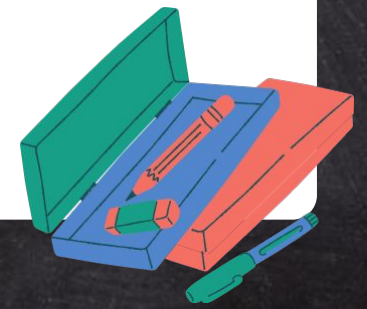




# DELAC

2/26/21

FULLERTON  
SCHOOL  
DISTRICT



# Interpreting Services

 Android |  iOS

1. In your meeting controls, tap ... More.



2. Tap **Language Interpretation**.

3. Tap the language you would like to hear.



4. (Optional) Tap the toggle to **Mute Original Audio**.



5. Click **Done**.

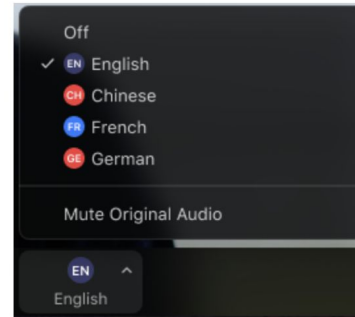
## Listening to language interpretation

 Windows |  macOS

1. In your meeting/webinar controls, click **Interpretation**.

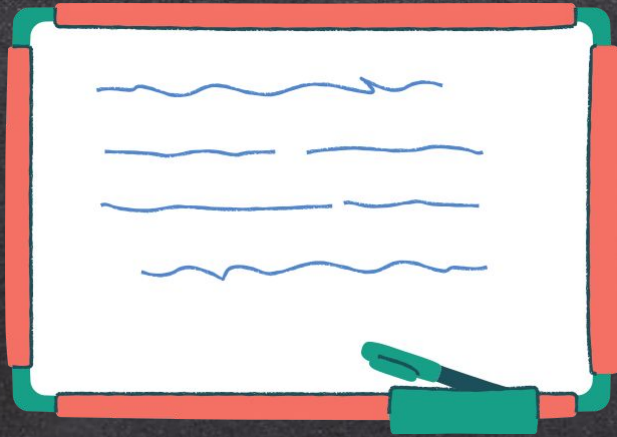


2. Click the language that you would like to hear.



3. (Optional) To only hear the interpreted language, click **Mute Original Audio**.

# Welcome!



## Today's Agenda

- Welcome
- Approve Minutes
- LCAP
- Consolidated Application
- Partners 4 Wellness- Vaping and Tobacco



Welcome



**Approve  
Minutes from  
the December  
2020 DELAC  
Meeting**





# Local Control Accountability Plan (LCAP)

Dr. Jenel Edlund Lao, Coordinator  
Educational Services

# Local Control Funding Formula (LCFF)



- In 2013, the Governor proposed full funding flexibility for local school districts.
- LCFF funds every student at the same **base rate**, but districts receive varying amounts of additional funding depending on the **number (supplemental)** and **percentage (concentration-over 55%-FSD not eligible)** of:
  - *English Learners*
  - *Foster Youth*
  - *Students income eligible for free or reduced price meals (based upon completed applications)*

LCFF requires accountability-All school districts must engage stakeholders in the development of a **Local Control Accountability Plan (LCAP)** that addresses **8 state priorities**

# LCFF Estimated TOTAL Funding 2020-2021

**Operations & Services**

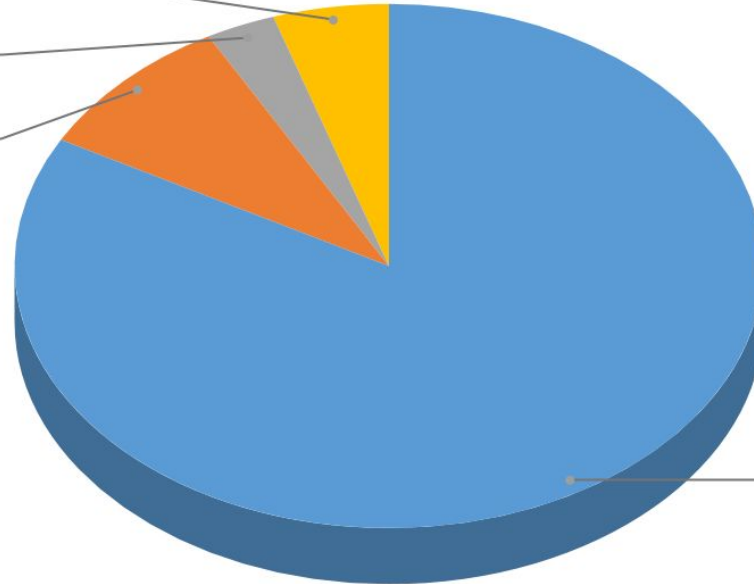
5.0%

**Professional Dev**

3.0%

**Inst. Mat & Supplies**

9.0%



**Estimated  
Total  
Base and  
Supplemental**

**\$ 114,701,752**

**Salaries and Benefits**

**83.0%**

*\*Does not include any  
Federal CARES Act funding  
for COVID related expenses*



