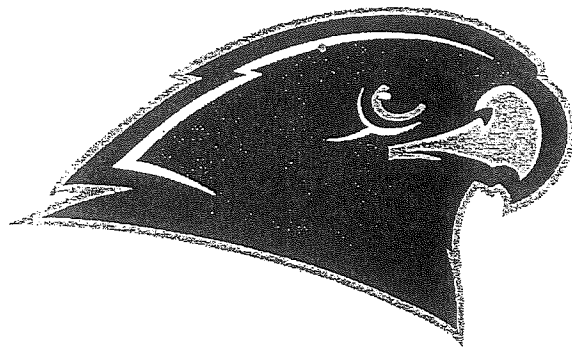


# Medical Magnet Program Handbook



Andrew Hill High School  
2017-2018 School Year





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# **Important Communication Information!**

For program updates, announcements, opportunities, reminders, and communication with the Program Coordinator, Remind.com is used. This app can be used through text messaging, as an app on an iPod, iPad/tablet, or cell phone, or online using a computer. It is **CONFIDENTIAL**—no personal information is exchanged. Parents are encouraged to sign up as well to receive the updates to make it easier to be involved in their child's progress in the program.

Students must sign up, or create an alternative plan with Mrs. Dangerfield on how to receive important program information. We want to make sure you receive all important information, so please make sure to sign up for Remind, or contact Mrs. Dangerfield for alternate accommodations.

There are two ways to do this:

**1. Recommended:**

To sign up for Remind using the app or computer (iPod, smartphone, iPad (good option if you do not receive free texts):

1. Download the Remind app (it's free!)
2. Join class
3. Type the following info for class:

Remind provides an @ sign, after the @ sign, type:

Freshmen – ahmedmag21

Sophomores – ahmedmag20

Juniors – ahmedmag19

Seniors – ahmedmag18

**2. To sign up for Remind using text messaging (if you receive free texts):**

**1. Freshmen:**

Text 81010 the message: @ahmedmag21

**Sophomores:**

Text 81010 the message: @ahmedmag20

**Juniors:**

Text 81010 the message: @ahmedmag19

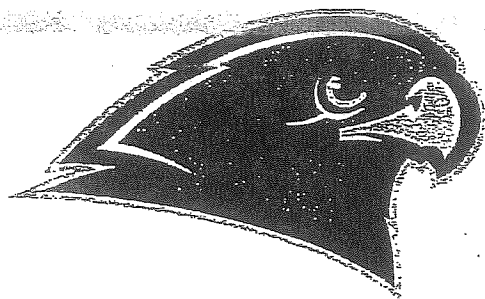
**Seniors:**

Text 81010 the message: @ahmedmag18

# Andrew Hill High School

## Medical Magnet Program

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For more info, contact:

Jennifer Dangerfield (Program Coordinator)

Phone: (408) 347-4236

Email: [dangerfieldj@esuhd.org](mailto:dangerfieldj@esuhd.org)

Text: SEE BACK FOR DIRECTIONS!

### What we do OUTSIDE of school:

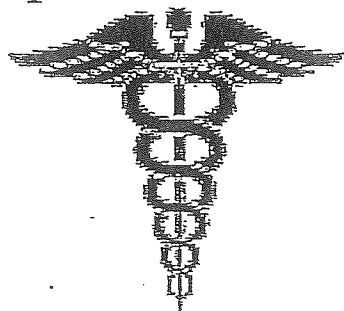
Health Fairs

Job shadowing

Community service

Classes for medical jobs

Workshops/career presentations



### What we do DURING school:

\*Take medical classes

\*English and Science classes with other Medical Magnet students

\*Guest Speaker Career Presentations

\*Field trips

\*Workshops for resumes, applications, and other professional skills!

Dual-enrollment/online courses!



### Program Highlights

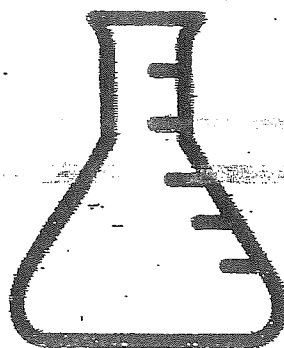
\*Scholarship opportunities!!!

\*Mission College Certified Nurse

Assistant Certification program in the

summer of 10th or 11th grade

\*CPR and blood pressure certification!



