

**HAVENS  
ELEMENTARY SCHOOL**

**SINGLE PLAN  
FOR STUDENT ACHIEVEMENT  
2011-2012**

## **MISSION STATEMENT**

**Havens** Elementary School has adopted the Piedmont Unified School District Strategic Plan Mission Statement: Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and intellectually curious with a strong sense of self and community. Through quality instruction and shared leadership, the District will impart knowledge and promote creative and critical thinking in a safe, nurturing and challenging environment. A qualified, inventive and student oriented staff supports this mission.

In addition, we work to implement annually adopted District Goals.

## **School Profile**

**Havens** School has an enrollment of **493** students in grades kindergarten through fifth. Although we continue to receive Class Size Reduction funds, budget cuts have made it necessary to have many of our primary classes over the 20:1 ratio. This year, 12 of our 14 K-3 classrooms have more than 20 students. Our fourth and fifth grade classes remain under the new 28:1 staffing ratio. The total number of classrooms this year for grades kindergarten-five is **22**. The kindergarten children from Beach Elementary School are also on the Havens' campus this year while their school is undergoing construction.

The ethnic composition of our student body is:

<b>American Indian/Alaskan Native:</b>	<b>0.4%</b>
<b>Asian:</b>	<b>18.0%</b>
<b>Pacific Islander:</b>	<b>0.0%</b>
<b>Filipino:</b>	<b>1.0%</b>
<b>Hispanic/Latino:</b>	<b>1.8%</b>
<b>African American:</b>	<b>1.8%</b>
<b>White:</b>	<b>77%</b>

Our program includes the following program specialists: reading resource (1.4), math resource/ enrichment (.7), science (.5) counseling (.7), technology (1.0), physical education (1.5), vocal and instrumental music (1.4), art (2.0), school psychologist (.4) , speech and language therapist (.8), nurse, librarian (.8), Special Education occupational therapist (.4),

resource specialist (1.4) and English Language Development specialist (.4). All classrooms have 5 hours/week of instructional aide time.

Parent funded specialists include art, math enrichment/resource, science, counseling (.1) and technology (.3).

Havens School has participated in School Improvement Program since 1974 and became part of a School Based Coordinated Program in 1987. As required by SB 374, Havens School will have a Single Plan for Student Achievement.

## **Parent Involvement**

Funding from the Havens Parents Club (HPC) makes it possible to extend the hours of our technology curriculum teacher and our school counselor, and to provide science, art and math specialists as well as funds for art and science supplies.

Parent volunteers make a significant positive impact on the school. They assist as classroom helpers, library volunteers, field trip drivers, and coordinate a host of special projects such as community service, that benefit our students. A hot lunch program is offered five days a week and is organized and staffed by parent volunteers. Parents and faculty meet formally at Back to School Night in September, at fall and spring conferences, and at Open House. Attendance at these events is very high. Fundraising events occur throughout the year.

Parents are invited to participate in parent education activities and consistently receive relevant information concerning school program and its effects on children. Communication forms include weekly newsletters, monthly Havens Parents Club meetings, monthly Havens Dads' Club meetings, parent teacher conferences, bulletin board displays, School Board summaries and district, school and some classroom websites.

Membership in community support groups is open to all parents. PRAISE (Parents, Resources, and Advocacy in Special Education) is a parent organization with interest in special education. Meetings provide speakers and forums for parent interaction. Piedmont GPS (Gifted Parent Support) is a group for parents of gifted students that educates and advocates for the needs of gifted/high-ability and twice-exceptional students. CHIME (Citizens Highly Interested in Music Education) and PAINTS (Promote Arts in the Schools) are two parent organizations designed to provide support for the visual and performing arts. The Piedmont Appreciating Diversity Committee (PADC) promotes and supports diversity and inclusion in the community- including the schools - through diversity school grants, an annual Cultures Week at the three elementary schools and Diversity Day at the Middle School; and a community film series. Piedmont Asian American Club sponsors events that highlight the Asian Culture and provides forums for discussion.

Parents are kept informed of emergency procedures. Disaster preparedness is on-going. The Havens Parents Club replenishes emergency food and water supplies annually. Fire drills are held monthly. District disaster drills are scheduled annually in the fall to practice emergency procedures and first aid. A comprehensive School Safety Plan and Emergency Preparedness Binder is kept in the office and reviewed annually.

