to be Heard" card and present it to the Superintendent's secretary before your item of interest is presented. The Board President will invite you to speak on the agenda item prior to Board deliberation. In the interest of time and order, each speaker is limited to 3 minutes with a maximum of 15 minutes per agenda item.

VII. CORRECTIONS TO AND APPROVAL OF AGENDA

VIII. REPORTS, SPECIAL PRESENTATIONS, SHOWCASES, AND RECOGNITIONS

A. Superintendent's Reports and Updates

IX. CONSENT AGENDA

Items listed under Consent Agenda are considered to be routine administrative functions and are acted on by the Board of Education in one motion and one vote. Any item under the Consent Agenda may be discussed; however, if the item needs further clarification and discussion, it may be removed from the Consent Agenda at the request of a Board Member or the Superintendent, and considered separately. Information concerning the following items has been provided to the Board for study prior to the Board meeting and is available upon request from the Superintendent's office at 922 B Street. It is understood that the Superintendent recommends approval of all consent items, unless otherwise noted.

- A. Approval of September 13, 2018 Regular Meeting Minutes
- B. Approval of Warrants
- C. Approval of Designated Personnel Items
- D. Approval of Fundraisers
- E. Acceptance of Williams Quarterly Report July 1, 2018 through September 30, 2018
- F. Approval of Annual Updates to Comprehensive School Safety Plans

X. NEW BUSINESS

A. EDUCATING THE SCHOOL COMMUNITY ON THE DANGERS OF FLAVORED TOBACCO PRODUCTS AND ENCOURAGE RETAILERS AND LOCAL GOVERNMENTS TO RESTRICT THE SALE OF THESE PRODUCTS: RESOLUTION NO. 4—2018/2019

The Board will be requested to adopt a resolution in support of educating students and school community on the dangers of flavored tobacco. Representatives from California Health Collaborative will present information on the use of tobacco products amongst teens.

B. BULLYING PREVENTION

Staff will report on bullying prevention measures taking place district wide.

C. LUSD LCAP UPDATE: DASHBOARD LOCAL INDICATORS

Staff will provide an update of the District's local indicators.

D. LUSD LCAP UPDATE: LMS GRADUATION PROGRESS REPORT (LCAP GOAL 4)

Staff will report on the district's current standing of middle school's graduates, students identified for intervention, and support services.

E. APPROVAL OF SCHOOL SINGLE PLANS FOR STUDENT ACHIEVEMENT FOR SELMA HERNDON ELEMENTARY AND LIVINGSTON MIDDLE

The Board will be requested to approve the annual update of Single Plans for Student Achievement for two schools.

X. NEW BUSINESS, continued

F. PUBLIC COMMENTS ON LIVINGSTON UNION SCHOOL DISTRICT'S INITIAL PROPOSAL FOR 2019-2020 CONTRACT NEGOTIATIONS WITH LIVINGSTON ELEMENTARY TEACHERS' ASSOCIATION'S (LETA)

In accordance with Government Code §3547, the public will be provided the opportunity to comment on LUSD's collective bargaining proposal.

G. ANNUAL LIVINGSTON UNION SCHOOL DISTRICT FINANCING CORPORATION BOARD MEETING

The Board will adjourn from the regular meeting and conduct business of the "Livingston Union School District Financing Corporation."

1. Public Comments
2. Confirmation of Officers
3. Statement of Information – Form SI-100
4. Annual Financial Report
5. Adjournment

H. CHARACTER EDUCATION MONTH: RESOLUTION NO. 5—2018/2019

The Board will be requested to adopt a resolution in support of Character Education Month.

I. RED RIBBON WEEK: RESOLUTION NO. 6—2018/2019

The Board will be requested to adopt a resolution in support of Red Ribbon Week, promoting a drug-free community.

J. COMMUNICATION, INFORMATION, AND FUTURE AGENDA ITEMS

Governance team members may report on activities such as school visits, meetings, and conferences. Board members may also propose future agenda items and request special reports.

XI. ADJOURNMENT

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent's office at 209-394-5421. Notification 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to this meeting. Special Board meetings are posted 24 hours in advance, therefore, above timelines will not apply.

All documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 922 B Street, Livingston, CA during normal business hours.

Posted: October 5, 2018

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

October 11, 2018

Agenda Item VIII: Reports, Special Presentations, Showcases, and Recognitions

Board Consideration: Action Information/Discussion

Enclosure(s): Calendar of Events and Enrollment Report

- A. Superintendent's Reports and Updates:** Superintendent Zamora and staff will verbally report on various "district happenings," which are not included in written reports and are of importance and of interest to the Board.

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

October 11, 2018

Agenda Item IX: Consent Agenda

Board Consideration: Action Information/Discussion

Enclosure(s): September 13, 2018 Regular Meeting Minutes
Warrant Register

Attachment(s): Williams Quarterly Report Summary (pg. 2.1)

A. Approval of Minutes: September 13, 2018 Regular Meeting Minutes

B. Approval of Warrants: Warrant Register for the month of October.

C. Approval of Designated Personnel Items:

Classified Public Employees:

1. Ariana Alcazar, Academic Tutor, Selma Herndon, Employment, effective 10/1/18.
2. Mayra Torres, Yard Duty, Campus Park, Employment, effective 10/8/18.

D. Approval of Fundraisers: Yamato Colony Student Council, sale of school yearbooks and St. Patrick’s Grams for mascot costume and student council t-shirts, materials and supplies, March and May 2019, Goal \$1,500

E. Acceptance of Williams Quarterly Report Summary July 1, 2018 through September 30, 2018: No complaints filed. (pg. 2.1)

F. Approval of Annual Updates to Comprehensive School Safety Plans:

Districts are required to annually review and update school safety plans. Each school site has updated their plans to reflect changes in position titles, staff rosters, schedules, contact phone numbers and evacuation maps to include the new classroom buildings. No substantial changes were made to the plans safety procedures. For the safety and privacy of our schools and staff, these sections of the updates are not publicly disclosed.