To see our anticipated course sequence, see reverse side!

# Program Goals and Outcomes

As a program, we strive to achieve:

## 1. The AHHS School Vision:

- All AHHS students will graduate as morally and ethically responsible lifelong learners with the ability to earn a post-secondary degree, succeed in the 21st century workforce, and effectively support a diverse global society.

## 2. The International Baccalaureate Learner Profile, which, upon graduation, means our students are:

Inquirers    Open-minded    Knowledgeable    Thinkers    Principled  
Caring    Risk-takers    Communicators    Balanced    Reflective

## 3. The Health and Human Services Pathway Outcomes

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Effective Communicators	Provide examples of informative, and creative writing.	Prepare examples of technical writing	Utilize proper elements of written communication	Utilize proper elements of written communication
	Utilize proper elements of written communication (spelling, grammar, and formatting) .	Utilize proper elements of written and electronic communication (spelling, grammar, and formatting)	Identify the differences between subjective and objective information.	Effectively utilize sources containing subjective and objective information during written communication
	Demonstrate the ability to give context when communicating (i.e. time, date, environment) .	Demonstrate use of the 24-hour clock/military time.	Demonstrate the ability to analyze diagrams, charts, graphs, and tables to interpret healthcare results.	Demonstrate the ability to complete a write-up explaining analysis of diagrams, charts, graphs, and tables to interpret healthcare results.
	Effectively communicate with a team of colleagues	Identify common barriers to communication. a. Physical disabilities (aphasia, hearing loss, impaired vision) b. Psychological barriers (attitudes,	Modify communication to meet the needs of the patient/client and be appropriate to the situation.	Interpret elements of communication using basic sender-receiver-message-feedback model.

		<p>bias, prejudice, stereotyping)</p> <p>Evaluate roles and responsibilities of team members. a. Examples of healthcare teams b. Responsibilities of team members c. Benefits of teamwork</p>		
Medical Knowledge	Identify basic structures and functions of human body systems.	Identify body planes, directional terms, cavities, and quadrants.	<p>Analyze basic structures and functions of human body systems utilizing proper medical terminology.</p> <p>Demonstrate principles of body mechanics</p>	Discuss research related to emerging diseases and disorders.
	Demonstrate introductory level usage of medical terminology as it relates to the human body and diseases affecting the human body.	Demonstrate intermediate level usage of medical terminology as it relates to locations on the human body (i.e. directional terms), infection spread and control, and the medical environment.	Demonstrate advanced level usage of medical terminology as it relates to required knowledge for all medical careers.	Demonstrate and frequently utilize mastery of medical terminology in a work-based context.
	<p>Explain principles of infection control.</p> <p>a. Chain of infection b. Mode of transmission (direct, indirect, vectors, common vehicle [air, food, water], healthcare associated infections [nosocomial], opportunistic) c. Microorganisms (non-pathogenic, pathogenic, aerobic, anaerobic) d. Classifications (bacteria, protozoa, fungi, viruses, parasites)</p>	<p>Differentiate methods of controlling the spread and growth of microorganisms.</p> <p>a. Aseptic control (antiseptics, disinfection, sterilization, sterile technique) b. Standard precautions c. Isolation precautions d. Blood borne pathogen precautions e. Vaccinations</p>	<p>Explain and apply knowledge of treatments of disease and injuries.</p> <p>Demonstrate START Triage practices and first aid procedures.</p>	<p>Describe strategies of prevention of disease (such as stress management)</p> <p>Investigate complementary and alternative health practices as they relate to wellness and disease preventions (such as holistic medicine and natural therapies)</p>

