SHOW OF UNITY AT BOARD MEETING

An organizing call went out to TRUE and CSEA members to attend a School Board meeting on Tuesday, November 18, 2014, and the call was answered! Well over 400 showed up, most wearing red, to express their support in our silent show of unity. Our message to the TRUSD School Board and Superintendent Martinez was simple: we are united behind our negotiators and we must be heard.

This action is just the beginning. We need to continue to remind our District leadership that our needs and concerns will not go away. Over the next few months, the TRUE Executive Board members and negotiators will be out visiting sites. The goal of those visits is to talk with TRUE members about negotiations and about issues and concerns at their sites, as well as scheduling dates for representatives from each site to attend School Board meeting. It is very important for the Board members to hear directly from educators. Please keep an eye out for the meeting at your site and for future TRUE actions. Remember, YOU are TRUE.

Over the next few months the TRUE Organizing Team will be working to educate our membership on the importance of the LCAP with regards to school funding, student learning, and our working conditions. Stay tuned for forum dates.

Julianne Neal
TRUE Organizing Chair
The Negotiations Team and TRUE Leadership are aware of the many questions being asked about the Tentative Agreement reached by TRUE and the District. On December 12th a mass e-mail was sent out by the TRUE Lead Negotiator, Christine Moran, including a detailed breakdown of what the Tentative Agreement is offering, comparison charts of surrounding district’s salary/benefits and instructional minutes, and what surrounding districts have settled for in their contract negotiations. The information on the TA is published on pages 3 and 4 of this issue of the TRUE News; the comparison charts and salary schedules can be seen on the TRUE website: trueassociation.org

The timeline for the process that must be followed for the Tentative Agreement is:

- Dec. 4th - Tentative Agreement reached.
- Dec. 9th - A joint communication from the District and TRUE Negotiations Team went out through District e-mail with an outline of the Tentative Agreement.
- Dec. 12th - A Negotiations Communication, was sent to TRUE members’ personal/home e-mail address.
- Dec. 15th - A second e-mail clarifying information on the TA was sent to members’ home e-mail address.
- January 13th - A Site Representative Council Meeting will be held with one agenda item: the Tentative Agreement. (There will no Site Rep Council meeting on Jan. 20th.)
- January 15th - A Special General Membership Meeting will be held to discuss the Tentative Agreement. All members are invited to attend.
- The voting timeline for the TA will be formally announced later on. Voting on the TA will have to be done on paper ballots, for our online/electronic voting process is still in the works.

A lot of information will be coming out. Please make sure the TRUE office has your current home e-mail address so you receive everything we send out. Add to your contacts list our e-mail address (true,office@yahoo.com) so our e-mails don’t end up in your spam folder. Take your time to read and process through all the information you receive.

Members of the TRUE Negotiations Team and I will be doing site visits in the coming weeks to discuss the Tentative Agreement and answer your questions.

On another note, the TRUSD School Board appointed Sonja Cameron to fill the Area 5 vacant seat for the remainder of the term. Four of the 6 Trustees had her ranked the highest of all the candidates, so that is what they needed in order to put her name forward, because it is a majority. Mrs. Cameron is the Chief Operations Officer of the Pacific Charter Institute. There is an obvious concern with this appointment because of her involvement in the independent charter system, and TRUE Leadership is looking into this.

Kristin Finney
TRUE President

GRIEVANCE UPDATE

The TRUE Grievance Team continues to be very busy during the 2014-2015 school year. Management has done a much better job of training Site Administrators about evaluation timelines, but we still are having issues at some sites.

Special Education caseloads have been a major concern this year and District Administration has acknowledged this problem; they seem to be willing to work with us to keep caseloads at contractual numbers. The grievance process has helped Twin Rivers Administration to understand the severity of what our Special Education Teachers are going through on a daily basis.

If you are having contractual concerns, please contact Sharon Reichelt, for ECE to 6th grade problems, at 202-7208, and Paul Le Francois, for grades 7-12 and Adult Education issues, at 521-8742.

Paul Le Francois
TRUE Grievance Chair
TENTATIVE AGREEMENT INFORMATION

As you are all aware, the TRUE Negotiations team recently reached a Tentative Agreement with TRUSD. The full document, including salary schedules and comparisons is on the TRUE website, www.trueassociation.org

COMPENSATION:

2% on going salary schedule increase retroactive to Base Salary to July 1, 2014 for all members.