# LCFF Supplemental Funding 2020-2021

**Supplemental**

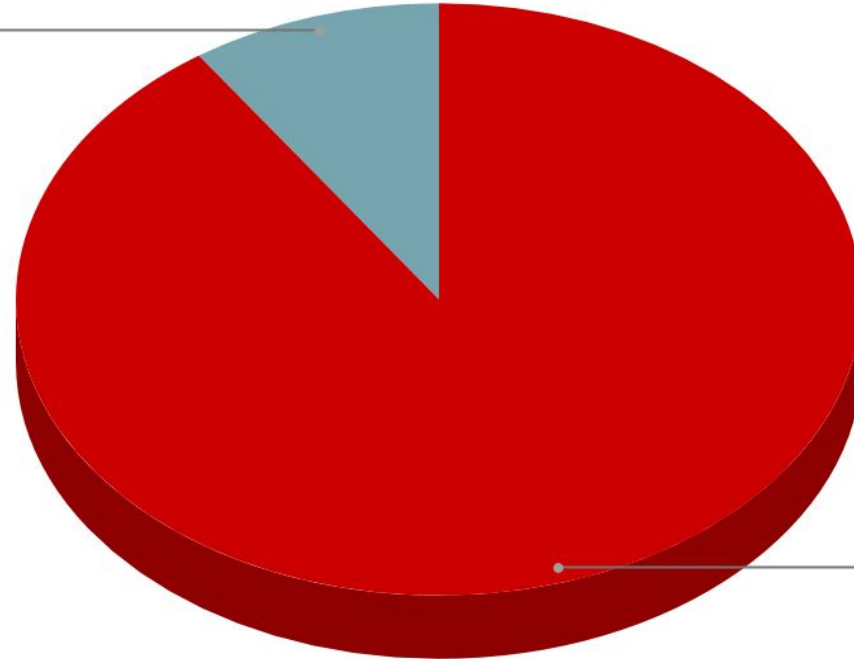
**9.6%**

**Base:**

\$103,684,971

**Supplemental:**

\$ 11,016,781



**Base**

**90.4%**

# Supplemental Funding Requirements

**Districts must demonstrate increased and/or improved actions and services for the targeted populations:**

- *English Learners*
- *Foster Youth*
- *Students income eligible for free or reduced price meals (based upon completed applications)*

**2020-2021 Supplemental Proportionality Target: \$11,016,781**

**FSD Actions and Services include:**

- Response to Intervention
- Instructional technology and support
- Instructional materials
- Health services / Nurses
- Professional development
- Language acquisition materials and support
- Dual Immersion
- Grade level collaboration
- Parent Involvement
- Afterschool Programs
- Summer Programs

*LCFF requires the school district to gather input from stakeholders to develop an accountability plan for how this funding will address eight state priorities.*

*This plan is called the*

***Local Control and Accountability Plan  
(LCAP).***

*The LCAP will share FSD's story in a transparent process to explain how state funding will be used for specific actions and services to support annual district goals for improving learning, outcomes and achievement, for all students in our district.*



*"Great Schools, Successful Kids"*



<b>LCAP Requirements</b>	<b>School Districts</b>
<b>State Priorities</b>	<ul style="list-style-type: none"> <li>● District LCAP Goals must address eight state priorities</li> </ul>
<b>Consultation with Stakeholders</b>	<ul style="list-style-type: none"> <li>● Teachers</li> <li>● Principals</li> <li>● Administrators</li> <li>● Parents</li> <li>● Other School Personnel</li> <li>● Local Bargaining Units</li> <li>● Pupils</li> </ul>
<b>Period of Review and Response to Comments</b>	<ul style="list-style-type: none"> <li>● Parent Advisory Committees</li> <li>● Superintendent must respond in writing to comments received</li> </ul>
<b>Use of LCAP Template</b>	<ul style="list-style-type: none"> <li>● Use template as provided</li> </ul>
<b>Use of Base &amp; Supplemental Funds</b>	<ul style="list-style-type: none"> <li>● Funds can be used on a districtwide or schoolwide basis</li> </ul>
<b>Public Posting</b>	<ul style="list-style-type: none"> <li>● Approved LCAP must be posted on FSD website</li> </ul>
<b>Approval and Adoption by the School Board</b>	<ul style="list-style-type: none"> <li>● Hold Public Hearing</li> <li>● Approval at subsequent Board Meeting</li> </ul>

# LCFF/LCAP Eight State Priorities for Districts

## Conditions of Learning

**Basic Services:** teachers are appropriately assigned and fully credentialed, pupils have access to standards-aligned instructional materials, and school facilities are maintained in good repair

**State Standards:** implementation of academic content and performance standards including ELA/ELD, Math, NGSS

**Course Access:** evidence of students being enrolled in a broad course of study that includes: math, social science, science, VAPA, health, PE, CTE, and others

## Pupil Outcomes

**Student Achievement:** improving achievement and outcomes for all students measured in multiple ways, including ELA, Math, English proficiency and college and career preparedness

**Other Student Outcomes:** measuring other important indicators in all required areas of study such as PE, History Social Science, CTE courses, electives, etc.

## Engagement

**Parent Involvement:** including the efforts to seek parent input in decision making, promotion of parent participation in programs for all students

**Student Engagement:** providing students with engaging programs that keeps them in school measured by school attendance, chronic absenteeism, and dropout rates

**School Climate:** factors that impact student success such as health, safety, and discipline measured by suspension and expulsion, surveys of students, parents, and teachers on the sense of safety and school connectedness