	Apply personal safety procedures based on Centers for Disease Control (CDC) regulations.	Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA).  Apply procedures for measuring and recording vital signs including the normal ranges (temperature, pulse, respirations, blood pressure, pain).	Apply procedures for measuring and recording vital signs including the normal ranges (temperature, pulse, respirations, blood pressure, pain).	Observe all safety standards related to the Occupational Exposure to Hazardous Chemicals Standard (Safety Data Sheets (SDSs)).  Comply with safety signs, symbols, and labels.
	Apply information learned pertaining to victim response during emergencies or natural disasters (for victim role in Mass Casualty Incident Drill).	Apply principles of basic emergency response in natural disasters and other emergencies (safe location, contact emergency personnel, follow facility protocols).	Apply medical professional principles of emergency response in natural disasters and other emergencies	Apply leadership principals of emergency response in natural disasters and other emergencies
	Obtain training or certification in "hands only" cardiopulmonary resuscitation (CPR)  Demonstrate a basic understanding of an automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.	Train others to be certified in "hands only" cardiopulmonary resuscitation (CPR).  Demonstrate a basic understanding of an automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.  Obtain FEMA ICS 100 certification.	Obtain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.	Obtain training or certification Emergency Mental Health and First Aid.  Obtain FEMA ICS 200 certification.
<b>Cross-Curricular Projects</b>	PBL: Health PSA: Stressors  Mass Casualty Incident Drill	Effect of Elements and Human Behavior on Health  Mass Casualty Incident Drill	Mass Casualty Incident Drill	PSA: "America's Obsession with Bottled Water" Presentation  Healthy Alternative to Soda/Soft Drinks



				project Mass Casualty Incident Drill
Academics	For subject area requirements, please see Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects ( <a href="http://www.cde.ca.gov/re/cc/">http://www.cde.ca.gov/re/cc/</a> )  <i>Additional requirements/pathway specific skills listed in subject area sections below.</i>			
CTE Courses	Career Research Presentation	Chemical Element Information Sheet	Disease Presentation	America's Obsession with Bottled Water PSA  Healthy Soda Alternative Project
Science	Identify and apply steps of the Scientific Method  Demonstrate ability to complete biology labs  Complete Biology with a C or higher	Demonstrate ability to:  Utilize and maintain a lab book  Use a scientific calculator  Consistently study and review notes every day  Complete Physics with a C or higher	Effectively utilize anatomical terms and directions  Find and interpret basic numerical health numbers (i.e. blood pressure, heart rate, etc.).  Complete Physiology with a C or higher	Justify reasoning for how various elements impact humans and our environment.  Complete Chemistry with a C or higher.
English (9 <sup>th</sup> & 10 <sup>th</sup> ), History (11 <sup>th</sup> & 12 <sup>th</sup> )	<u>English 1:</u> Train others in awareness of the following topics:  Effects of stress and how to cope with stress  Complete English 1 with a C or higher	<u>English 2:</u> Train others in awareness of the following topics:  Organ/tissue donation  Basic health (i.e. healthy sleep habits)  Safe dating/domestic violence  Dangers of bullying  Complete English 2 with a C or higher	<u>U.S. History:</u> Train others in awareness of the following topics:  History of and current practices for Mass Casualty Incident response procedures  Complete U.S. History with a C or higher	<u>Government/Economics</u> Train others in awareness of the following topics:  Government regulations of water, food, medications  Medical laws  Complete Gov./Econ. with a C or higher

		<u>World History:</u>  Explain impact of human behavior and/or environmental factors on human health throughout various historical time periods.  Complete World History with a C or higher		
Professional Skills	Complete introductory career preparation workshop	Develop a resume and store electronically	Write professional emails	Complete final professional skills workshop where:  Resume is reviewed, updated, and edited  Participation in mock interviews  Participation in guest panel series on how to be successful in the workplace
			Completion of first dual/enrollment course  Completion of first online course	Completion of second dual enrollment course  Completion of first college course with a college instructor in the classroom
Work-Based Learning	Students will complete 5 hours of work-based learning/community service hours in the healthcare field outside of the school day.	Students will complete 10 hours of work-based learning/community service hours in the healthcare field outside of the school day.	Students will complete 10 hours of work-based learning/community service hours in the healthcare field outside of the school day.	Students will complete 10 hours of work-based learning/community service hours in the healthcare field outside of the school day.

## Health and Human Services Program of Study

The following is the program of study for the Medical Magnet at Andrew Hill. Only program required classes are listed. Other graduation requirements and electives are not listed.