## Equal Opportunity and Access

A Child Study Team composed of classroom teachers, resource teachers and the district school psychologist meets bi-weekly (more often if requested) to consider the needs of students and ensure all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities. The special needs of students are discussed, information from parents is shared, and recommendations, when necessary, are made by the team for students to receive specialized assistance.

Specialized services in the general education program include reading resource, math resource, and counseling. Due to budget cuts, we are no longer able to provide regular education occupational therapy.

The table below indicated the number of students served by each program during the 2010-2011 school year.

Reading Resource	<b>45</b>
Counseling	<b>51</b>
Math Resource	<b>33</b>
Math Enrichment	<b>66</b>
Special Education	(11-12) 40
GATE Identified	11(4 <sup>th</sup> )/ 8(5 <sup>th</sup> )

In addition to general education supports, a broad range of special education programs are available to students with exceptional needs. Students with special education needs are identified and found eligible for services by a multi-disciplinary assessment team. Students qualifying for special education services are typically served the majority of their day in the general education classroom.

There are **18** students who are identified as English Learners. The English Language Specialist works with students and serves as resource to classroom teachers to provide additional and appropriate instructional opportunities for students developing fluency in English. Economic Impact Aid funds this program. All classroom teachers have been trained in skills to assist English language learners and possess CLAD or equivalent credentials.

### **Gifted and Talented Education (GATE)**

The District's program serves GATE students who are talented in traditional academic areas as well as areas including creative ability, leadership, and visual and performing arts. At the elementary level, programming primarily consists of in-class differentiation and enrichment activities. In addition, elementary GATE students with advanced mathematics aptitude are eligible to receive supplemental instruction from the elementary math specialist. Although formal identification of students does not begin until fourth grade, administrators, teachers, and parents may refer K-3 students who appear to require greater differentiation to a Child Study Team. The team will review the needs of the child and consider appropriate accommodations in the classroom.

In the late spring, all third grade students are invited to take the Otis-Lennon School Abilities Test (OLSAT) which is used for GATE identification. Students who score in the 9<sup>th</sup> stanine (96+ percentile) on any portion of the OLSAT are eligible to be identified as GATE students. More detailed information on the PUSD GATE PLAN can be found on the PUSD Website.

### **Teaching and Learning**

Havens School requires all students to learn the essential standards of a broad, academically-oriented curriculum. The curriculum includes language arts, mathematics, science, technology, history/social studies, visual and performing arts, physical education and health. All curricula are aligned with state standards that can be found at [www.cde.ca.gov](http://www.cde.ca.gov). All students have access to standards based instructional materials.

In addition to the clear emphasis on a broad academic education, a strong focus is placed on students' social-emotional growth. Problem-solving is emphasized through cooperative learning and the development of critical thinking skills. Cooperative learning is important in fostering teamwork, building community, encouraging peer-to-peer learning, and promoting self-esteem and respect amongst students. An emphasis on inferring, analyzing, and synthesizing content is an integral part of developing critical thinking skills.

Student support is provided by instructional aides (paraeducators) in each classroom. This reduces the student/adult ratio and facilitates encouragement and assistance to students. Due to budget reductions, the amount of instructional aide time allocated for each of the classes is now 5 hours/week. The Havens Parent Club funds the instructional aide hours in third, fourth and fifth grades. Resource teachers are available to assist classroom teachers and students in the areas of technology, reading, math and science. The Parent Education Program (PEP) provides third, fourth and fifth grade students with information regarding peer pressure, self-esteem, and substance abuse.

## **SCHOOL CLIMATE**

At Havens Elementary School we seek to provide a nurturing environment where all are respected. Our playground and campus rules can be achieved by following the five Lifelong Guidelines: **Trustworthiness, Truthfulness, Active Listening, No Put Downs and Personal Best and 18 LifeSkills** (Copyright Susan Kovalik and Associates). We foster a positive playground climate and intervene to prevent and stop bullying behavior through class meetings, assemblies, and discussions. In addition to this, we have a progression of consequences in place to address infractions of the school rules.