State Priorities	Mandated Metrics
<b>Priority 1:</b> <b>Basic Services</b>	<ul style="list-style-type: none"> <li>• Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching</li> <li>• Pupils in the school district have sufficient access to the standards-aligned instructional materials</li> <li>• School facilities are maintained in good repair</li> </ul>
<b>Priority 2:</b> <b>Standards Implementation</b>	<ul style="list-style-type: none"> <li>• The implementation of state board adopted academic content and performance standards for all students</li> <li>• How the programs and services will enable English learners to access the CCSS and the ELD standards</li> </ul>
<b>Priority 3:</b> <b>Parental Involvement</b>	<ul style="list-style-type: none"> <li>• The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site</li> <li>• How the school district will promote parental participation in programs for unduplicated pupils</li> <li>• How the school district will promote parental participation in programs for individuals with exceptional needs</li> </ul>
<b>Priority 4:</b> <b>Pupil Achievement</b>	<ul style="list-style-type: none"> <li>• Statewide assessments</li> <li>• The percentage of English learner pupils who make progress toward proficiency as measured by the ELPAC</li> <li>• The English learner reclassification rate</li> </ul>
<b>Priority 5:</b> <b>Pupil Engagement</b>	<ul style="list-style-type: none"> <li>• School attendance rates</li> <li>• Chronic absenteeism rates</li> <li>• Middle school dropout rates</li> </ul>
<b>Priority 6:</b> <b>School Climate</b>	<ul style="list-style-type: none"> <li>• Pupil suspension rates</li> <li>• Pupil expulsion rates</li> <li>• Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</li> </ul>
<b>Priority 7:</b> <b>Course Access</b>	<ul style="list-style-type: none"> <li>• A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable</li> <li>• Programs and services developed and provided to unduplicated pupils</li> <li>• Programs and services developed and provided to individuals with exceptional needs</li> </ul>
<b>Priority 8:</b> <b>Pupil Outcomes</b>	<ul style="list-style-type: none"> <li>• All other outcomes</li> </ul>



# The FSD LCAP is Grounded in FSD Board Goals

## High Expectations for ALL Students

- Narrow the achievement gap
- Prepare students for success in high school, college, and career
- Utilize personalized, student-centered approach and student strengths
- Promote patriotism, democracy, and United States civics in existing frameworks, curriculum, and State standards
- Provide opportunities for students to be productive citizens of the community

## Welcome and Engage Families and Community

- Engage families to participate and provide opportunities for input
- Involve families and community in programs, committees, school cultures, and celebrations
- Provide meaningful and culturally responsive engagement opportunities
- Respect, empower, and appreciate our diverse families and communities

## Long-term District Financial Stability

- Exercise responsible fiscal stewardship
- Allocate funding to support prioritized programs, enhanced facilities, and attract and retain highly qualified staff



## Recruit, Hire, Support, and Retain Exceptional Staff

- Recruit and retain exceptional and diverse staff who are culturally responsive, student-centered, and focused on high-expectations
- Support and evaluate all staff regularly to improve performance
- Provide professional growth and development opportunities

## Promote Safety, Mental/Physical Health, and Well-being

- Promote child-centered education and build connections with students emphasizing the whole-child
- Provide programs that focus on restorative practices, nutrition, mental and social-emotional health, personal responsibility, and a positive school climate
- Create an environment that incorporates the importance of safety, mental/physical health, and well-being for all students, employees, and members of the community
- Strengthen and work with our community partners

# LCAP Goal Areas

## Goal 1

**Student  
Achievement**

## Goal 2

**21st Century Skills**

## Goal 3

**Safe and Secure  
Schools**

## Goal 4

**Parent and Community  
Involvement**

- Go to the FSD Website to read about our LCAP Goal, Actions and Services:

<https://bit.ly/FSDLCAP>

### **2019-2020 LCAP:**

**Goal 1:** Pages 25-41

**Goal 2:** Pages 42-52

**Goal 3:** Pages 53-63

**Goal 4:** Pages 64-72

# LCAP Executive Summary

Transparency is a fundamental principle upon which the LCAP is built and requires that information and decision making is visible to the public and that it promotes participation and accountability.

To enable transparency, FSD ensures that:

- Information is made available early enough to allow for the meaningful engagement of stakeholders in its analysis and evaluation
- The goals, actions, and expenditures are clear and easily understood
- An executive summary is used to communicate LCAP goals and actions and that they are linked to the budget

**Fullerton School District  
Local Control Accountability Plan  
2019/2020 LCAP Executive Summary**

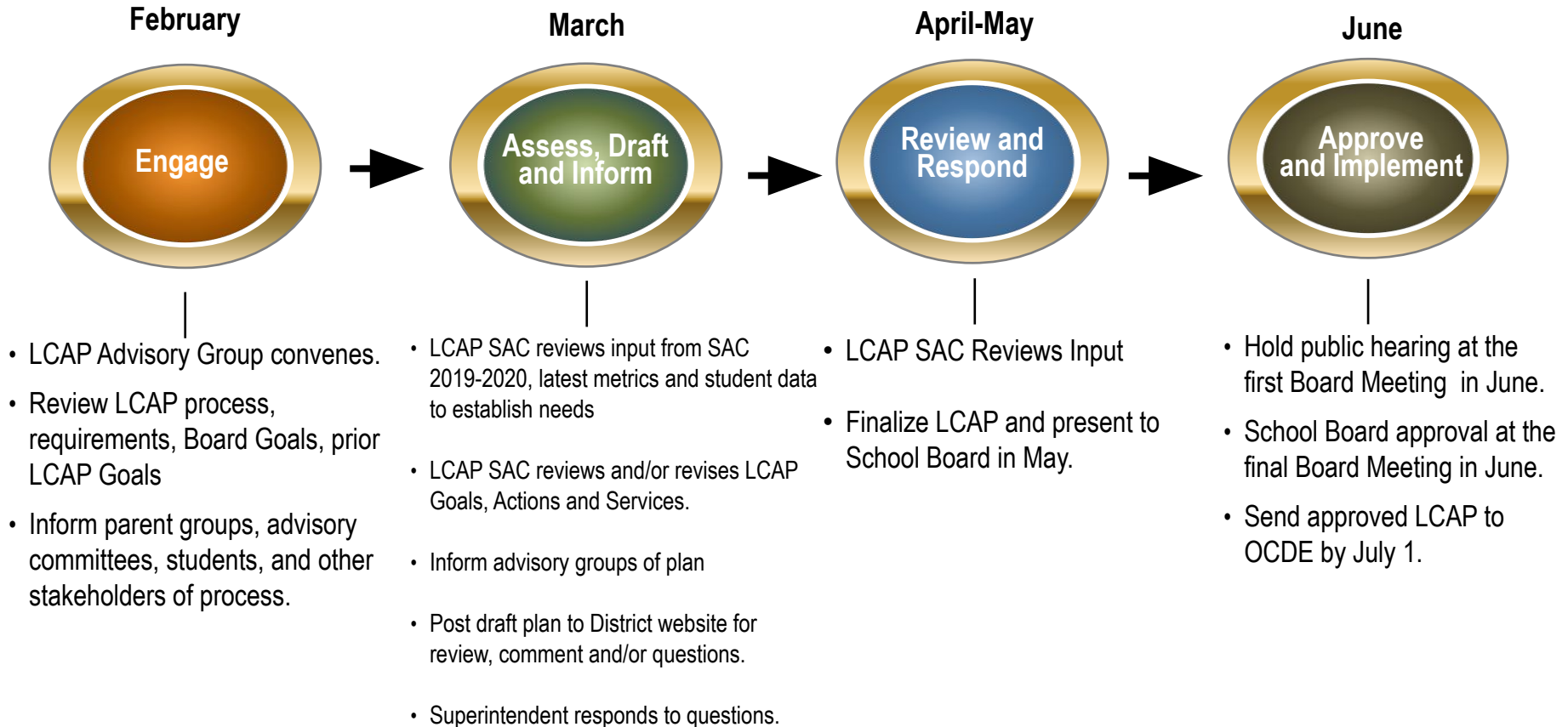
**FULLERTON SCHOOL DISTRICT**  
Great Schools  
Successful Kids