**Note: Courses listed as Medical Magnet are pathway classes.**

9 <sup>th</sup> Grade		
English 1 (Medical Magnet)	CTE: Health Science Preparation (Medical Magnet)	Biology (Medical Magnet)

10 <sup>th</sup> Grade			
English 2 (Medical Magnet)	CTE: Elements of Nursing (Medical Magnet)	Physics (Medical Magnet)	World History (Medical Magnet)

11 <sup>th</sup> Grade		
CTE: Medical Terminology (Medical Magnet) (online course, not a class during the school day)	Physiology (Medical Magnet)	US History (Medical Magnet)

OR

IB Diploma program of study

12 <sup>th</sup> Grade		
CTE: Intro to Personal and Community Health (Medical Magnet)	Chemistry (Medical Magnet)	Government/ Economics (Medical Magnet)

OR

IB Diploma program of study

OR

SVTCE (if a Medical Program)

# Current Pathway Teachers and Contact Information

9 <sup>th</sup> Grade		
Mr. Ben Castanos	Biology	<a href="mailto:castanosb@esuhsd.org">castanosb@esuhsd.org</a>
Ms. Isabella Olano	English 1	<a href="mailto:olanoi@esuhsd.org">olanoi@esuhsd.org</a>
Mr. Trent McLane	Health	<a href="mailto:mclanet@esuhsd.org">mclanet@esuhsd.org</a>
10 <sup>th</sup> Grade		
Mr. Patrick Allamandola	Physics	<a href="mailto:allamandolap@esuhsd.org">allamandolap@esuhsd.org</a>
Ms. Jennifer Dangerfield	English 2	<a href="mailto:dangerfieldj@esuhsd.org">dangerfieldj@esuhsd.org</a>
Ms. Isabella Olano	English 2	<a href="mailto:olanoi@esuhsd.org">olanoi@esuhsd.org</a>
Mr. John Estrela	World History	<a href="mailto:estrelaj@esuhsd.org">estrelaj@esuhsd.org</a>
Ms. Elizabeth Haertling	Elements of Nursing	<a href="mailto:haertlinge@esuhsd.org">haertlinge@esuhsd.org</a>
Ms. Teresa Ramirez	Elements of Nursing	<a href="mailto:ramirezte@esuhsd.org">ramirezte@esuhsd.org</a>
11 <sup>th</sup> Grade		
Ms. Joanne Winterstein	Physiology	<a href="mailto:wintersteinj@esuhsd.org">wintersteinj@esuhsd.org</a>
Ms. Veronica Correa	US History	<a href="mailto:correav@esuhsd.org">correav@esuhsd.org</a>
Ms. Jennifer Dangerfield	Medical Terminology	<a href="mailto:dangerfieldj@esuhsd.org">dangerfieldj@esuhsd.org</a>
12 <sup>th</sup> Grade		
Ms. Afrooz Mandell	Chemistry	<a href="mailto:mandella@esuhsd.org">mandella@esuhsd.org</a>
Mr. John Estrela	Government/ Economics	<a href="mailto:estrelaj@esuhsd.org">estrelaj@esuhsd.org</a>
Mr. Trent McLane	Healthy Lifestyles	<a href="mailto:mclanet@esuhsd.org">mclanet@esuhsd.org</a>
Ms. Cynthia Harrison (Mission College)	Healthy Lifestyles	<a href="mailto:Cynthia.harrison@missioncollege.edu">Cynthia.harrison@missioncollege.edu</a>

Joining/Dropping the Program

Joining the Program

1. For incoming freshmen:

- Must agree to all policies listed below
- Must participate on Remind.com via text message or the free app (see Page 3 for instructions)
  - If student does not have access to Remind due to parent concern or access to technology, student must meet with Program Coordinator to create plan to receive program updates.
- Have a letter of acceptance to program from Program Coordinator
- Sign program contract (last page of handbook)

2. For new students to Andrew Hill:

- Same expectations for incoming freshmen, and also:
- Must sign up within first semester at Andrew Hill and be in either 9<sup>th</sup>, 10<sup>th</sup>

*\*\*11<sup>th</sup> and 12<sup>th</sup> graders are not eligible to join the program if not already enrolled*

Dropping the Program:

If a student wishes to drop the Medical Magnet Program, he/she must complete the following:

- Meet with Program Coordinator, parent, and one of the following: program teachers, program counselor, APED, or Principal. In this meeting, the following must be established:
  - 1. Legitimate reasons for dropping. These reasons may include:
    - Desire to join another program
    - Inability to graduate due to failure of class that needs to be made up
    - Moving schools
    - Extreme circumstances (health concern that will prevent ability to complete classes, etc.)
      - a. If reason is academic, student must show proof of the following:
        - Academic plan created with coordinator
        - Steps taken to remedy academic issue
      - b. If reason is to join another program, meeting that includes parent is not necessary. Student must meet with Medical Magnet Program Coordinator and show proof of the following:
        - Written consent from Coordinator of desired program accepting student