Recommended Action:

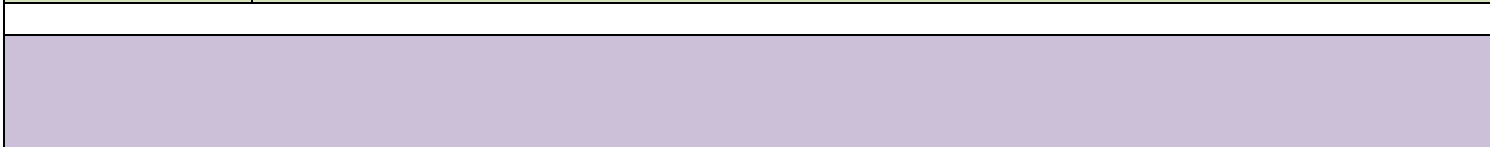
To approve consent agenda.

Quarterly Uniform Complaint Report Summary for Submission to Merced County Office of Education

Quarter Covered by this Report	<input type="checkbox"/> January to March	<input type="checkbox"/> April to June	<input checked="" type="checkbox"/> July to September	<input type="checkbox"/> October – December	2018
--------------------------------	---	--	---	---	------

Textbooks & Instructional Materials: Enter zero in any cell that does not apply.			Facilities			Teacher Vacancy & Misassignment			Totals		
# of complaints received in quarter	# of complaints resolved	# of complaints unresolved	# of complaints received in quarter	# of complaints resolved	# of complaints unresolved	# of complaints received in quarter	# of complaints resolved	# of complaints unresolved	# of complaints received in quarter	# of complaints resolved	# of complaints unresolved
0	0	0	0	0	0	0	0	0	0	0	0

Submitted by:	Maria Torres-Perez
Title:	Director of Categorical Programs and Special Projects
School District:	Livingston Union School District
Telephone:	(209) 394-5430



LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

October 11, 2018

Agenda Item X, A: Educating the School Community on the Dangers of Flavored Tobacco Products and Encourage Retailers and Local Governments to Restrict the Sale of These Products: Resolution No. 4—2018/2019

Board Consideration: Action Information/Discussion

Attachment(s): Resolution No. 4 (pgs. 3.1-3.6)

Background

Tobacco use is the leading preventable cause of over 480,000 deaths annually in the United States. Despite successes in lowering adult and youth cigarette smoking rates, California still has alarmingly high rates of youth tobacco use, under the age of 18 becoming daily users. Overwhelmingly, the point of entry for adolescent youth tobacco use is flavored tobacco.

Discussion

Baolia Xiong, Program Manager of California Health Collaborative, Asian Pacific Islander Partners and Advocates Countering Tobacco (API PACT Project) will present information on the use of tobacco products amongst teens.

In 2017/2018, LUSD had four (4) disciplinary infractions having to do with tobacco. Three of the four were related to flavored tobacco. Although this has not been a huge issue for LUSD, we want to be proactive in the anti-tobacco products initiative. The proposed resolution is intended to educate the school community on the dangers of flavored tobacco products and encourage retailers and local governments to restrict the sale of tobacco products.

Recommended Action

To adopt Resolution No. 4 in support of educating our teens and school community of the dangers of tobacco products.

**Resolution of the Governing Board of
Livingston Union School District**

RESOLUTION NO. 4—2018/2019

**A RESOLUTION TO EDUCATE THE SCHOOL COMMUNITY ON THE DANGERS OF
FLAVORED TOBACCO PRODUCTS INCLUDING VAPING AND MENTHOL
CIGARETTES AND ENCOURAGE TOBACCO RETAILERS AND LOCAL
GOVERNMENTS TO COLLABORATIVELY RESTRICT THE SALE OF THESE
PRODUCTS.**

WHEREAS, tobacco use is the leading preventable cause of over 480,000 deaths annually in the United States¹ (U.S.) and results in chronic smoking-related illness for approximately 8,600,000 Americans;² and,

WHEREAS, youth are targeted as “replacement smokers”; even as tobacco use kills nearly 1,300 Americans daily, more than 3,800 youth try smoking for the first time in addition to 2,100 youth and young adults become regular smokers every day;³ and,

WHEREAS, California is a national leader in reducing tobacco use, cutting smoking rates in the past 25 years; nevertheless, 40,000 adult Californians die from tobacco-related disease annually, and at current rates, about 441,000 kids under 18 in California will die prematurely from smoking;⁴ and,

WHEREAS, predatory marketing of tobacco to vulnerable populations continues to cause disproportionately adverse health outcomes due to higher rates of tobacco addiction and inadequate access to healthcare;⁶ and,

WHEREAS, as its customers succumb to tobacco-related illness and death, the tobacco industry continually adapts to changing regulatory and market environments, innovating around electronic smoking devices (ESDs) and flavored tobacco products to create a new, younger generation of customers; and,

WHEREAS, the 2009 Family Smoking Prevention and Tobacco Control Act prohibited flavored cigarettes (other than menthol and tobacco flavor itself) because of flavor’s power to pull youth into nicotine addiction;⁷ while the prohibition led to significant declines in youth cigarette use, it also contributed to significant increases in the use of menthol cigarettes and cigar use;⁸ and,

WHEREAS, federal and California state law do not restrict the sale of menthol cigarettes or flavored non-cigarette tobacco products such as cigars, little cigars, cigarillos, smokeless tobacco, hookah tobacco, ESDs and their flavored solutions; and,

WHEREAS, these flavored tobacco products contain candy and fruit flavors such as bubblegum, cotton candy, grape, and banana split, with some flavored tobacco products sharing the names, packaging, flavor chemicals, and sweetness of popular candy brands like Jolly Rancher, Kool-Aid, and Life Savers⁹, as well as just a few store aisles away; and,

WHEREAS, the tobacco industry well understands that smoking is most likely to become a habit if started young – in California, 67.7 percent of current and former smokers start by the age of 18, and 98.1 percent start by the age of 26¹⁰ – and that flavored tobacco products are a gateway for youth to become regular smokers¹¹ because flavors disguise the harshness of tobacco which can make smoking seem enticing and less harmful; and,

WHEREAS, youth smokers typically initiate the habit with flavored tobacco: 80.8 percent of 12 to 17 year olds who had ever used a tobacco product began with a flavored tobacco product, and that 79.8 percent of current youth tobacco users had used a flavored tobacco product in the past month;¹² and,