Our fifth grade leadership teams provide opportunities for students to have direct positive influence on our school climate. Recent community service opportunities include an Alameda County Food Drive and donations to BOSS. Classes participate in a buddy program that pair older and younger children in a mentoring relationship. In 2008, with the help of parent volunteers, Havens launched a Go Green Initiative to help make students aware of their role in the health of our environment locally and globally. This program remains strong at our new school.

## **LANGUAGE ARTS**

Teachers employ balanced literary programs that draw on a wide array of instructional activities. Students gain exposure and experience with an extensive collection of quality children's literature intended to foster a life-long love of reading. Children have opportunities to read, interact and share their responses to literature with others. Other critical goals include developing strong, independent, fluent readers who think and question critically, and employ multiple comprehension strategies. These strategies include using meaning to decode, exploring language structure, building phonological awareness, employing meta-cognitive strategies, and using text analysis. Houghton Mifflin materials have been adopted for students in grades K-5 and are used in addition to a variety of multiple and single copy sets of literature. Many of our literature selections, both fiction and non-fiction, extend concepts taught in social studies and science. A staggered reading schedule in first grade and through December of second grade allows for small group instruction.

Children engage in authentic and meaningful writing tasks. Their writing is part of a multi-step process that progresses through prewriting, drafting, and revision, before culminating in a variety of finished texts. Instructional attention is given to content proofreading, editing, spelling, handwriting, and word processing. These skills are explicitly taught in lessons that are embedded in the writing process and that focus on discreet skills. Writing across the curriculum is emphasized. All teachers have participated in professional development training with Brenda Wallace around the Writer's Workshop process and Units of Study by Lucy Calkins.

In all grades, students are actively involved in developing thoughtful listening and speaking skills. There are numerous speaking activities: reading books aloud, dramatic presentations

and plays, poetry recitals, current events presentations, sharing time, oral discussions, cooperative learning groups, conflict resolution, and book talks. Approximately 90 instructional minutes are spent on Language Arts daily.

### **LIBRARY PROGRAM**

Literacy and information literacy skills are strengthened and extended by our library program. All students meet once a week with our teacher-librarian. The library program consists of four components:

- Reading – promote reading through storytelling, exposure to different genre, guest authors and illustrators, and individual reader advisory. The library maintains a wide variety of print and media to meet the reading and information needs of students and teachers.
- Technology – use technology to enhance learning through the use of subscription databases and the online catalog.
- Collaboration with classroom teachers – support the curriculum with resources and work with teachers to create resource based research projects.
- Information Literacy – help students learn by being able to find, analyze, and use information in meaningful ways.

### **INSTRUCTIONAL TECHNOLOGY**

Our Instructional Technology plan focuses on increasing the use of technology to support and enhance student learning in a variety of ways. Students, teachers, and classified staff use computers throughout the school for productivity and to access information. Students are learning basic computer operations, keyboarding skills, appropriate Internet use, and various software applications. Fourth and fifth grade students have access to word processing tasks. As students progress from primary to upper-grades, the emphasis shifts from learning to use the computer to using the computer as a tool to learn; upper-grade students begin using the computer to research, organize, format, and present work. Our automated library catalogue system is used by students to find titles of books and their location in the library. Our new library has a bank of computers available for student use to connect to EBSCO database and World Book online.

### **MATHEMATICS**

The mathematics curriculum focuses on developing understanding of fundamental concepts with an emphasis on problem solving. Students work on building and articulating problem solving strategies, representing mathematical ideas, making connections, and recognizing and utilizing patterns. Concepts and skills from all strands are interwoven, reinforced and extended through lessons and assignments. Manipulatives are widely used to build conceptual understanding. Students work individually, in cooperative groups, and as a whole class with the help of teachers, instructional aides, math resource teacher and parent volunteers. Teachers are implementing the State standards. The Everyday Mathematics Program was adopted in June of 2008. A minimum of 60 instructional minutes are devoted to mathematics

daily. During our first year of implementation, all teachers received extensive training and the program has proven to be very successful.