**PLEASE NOTE: NO STUDENTS WILL BE ALLOWED TO DROP THE MEDICAL MAGNET PROGRAM EXCEPT FOR DURING THE SCHEDULING PROCESS (FEB-MARCH, SPECIFIC WEEK VARIES BY GRADE LEVEL AND DISTRICT DEADLINES), AND ONLY IF MASTER SCHEDULING PERMITS. THE ABOVE POLICIES APPLY EVEN DURING THIS TIME.**

Academics

Program Course Sequence:

- All students are required to follow all of the linked classes (Science, English, CTE). The only exceptions to following the Health and Human Services Course Sequence are:
- IB Diploma Candidates
- SVCTE Participants in 11<sup>th</sup>/12<sup>th</sup> grades (and only if a medical program)
- The obtaining of waivers exempting students from PE are absolutely discouraged unless student has a legitimate medical issue that prevents them from taking any type of physical education. This is a health program, and PE is a critical part of health education

Community Service Requirement:

- There is a 35-hour community service/work-related experience requirement for this program. This requirement is effective starting in the freshman year, ending in the senior year. All service/experience hours must be related to the medical field. Up to 5 hours can be claimed as service done for the Medical Magnet program (assisting in parent nights, event planning, etc.).

Grades:

- Students are required to maintain a C- or higher in all classes, whether or not they are in the course sequence.
  - If a student is receiving a D or an F in their classes when grade checks are done (in between the first and third grading period of the semester), they will be required to participate in academic grade conferences with the Program Coordinator and may include any of the following: program teachers, program counselor, APED, Principal, parent(s). A plan will be created and student will be responsible for following up on completing plan steps.
  - If at the semester the grade isn't improved, a conference will take place with the student, parent, Program Coordinator, and any of the following: program teachers, program counselor, APED, or Principal. An academic plan and home plan to improve grades will be created and all parties will agree on steps, checkpoints, and follow up on this plan.
  - Additionally, students who have Ds or Fs in classes may be ineligible to attend field trips, guest speaker presentations, or other program opportunities that involve missing class time.

### Behavior

1. **In the classroom**
  - Students may not have behavior referrals. These will result in a conference that will take place with the student, parent, Program Coordinator, and any of the following: program teachers, program counselor, Student Advisor(s), APED, or Principal.
  - In cases of severe misbehavior, students may be dismissed from the program
  - Teachers in Medical Magnet Program have rules listed in their course syllabi. If these rules are broken, the process for reforming behavior is listed in syllabus and will be followed. If this does not remedy the behavior, a conference will take place with the student, parent, Program Coordinator, and any of the following: program teachers, program counselor, Student Advisor(s), APED, or Principal.
2. **On campus**
  - A conference will take place with the student, parent, Program Coordinator, and any of the following: program teachers, program counselor, Student Advisor(s), APED, or Principal if the following behaviors are reported:
    - Bullying of other students
    - Littering/vandalism on campus
    - Behavior referrals for incidents outside of the classroom
    - Violating dress code
    - Disrespect toward *any* staff member on campus
  - Any report of these behaviors will result in action in accordance with school rules, and opportunities for participation in some or all of the program opportunities may be taken away until further notice.
  - In severe cases, student will be dismissed from program.
3. **On field trips, during community service hours and other work-based learning experiences**
  - While completing community service hours, work-based learning opportunities, and on field trips, students are representatives of Andrew Hill High School and the Medical Magnet Program. Any behaviors that are poor representations of our school/program (fighting, swearing, inappropriate behavior, lack of professionalism, etc.) will result in the taking away of work-related experience/community service participation in the future, phone call home, and a possible referral and conference between student, parent, Program Coordinator, and any of the following: program teachers, program counselor, Student Advisor(s), APED, or Principal. Additionally the inability to represent our program during community service hours may affect the student completing the service hour requirement, which will result in the incompleteness of the program.

**ANDREW HILL HIGH SCHOOL  
HEALTH AND HUMAN SERVICES PATHWAY  
COMMUNITY SERVICE AND WORK BASED  
LEARNING HOURS AGREEMENT  
Graduating Class of 20**

Student's Name: \_\_\_\_\_ ID#: \_\_\_\_\_

This agreement is between the above-named student, his/her parent(s) or guardian(s), and Andrew Hill High School. This student will perform thirty (30) community service hours or work based learning in the health related field as a requirement of the Health and Human Services Academy at Andrew Hill High School. These hours can be completed at any time between their sophomore and senior years.

