

Comprehensive Progress Report

Mission:

Picirkiutiit Ekvicuarmit Elitnaurviat Elitnaurat elitnaurciqut pinarqelriit elitnaurutkat qaqingnaqluki piyugngariluki-Illu HSGQE-at pisqutait cali nasvagluki qalarcugngalteng yugtun kass'atun-Illu elitelteng aturluku enemegni cali elitnaurvigmi piyunartacimegsetun. Eek School Mission Statement The mission of Eek School is to inspire students to meet rigorous academic standards that enable them to exceed the HSGQE requirements and demonstrate fluency in the Yup'ik and English languages by integrating effective instruction at home and at school to the greatest extent possible.

Goals:

Eek students will meet the target of 28% or higher with a level 3 on the Yupik Proficiency Test.

Eek school will meet all growth targets in Reading, Math, Science, and Writing for all students and subgroups with 5 or more members. (Caucasian, Alaska Native/American Indian, African American, Asian/Pacific Islander, Hispanic, Asian/Pacific Islander, economically disadvantaged, students with disabilities, and limited English proficient students)

Eek school will meet the attendance rate target of 95% or higher in all grade levels and for all subgroups.

Eek school will meet the graduation target rate of 90% for all students and for all subgroups.



! = Past Due Actions

KEY = Key Indicator

Core Function:		Curriculum			
Effective Practice:		Domain 1.0- There is evidence that the curriculum is aligned, implemented, reviewed, and used in conjunction with the Alaska Content Standards.			
KEY	1.01	School staff implements the district approved, research based curricula that are aligned with Alaska Content Standards.(323) (KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		9.14.17 Teachers are trained in Curriculum via trainings offered in Bethel, K100's, and PLC's. 9.14.17 Teachers will attend RTI Conference in Anchorage in January 2018 using School Improvement Funds. All certified and associate teachers will attend. 9.14.17 RTI and after school tutoring is provided for students using Indian Education Funds.	Limited Development 11/01/2010		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:		10.2.17 Teachers 10.10.16 Staffing at our school will never allow for specific grade level instruction across the curriculum; we follow the LKSD curriculum, which is aligned with State standards and offer as much differentiated instruction as possible. Teachers have to teach multiple grade levels in one classroom. 10.10.10.16 Staffing for the school will not be able to support individual grade level classes so the school will always have blended classrooms. 10.6.16 Currently, there are 7 certified staff, 2.5 associate teachers and two preschool aides. We are missing a certified teacher in Kindergarten. There is no additional funding or space in the building to increase the staff at this time. Therefore, it is unlikely this task will be completed. Currently, the only classrooms that have access to strictly single grade based curriculum are PreK, K, 1 and 2.		Chantel Black	05/22/2018
Action(s)	Created Date		2 of 4 (50%)		
1	10/20/16	Teachers will attend RTI conference in Anchorage January 2017	Complete 01/31/2017	Chantel Black	01/31/2017
		Notes:			
2	2/16/17	High School staff will attend ASTE conference in Anchorage.	Complete 02/28/2017	Chantel Black	02/22/2017
		Notes:			
3	9/15/17	Teaching staff will attend RTI Conference in Anchorage January 2018 using School Improvement Funds		Chantel Black	01/26/2018
		Notes:			
4	10/13/17	3-4 teachers and administrator will attend ASLI conference May 2018 in Anchorage using School Improvement Funds		Chantel Black	05/21/2018
		Notes:			

Implementation:		09/15/2017		
Evidence	11/17/2015 Our district's curriculum is aligned with state standards and we follow that curriculum.			
Experience	11/17/2015 We have learned more about our district's curriculum choices.			
Sustainability	11/17/2015 We will continue to follow LKSD prescribed curriculum and replacement core programs.			

Core Function:	Assessment
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Effective Practice: Domain 2.0- There is evidence that assessment of student learning is frequent, systematic, and aligned with Alaska Content Standards.