## **HISTORY/SOCIAL STUDIES**

The History/Social Studies Program is integrated with other curriculum areas and emphasizes geographical and historical context and critical thinking skills. Students study and learn about themselves as members of a community, our free market system, connections to the past, California's unique history as a State, and the development of the nation up to 1850. Field trips, guest lecturers, assemblies and classroom simulations enhance our program.

## **SCIENCE/HEALTH**

Our science curriculum emphasizes lessons that integrate science with other subject matter. Lessons include experiments, field trips/guest presentations, and outdoor education, including a three day, two night environmental education program at Marin Headlands for 5<sup>th</sup> grade students.

Students are taught to compare, organize, infer, relate and apply scientific data in the areas of Life Science, Earth Science, and Physical Science. Students practice the scientific method by posing questions, making hypotheses, collecting data, recording results, drawing conclusions and applying new knowledge. The science resource teacher assists classroom teachers in preparing experiments and presenting lessons which are drawn from the District adopted FOSS science program. Fifth graders receive a human sexuality program that focuses on puberty. Parent volunteers provide a Parent Educator Program to third, fourth and fifth grade students with educational information about drugs, alcohol and tobacco. First and second grade students participate in a garden program.

## **PHYSICAL EDUCATION**

The PE program at Havens is designed to encourage all students to raise their personal fitness level, develop new motor skills and enjoy active participation in a wide variety of games and sports. Activities are also designed to foster inclusion and mutual respect among students. Students strive toward improved performance and work cooperatively toward common goals. The curriculum includes:

- Locomotor and gross motor development
- Sensory motor development
- Low organized elementary games aimed at skill acquisition and promoting the notion that movement is fun and healthy.
- Traditional sports including team handball, volleyball, basketball, track and wiffleball/softball.
- Rhythms and dance

## **VISUAL AND PERFORMING ARTS**

In weekly music lessons, all students K through 4 receive vocal music instruction in which the following skills are built:

- Singing in tune, unison and in simple parts.
- Keeping rhythmic patterns in the body, starting with walking the steady beat and building to performing rhythms from notation.
- Creativity and improvisation, both musical and poetic.
- Performing as part of an ensemble.

Musical materials used include folk songs, art songs, singing games and folk dances from diverse cultural sources, with a particular focus on our American musical heritage.

In fourth grade students have an additional instrumental lesson per week in which they experience orchestral instruments through a rotation system. In fifth grade, students focus their two lessons a week on instruction for one specific instrument which they choose following the fourth grade rotation. Skills built in the primary grades are further developed with more emphasis on reading musical notation. The whole school performs at a winter concert; fifth graders perform at a spring concert.

Art instruction is taught by classroom teachers and art specialists funded by our HAVENS Parents Club. PAINTS (Promote Art In The Schools) and the Parents Club provide funding for additional material to supplement our art supplies so that all students have the opportunity to work with a variety of materials. All teachers share a commitment to promoting the visual arts as evidenced by their commitment to a school wide art exhibit planned for each spring.

Drama experiences in the classroom include puppetry, plays, oral reading, creative dramatics, and other oral presentations. Many grade levels perform dramatic plays and musicals. HAVENS Parents Club, the Piedmont Educational Foundation and Appreciating Diversity sponsor assemblies, guest artists and other performers. Kindergarten students are taught dance as part of their core program.

## **Professional Development**

Staff development activities are planned, carried out and evaluated for the purpose of improving the job-related knowledge and skills of the principal, teachers, instructional aides, and other student support personnel. Ongoing efforts are made to ensure equity through the continuous development of instructional strategies that demonstrate sensitivity to the diversity of pupil needs, learning styles, talents and levels of development.

This year our staff development day prior to the start of school focused on the new Certificated Evaluation System that is being developed in the district. This is the pilot year and all certificated staff members are being asked to try one of the components of the new system and provide feedback to the committee.

This is our second year of implementing a school schedule which allows for Common Planning Time each Monday afternoon. The CPT schedule replaces our once a month Collaboration Afternoons. The Common Planning Time meetings are divided between grade level directed collaboration and site or district level directed collaboration. We will continue to focus on

Language Arts through the study of Professional Texts and instructional practices. The district will be reviewing World Languages as a focus this year. The elementary schools will participate as part of the K-12 process.

Havens Parent Club and community support groups provide funding for ongoing professional development beyond the set aside day.