WHEREAS, the United States Centers for Disease Control and Prevention reports that ESDs are the most commonly used tobacco product among youth with three million middle and high school users in 2015, and ESD use among high school students has increased more than ten-fold from 2011 to 2015;¹⁷ and,

WHEREAS, flavors in ESDs are the key to youth tobacco use initiation, with an estimated 7,700 unique, sweet flavors available; ¹⁸ 81.5 percent of current youth who are an ESD users said they used them “because they come in flavors I like”¹⁹ and youth, in particular, do not perceive ESDs’ flavored nicotine solutions as being harmful,²⁰ and,

WHEREAS, youth who use ESDs are more likely to become conventional cigarette smokers: eighth grade students who use ESDs are ten times more likely than their peers to eventually smoke tobacco cigarettes and become the next market for tobacco cigarettes;²¹ and,

WHEREAS, the tobacco industry increasingly injects a variety of flavors into smokeless tobacco products that predominantly appeal to young men and boys; more than 80 percent of Skoal products (the third most popular brand among smokeless tobacco users ages 12 to 17) sold in convenience stores are flavored;²² and,

WHEREAS, 61 percent of adolescents shop at convenience stores at least once a week,²³ and nine out of ten convenience stores carry flavored little cigars and cigarillos;²⁴ and,

WHEREAS, in 2014 the tobacco industry spent \$9 billion on advertising in the United States, with ads often positioned at children’s eye level in convenience stores and billboards adjacent to schools or county-designated “safe” routes to school, perpetuating the tobacco industry’s historic practices of targeting vulnerable populations,²⁵ which a tobacco industry executive dismissingly described as “the young, the poor, the black, and stupid”;²⁶ and,

WHEREAS, these flavored tobacco products present significant public health threats to children, adolescents and young adults, who do not fully perceive the health risks of ESDs and flavored tobacco products, threatening the progress California has achieved in tobacco control; and,

WHEREAS, the Food and Drug Administration (FDA) found “menthol’s cooling and anesthetic properties can reduce the harshness of cigarette smoke” and that menthol cigarettes increase smoking initiation among youth and young adults, lead to more virulent addiction, and can inhibit quitting;²⁸ yet, the FDA did not include menthol cigarettes in its 2009 ban on flavored cigarettes despite the threat menthol cigarettes pose to vulnerable communities and youth; and,

WHEREAS, other populations targeted by the tobacco industry prefer menthol cigarettes as well: California current and former smokers identifying as lesbian, gay, or bisexual, used menthol cigarettes recently (54 percent) compared to individuals identifying as straight (27.7 percent);³¹ women smokers (32.4 percent) compared to men (23.5 percent);³² and,

WHEREAS, the percentage of menthol cigarette use is higher among youth smokers aged 12 to 17 (56.7 percent) and 18 to 25 (45 percent) than among older persons (between 30.5 percent to 32.9 percent);³³ and,

WHEREAS, Latino/Hispanic youth smokers use menthol cigarettes at a 48.8 percent rate,³⁶ and anywhere between 51.5 and 58 percent of Asian-American youth smokers report smoking a menthol cigarette brand;³⁷ and,

WHEREAS, an increased awareness about the public health impact of flavored tobacco products, including menthol cigarettes, is imperative to close loopholes in existing law, the Livingston Union School District Governing School Board of Merced County finds it is in the best interests of the health, safety and welfare of youth and vulnerable populations of the Livingston community.

NOW, THEREFORE BE IT RESOLVED THAT THE GOVERNING SCHOOL BOARD OF LIVINGSTON UNION SCHOOL DISTRICT:

- 1) Designates all school campuses as tobacco free zones
- 2) Educates its student population and parent community on the dangers of flavored tobacco products including ESDs and menthol cigarettes.
- 3) Encourages tobacco retailers within a 500-foot radius of schools and other youth-sensitive areas to refrain from the sale of flavored tobacco products, including ESDs and menthol cigarettes.

-
- 4) Encourages retailers, as leaders in their communities in the health and well-being of local populations, to voluntarily cease the promotion and sale of flavored tobacco products to increase the health of the community as well as prevent a new generation of smokers and tobacco users from being created.
 - 5) Encourages tobacco retailers to eliminate tobacco marketing and signage on designated safe school routes, and create buffer zones at least 500 feet in radius for tobacco and ESDs advertising around safe routes to schools and schools themselves.
 - 6) Encourages city/county and regional cooperation to control the flow of flavored tobacco products by supporting and encouraging efforts in surrounding jurisdictions to develop a unified strategy to limit access for youth and more vulnerable populations to flavored tobacco products, including menthol cigarettes.

PASSED AND ADOPTED by Governing Board of the Livingston Union School District, this 11th day of October 2018.

Ayes:

Noes:

Abstain:

Absent:

Vernon Boyd, President

Luis Enrique Flores, Board Trustee

Anne Land, Board Trustee

Kanwaldeep Bains, Board Trustee

Yolanda Correia, Board Trustee

Andrés Zamora, Superintendent/Board Secretary

¹ U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, "Tobacco Related Mortality," https://www.cdc.gov/tobacco/data_statistics/fact_sheets/health_effects/tobacco_related_mortality/.

² U.S. Department of Health and Human Services, *Ending the Tobacco Epidemic: A Tobacco Control Strategic Action Plan for the U.S. Department of Health and Human Services*, Nov. 2010, available at: <https://www.hhs.gov/ash/initiatives/tobacco/tobaccostrategicplan2010.pdf>.

³ U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, *Preventing Tobacco Use Among Youth and Young Adults: A Report of the Surgeon General*, 2012, available at: <https://www.surgeongeneral.gov/library/reports/preventing-youth-tobacco-use/full-report.pdf>.

⁴ Campaign for Tobacco-Free Kids, "The Toll of Tobacco in California Factsheet," March 1, 2017, available at: https://www.tobaccofreekids.org/facts_issues/toll_us/california.

⁶ Yerger et al., "Racialized Geography, Corporate Activity, and Health Disparities: Tobacco Industry Targeting of Lower Income Inner City Residents," *Journal of Health Care for the Poor and Underserved*, 2007, 18(S4):10-38, available at: <https://muse.jhu.edu/article/224501/pdf>;

National Cancer Institute, Tobacco Control Monograph Series No. 19, *The Role of the Media in Promoting and Reducing Tobacco Use*, June 2008, available at: https://cancercontrol.cancer.gov/brp/tcrb/monographs/19/m19_complete.pdf; Henriksen et al., Stanford Prevention Research Center, Department of Medicine, Stanford University School of Medicine, "Targeted Advertising, Promotion, and Price For Menthol Cigarettes in California High School Neighborhoods," June 24, 2011, 14(1): 116–121, available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3592564/>.