KEY	2.03	School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math. (331)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		9.15.18 Teachers and staff will desegregate data after MAP and AIMSweb testing 3 times a year. They will develop fluid RTI groups based on this data. Subjects tested are Reading, Math, Language, and Science. Yup'ik proficiency will be assessed using YPT, and English Language proficiency is assess using WIDA. 9.15.18 The school currently offers multiple benchmark exams using AIMSweb Plus K-3, and NWEA MAPS testing grades 3-12.	Limited Development 11/01/2010		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		9.15.17 Reading inventories will be administered to every student in Read 180/System 44 twice a year to assess reading level, growth, and grade level proficiency. 9.15.17 We are meeting this requirement with MAP and AimsWeb. 10.2.17 Teachers will use data wall to chart progress throughout school year.		Chantel Black	05/18/2018
Action(s)	Created Date		0 of 2 (0%)		
1	10/20/16	Teachers meet in staff meetings to look at student data in MAPS and AIMSweb. Teachers conference with students 3x a year using this data to create individual growth target goals. Parents sign the goals so they are aware of students progress.		Chantel Black	05/17/2018

Notes:

2	10/20/16	Teachers will use assessment data to create efficient RTI groups for students and to progress monitor them. Teachers will be attending the RTI Conference in Anchorage in January 2018 funded by the School Improvement Fund.		Chantel Black	05/18/2018
<i>Notes:</i>					
Implementation:					
<i>Evidence</i>	11/17/2015 We administer universal screening three times a year in Math and Language Arts.				
<i>Experience</i>	11/17/2015 We continue to follow the district mandates regarding Universal screening.				
<i>Sustainability</i>	11/17/2015 We will keep providing universal screening.				

Core Function:		Instruction			
Effective Practice:		Domain 3.0- There is evidence that research based, effective, and varied instructional strategies are used in all classrooms to meet the needs of each student.			
KEY	3.02	School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to help them meet or exceed the state content standards.(335)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school has created a written plan with an RTI rubric to identify students in need of additional support. Intervention programs are available each afternoon for these specific students.	No Development 11/24/2010		
How it will look when fully met:		10.13.17 iPads and computer cart purchased through School Improvement funds to support supplemental intervention apps and student learning. 10.3.17Teachers will attend RTI convention in January 2018 in Anchorage paid for by School Improvement Funds 10.3. 17 Principal and 3 teachers will attend ASLI in Anchorage in May 2018 paid for by School Improvement Funds. 10.3.17 All students would receive additional help necessary to be successful in school. Funding for extended contracts paid through Indian Ed funds and site budget 10.3.17 Current Levels of Development K-1 60 minutes of core reading instruction plus 30 minutes of guided reading instruction. Grade 2 receives 60 minutes Yugtun literacy instruction and 60 minutes English instruction along with 30 minutes guided reading in English. Grades 3-8 now receive 90 minutes Read 180 replacement curriculum. Also receive 30 minutes explicit writing instruction. Pull out intervention for tier three being conducted at grades K-2 as R180 program has tier 3 intervention built in (System 44).		Chantel Black	05/18/2018
Action(s)	Created Date		1 of 4 (25%)		
2	1/28/14	Additional training will be scheduled for staff specifically in RTI implementation and data analysis.		Chantel Black	05/18/2018
Notes:		10.3.17 2nd year of CORE training is being implemented for grades K-3. Monthly meetings with staff are designated for data analysis with 3 times a year, an intensive and thorough dive into data is performed after AIMSWeb and MAP testing to move students up or down on data wall and to reorganize RTI groups and areas of need.			
3	4/2/11	STaff will collaborate on an RTI rubric for identifying low performing students. This will occur 3x a year		Chantel Black	05/19/2018