**FSD GOVERNING BOARD**  
Jenny Meyer, President  
Jeanette Vazquez, Vice President  
Hilda Sugarman, Clerk  
Beverly Berryman, Member  
Aruni Thakur, Member  
Robert Pletka Ed.D., Superintendent

**Fullerton School District Mission Statement**  
The mission of the Fullerton School District is to work collaboratively with the community to provide an innovative, high-quality educational program for all students in a safe learning environment. Our motto, "Great Schools - Successful Kids" exemplifies the belief that all students will achieve academic excellence, acquire interpersonal skills, and develop technological expertise to contribute as productive citizens in a democratic society.



# LCAP Planning and Adoption Process for 2021-2024



# We Want Your Input

## \*LCAP Survey\*

The following will be available to all District organizations and School sites in March-April.

- LCAP Draft and Annual Update
- **March 17th – March 31: Opportunity for stakeholders to provide comments and/or questions via LCAP Survey on District Link: [www.fullertonsd.org](http://www.fullertonsd.org) → About Us → LCAP**
- Or send questions via mail to FSD Superintendent, Dr. Robert Pletka: [robert\\_pletka@fullertonsd.org](mailto:robert_pletka@fullertonsd.org)
- A written response will be given by the Superintendent.

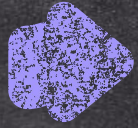
# Consolidated Application

Sung Chi, Director  
Educational Services

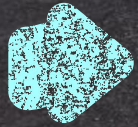


# Consolidated Application

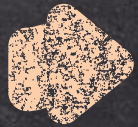
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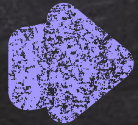
Title I: Supports Socio-economically disadvantaged students



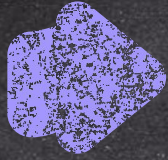
Title II: Teacher Quality and Professional Development



Title III: English Learners



Title IV: Student Support and Academic Enrichment

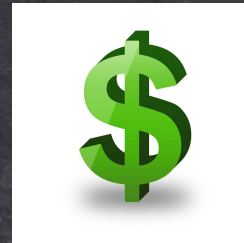


# Funding Support for English Learners

- Funds targeted and restricted specifically to support English learner programs include **Federal Title III** and **State LCFF Supplemental** (includes EL, foster youth and low income).
- These funds are used for educational materials, professional development, interventions, and personnel to support EL students.
- All school sites receive funds based on the number of EL students identified through the ELPAC

Anticipated funding allocations for 2020/2021:

- Supplemental/LCFF - \$ 2,700,000
- Title III EL and Immigrant - \$ 375,000





# *Vaping & Tobacco*

Paige Petrus-Medina  
Health Educator

Partners4Wellness formerly NCADD-OC



# *Today's Presentation*

TOPICS OUTLINE:

Tobacco/Vapes

Nicotine Health

Effects Youth Vape

Trends COVID-19 &

Vape Use

## WHAT IS A TOBACCO PRODUCT?

- Any product containing, made, or derived from tobacco or nicotine that is intended for human consumption;
- Any electronic smoking device (whether or not it contains nicotine); or
- Any component, part, or accessory of a tobacco product, whether or not sold separately