⁷ Pub.L. 111–31, H.R. 1256, available at: <https://www.gpo.gov/fdsys/pkg/PLAW-111publ31/html/PLAW-111publ31.htm>.

⁸ Courtemanche et al., "Influence of the Flavored Cigarette Ban on Adolescent Tobacco Use," *American Journal of Preventative Medicine*, Jan. 2017, abstract available at: [http://www.ajmonline.org/article/S0749-3797\(16\)30620-1/abstract](http://www.ajmonline.org/article/S0749-3797(16)30620-1/abstract).

⁹ Brown et al., "Candy flavorings in tobacco," *New England Journal of Medicine*, 2014, 370:2250-2252, available at: <http://www.nejm.org/doi/full/10.1056/NEJMc1403015#t=article>; in addition, alternative tobacco products often contain higher levels of sweeteners such as sucralose than candy products to further ease initiation, Miao et al., "High-Intensity Sweeteners in Alternative Tobacco Products," *Nicotine & Tobacco Research*, 2016, 8(11):2169-2173, available at: <https://academic.oup.com/ntr/article/18/11/2169/2399292/High-Intensity-Sweeteners-in-Alternative-Tobacco>.

¹⁰ California Department of Public Health, California Tobacco Control Program, California Tobacco Facts and Figures 2016, available at <https://www.cdph.ca.gov/programs/tobacco/Documents/CDPH%20CTCP%20Refresh/Research%20and%20Evaluation/Facts%20and%20Figures/2016FactsFigures-Web.pdf>, based on California Department of Public Health, Behavioral Risk Factor Surveillance System, 2014.

¹¹ U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, *The Health Consequences of Smoking—50 Years of Progress: A Report of the Surgeon General*, 2014; U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, *Preventing Tobacco Use Among Youth and Young Adults: A Report of the Surgeon General*, 2012.

¹² Ambrose et al., *Journal of the American Medical Association*, "Flavored Tobacco Product Use Among US Youth Aged 12-17 Years, 2013-2014," Oct. 26, 2015, 314(17):1871-1873, available at: <http://jamanetwork.com/journals/jama/fullarticle/2464690>, based on the 2013-2014 Population Assessment of Tobacco and Health (PATH) study.

¹⁷ Centers for Disease Control, *Tobacco Use Among Middle and High School Students — United States, 2011-2015*, *Morbidity and Mortality Weekly Report (MMWR)* 65(14):361- 367, April 14, 2016, available at: <http://www.cdc.gov/mmwr/volumes/65/wr/pdfs/mm6514a1.pdf>.

¹⁸ Arrazola et al., Centers for Disease Control & Prevention, "Tobacco Use Among Middle and High School Students—United States, 2011–2014," April 17, 2015, 64(14):381-385, available at: <https://www.cdc.gov/mmwr/preview/mmwrhtml/mm6414a3.htm>; National Youth Tobacco Survey, 2015; Zhu et al., "Four hundred and sixty brands of e-cigarettes and counting: implications for product regulation," *Tobacco Control*, 2014, 23 (Suppl 3): iii3–iii9, available at: http://tobaccocontrol.bmj.com/content/23/suppl_3/iii3.

¹⁹ Ambrose et al., "Flavored Tobacco Product Use Among US Youth Aged 12-17 Years, 2013- 2014," *Journal of the American Medical Association*, October 26, 2015, 314(17):1871-1873, available at: <http://jamanetwork.com/journals/jama/fullarticle/2464690>; U.S. Surgeon General, *E-Cigarette Use Among Youth and Young Adults* (2016).

²⁰ Pepper et al., "Adolescent males' awareness of and willingness to try electronic cigarettes," *Journal of Adolescent Health*, 2013, 52(2):144-150, available at: [10.1016/j.jadohealth.2012.09.014](https://doi.org/10.1016/j.jadohealth.2012.09.014).

²¹ Miech et al., "E-cigarettes and the drug use patterns of adolescents," *Nicotine & Tobacco Research*, 2015, 18(5):654-659, available at: <https://www.ncbi.nlm.nih.gov/labs/articles/26416823/>; also, the U.S. Surgeon General has noted that "while some of the flavorings used in e-cigarettes are generally recognized as safe for ingestion as food, the health effects of their inhalation are generally unknown" and

some of the flavorings found in e-cigarettes have been shown to cause serious lung disease when inhaled. U.S. Department of Health and Human Services, *E-Cigarette Use Among Youth and Young Adults: A Report of the Surgeon General*, 2016, available at:

https://e-cigarettes.surgeongeneral.gov/documents/2016_SGR_Full_Report_non-508.pdf.²²

Campaign For Tobacco-Free Kids, *Smokeless Tobacco and Kids*, 2016, available at:

<https://www.tobaccofreekids.org/research/factsheets/pdf/0003.pdf>.

²³ Mastroberte, "Reaching Teens at the C-Store: Analytical Report of their visits and buying habits," Convenience Store News, 2004, available at:

<http://gatewayoutdoor.com/assets/teen-c-store-literature-piece.pdf>.

²⁴ California Department of Public Health, California Tobacco Control Program, California Tobacco Facts and Figures 2016, available at:

<https://www.cdph.ca.gov/programs/tobacco/Documents/CDPH%20CTCP%20Refresh/Research%20and%20Evaluation/Facts%20and%20Figures/2016FactsFigures-Charts.pdf>.

²⁵ Federal Trade Commission, *Federal Trade Commission Cigarette Report for 2014*, 2016, available at: https://www.ftc.gov/system/files/documents/reports/federal-trade-commission-cigarette-report-2014-federal-trade-commission-smokeless-tobacco-report/ftc_cigarette_report_2014.pdf;

Federal Trade Commission, *Federal Trade Commission Smokeless Tobacco Report for 2014*, 2016, available at:

https://www.ftc.gov/system/files/documents/reports/federal-trade-commission-cigarette-report-2014-federal-trade-commission-smokeless-tobacco-report/ftc_smokeless_tobacco_report_2014.pdf;

U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, *Preventing Tobacco Use Among Youth and Young Adults: A Report of the Surgeon General*, 2012, <https://www.surgeongeneral.gov/library/reports/preventing-youth-tobacco-use/full-report.pdf>.