2.5% One time off schedule increase retroactive to Base Salary to July 1, 2014 for Salary Schedule 1 Column F/Step 1S, Salary Schedule 2 Column F/Step 10/Salary Schedule 5 Column F/Step 12, Salary Schedule 6 Column F/Step 10

Rationale: Members at those steps did not have step/column increases during the years of furloughs so their income dropped at a larger ratio than those who had step/column increases. This is one time restoration for that loss of income.

3% off schedule increase to Base Salary in 2014-2015. It will then be ADDED to salary schedules 1, 5 & 6 July 1, 2015 for increasing instructional time for all students by seven (7) minutes per day in order to increase Late Start Wednesday or Early Release to 120 minutes. Eliminate minimum day before Labor Day and Spring Break. Eliminate 3 shortened days in Spring in elementary. This applies to Salary Schedule 1 (Core certificated staff), 5 (Speech Therapists), and 6 (Counselors)

This is to compensate for the increase to the work day so it only applies to those members who will experience an increase to their work day. Psychologists are already on an 8 hour work day so they can't add minutes.

.5% Salary Schedule Increase for one additional day -.5 day district wide staff development/.5 day teacher collaboration. Applies to Salary Schedules 1, 2, 5 & 6

Increased district contribution to benefits beginning in January (see chart on TRUE website)

BOTTOM LINE:

2% on going raise for ALL starting 2014-2015

3% on going increased compensation for changes to work day for those on Salary Schedules 1, 5, 6 starting 2015-2016

.5% on going increased compensation for all for changes to work year starting 2015-2016

An Early Retirement Incentive program is being offered through PARS (Public Agency Retirement Services). TRUSD will contact those eligible and hold a meeting so you can get information and ask questions. It is the same program TRUSD offered 4 years ago. If you are thinking of retiring, make an appointment with STRS as they can give you specific information on your individual situation.

CHANGES IN LANGUAGE:

Article 4: Work Day/Work Year

Student Instructional Day will increase by 7 minutes M-F and decrease by 35 minutes on Wednesday. Late Start Wednesday (or Early Out if the district chooses to switch) will be 120 minutes. Of those 120 minutes, 60 minutes will be used for teacher prep and 60 minutes will be used for Staff Meeting/Collaboration/PLC time. This idea was collaboratively developed by TRUE with TRUSD as a way to increase teacher collaboration time. Because it is a change in practice, the district is using the Supplemental/Concentration Grant money to compensate those who experience an increase to their work day because of the change.

4.2.7b All teachers will report for duty 20 minutes prior to start of the school day.

• Creates a consistent report time TK-12

(Continues on page 4)
4.7.2 Eliminates 2 minimum days: Friday before Labor Day and Friday before Spring Break.
   - This is tied into the 3% increased compensation for increased instructional minutes.
4.8.1 Eliminates three (3) Shortened Days for Spring Conferences at Elementary Schools. We retain one (1) shortened day in order to communicate with parents (could be emails or phone calls and does not have to be sit down conferences). The focus would be on students who are still not performing in school despite interventions.

Article 7: Class Size
Definitions for Core Model and Grades 7-12 ELD Instruction were added. Definitions are from California Commission on Teacher Credentialing

7.5.2 Overage payments- Provides overage payments in secondary for EITHER over maximum class size, or over maximum total assigned.
   - We have fought to have this done last year and this year despite contradictory contract language. The language would now be cleaned up in the contract to avoid confusion moving forward.

Add 7.1.1.2.5 Maximum SLP (Speech) Caseload will not exceed 55 students currently receiving speech/language services at least once per week. Process required for SLP to report students receiving services at least once a week to be collaboratively developed.
   - We continue to work on language for Special Education and this provides some much needed Caseload caps for our speech therapists

Article 9: Extra Assignments
9.2.7 Athletic Directors will be allotted two (2) periods for Athletic Director Duties
   - This corrects the inequity that has been in place for years at the High Schools
9.5.1 Increase K-8 Athletic Coach stipend from $750 to $1538
   - This also corrects an inequity that has been in place for years
9.8 Add one (1) additional CTSO (Career Technical Student Organization) stipend (equal to 2 per secondary site), may be used for FFA
   - Allows for teachers in programs that require evening/weekend work to receive a stipend for their additional work