**CIGARETTES**



**CIGARS**



**LITTLE CIGARS/CIGARILLOS**



**SMOKELESS TOBACCO**



**E-CIGARETTES**



**VAPE PENS**



**E-LIQUIDS**



**HOOKAH**



**VAPE TANKS/MODS**



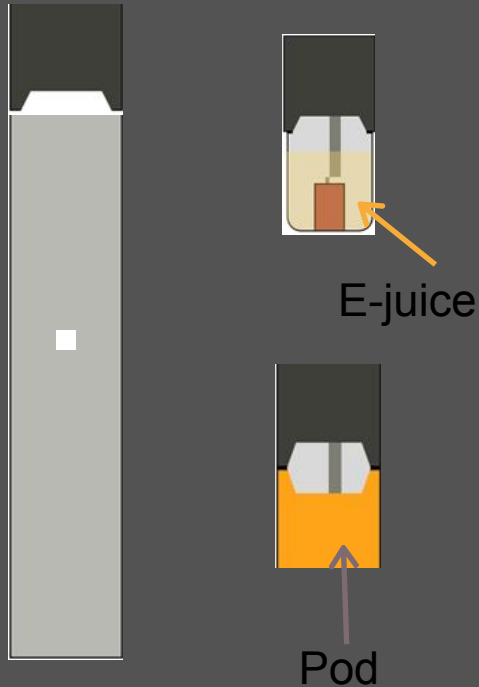
**VAPE ATOMIZER**



**VAPORIZERS**



**E-HOOKAH**



## WHAT ARE VAPES?

Vapes are battery operated e-cigarette devices that consist of:

- A power source (usually a battery)
- A cartridge (pod), which generally contains nicotine, flavoring (e-liquid or e-juice), and other chemicals
- A heating element (atomizer)
- Some vapes have an LED that lights up at the end when you puff off the device



VAPES ARE ELECTRONIC CIGARETTES AND ARE ALSO KNOWN AS...

- E-cigs
- Vapes
- Mods
- E-hookah
- Tanks
- Sourin, Phix, Rubi, Juul, Puff Bar





1.

2.

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14.

Test  
Friday!!

Hand-drawn sketches on a notebook page, including a stick figure, a heart, a triangle with an eye, a ghost, a rocket, and the word "Saturday".





2.

5.



2.

5.

6.

Test  
Friday!!





2.

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11.

Test  
Friday!!



2.

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13.

Test  
Friday!!

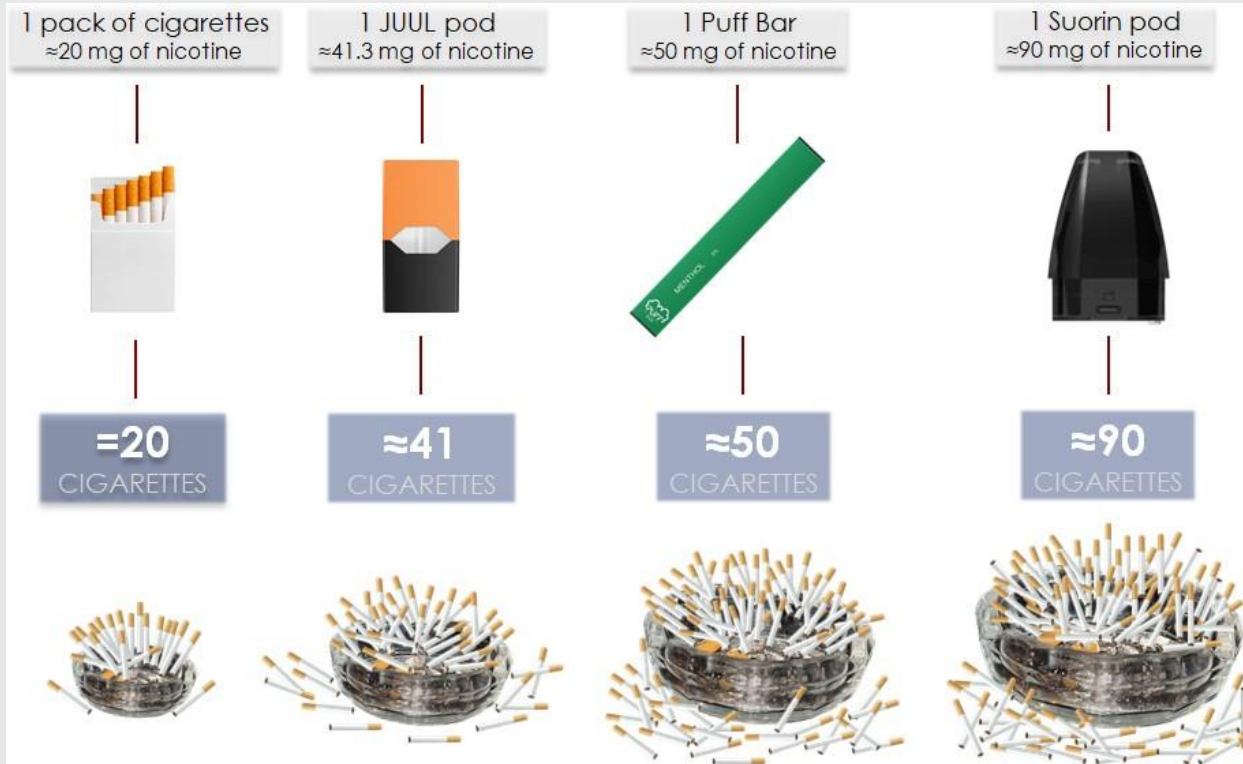


# DISGUISABLE DEVICES





# Nicotine Levels



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# Nicotine Health Effects

# Nicotine and the Brain

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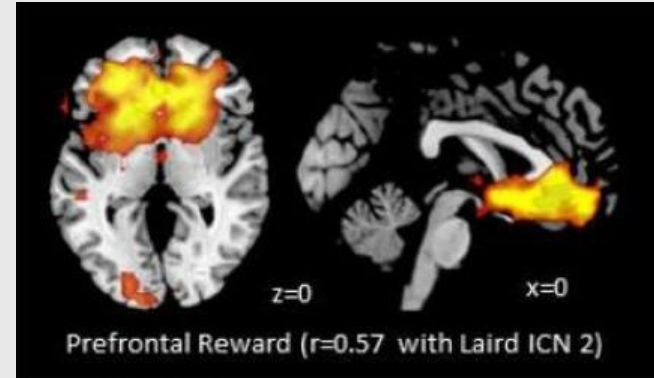


- Nicotine enters the brain in 8-10 seconds from when inhaled through a vape device.
- The brain is not fully developed until approximately age 25, therefore it can harm brain development when using vaping products.
- Nicotine affects part of the brain that is responsible for decision making, impulse control, learning, and attention span.