²⁶ Bob Herbert, New York Times, In America; "Tobacco Dollars," Nov. 28, 1993, available at:

<http://www.nytimes.com/1993/11/28/opinion/in-america-tobacco-dollars.html>.

²⁸ FDA Tobacco Products Scientific Advisory Committee, Report and Recommendations on the Public Health Impact on Menthol Cigarettes, August 11, 2015, available at:

<https://www.fda.gov/AdvisoryCommittees/CommitteesMeetingMaterials/TobaccoProductsScientificAdvisoryCommittee/ucm247605.htm>; Trinidad et al., "Menthol cigarettes and smoking cessation among racial/ethnic groups in the United States," *Addiction*, 2010, 105 Suppl 1:84-94.

³¹ Behavioral Risk Factor Surveillance System 2012–2014. California Department of Public Health.

³² Rose et al., "National Patterns and Correlates of Mentholated Cigarette Use in the United States," *Addiction*, 2010, 105(s1):13-31, available at: [10.1111/j.1360-0443.2010.03203.x](https://doi.org/10.1111/j.1360-0443.2010.03203.x).

³³ Giovino et al., "Differential Trends in Cigarette Smoking in the USA: Is Menthol Slowing Progress?" *Tobacco Control*, 2013, 24 (1), 28-37, available at: <https://www.ncbi.nlm.nih.gov/labs/articles/23997070/>;

see also, Villanti, et al., "Changes in the

prevalence and correlates of menthol cigarette use in the USA, 2004-2014," *Tobacco Control*, Oct. 2016 (54 percent of youth smokers aged 12-17 using menthol, as against 32 percent of adult smokers).

³⁴ California Behavioral Risk Factor Surveillance System (BRFSS) 2012-2014, California Department of Public Health Tobacco Control Program.

³⁶ Centers for Disease Control, 2015 National Youth Tobacco Survey Dataset.

³⁷ Caraballo et al., "Epidemiology of menthol cigarette use in the United States," *Tobacco Induced Diseases*, 2011, 9(Suppl 1): S1, available at: [10.1186/1617-9625-9-S1-S1](https://doi.org/10.1186/1617-9625-9-S1-S1).

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

October 11, 2018

Agenda Item X, B: Bullying Prevention

Board Consideration: Action Information/Discussion

Attachment(s): None

Background

Livingston Union School District does not tolerate bullying in its district, as it is clearly states in LUSD's Board Policy 5131.2 (a), "The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student."

Discussion

LUSD's school sites work diligently to ensure all students are safe in their school environment. LUSD has invested in staff training and school-wide activities to help support this endeavor. For example, each of the school sites have participated in Positive Behavioral Interventions and Supports (PBIS) and have embedded preventative steps to ensure a positive school culture and climate.

Assistant Superintendent, Kuljinder Sekhon, will provide an overview on measures taken and continue to take place to prevent bullying in our schools.

Recommended Action

Presented for information only. No action necessary.

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

October 11, 2018

Agenda Item X, C: LCAP Update: Dashboard Local Indicators

Board Consideration: Action Information/Discussion

Attachment(s): None

Background

The California Dashboard, the state's new accountability and continuous improvement system, provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures. Both state and local measures are updated annually and reported to the local governing board at a regularly scheduled meeting.

Discussion

Livingston Union School District will be updating the local indicator performance standards for Basic Services and Conditions (Priority 1), Implementation of State Academic Standards (Priority 2), Parent Engagement (Priority 3) and School Climate (Priority 6) to reflect performance and progress in these areas.

At the meeting, Director, Tiffany Pickle, will provide a summary of the updates on the district's local indicators.

Recommended Action

Presented for information only. No action necessary.

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

October 11, 2018

Agenda Item X, D: District LCAP Update: LMS Graduation Progress Report (LCAP Goal 4)

Board Consideration: Action Information/Discussion

Enclosure(s): LMS Graduation Report 2018

Background

Student achievement and student success are two priorities along with others that are emphasized in Livingston Union School District’s Local Control Accountability Plan. Eighth grade graduation rate is one of the measures the district uses to measure the success of its actions to support student achievement.

Discussion

In 2016, the Board approved revisions to board policy on graduation requirements to include academic requirements, behavior and citizenship expectations and provide protocols for ensuring services and resources to all students, specifically at-risk students. Since then, a number of support systems are being implemented to ensure middle school students are supported and are able to successfully graduate eighth grade. Staff has developed systems for supporting student success including monitoring of students’ progress, identifying and supporting students at risk, providing resources and early interventions and engaging parents. As a result of these interventions, support, and a greater school-wide emphasis in the classroom, Livingston Middle School has had a trajectory in graduation rates since 2016 with the highest graduation rate of 98.9% in spring 2018.

Enclosed is a written update on the district’s current standing of 8th grade graduates and current support services offered for LMS students.

Recommended Action

Presented for information and discussion. No action required.



Livingston Middle School Graduation Report-Board Update

FILIBERTO FUENTES, PRINCIPAL - October 2, 2018

2018-2019 Graduation Goal: Graduation rate will be 95% or higher.

There are currently 223 eighth grade students enrolled at Livingston Middle School (LMS). Eighth-grade students are determined to be at risk when academic graduation requirements are not met, even after attending Livingston Union School District's Summer Academy. This also applies if they are in need of a few graduation credits. The following tables display detailed information regarding LMS's graduation history and 8th-grade at-risk students.

History on Graduation Rates

Year	Graduates	Non-Graduates	Graduation Percentage Rate
2019	TBD	TBD	97.8% (9/28/18)
2018	282	3	98.9 %
2017	280	12	95.9 %
2016	292	19	94 %
2015	222	61	78 %
2014	223	47	83%

The Livingston Middle School graduation goal for this year will be 97%. According to the current Livingston Middle School AERIES and STAR Reading data, 41 students are At-Risk status. Student groups are identified in the table below. The AERIES identified 14 in the student group as ELs, 4 in Special Education, 0 in Home and Hospital, 29 of them as males, 12 as females, and 27 who

participated in the Livingston Union School District’s Summer School Credit program. Currently, 6 students are at the Non-Eligible to Graduate status and 36 students in the Eligible to Graduate status.