<p>Notes: Staff met at the beginning of the year to look at data from Spring to Fall and Fall to Fall. Staff meets in January and March after MAP testing to rechart students in RTI paths . Teachers continuously progress monitor students in RTI grouping.</p>					
5	4/2/11	Staff will meet at least 4 times per year to identify, assess and review low performing students.		Chantel Black	05/18/2018
<p>Notes: Staff have met once to identify the low performing students.</p>					
9	10/31/16	Students will have the Scholastics Summer Reading program. Students will take home 10 grade leveled books with Think Sheets. This will help decrease the summer decline in academics. This is paid for using School Improvement monies.	Complete 10/02/2017	Chantel Black	10/02/2017
<p>Notes: Spring to Fall MAP and AIMSWeb data.</p>					
KEY	3.03	School staff use research-based instructional practices, programs and materials.(337)(KEY,SWP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		10.11.17 Teachers use the district's adopted curriculum and resources. They are observed through walk throughs using Observe for Success. Block scheduling has been implemented with 9-12 grade. Students are taking online courses or VTC to fulfill their graduation requirements if their classes are not provided when needed by our 2.5 high school teachers. School Improvement funds are being used to provide students with iPads and computers to use for RTI apps in Reading and Math The Indian Education Funds, and Migrant Education funds are used to pay salaries for certified teachers and associate teachers through the school day and for after school tutoring.	Full Implementation 10/20/2016		
KEY	3.04	School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments.(340) (KEY,SWP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers meet weekly in PLC's to go over data and recreate student RTI groups. Staff meets after MAP and AIMSweb testing to see what students are meeting growth targets. Teachers, principal, and guidance counselor individually conference with students to set growth goals and parents are involved in the goal setting agreement/contract. Student reward assemblies are held quarterly to reward Honor Roll students, Perfect Attendance, and other teacher generated achievements. These incentives are purchased through School Improvement Plan monies. Other formative assessments used to gather student data are YPT, WIDA, and YCBM's.	Full Implementation 10/20/2016		

Core Function:		Supportive Learning Environment			
Effective Practice:		Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.			
KEY	4.03	School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(344)(KEY,SWP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		10.10.16 There was a large number of new staff this year, including the site administrator. The Leadership Team consisted of retained teachers that started the school year helping the new staff with procedures and school-wide expectations. In October, new teachers were trained in CHAMPS at their New Teacher Inservice. Following that, all teachers and site administrator in the Foundations Team attended a 2 day training in CHAMPS Foundations. The CHAMPS Coach observes classrooms and collects data that the expectations are being met. Eight VTC trainings will follow throughout the school year to provide support and follow through. The School Climate Connectedness Survey in 2016 showed a significant decline with all stakeholders; parents, community, staff, and students. To include more staff and community connectedness, family nights have been set up monthly with the Migrant Ed funds and the Migrant Education teacher. For additional Family Nights, books are going to be purchased with School Improvement money to use for a Bingo for Books night, and a Math/Game night. Students will be able to take home games and books to encourage practice at home and to have more parental support of school wide expectations.	Limited Development 10/20/2016		
<i>How it will look when fully met:</i>		Teachers and students will implement and follow the CHAMPS guidelines. Students, parents, teachers, community members, and staff will be more supportive and there will be more of a positive school climate through interactions with family nights and with behavior expectations in place.		Chantel Black	05/18/2018
<i>Action(s)</i>	<i>Created Date</i>		2 of 4 (50%)		
1	10/20/16	10.13.17 CHAMPS will continue to be maintained and implemented 10.10.16 CHAMPS will be maintained and implemented throughout the school year. The CHAMPS coach will gather data and monthly VTC meetings will create a solid behavior foundation.		Chantel Black	05/19/2018
<i>Notes:</i>					
2	10/20/16	10.10.16 Math/Board game night will be a family night to encourage use of math skills, reading skills, and family connectedness.	Complete 11/25/2016	Chantel Black	11/23/2016
<i>Notes:</i>					