Examples of community service hours and work based learning to be performed, but are not limited to: **job shadowing in the healthcare field, internships in the healthcare field, career summer institutes, mentoring by nursing or pre med students, Stanford STEM program, HOSA, Medical Peer Group and Red Cross Club membership and fulfillment of duties.**

Unsatisfactory performance, or refusal to comply with this agreement may result in not completing the requirements of the Health and Human Services Academy and therefore being dismissed by the program. All hours shall be performed during non-class time.

If the above-named student has any limitations to perform their hours, please list them

below: \_\_\_\_\_

When said hours are completed, please return completed form to Ms. Winterstein in Rm S200. Thank you. **(Class of 2017: This completed form needs to be turned in no later than Friday, April 14<sup>th</sup> for your senior acknowledgements!)**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian(s) Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

ANDREW HILL HIGH SCHOOL  
**Community Service or Work Based Learning**  
Health and Human Services Pathway

Student's Name: \_\_\_\_\_ ID#: \_\_\_\_\_

Grade: \_\_\_\_\_ Phone Number: \_\_\_\_\_ No. of Hrs: \_\_\_\_\_

Targeted Completion Date: \_\_\_\_\_ Actual Completion Date: \_\_\_\_\_

Date	Duties Assigned	Location	# of Hours	Verified By:





Preparing every student to thrive in a global society.

**CONSENT AND RELEASE FORM FOR  
PHOTOGRAPHS, VIDEOS, AND  
OTHER RECORDINGS**

It is the policy of the East Side Union High School District to create student photos/images and written information for ID badges, the student information system and yearbook publications which may be transmitted in print and electronic form for school and school district uses. All other print, broadcasting, website and other electronic publications of photos, voice recordings and video recordings with identification is permissible only with the written permission of the student and the student's parent or guardian if the student is a minor.

Student Name \_\_\_\_\_

School \_\_\_\_\_

ID Number \_\_\_\_\_ DOB \_\_\_\_\_

I give my permission to the East Side Union High School to photograph, video or voice record me and to publish or transmit my image and recordings to any print or electronic media such as newspapers, television, pod cast and/or websites. I give permission to the East Side Union High School District to include my name along with my images or recordings. I consent to the use of my name, photograph, video, audio, or other recordings, school work, and interview comments, for the educational and promotional purposes of the East Side Union High School District. I understand this consent includes but is not limited to use of such materials in press releases, newsletters, web sites, computer software, slide shows, and audio/video presentations. I understand that my likeness/ the likeness of my child may be reproduced or transformed into an electronic format to which the general public may have access. I further understand that the District/School is unable to exercise control over the persons who may view and copy ("download") my child's likeness and the uses to which such persons may put such information.

I/we agree that neither my child nor I shall have any right, title or interest in the photographs, recordings, or other materials that may include my child's name or likeness which are created by the East Side Union School District. I on behalf of myself and my child release and hold harmless the District, its officers, employees, and agents for any and all liabilities, including but not limited to personal injuries, arising out of the creation or use of my child's likeness in such materials. I understand that my consent and signature on this release are NOT a condition of enrolling my child in any program operated by the East Side Union High School District.

Student's Signature \_\_\_\_\_

Parent's Signature \_\_\_\_\_ (student is under 18 years old)

Date \_\_\_\_\_

**East Side Union High School District Board of Trustees**

Lan Nguyen, President

Frank Biehl, Vice President

J. Manuel Herrera, Clerk

Pattie Cortese, Member

Van T. Le, Member

Chris D. Funk, Superintendent

## Medical Magnet Program Agreement

***Student:***

I agree to and will abide by these policies and expectations of the Medical Magnet Program at Andrew Hill High School.

\_\_\_\_\_  
Student Name (print)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

***Parent:***

I have read and understand all policies and expectations of the Medical Magnet Program at Andrew Hill High School.

\_\_\_\_\_  
Parent Name (print)

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\*Please return this form and the photo release form to Mr. McLane, Mrs. Haertling, Mrs. Dangerfield, or Mr. Estrela by Friday, August 11, 2017.

Thank you!