At-Risk Student Profile

Student Group	All	EL	Special Education	Home and Hospital	Male	Female	Summer School Credit	Non-Eligible to Graduate	Eligible to Graduate
Total	41	12/41	4/41	0/41	29/41	12/41	27/41	6/41	36/41

Challenges for At-Risk Students at Livingston Middle School

Students who are at risk for not fulfilling graduation requirements at LMS have challenges in obtaining credit in core classes. They face language barriers as English Language Learners or display a deficiency in other skills. Other difficulties these students have may include: engaging in classroom learning, poor grades, and minimal participation in school activities. These difficulties might result in behavior changes and class absences/tardiness.

The Approach to Addressing At-Risk Challenges at Livingston Middle School

At Livingston Middle School, the goal for students consists of engaging in classroom lessons and school activities during and after the school day. This allows students to participate and integrate into the learning community. Various programs supporting students are in place through a multi-level system of support (intervention, clubs, engaging lessons, and school counselors) that enable them to succeed. Therefore, students choose from different types of opportunities to supplement their skills and increase their connection to the school environment.

Students can also connect with clubs such as BIONIC, Friends of Rachel, Robotics, Coding, and Math. Students may also participate in activities during lunchtime and after school with BIONIC Club and Student Leadership. For academic support, there is homework assistance available in the library during and after school. School counselors are also currently offering classroom guidance classes in areas such as goal-setting, peer relationships, and conflict resolution. Through positive behavior support management systems like PBIS, LMS promotes equality for all students to succeed.

Support Systems

Support Systems Administered at LMS	Support Details
Summer Academy	<ul style="list-style-type: none"> ● Opportunity to earn up to 2 Credits ● 27 out of 41 at-risk students earned credit during the 2017 Summer Academy ● Credit was obtained by participation and attendance expectations
Learning Recovery	<ul style="list-style-type: none"> ● Taught by certificated staff ● Classes will be taught during school breaks as to not limit students' access to intervention or homework help during the regular day ● Learning Recovery opportunities will be offered during Thanksgiving, Winter and Spring Breaks
AERIES Grading System	<ul style="list-style-type: none"> ● Grades are updated every 3 weeks (BP 6146.5(c)) so that parents and students have up to date information on students' progress ● Students now have access to their own portal where they can have access to their progress at any time ● Continued training and support to teachers on the AERIES grading system at our site by technology support teachers ● Additional AERIES training has been provided for parents at round-up days and will be offered during parent conferences

<p>Counseling Support</p>	<ul style="list-style-type: none"> ● Counselors meet with 7th-grade parents and students to address grades and review graduation requirements ● Student Success Plans (SSP) are developed by the counseling office when a student earns a total of three or more “F”s” during their middle school career ● Counselors will conduct classroom guidance lessons for all 6th-8th-grade students to provide academic and social support.(BP 6146.5(c))
<p>Parent Communication</p>	<ul style="list-style-type: none"> ● Students and parents receive progress reports at the mid-point of each trimester and report cards at the end of each trimester ● Students at risk of not meeting graduation requirements will be monitored by staff-(BP 6146.5(c)) As of May 1st of a student’s eighth-grade year ● The office will mail a certified letter to parents of students who are earning a “D” grade or lower ● Eighth-grade teachers will receive a list of students who are earning an “F” ● Each teacher is responsible for contacting the parents of students who are failing in the teacher’s classroom and the teacher will document the contact-(BP 6146.5(c))
<p>Parent Conferences (October 2018 and March 2019)</p>	<ul style="list-style-type: none"> ● Trimester one progress reports and trimester two report cards are distributed at parent conferences

	<ul style="list-style-type: none">● Written eligibility updated will be provided to all eighth-grade parents by their teacher and/or a school counselor● Parents will be notified of summer credit recovery opportunities if available at spring conferences - (BP 6146.5(c))● Students with 2 or more credit deficiencies will be invited to the first Learning Recovery Opportunity during Conference Week in October 2018
Homework Help	<ul style="list-style-type: none">● Available in the library from 7:15-8:00 M-F in the library.● Available 2:30-3:30, M-Th in library● Support by AVID tutors will be added after-school in October 2018● Peer-tutors will begin in October 2018 for both sessions
Academic Clinician Support for At-Risk Students (Push-in/In Classrooms)	<ul style="list-style-type: none">● Provide assistance with homework● Provide students with support in English Language Development (ELD)● Provide students with support on reading comprehension and analysis● Providing additional support in classes where students are struggling including ELA, History, and Math

Continued Support

The key focus at Livingston Middle School is to increase support for teacher and student engagement in effective instructional practices. The instructional plan consists of providing more professional development opportunities for the upcoming year with a special focus on Reading and Math. Last year's Instructional Rounds process aided in observing and obtaining data to reflect on school-wide instructional practices that will identify the Problem of Practice for this year. The instructional focus according to CAASPP data is for students to read critically and logically to comprehend a range of increasingly complex literary and informational texts to demonstrate their verbal and written comprehension. As a result, LMS's instructional practice will be on supporting students by providing multiple opportunities to read diverse genres throughout the day. Students will justify their learning and comprehension both individually and in groups by writing practical and well-grounded writing for a range of purposes and audiences. Provide teachers collaboration opportunities to work with their content area colleagues on the alignment of the Math standards in order to improve math instruction.

Parent participation is another essential factor in student learning and engagement. In addition to parent conferences and 7th-grade at-risk conferences, LMS is attempting to integrate parent involvement into student education through various types of programs and training. Parent meetings, such as Coffee Connection, Juntos, SSC and ELAC, LUSD 2018/19 Parent Academy trainings, are available at different times of the day for parents to participate throughout the year on campus. Other options for parents include Twitter updates, Daily Announcements on the website, and Parent Square. LMS has educational sessions planned in the following areas for parents this year: ELL Parent Education, AERIES Training, LGBTQ Awareness, Cyber Safety, Anti- Bullying Prevention, and Suicide Prevention and Awareness.