3	10/20/16	10.10.16 Family night Bingo for Books will provide students and families to take home 3-4 books. Parents will be given Reading questions to ask their children while reading to assess for comprehension.	Complete 05/15/2017	Chantel Black	04/19/2017	
<i>Notes:</i>						
4	10/13/17	Monthly family night through Migrant Education and quarterly community meetings.		Chantel Black	05/18/2018	
<i>Notes:</i>						
!	KEY	4.05	School staff provide extended learning opportunities, and students in need of additional support regularly participate.(346)(KEY,SWP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Extended learning opportunities are available to all eligible students but currently they are not utilized by all eligible students.		Limited Development 12/10/2010		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		10.10.16 Extended day tutoring is offered to all students as needed. 3 teachers stay after school for students that need extra time or help in course work. 11.25.15 Extended learning time funded by Moore Settlement and 1003a monies. 10.6.14 The school year was lengthened by 20 minutes this year to ensure that all students had at least 20 minutes of silent reading in their day since few if any students practice reading skills outside of school. This has prevented the extended learning opportunities from being increased. However, they have maintained the same level of time as previous years. In addition, funding was cut to extended day programs and the current plan maxes out our allocation at an estimated 504 hours of extended contract time for certified teachers. Current implementation has first and second grades receiving 35 minutes of after-school program four days a week with Imagine Learning computer based intervention. 3rd -12 grade receive 55 minutes twice a week using Imagine Learning, Accelerated Reader, or ALEKs Math online interventions. When this is fully implemented, the school will be able to provide after school activities to a wider range of students and it will be utilized by all eligible students.			Chantel Black	05/15/2015
Action(s)	Created Date			4 of 6 (67%)		
1	3/13/12	Staff after school program with certified teachers through contract extensions paid for by Moore Settlement.		Complete 08/15/2012	Chantel Black	10/15/2012
<i>Notes:</i> School staff salaries have been budgeted for through a combination of QSI, SIP and regular education funds.						

2	3/13/12	Students will be identified as low performing for at risk using the RTI rubric already established and will be required to come to extended day services.	Complete 12/01/2012	Brett Stirling	08/15/2012
<i>Notes:</i> Students identified as low performing or at risk are required to attend intervention programs.					
3	1/18/13	Data collection and staff collaboration will be used to review the effectiveness of the new schedule and intervention system.	Complete 09/10/2013	Brett Stirling	05/20/2013
<i>Notes:</i> 1.28.14 Staff met in August and established that there was not enough data to show the after school program had any marked impact on low performing students. This is a result of those students frequently skipping the required time after school hours.					
4	3/13/12	Create new schoolwide schedule allowing for more extended opportunities.	Complete 08/20/2012	Brett Stirling	03/10/2012
<i>Notes:</i> Schoolwide schedule was shortened Monday through Thursday and lengthened on Friday to accommodate additional after school activities as part of the intervention program					
5	10/31/16	Students will receive Scholastic Summer Reading program books to keep them academically challenged through reading books and reflecting through their Think Sheets. This is paid for using School Improvement monies.		Chantel Black	05/18/2018
<i>Notes:</i>					
6	10/31/16	MyOn Online Library gives students access to 1000's of books. There are progress monitoring tools, apps for phones and tablets, and comprehension assessments. This is paid for using School Improvement monies.		Chantel Black	05/18/2018
<i>Notes:</i>					
Implementation:			11/28/2015		
Evidence	11/28/2015	An afterschool program is in operation every year from September to May.			
Experience	11/28/2015	Every year we work to provide extended learning opportunities for students.			
Sustainability	11/28/2015	We will continue to offer extended learning opportunities and continue to search out ways to encourage students to attend.			