Article 12: Charter/Alternative - Language moved to appropriate articles in Contract
- Field Study Days- now Article 4.2.1
- Stipends- now Article 9.4.1

Article 25: Special Education - Language moved to appropriate articles in Contract
- Caseload balancing- now Article 7.2
- Subs for IEPs as needed- now Article 4.4
- Flexible Collaboration time on Weds.- now Article 4.2.2 and 4.3.1
- Liaison Committee- now Article 18.13
- Language regarding Para-educator leadership, direction and schedules removed. These responsibilities need to be done by administrators (in consultation with teachers) as we are not supervisors of CSEA employees.

Chris Moran
TRUE Lead Negotiator
SHOULD SCHOOLS BE DONE WITH HOMEWORK?

At the start of the 2013-14 school year, the Fentress County School District in Tennessee announced that it would enforce a district-wide ban on graded homework assignments.

Administrators explained their decision by pointing to the large majority of students who lacked at-home resources to help them with their homework. Anywhere between 65%-75% of each school's student body qualify for free or reduced lunch programs, so it was decided that students should not be singled out for failing to adequately complete take-home assignments.

“We don’t want kids to be unfairly penalized for their work because they don’t have the resources or support they need at home,” explained Randy Clark, Fentress County Schools’ Curriculum and Instruction Supervisor. “Our new motto for assignments is ‘review and preview.’”

That means that homework in the district now constitutes an ungraded review or preview of current course work that is the students’ responsibility to independently complete. Spelling words, vocabulary practice, and study guides for testing all fall under this preview.

Districts across the country are taking second looks at the practice. The principal of Gaithersburg Elementary in Maryland decided to ask students to spend only 30 minutes in the evening reading. The decision was reached out of the realization that worksheets and other assignments had been assigned merely out of a sense of obligation to dole out homework to students.

Across the country, parents, teachers, and students are voicing their opinions whether or not there is too little or too much assigned work. On the issue of the actual educational value of homework, it may seem straight-forward to many educators that reviewing lessons and practicing concepts after school would correlate to a greater retention of course material, but studies suggest that the link between assigned homework and academic achievement is drastically overinflated.

Researchers at the University of Virginia’s Curry School of Education found in a 2012 study that math and science homework didn’t correlate to better student grades, but it did lead to better performances on standardized tests. And when homework is assigned, the help provided by parents often mitigated any of the positive effects of the work. Critics of this type of parental involvement say it can be counterproductive because parents may assume too great a role and/or may not fully understand the lessons being taught.

In April, Denise Pope, a researcher at Stanford University, found that too much homework can negatively affect kids by increasing stress and sleep deprivation and generally leaving less time for family, friends, and activities. According to Pope, homework should not be simply assigned as a routine practice. “Rather, any homework assigned should have a purpose and benefit, and it should be designed to cultivate learning and development.”

No Homework the New Norm?

“There are simply no compelling data to justify the practice of making kids work what amounts to a second shift when they get home from a full day of school,” says Alfie Kohn, an expert on child education, parenting, and human behavior, as well as the author of The Homework Myth: Why Our Kids Get Too Much of a Bad Thing.

Should schools then assign less homework or at least reevaluate what they assign? No, says Kohn, school shouldn’t assign any homework. Teachers who do assign it need to have a very compelling reason for extending a student’s school day.

“My general suggestion is to change the default: No homework should be the norm,” Kohn says, “Six hours of academics is enough—except on those occasions when teachers can show strong reason to infringe on family time.

(Excerpt from NEA Today article)
At the recent CTA Region 2 Leadership Conference in Reno, I attended two different sessions on LCAP, for I was interested in understanding the role of Specialty Groups in the new funding formula, since the old formula has gone away. It is very important for various Specialty Groups to continue to advocate for the past programs for which funding was eliminated. The base funding is flexible and could be used for any educational purpose including past programs under the old funding formulas.

Because many districts submitted their Local Control and Accountability Plan quickly to meet deadlines by the state, the stakeholders need to review the current plan to make sure adjustments are made to support various programs in the yearly review process. The key part of reviewing the district plan is that school sites have a larger voice on how the money should be spent and the district plan should match the school site plans.