# How Nicotine Changes the Brain

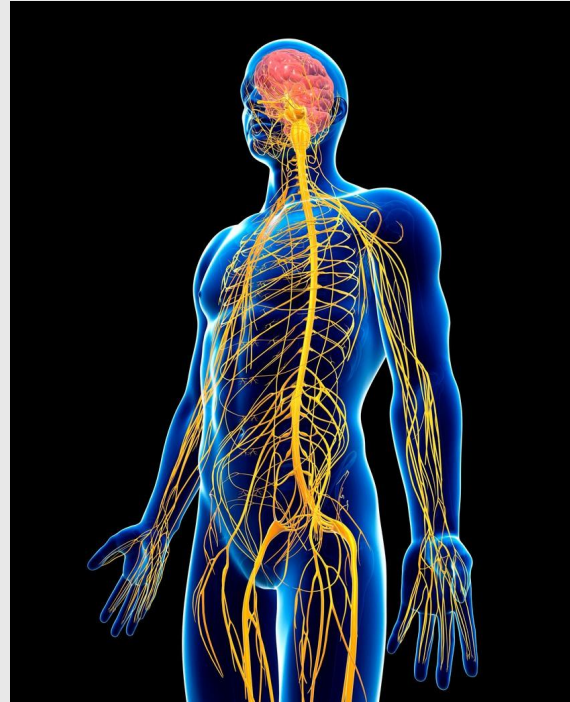
- Nicotine affects the brain by reducing activity in the prefrontal cortex, the part of the brain responsible for emotional/impulse control, and decision making.
- Nicotine interferes with the body's natural ability to experience/communicate pleasure.
- Over time the user will need nicotine just to feel normal.



# Short-term Health Effects

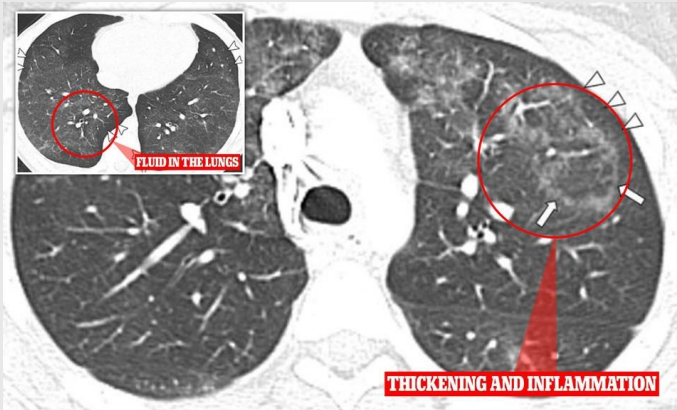
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- Once nicotine enters the body it can cause:
  - Increased blood pressure
  - Increased heart rate
  - Faster breathing
  - Suppressed appetite
- Even limited use of nicotine can lead to damage.



# E-cigarette or Vaping Product Use Associated

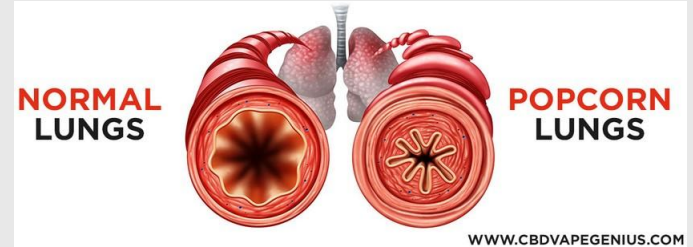
## Lung Injury [EVALI]



- Patients report symptoms that include:
  - Cough, shortness of breath, or chest pain
  - Nausea, vomiting, or diarrhea
  - Fatigue, fever or abdominal pain
- Some report that these symptoms took days to develop, others report that they took weeks to develop.
- Median age of hospitalized patients was 24 years old.
- The chemical vitamin E acetate is strongly linked to the EVALI outbreak, and is found in both nicotine and THC vapes.

# Popcorn Lung

- When inhaled, diacetyl causes "popcorn lung" - a scarring of the tiny air sacs in the lungs resulting in the thickening and narrowing of the airways. It's a serious lung disease that causes coughing, wheezing and shortness of breath.
- Popcorn lung is an irreversible condition.



# Vape Myths & Facts

## MYTH

Vapes emit water vapor.

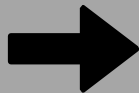


## FACT

Vapes emit a toxic aerosol consisting of nicotine, tiny particles of metal, and at least 10 chemicals known to cause cancer.

## MYTH

You can't get addicted to vaping.

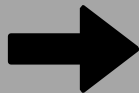


## FACT

Vapes contain nicotine, a highly addictive drug. Addiction can begin after one week of vape usage.

## MYTH

Vaping has no health risks.



## FACT

Vaping contributes to many tobacco related illnesses such as popcorn lung, COPD, and EVALI.