KEY	4.06	School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.(347)(KEY,SWP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		With half of the staff being new teachers, this is in the middle of development and implementation.	Limited Development 10/27/2016		
<i>How it will look when fully met:</i>		Teachers have been trained in the Gomez and Gomez Dual Language Model to support proficiency in Yugtun and English. Teachers are also continuing to perfect the SIOP instructional model in their lesson platforms. Teachers just need time and experience to become fully proficient. Monthly Friday Culture Days have been put into place with people in the community coming to school and sharing stories, wisdom, and seasonal activities from berry picking to ice fishing. Community elders have taken each new teacher as a mentor in the village. We are having a Yup'ik inspirational speaker come to our village to talk about retaining the customs, traditions, and language to also boost our Yugtun YPT scores.		Chantel Black	05/18/2018
<i>Action(s)</i>	<i>Created Date</i>		1 of 3 (33%)		
1	10/27/16	SIOP training in November and monthly emphasis on 2 SIOP components by the District DLE director.	Complete 05/19/2017	Chantel Black	05/19/2017
<i>Notes:</i>					
2	10/27/16	Weekly walkthroughs and SIOP observations along with 2 summative observations.		Chantel Black	05/19/2018
<i>Notes:</i>					
3	10/13/17	Having a guest speaker come to talk to students and community about the importance of retaining and preserving the customs, languages, and traditions of the Yup'ik culture. This will hopefully create more support from parents and community to encourage students to practice and speak yugtun. This speaker is funded through the School Improvement Fund		Chantel Black	05/18/2018
<i>Notes:</i>					

KEY	4.07	School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home; staff implement effective strategies to increase parent engagement.(348) (KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Current communication regarding expectations and reinforcing learning are limited mostly to quarterly parent conferences. Staff are working on a more systematic approach to explaining student expectations in a parent friendly manner. Staff is sending progress reports home at midterm and are sending powerschool logins to parents for them to monitor their children's grades.	Limited Development 12/10/2010		
How it will look when fully met:		10.13.17 Parents have access to Powerschool to monitor student grades. 10.13.17 Eek has a new webpage and are uploading 3 news events a week. 10.01.16 Parent nights will be used to encourage dialogue between teachers and parents. Quarterly parent teacher conferences will be held and parent communication will be recorded in PowerSchool 11.25.15 The school will reach out to parents through community meetings and phone calls home.		Chantel Black	05/18/2018
Action(s)	Created Date		0 of 3 (0%)		
1	11/28/15	Host a series of Community meetings designed to offer more information and involve parents in decisions about school programming 4 x a year.		Chantel Black	05/18/2018
<i>Notes:</i>					
2	11/17/15	Survey parents two times a year via online survey to find out more about parental concerns and ideas.		Chantel Black	05/18/2018
<i>Notes:</i>					
3	10/13/17	Eek has a new webpage and will upload 3 news events a week.		Chantel Black	05/18/2018
<i>Notes:</i>					

KEY	4.08	School priorities, goals, plans, and events are collaboratively developed by school staff members, parents, students, and community members, and these plans are communicated to all stakeholders by school staff.(349)(KEY,SWP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		10.13.17 The same implementation efforts will be in effect in 2017-2018. 10.10.16 With all the new staff and the sharp decline in the School Climate Connectedness Survey, there will be more of a push to reunite school with community, building relationships with students, staff, parents, and community.	Limited Development 12/04/2013		
<i>How it will look when fully met:</i>		10.13.17 ASB and Leadership Team will meet to create goals and action steps for the school.		Chantel Black	05/18/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 1 (0%)		
3	10/21/16	Create a culture of pride, school spirit, and connectedness. Host events that promote school pride. Have family nights and student government sponsored student events. These will improve the school climate and will support learning and community engagement.		Chantel Black	05/18/2018
<i>Notes:</i>					