As we move forward with the new LCAP funding, all school site members should have their voice heard as the site plan is developed and reviewed each year. In the next three years the state will review the progress the district has made under the new funding formula. As experts in education, we must have a voice in determining the plan that will guide our work in educating our students and oversee the spending priorities of the district. It will be an exciting time as the stakeholders and Twin Rivers work together to provide educational opportunities for our students.

**Bill Avery**
TRUE Director-at-Large for Specialty Groups

---

**LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)**

**THOMAS R. BROWN ATHLETICS GRANT**

Give Your Public High School a Sporting Chance: If your high school’s athletics program is in need of funding, apply for a 2015 California Casualty Thomas R. Brown Athletics Grant. Guidelines and application forms can be found at [www.calcasathleticsgrant.com](http://www.calcasathleticsgrant.com).

California Casualty will award numerous grants this year, in amounts of $1,000-to-$3,000, to public high schools across California that demonstrate the most need. Entries for the 2014-2015 academic year must be received by January 15, 2015, for consideration.

Last year, 13 California public high schools received a total of $18,000 to supplement equipment and facilities, such as funding the purchase of portable goals for the Pioneer High School coed soccer team in Woodland, provide new batting helmets, catchers gear and balls and bats for the John C. Fremont High School baseball team in Los Angeles and to buy safer wrestling mats at George Washington High School in San Francisco.

Applicants must be current members (or referred by a member) of the California Teachers Association (CTA) as well as be an active employee of the public high school for which funding is sought. Awardees will be announced in May. Official rules and applications can be found at [www.calcasathleticsgrant.com](http://www.calcasathleticsgrant.com).
This nation’s out of control college debt problem is becoming a barrier to the American Dream. Student loan debt exceeds $1.2 trillion; seven out of ten 2013 college graduates graduated with an average debt of $29,400 each. This debt disproportionately affects the poor, further restricting their opportunities to pursue college and careers. It doesn’t have to be that way. CTA and NEA back several proposed solutions to this crisis, including:

- Enhancing federal loan forgiveness programs for those who choose careers in public service, expanding them to include faculty and staff at all levels at colleges and universities.
- Increasing need-based financial assistance, like Pell Grants, which currently cover less than a third of the cost of attending a four-year university, especially for minority-serving institutions.
- Making student loans more affordable by allowing refinancing options when interest rates decline, instead of balancing budgets on the backs of students.
- Restoring federal subsidized loans for graduate students.
- Reinvesting state funds in higher education. As of May 2014, 48 states are still spending less on higher education than they did before the recession.
- Promoting and educating those who aspire to be educators to take advantage of TEACH grants.

Raise your voice for college affordability! Go to: http://www.nea.org/degreesnotdebt

---

**WHAT TO DO IF INJURED AT WORK**

If you are injured on the job, the first thing you should do is to report the injury to your Supervisor, Site Administrator or to their designee. The report can be in an e-mail or in person, preferably both. Do not go to your personal medical facility. Seeking medical treatment on your own prior to reporting your injury will be considered self procured treatment and the District will not be responsible for payment.

After you report to an Administrator you should call the Early Intervention Nurse at 877-742-3467 and if necessary they will direct you to an occupational medical facility for treatment. Next, contact Silvia Foster, TRUSD Workers Compensation Technician, in Human Resources at 566-1600, extension 50367.

Once your case has been established and you are going to the designated medical facility for care, it is your responsibility to submit your medical work status to your supervisor or their designee and to Silvia Foster by email at Silvia.Foster@twinriversusd.org. If you fail to report your work status after every medical appointment, your sick leave will be charged. If you have instructions from the doctor to return to work on Modified Light Duty, your supervisor and/or Human Resources will determine the type of modified light duty work that is available for you. When the district is able to provide modified light duty work for you and you choose to remain off work, your sick leave will be charged. When you are released to return to work at full duty, you need to submit your final medical discharge note to your supervisor, along with sending a fax copy to Silvia Foster at 566-3599.

When you have to be absent for medical appointments or for “authorized leave”, you must indicate sick leave on your monthly employee absence green card. When you have a compensable claim and you are eligible, your sick leave will be reimbursed. You must have medical authorization for missed time at work or your sick leave will be charged.