# Ingredients in Aerosol

<ul style="list-style-type: none"> <li>• Propylene glycol</li> <li>• Glycerin</li> <li>• Flavorings (many)</li> <li>• <b>Nicotine</b></li> <li>• <b>NNN</b></li> <li>• <b>NNK</b></li> <li>• NAB</li> <li>• NAT</li> <li>• <b>Ethylbenzene</b></li> <li>• <b>Benzene</b></li> <li>• Xylene</li> <li>• <b>Toluene</b></li> <li>• <b>Acetaldehyde</b></li> <li>• <b>Formaldehyde</b></li> <li>• <b>Naphthalene</b></li> <li>• <b>Styrene</b></li> <li>• <b>Benzo(b)fluoranthene</b></li> </ul>	<ul style="list-style-type: none"> <li>• Chlorobenzene</li> <li>• <b>Crotonaldehyde</b></li> <li>• <b>Propionaldehyde</b></li> <li>• Benzaldehyde</li> <li>• Valeric acid</li> <li>• Hexanal</li> <li>• Fluorine</li> <li>• Anthracene</li> <li>• Pyrene</li> <li>• Acenaphthylene</li> <li>• Acenaphthene</li> <li>• Fluoranthene</li> <li>• <b>Benz(a)anthracene</b></li> <li>• <b>Chrysene</b></li> <li>• Retene</li> <li>• <b>Benzo(a)pyrene</b></li> <li>• <b>Indeno(1,2,3-cd)pyrene</b></li> </ul>	<ul style="list-style-type: none"> <li>• Benzo(ghi)perylene</li> <li>• <b>Acetone</b></li> <li>• <b>Acrolein</b></li> <li>• Silver</li> <li>• Nickel</li> <li>• Tin</li> <li>• Sodium</li> <li>• Strontium</li> <li>• Barium</li> <li>• Aluminum</li> <li>• <b>Chromium</b></li> <li>• Boron</li> <li>• Copper</li> <li>• <b>Selenium</b></li> <li>• <b>Arsenic</b></li> <li>• Nitrosamines,</li> <li>• Polycyclic aromatic hydrocarbons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cadmium</b></li> <li>• Silicon</li> <li>• Lithium</li> <li>• <b>Lead</b></li> <li>• Magnesium</li> <li>• Manganese</li> <li>• Potassium</li> <li>• Titanium</li> <li>• Zinc</li> <li>• Zirconium</li> <li>• Calcium</li> <li>• Iron</li> <li>• Sulfur</li> <li>• Vanadium</li> <li>• <b>Cobalt</b></li> <li>• Rubidium</li> </ul>
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Compounds in **orange** are from FDA 2012, Harmful and Potentially Harmful Substances – Established List

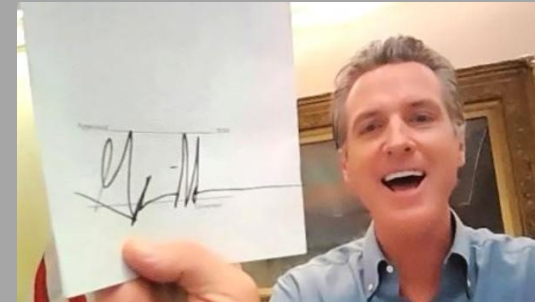


15,500 flavors and counting



# SB 793 - FLAVOR BAN IN CALIFORNIA

- The law holds the tobacco industry responsible by prohibiting retailers from selling flavored tobacco products.
- The law does not criminalize an individual for purchasing, using or possessing flavored tobacco products.
- Retailers will be prohibited from selling these flavored tobacco products:
  - Flavored e-cigarettes or vapes, e-juice, pods and cartridges
  - Menthol cigarettes
  - Flavored little cigars and cigarillos
  - Loose leaf roll-your-own tobacco
- Smokeless tobacco Flavored tobacco product enhancers
- \*The law does not apply to: the sale of flavored shisha/hookah, premium cigars over \$12, and loose leaf pipe tobacco.
- Due to a referendum by the tobacco companies, this law did not go into effect on January 1, 2021 like it was supposed to. It will now be placed on the 2022 ballot to be voted on by California residents.



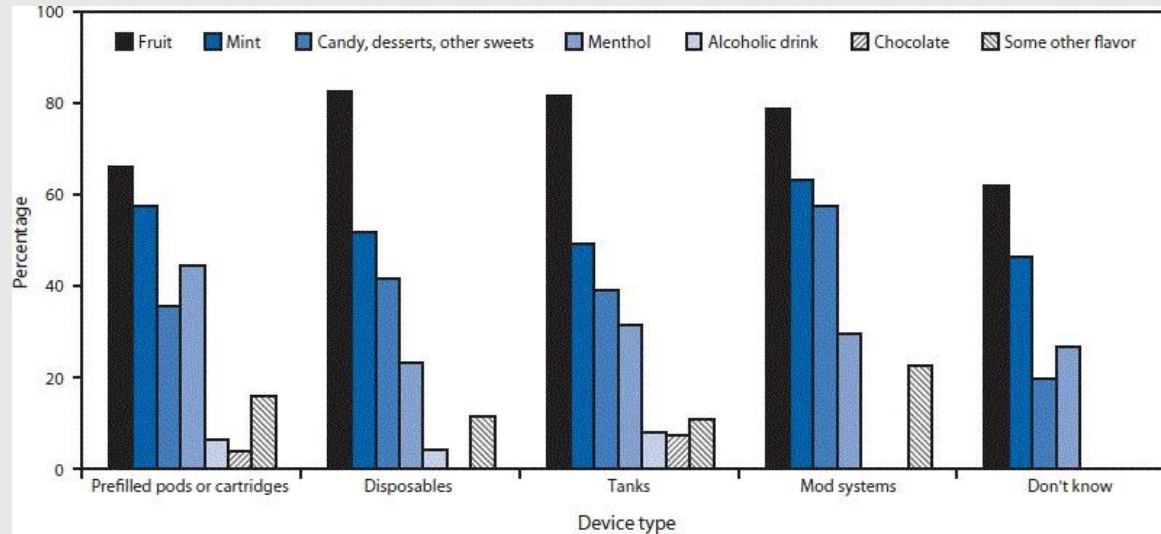
**Middle School:  
e-cigarette use  
went from 0.6%  
in 2017 to 4.7%  
in 2020.**