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

October 11, 2018

Agenda Item X, E: Approval of School Single Plans for Student Achievement for Selma Herndon Elementary and Livingston Middle

Board Consideration: Action Information/Discussion

Enclosure(s): SPSA for Livingston Middle and Selma Herndon

Background

California Education Code 64001 requires that all schools receiving categorical funding submit a Single Plan for Student Achievement (SPSA). These plans must annually be reviewed, updated and approved by the School Site Council. The Board shall approve the individual school plans at a regularly scheduled meeting whenever there are material changes that affect the academic programs for students.

Discussion

The purpose of the SPSA is to coordinate educational services at the school and builds on a premise that students are capable of learning with effective instruction. The SPSA includes school goals aligned with the district’s LCAP. Within each goal the SPSA has strategies and activities to support and increase student achievement. The analysis of state performance data and conclusion based on that data indicate areas in which the school is making progress as well as areas that still need attention.

Livingston Middle and Selma Herndon Elementary schools have reviewed and updated their individual plans to address how funds allocated from Title I, Title II and Title III will be used to improve academic performance of all students. District schools used the California Department of Education (CDE) SPSA template. The CDE template contains all the required elements of the SPSA and allows for quick reference to how federal funds will be used by the site to support actions that will improve academic performance for all students.

Recommended Action

To approve the Single Plans for Student Achievement for Livingston Middle and Selma Herndon schools.

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

October 11, 2018

Agenda Item X, F: Public Comments on LUSD’s Initial Proposal for 2019-2020 Contract Negotiations with LETA

Board Consideration: Action Information/Discussion

Attachment(s): Copy of District’s Initial Proposal (pg. 8.1)

Background

In accordance with Government Code 3547, meeting and negotiating shall not take place on any proposal until a reasonable time has elapsed after the submission of the proposal to enable the public to become informed and the public has the opportunity to express itself regarding the proposal at a meeting of the public school employer.

Discussion

This is an opportunity for public comments and clarification of issues related to the district’s proposal to LETA, not public negotiations or discussion between the parties.

President Boyd will need to open the meeting for public comments.

Recommended Action

No action required.

**INITIAL PROPOSAL OF
LIVINGSTON UNION SCHOOL DISTRICT
FOR NEGOTIATIONS WITH THE
LIVINGSTON ELEMENTARY TEACHERS ASSOCIATION**

The District opens the following articles and presents its initial proposal for the 2019-2020 school year negotiations.

Article XII: Certificated Salaries

The District has an interest in a salary increase that maintains a competitive total compensation for teachers. This interest is based upon the desire to support the continued retention and recruitment of quality teachers and staff while maximizing the achievement of all students and ensuring the continued fiscal solvency of the District.

The 2018-2019 State Budget appropriated funds to fully-fund the Local Control Funding Formula (LCFF). Looking ahead to 2019-2020 the District cannot expect to receive new ongoing sources of funding beyond the COLA (Cost of Living Adjustment). The COLA for 2019-2020 is not yet set by the State, but the current published estimate is set at 2.57%. Out of this potential funding increase, the District must reasonably budget for increases in personnel-related costs to step and column salary increases of an average of 1.5%, additional State-mandated increases effective July 1, 2019 to its employer pension contributions for all its employees, which are currently set at 1.85% (STRS) and 2.3% (PERS). In addition, there will be a significant loss in funding due to declining enrollment.

Article XIV: Fringe Benefits

The District currently offers a health benefit cap of \$16,023, the highest health benefit cap in Merced County. The District is interested in maintaining the current cap and working with LETA and SISC in leveraging the high cap to offer members at least one (1) additional health plan option that costs members zero monthly out-of-pocket and maintaining existing quality health plans.

Article VI: Hours

The District is interested in clarify language related to professional duties outside the minimum contracted teacher work day.

Articles XVIII: Discipline Short of Dismissal

The District is interested in revising the language in this section to provide due process to teachers while taking that process outside of the grievance procedure article.

The District reserves the right to make modifications to these proposals, make other proposals, and make counter proposals once the representatives of the District and LETA begin meeting and negotiating.

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

October 11, 2018

Agenda Item X, G: Annual Livingston Union School District Financing Corporation Board Meeting

Board Consideration: Action Information/Discussion

Attachment(s): None

Background

In 1999, the Board approved the formation of the "Livingston Union School District Financing Corporation" and sold Certificates of Participation (COP) in the amount of \$5,090,000 to help finance the construction of the Livingston Middle School.

Corporations are required to meet at least once annually to confirm the designation of the officers and to conduct the official business of the organization as needed and required. The Board of Trustees sits as the Board of Directors of the Corporation.

The Board will begin the meeting as follows:

1. Public Comments

The Board will open the meeting and allow for public comments. In the interest of time and order, the period for public comments is limited to 3 minutes.

2. Confirmation of Officers

In accordance with the bylaws of the corporation, individuals who act as the members of the Board of Trustees of the Livingston Union School District shall constitute the Board of Directors of the Corporation, and each member of the Board of Trustees of the District shall be and remain a member of the Board of Directors of the Corporation for so long as such member remains a member of the Board of Trustees of the District. The President of the Board of Trustees shall be the President or Chief Executive Officer of the Corporation. The Secretary to the Board of Trustees shall be the secretary of the Corporation. Lastly, the Director of Fiscal and Business Services of the District shall be the Chief Financial Officer of the Corporation.

Recommended Action:

To confirm the officers of the Livingston Union School District Financing Corporation as follows: Chief Executive Officer, Vernon Boyd; Secretary, Andrés Zamora; and, Chief Financial Officer, Sara Crawley.

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

October 11, 2018

Agenda Item X, G: Annual Livingston Union School District Financing Corporation Board Meeting, Continued

Board Consideration: Action Information/Discussion

Attachment(s): None

3. Statement of Information - Form SI-100

The Statement of Information is filed with the State of California every odd-numbered year and when changes are necessary. This year the corporation is not required to file, nor has any necessary changes, therefore, no action will be taken.

4. Annual Financial Report

For this fiscal year, the COP beginning principal balance is \$2,147,781.22. A principal payment of \$306,324.57 plus \$57,603.92 for interest is scheduled to be made this year. This will leave an ending balance of \$1,841,456.65 for 2018-2019.