### **Standards, Assessment and Accountability**

Student assessment is key to guiding instruction and promoting differentiated learning. Student progress is evaluated using multiple measures including group administered standardized tests, curriculum based measures, individual diagnostic testing, progress reports, and classroom observation. Overall school performance is reviewed by the principal and teachers to identify school-wide areas for of strength and those for continued improvement. Havens school participates in the STAR test program, which is mandated by the State of California. STAR testing evaluates student progress toward meeting State curriculum standards. Any student scoring below proficient on the English- language arts or math portions of STAR is individually reviewed to insure that necessary interventions are in place. The most recent STAR test scores are attached to this report

Authentic assessment- a criterion based method of assessing student learning through the evaluation of meaningful tasks-is used by students and teachers to help drive instruction and learning. Staff meets regularly to collaborate on education successes and to streamline these techniques and strategies.

### **Funding and Governance**

The Piedmont Unified School District Policies are followed at all times.

School and Library Improvement Program Block Funds- It is the judgment of the School Site Council that all of these funds, augmented by available Piedmont Unified District funds, be used to employ instructional aides for all classes. It is our belief that the lowest possible student/adult ratio is most effective in achieving our goals for all children.

Gifted and Talented Education Funds – Limited G.A.T.E. funds are available to provide materials, resources, and staff development opportunities which would not otherwise be obtainable.

Meetings of the School Site Council are held at least **6** times per year to review the school plan, vote on budget and analyze parent survey and assessment data. Last year we began a combination of Tri-School Council meetings and individual school site meetings. All meetings are open to interested community members and notices of the meetings are advertised in the weekly bulletin and posted a week before the meetings are held. Members are elected to represent parents/community and school staff. The School Site Council annually reviews the school plan and presents it to the Piedmont Board of Education in the fall of each school year.

## Review of 2010-2011 Goals:

**Goal 1: Intervention Planning:** 100% of students performing at the “Basic” and below levels will be monitored and/or assessed for intervention program qualification in order to ensure continued progress toward reaching state standards.

This goal was successfully met. Targeted identification, intervention and/or monitoring were put into place for each student who scored below proficient on the STAR test. Procedures were established by the Reading Resource and Math Resource Teachers to efficiently and effectively incorporate this specific intervention goal into their programs. Now that the processes for identification, intervention and monitoring of below proficient STAR students have been successfully implemented this year, they will become an ongoing, integral component of our Reading Resource and Math Resource programs going forward.

**Goal 2: English Language Arts Comprehensive Program Review:** During the 2010-2011 school year, develop a clearly defined and articulated Language Arts program, K-5. Elements for future review and development will be defined and next steps will be planned. This goal was met but has not been fully accomplished. Planned actions were complete and next steps were identified. This goal will continue for the 2011-2012 school year.

**Goal 3: School Climate/Welcoming Schools Pilot:** Teachers and staff will pilot lessons from the Welcoming Schools curriculum and evaluate next steps for fostering an inclusive climate in classrooms.

This goal was only partially met. There are a variety of curriculums being used at the three elementary schools to talk about and address school climate issues and develop an inclusive community for learning and growing. Since so many of the lessons from each curriculum are similar, there was not a consistent commitment to using lessons from the Welcoming Schools Curriculum as we had planned. There is an interest in having one basic curriculum that is implemented Tri-school with each school having the ability to augment that basic curriculum with site specific activities.

To this end, we are recommending that this goal be continued for the 2011-12 school year.

**Goal 4: Evaluate and refine the Single Plan for Student Achievement:** During the 2010-2011 school year, the members of the Havens School Site Council will evaluate and refine the contents of the various sections of the Single Plan for Student Achievement.

This goal was successfully met. See the 2011- 2012 Single Plan for Student Achievement.

## 2011 – 2012 Goals

### District Elementary School Site Goals:

**Goal 1: School Climate/ Welcoming Schools Curriculum Pilot:** This goal was not fully implemented in 2010-2011 and will be continued for the 2011-2012 school year.

Teachers and staff will pilot lessons from the *Welcoming Schools* curriculum and evaluate next steps for fostering an inclusive school environment for learning and growing.