*(Information from TRUSD H.R.)*
Could this child have been saved early on? How about as early as kindergarten? What could have been done differently? These were the questions asked in the November 2014 TRUE News article, “Special Ed From A General Ed Teacher”. That article was about the children who are in our general education classes, and have yet to qualify for special education, and the general education teacher is at a lost for what to do when the student is very disruptive to the learning process in the class. This student may qualify later for Special Ed or he/she may not.

It is a known fact that the majority of these students are males of color specifically African American and Latino males. According to the most recent census, the majority of babies born in 2011 were children of color. That means that the stability of entire communities will depend upon how well African American and Latino children are educated.

Suspensions are a major problem when it comes to some of these students. I believe that students who have challenges with discipline and respect for authority should not be put out of school. It does not improve the behavior in the long run, makes the students dislike school even more, and their grades fall due to the days out on suspension. This becomes a vicious cycle for these “different learners”.

Overall, these kids are really good, but they have a different learning style and they most likely respond negatively to some of the discipline that has been used in schools. There needs to be a different approach to learning. Students no longer respond to the sit-down, listen to the teacher talk, read books, answer the questions at the end of the chapter and take a test. That sort of “learning” is boring to many youth in general, but “different learners” rebel against it in class. They need more interactive teaching and learning. This makes learning more exciting and interesting to all students and especially to the more active ones in our classes. Sadly, many career and technical education programs that get kids excited about learning and also give them a chance to learn using a different modality, as well as provide them with a trade right out of high school, have been eliminated from our nation’s schools due to budget cuts. The economy is getting better, so hopefully these programs will return in the near future.

Students who like their class interaction and enjoy learning usually do not cause any discipline problems. It might help to get to know those troublesome students. Talk to them about their likes and dislikes; if they are older students, ask about their future plans. This may help to form a relationship with one student at a time, to show him/her you care and maybe the behavior and attitude will change. We do our very best to reach them all.

How do we begin to find a solution to this problem? The state of North Carolina, for example, has a state law that requires any student who is a grade level or more behind in math or reading, to receive a personalized plan that supports the student academically, socially and health wise. This is done in partnership with the parents and the school. This sounds a lot like the Student Assistance Plan (SAP) that is used in our district. I recently had a student who was having issues and the SAP process worked for him. It was able to work due to the hard work of supportive parents along with the Principal, Vice Principal, School Psychologist and other school site educators. We all worked together to get this student the help he needed. It is not an easy process and it sometimes does take a few months, in my case about 4 months, but it is worth it in the end in order for the child to be successful. I ask again, “Could this child have been saved early on?” How about in kindergarten? The answer is yes. My student was a kindergartener.

Ann Murray
TRUSD Kindergarten Teacher
If you were like most of America, on Thanksgiving night after you finished your turkey and watched the games, you sat down to watch Robin Roberts’ “Thank You America” special on ABC. Some of you might have already known what to expect and others might have been surprised to see the Grant Union High School Drumline and their Director James Van Buren being featured. We wanted to find out more about our fellow teacher and TRUE member, “Mr. V”, and the Drumline. The TRUE News editor recently sat down with him and some of his drumline members to get a little more insight as to who the great man behind this Drumline is, what he means to his students and how he has influenced their lives.

Mr. Van Buren has a Multiple Subject Credential, along with degrees in Political Science, Special Education and Career Technology from Cal Poly; he has been teaching since 1999. Along with his duties as the Drumline Director, Mr. V teaches Earth Science and History at Grant H.S. He is the father of two: one is getting ready to start medical school in Tennessee and the other is in a nursing program in San Jose, California.

Mr. V plays many instruments: tenor, soprano and alto saxophones, piano, flute, oboe, bassoon, trumpet, clarinet, bass guitar, and of course, the drums. He also has his own jazz and funk band, called Elements.

How did the Drumline get started at Grant High? In 2009 members of different sports teams would use their lunch time to participate in a type of open mic and informally play, sing, rap etc. in the music room. The Vice Principal asked Mr. V to start a drumline, and the rest is history.

When asked what his favorite thing about directing the Drumline was, he stated that first of all was developing the skills within each one of the kids, constantly shaping them, creating social beings and letting them experience something outside of the Del Paso area. He wants to see them go to college and helps them with scholarships, knowing that what he is doing is making a difference. He added: “These are my kids and I hold them accountable, I don’t like negative energy, I have to surround myself with positive energy and positive kids.”