Chief Financial Officer, Sara Crawley will recap on the principal balance and payments and answer any questions from the Board.

5. Adjournment

The Board will adjourn the meeting of LUSD's Financing Corporation.

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

October 11, 2018

Agenda Item X, H: Character Education Month: Resolution No. 5—2018/2019

Board Consideration: Action Information/Discussion

Attachment(s): Resolution No. 5—2018/2019 (pg. 11.1)

Background

One of the greatest challenges parents face is how to help their children grow up to become moral people with values we cherish as members of a civilized society. While instilling values is first and foremost an obligation of families, our schools, faith and youth groups, civic and human services organizations can also play a significant role in supporting families to foster and promote good character in children. Schools can help by offering educational programs and activities that reinforce these values that help children develop good dispositions that will enable them to flourish intellectually, personally, and socially.

For many years now, LUSD has implemented the guidelines of the Character Education program through counseling services, school clubs and in classrooms. Character education is a critical component of education which is embedded in the core curriculum and the school culture on an ongoing basis. Character education should not be another add-on program, but rather a way to strengthen existing program efforts by integrating core elements throughout the curriculum.

Discussion

The month of October has historically been recognized as Character Education Month in California. By endorsing the observance of the State "Character Education Month," the Board is demonstrating its ongoing commitment to teach and reinforce in students basic civic and ethical values.

Recommended Action

To adopt Resolution No. 5, endorsing the observance of "Character Education Month."

**RESOLUTION OF THE GOVERNING BOARD OF
LIVINGSTON UNION SCHOOL DISTRICT**

RESOLUTION NO. 5—2018/2019

"Character Education Month"

October 2018

Whereas, the American heritage and laws reflect a common core of personal and social values that holds the citizens of this democracy responsible for acting morally and ethically, being actively involved in school and community, resolving differences peacefully, and respecting the rights, dignity, and property of others;

Whereas, the Livingston Union School District Board of Education believes that all educators are obliged to awaken youth to the moral and ethical values that build a fundamental strength of character;

Whereas, there are elements of character that are embedded in all curriculum frameworks, particularly the History-Social Science Framework, and further the common core of personal and social morality, a core that includes trustworthiness, respect, responsibility, fairness, caring, citizenship, civic virtue, honesty, and personal responsibility;

Now, Therefore Be it Resolved, that the Livingston Union School District Board of Education endorses the state observance of October 2018 as Character Education Month; and,

Be It Further Resolved that throughout the year, the Board of Education encourages all district schools and staff to intentionally and proactively promote effective character education activities to build students' strength of character.

The Foregoing Resolution was passed and adopted by the Board of Education of the Livingston Union School District this 11th day of October 2018.

Vernon Boyd, President

Luis Enrique Flores, Trustee

Yolanda Correia, Trustee

Anne Land, Trustee

Kanwaldeep Bains, Trustee

Andrés Zamora, Secretary/Superintendent

LIVINGSTON UNION SCHOOL DISTRICT

Regular Board Meeting

October 11, 2018

Agenda Item X, I: Red Ribbon Week: Resolution No. 6—2018/2019

Board Consideration: Action Information/Discussion

Attachment(s): Resolution No. 6—2018/2019 (pg. 12.1)

Background

The Red Ribbon Campaign is now the oldest and largest drug prevention program in the nation reaching millions of young people during Red Ribbon Week.

The National Red Ribbon Campaign sponsored by the National Family Partnership was started when drug traffickers in Mexico City murdered Drug Enforcement Administration (DEA) Agent Enrique “Kiki” Camarena in 1985. This began the continuing tradition of displaying Red Ribbons as a symbol of intolerance toward the use of drugs. The mission of the Red Ribbon Campaign is to present a unified and visible commitment toward the creation of a DRUG-FREE AMERICA by embracing Camarena’s belief that one person can make a difference.

Red Ribbon is supported by the Governor, the Attorney General, Parent Teacher Associations, and many organizations throughout the State. Today, the Red Ribbon serves as a catalyst to mobilize communities to educate youth and encourage participation in drug prevention activities.

Discussion

This resolution emphasizes throughout the District and community the importance of educating our youth about the dangers associated with alcohol, tobacco, and substance abuse. Red Ribbon Week provides an opportunity for communities to come together to help stop alcohol, tobacco and other drug use among our young people by delivering a united message and by providing alternative activities. The 2017 Red Ribbon Coalition theme is “Life is Your Journey, Travel Drug Free”

Recommended Action

To adopt Resolution No. 6 proclaiming October 29 – November 2, 2018 as Red Ribbon Week for Livingston Union School District.

**RESOLUTION OF THE GOVERNING BOARD OF
LIVINGSTON UNION SCHOOL DISTRICT**

RESOLUTION NO. 6—2018/2019

"Red Ribbon Week"

October 29 – November 2, 2018

Whereas, drug abuse is one of the major challenges our Nation faces in securing a safe and healthy future for our families and children;

Whereas, the objective of Red Ribbon Week is to promote drug-free communities through drug prevention efforts, education, parental involvement, and community wide support;

Whereas, parents, youth, government, business, law enforcement, schools, religious institutions, service organizations, social services, health services, media, and the general public will demonstrate their commitment to drug-free communities by wearing and displaying red ribbons during this nationally proclaimed Red Ribbon Week; and,

Whereas, Livingston Union School District further commits resources to ensure the success of the Red Ribbon Celebration and year-round tobacco, alcohol and other drug prevention efforts;

Now, Therefore, Be It Resolved, that the Governing Board of the Livingston Union School District does hereby support the goals of Red Ribbon Week by identifying October 29 – November 2, 2018 as RED RIBBON WEEK, and encourages its administrators, faculty, students, and parents to choose to live a drug-free life, participate in tobacco, alcohol, and other drug prevention initiatives and activities, making a visible statement that we are strongly committed to a healthy, drug-free life style.

Passed and Adopted at a regular meeting of the Governing Board of the Livingston Union School District held on October 11, 2018.

Ayes:

Absent:

Noes:

Abstain:

Vernon Boyd, President

Luis Enrique Flores, Trustee

Anne Land, Trustee

Yolanda Correia, Trustee

Kanwaldeep Bains, Trustee

Andrés Zamora, Superintendent/Secretary