Action Plan: Using a Tri-school CPT, each grade level will decide upon 2 lessons from the *Welcoming Schools* Curriculum to pilot between December 2011 and March 2012.

- Prior to December 2011, each Tri-school grade level will review the *Welcoming Schools* Curriculum and decide on two lessons to teach by the end of March 2012.
- In April 2012, by Tri-school grade level and as K-5 teachers together, an evaluation of the *Welcoming Schools* lessons will take place and a recommendation will be made to either move forward with adoption of this curriculum, or to pilot another curriculum the following year.
- A review and discussion of the curriculum will take place at Site Council meetings.

Progress: Discussions at each Site Council meeting.

Measurement: Completion of two lessons at each grade level and an evaluation of their success. A review and recommendation for next steps by the end of the 2011-2012 school year. A matrix of current activities will be developed and presented to the Tri-school Site Council during the 2011-2012 school year.

### **Goal 2: Continue to Develop a Comprehensive, Tri-school English/ Language Arts Program:**

- Acquire new and innovative resources for reading and writing instruction.
- Evaluate progress and continue to increase consistency across the three elementary sites.
- Increase opportunities for depth and breadth in the K-5 Language Arts program.
- Explore a variety of models to differentiate instruction in reading and writing.
- Examine and discuss the efficacy of operating assessment tools and strategies.
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### ***Specific Actions for Achievement***

All grade levels will be looking at Words Their Way for spelling, vocabulary and phonics instruction. While we anticipate full implementation of WTW by next year, we will continue to include our current spelling/grammar materials as we explore alternatives for addressing the grammar component. In Tri-school meetings we will focus our review of recent STAR results on student performance in *written conventions and writing strategies*.

While the professional texts listed below ultimately will be reference materials that support our instructional program, this year we will be structuring conversations based on the ***Professional Learning Communities*** model of a book study: the philosophies and content within each book will be discussed and elements will be selected for Tri-school implementation.

- Kindergarten will use Growing Readers to support planning for independent reading workshops and a balanced literacy program that includes mini-lessons and reading conferences.
- First and Second Grades will be using Comprehension from the Ground Up to develop reading workshop models.
- Third, Fourth and Fifth Grades will use Teaching For Comprehending and Fluency: Thinking, Talking and Writing about Reading K-8 which includes teaching and assessment frames, teaching strategies for reading instruction, guided reading, book discussion and shared and performance reading.

In addition, grades 3, 4, and 5 will use Lucy Calkins Readers' Workshop Units of Study for Teaching Reading Book Series to implement Readers' Workshop at grades 3-5.

This planning will be documented and a Board presentation will be planned for the spring to inform the public about our ongoing work with the Tri-school, ELA program.

We continue to use a writing workshop model (which consists of mini-lessons, modeled writing, independent writing, editing and revision, and publishing) as the foundation of our writing program. The readers' workshop model works similarly toward the goal of building competent readers. We are moving in the direction of a readers' workshop approach to reading instruction, and our goal is to develop this with consistency across the three schools.

**Additional steps:**

- Further develop leveled classroom libraries.
- Continue articulation K-5 and 5-6.
- Examine assessment tools and strategies to add more common assessments across the three elementary schools.
- Continue to monitor proficiency with core skills and broaden communication with parents about student progress.

**Tri-School Topics for Discussion:**

- PUSD World Languages Review
- Review of K – 5 music program with emphasis on the new components for fourth and fifth grades.

**Havens School Site Goal:**

**Goal 1: To create a structure/timeline to improve school-to-home communication:**

Based on the recognition that improved communication supports teachers, students and families, we will to put in place a structure and timeline to communicate more effectively within the school community. Specific areas for additional communication include (1) how the standards are being taught in the various curricular areas at the different grade levels, (2) the ways in which teachers are differentiating instruction in their classrooms, (3) methods of assessment beyond the STAR test, and (4) ways in which components of our program work together to provide the robust, comprehensive education that our students receive.

Measurement: A plan for improved communication will be developed.

**SCHOOL SITE COUNCIL**

The 2011-2012 Single Plan for Student Achievement was adopted by the Havens School Site Council and recommend that it be approved by the Piedmont Unified School Board.

**STAFF**

**SIGNATURE**

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