**3.02 million high  
school students  
and 550,000  
middle school  
students use e-  
cigarettes.**

**High School:  
e-cigarette use  
went from  
11.7% in 2017  
to  
19.6% in 2020.**

# Percentage of flavor types used by current e-cigarette users in U.S middle and high schools

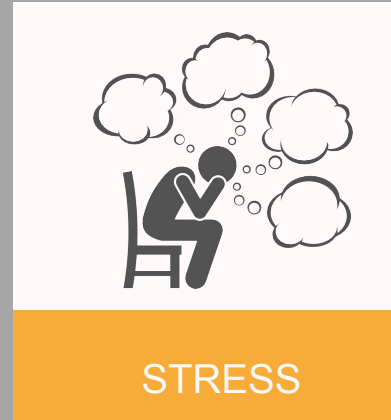
NATIONAL YOUTH TOBACCO SURVEY, UNITED STATES  
2020



*WHAT DO YOU THINK ARE THE MAIN  
REASONS FOR YOUTH VAPE USE?*

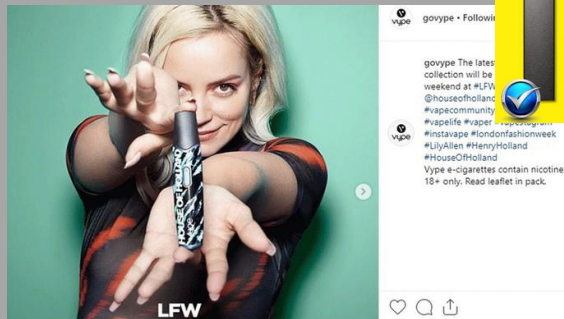


# TOP REASONS FOR YOUTH VAPE USE



# How Tobacco Companies Target Teens?

- Advertisement/Social Media
- Colorful
- packages
- Flavors
- Affordable products
- Disposable/Discrete



# Where Do Youth Get Their Products?

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## IN STORE

Vape Stores  
Gas Stations  
Liquor Stores  
Grocery  
Stores



## ONLINE

Tobacco  
Websites Ebay  
Craigslist  
Social Media



## SOCIAL

Friends Family  
Classmates

# COVID-19 & Vaping

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- Youth who vape are 5-7x more likely to be infected with COVID-19.
- Vape users more likely to have severe COVID-19 infection due to pre-existing damage to respiratory system.
- The act of vaping may also lead to increase vulnerability to contracting COVID-19 as the act of vaping involves contact with the lips.



# *Ways to help teens*

- Talk to your teen early!
- Communication is key
- Encourage Positive Coping Skills
- Setting clear boundaries regarding vaping/tobacco use
- Provide support. Be a role model for your youth regarding vape/tobacco use
- Accountability: Give them a voice
- Create an “escape” action plan if your teen is in a social situation where drugs are offered



# Tobacco Free - Orange County

Educational  
Presentations



Free "No Smoking"  
Signage



Assistance with Policy  
Implementation



Youth/Young Adult  
Advisory Committee



Cessation Services  
through Anaheim  
Regional Medical Center



Town Halls / Community  
Forums





# Tobacco Free - Orange County Advisory Committee

Become a peer advocate to create a  
healthier, smoke-free Orange County!

**VOLUNTEER OPPORTUNITY!**

**AGES 13-25**

**1 hour/per month commitment!**

## **Learn:**

- Community Organizing
- Public Speaking Skills
- Leadership Skills
- Advocacy Skills

## **Receive:**

- Letter of Recommendation
- Community Service/Volunteer Hours
- Resume Building
- Certificate of Completion



TOBACCO FREE OC

# ADVISORY COMMITTEE

FEBRUARY 25, 2021 5 PM - 6 PM

PEER ADVOCATES AGES 13-25 INTERESTED IN ADVOCATING FOR A HEALTHIER, TOBACCO-FREE ORANGE COUNTY.



## MEETING TOPIC: TOBACCO FLAVORS

MEETING ID: 899 7229 9519  
PASSWORD: TFOC



### WHY JOIN THE ADVISORY COMMITTEE?

- Community Service/Volunteer hours
- Resume Building
- Certificate of Completion
- Build public speaking and leadership skills
- Advocate for your community
- Meet new people

tobaccofreeorangecounty@gmail.com



## Tobacco Free OC - Advisory Committee



# PUBLIC HEALTH MARKETING

OPTIONAL TRAINING!

MARCH 10, 2021 @ 6:00PM

Attend this training to gain a deeper understanding on how marketing can be used to protect and promote the health of diverse populations!



### HARM OF TOBACCO COMPANY MARKETING

Learn more on how tobacco companies target vulnerable populations.



### MARKETING DURING COVID-19

Examine how public health marketing is utilized during the pandemic.



### ADVISORY COMMITTEE PROJECT

Apply your learning to a advisory committee media campaign!

Meeting ID:

839 2070 8339

Passcode: Marketing

tobaccofreeorangecounty@gmail.com



# Resources

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1.866.new  lung

  
CALIFORNIA  
SMOKERS' HELPLINE  
**1-800-NO-BUTTS**

 **truth  
initiative<sup>®</sup>**



**TOBACCO  
FREE CA**

*Thank you!*

PAIGE

PETRUS-MEDINA

Health Educator

TOBACCO FREE ORANGE

COUNTY PROGRAM

[ppetrus@p4w.org](mailto:ppetrus@p4w.org)

949 -595 -2288 EXT 321





# IMPORTANT ANNOUNCEMENT