The Drumline is a staple extracurricular activity at Grant Union High School. TRUE News recently had the opportunity to interview two of the members. Sophomore James Major, who has always been a drummer, said that joining the Grant Drumline was one of the main reasons he couldn’t wait to go to high school. As a result of being a part of the Drumline, he wants to go to college at Ohio State and be on their drumline. Not only does he play the drums, he also plays the bass, piano, alto saxophone, tenor clarinet, and wants to learn how to play the guitar and the flute. He felt that if there wasn’t a drumline, his extracurricular activities would have been limited to only playing football and basketball. Another student, freshman Breanna Paseley, joined the Drumline because she’s always loved the drums. She says she wants to do drumline for the rest of her life, starting with going to college in Oregon. She also wants to learn to play the snare and piano. When asked what she would be doing if there wasn’t a drumline, her answer stood true for most of the other members as well: “Without the Drumline, I don’t know where I’d be”.

All of the Drumline members are excited about their upcoming trip to Washington DC to perform in the Independence Day Parade in July 2015. Everyone wants to visit the White house and just go somewhere outside of their neighborhood. The Grant Union High School Drumline is changing these students’ lives as well as exposing them to a whole new world of possibilities and opportunities. Visit their fundraising website for more information about their journey to Washington DC: http://www.youcaring.com/other/drumline-to-the-white-house/192707
PROFESSIONAL DEVELOPMENT

The TRUE Professional Development Committee is busy putting together several offerings that will begin in the next few months, including a book study focused on classroom management. Please stay tuned to your e-mail for further information about what we are up to and how you can participate.

As always, we welcome your input and suggestions. Please send us an e-mail or join us at a meeting! We meet on Thursday afternoons, typically the first Thursday of the month at 4:00 pm at the TRUE Office. We will meet on January 8th and would love to see you there!

Edna Shoemaker
TRUE Professional Development Chair

DATES TO REMEMBER

Dec 22 - Jan 2...Winter Break
January 6......TRUSD Board Meeting, Open Session 7:00 pm
January 8......Professional Development Meeting, TRUE Office 4-5pm
January 13....Special Site Rep Council Meeting, CTA Office Truxel 4 pm
January 14....TRUE PD Book Study, TRUE Office 4-6pm
January 15....Special General Membership Meeting, CTA Office 4100 Truxel Rd, 4:30-6pm
January 27....TRUSD Board Meeting, Open Session 7:00 pm

TRUE EXECUTIVE BOARD

OFFICERS:
President         Kristin Finney - true.office@yahoo.com
Vice-President    Chris Moran - rlteacher@yahoo.com
Secretary         Michelle Dice-Hodgdon - dicehodgdon@aol.com
Treasurer         Rick Mau - rickmau@trueassociation.org

DIRECTORS-AT-LARGE:
For Pre-K - Grade 6 Regular Education Teachers:
Julianne Neal - julieanneneal1@surewest.net
Rebecca LeDoux - rebecca_ledoux@yahoo.com
Mary Durbrow - marydurbrow@hotmail.com

For Grades 7-12 Regular Education Teachers, Charter & Adult Ed.:
Paul Le Francois - lefrancois1@earthlink.net
Sharon Reichelt - sreichelt23@gmail.com

For K-12 Special Education:
Peter Schorr - pschorr9591@yahoo.com

For Specialty Groups (Psychologists, Speech Therapists, Counselors, Nurses, Librarians, Program Specialists, TOSAs, SSTs):
Bill Avery - fishngy5501@gmail.com

For Ethnic Minorities:
Ann Murray - annmurray456@gmail.com

TRUE Contract Enforcement (Grievances)
Paul Le Francois - Grades 7-12 & Adult Ed.
Sharon Reichelt - ECE to Grades 6.

TRUE Negotiations Team
Chris Moran - rlteacher@yahoo.com
Janet Schafer - Mysti Lingenfelter
Paul Le Francois - Azeta Towfighi

CTA State Council-TRUE Representatives
Joyce Childs
Janet Schafer - Rebecca Le Doux
Alternates: Catherine Roller
Wendy Gallimore

TRUE Reps on TRERC (Employee Relations Council)
Paul Le Francois - Bill Avery

TRUE NEWS Editor:
Ann Murray - annmurray456@gmail.com
Editing Assistants:
Evelyn Alvarado and Jen Turner

December 2014/January 2015