Core Function:		Professional Development			
Effective Practice:		Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.			
KEY	5.01	School staff use multiple sources of student assessment data as a primary factor in determining professional development priorities. (350)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Professional development for the year has been focused on analyzing data from multiple sources and enabling staff to access the data and adjust their curricular maps to accomodate gaps in instruction. In the future a professional development plan will be created to plan professional development opportunities to reflect areas of need as identifies by the data analysis.	Limited Development 12/10/2010		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:		10.17.17 Staff will meet regularly throughout the year to review multiple points of assessment data and use it to help determine PD priorities. Certified and associate Teachers will also attend RTI conference in Anchorage 2018 with School Improvement Funds to learn strategies to desegregate student data and create interventions for students. A select number of the Leadership Team will also attend the ASLI conference using SIF. 10.6.14 Current level of implementation is still a 2 despite the task being met. See notes in comments of task. 2012: In the future a professional development plan will be created to plan professional development opportunities to reflect areas of need as identified by the data analysis. Then each year, data will be reviewed, the professional development plan will be revised and implemented accordingly.		Chantel Black	05/18/2018
Action(s)	Created Date		0 of 1 (0%)		
2	12/13/14	Majority of staff will attend the RTI conference in January 2016 in Anchorage to learn more skills that they can apply to our implementation of RTI school-wide.		Chantel Black	01/31/2018

Notes: 10.17.17 Staff are expected to attend the RTI conference in Anchorage. Funding for this training is paid through School Improvement Grant 1003(a) funds.

10.17.17 Four-Five members of the Leadership team will attend ASLI in Anchorage. Funding for this training is paid for through School Improvement Grant 1003(a) funds.

10.17.17 Other professional development is data diving with District's Instructional Coach, Knowing Who You Are, and Cultural Sensitivity with Agatha John Shields purchased with School Improvement Grant 1003(a) Funds. Apple Apps presenter and using Apple in the classroom presentation for using iPads (paid for using School Improvement Grant 1003(a) funds) in the classroom presenter over VTC.

Implementation:		01/28/2014		
Evidence	1/18/2013 This process will be the methodology for creating and implementing the sites PD plan each year.			
Experience	1/28/2014 The continue to meet each fall and analyze SBA/ASPI and MAPS/AimsWeb data. From that data, the group has identified areas of need that are the basis for PD> 1/18/2013 Staff used schoolwide AYP and SBA data to determine areas in each of the three cores subjects that needed additional support. From there a professional development plan was drawn with topics based on those areas of need.			
Sustainability	1/18/2013 This process should be repeated each fall to adjust PD work to current areas of weakness.			

	KEY	5.03	School staff embed professional development into daily routines and practices.(353)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers that are new to the school district go to monthly trainings that target district curriculum, policies, professional development, and practices to be successful effective LKSD teachers. Teachers are provided a district assigned mentor that travels to site once a month and an independent mentor that also makes site visits. Staff meetings are held weekly with trainings and student data covered. K100's are provided by the district and staff has to complete 10 hours a year of professional development. RTI and Differentiated Instruction Conferences will be attended by all instructional staff in 2017-2018. Classroom observations and feedback are continuous throughout the school year. District wide and school inservice days are imbedded into the instructional calendar throughout the school year. Teachers trained teachers in a SIOP inservice and was followed up by observations in the classroom.	Limited Development 10/20/2016		
How it will look when fully met:			Teachers will use their what they have learned in the classroom. This includes using district curriculum, SIOP instruction, and CHAMPS practices. Teachers will use Apple Technology in the classroom once they have been trained and have iPads. Teachers will develop RTI groups and use RTI strategies they learn at RTI Conference in Anchorage.		Chantel Black	05/18/2018
Action(s)			Created Date	0 of 2 (0%)		
1	10/20/16	10.10.17 Teachers will attend monthly trainings in Bethel to learn about District adopted curriculum and best practices. Teachers will also attend weekly staff meetings and School Inservice days.			Chantel Black	05/18/2018
<i>Notes:</i> Site Administrator will conduct walk throughs looking for training implementation.						
2	10/20/16	10.17.17 Teachers will attend RTI conference in Anchorage January 2018 using School Improvement Grant 1003(a) funds. Leadership team will attend ASLI in Anchorage May 2018 School Improvement Grant 1003(a) funds. Teachers will attend Apple presentation during site inservice to fully implement iPad apps and iPads purchased through School Improvement Grant 1003(a) funds.			Chantel Black	05/18/2018
<i>Notes:</i>						