

Big Flats News

May 2017

At Big Flats Elementary, we will SOAR together as we explore our "wonders" in a fun and engaging community, where we will inspire each other to achieve anything.

Dear Parents and Guardians,

We have had a wonderful beginning to spring! Our third and fourth grade students and staff worked very hard and did their best with the recent NYS ELA and Math State Assessments. Our students know that all we ask for is for our students to do their BEST! Thank you for supporting your children.

I would also like to thank everyone who came out to help build our two pollinator gardens. We had a beautiful spring evening to complete our goal for this school year, which was to build two raised beds for our inaugural outdoor learning space! We have a vision that we hope to achieve over the next couple of years to create various outdoor learning spaces for our students. Next year, our goal is to build an outdoor classroom/pavilion next to our pollinator gardens! Our students and staff are very excited about the endless possibilities that our outdoor learning spaces could provide to student learning. We are very fortunate to be collaborating with the following community members to bring our vision to fruition: Town of Big Flats, Cornell Cooperative Extension, USDA Plant and Materials Center, Friends of the Chemung River, Chemung County Water and Soil Coalition. Together in partnership, we are creating wonderful project based learning opportunities for our students! Thank you to our community partners for supporting us with our vision to make a difference in the lives of our students.

Elizabeth Scaptura
Principal



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Please join us to Celebrate at

Drew's Glow Run

A run to celebrate Drew will be held at the
High School Track on May 12, 2017

Registration: 7:30 – 8:00pm

Run: 8:00 – 8:45pm

Suggested Donation: \$5.00 per runner, \$10.00 per family

Each lap of the track earns you a Glow Necklace (up to 10)
from one of our many sponsors.

All proceeds will be donated towards Drew's medical and travel expenses.

Big Flats Office Hours

7:30 a.m. to 3:30 p.m.

Monday through Friday

Office Phone Numbers

(607) 739-6373

(607) 795-2550

(607) 795-2555 fax

FRIENDLY REMINDERS:

- ❖ **Please do not send glass containers in your child's lunch!** We have had several glass containers which were sent in lunch boxes and broke when they were dropped. Please only send non-breakable containers to school. Thank you.
- ❖ **Joining your child for lunch?** If you would like to join your child for lunch for a special occasion, there is a table at the front of the cafeteria for parents/ students to use. Visitors must sign in at the office and get a badge, and if ordering lunch here, let the teacher or cafeteria know by 8:45. If you are bringing in a lunch, no fast food is allowed. We ask that your lunch is healthy and nutritious. You may eat lunch with your child only. Other students are not allowed to join you and your child at the front table.
- ❖ **Message from Nurse Iggy:** if your child has been injured and the doctor said they need to be excused from phys-ed class or recess, we must have a note from the physician for our files. Please bring it in as soon as possible.
- ❖ **Guidelines for Classroom Parties**
If bringing food for your child's class such as drinks, cakes, or pastries (**please do not bring frozen items**); also, please check with your child's teacher for approval, and to see if students in the class have any food allergies, such as peanuts, chocolate, etc.

Main Office Updates:

Budget Vote/Board of Education Election

Tuesday, May 16
7am-9pm
Big Flats, Ridge Road, High School

Who is eligible to vote?

All district residents are eligible to vote, as long as they meet the following requirements:

- Are a U.S. citizen
- Are 18 years of age or older on the day of the vote
- Have lived in the district for at least 30 days prior to the vote on May 17
- Are not restricted from voting in general elections based on election law
- Please bring identification to the vote May 16

Questions? Call 739-5601, x4260

Friday, May 26th is Now a Regular Day in Session for ALL students

Because the district has used four snow days this year, **Friday, May 26, will be a regular day in session for all students.** Last April, the Board of Education approved the one-page calendar that indicated our school schedule in the event we use more than three snow days. This calendar was sent home in our summer newsletters and is posted on our website. Please note: The multi-page calendar mailed to residents last summer has an error on May 26, and we apologize for that error. (The box for May 26 on that calendar should say "no school unless the district has used four snow days"). Again, Friday, May 26 will be a regular school day for all students. Highlighted in [our updated calendar](#) are the snow days we've used this year, and the schedule for snow days in the bottom right corner. Thank you!

Horseheads 2030 Infrastructure Discussions

Please mark your calendars to attend one or more of the infrastructure discussions for the Horseheads 2030 comprehensive project to improve by the educational program and infrastructure of the district now, in 2030, and beyond. More information on the project is available at www.horseheadsdistrict.com.

All meetings begin at 7pm in the Horseheads High School Auditorium, and are open to the public.

5/30

Questions? E-mail
hcsdinfo@horseheadsdistrict.com.

Summer of Innovation 2017

Join other students this summer for weeks of learning, exploration, and fun! Academics on a wide variety of subjects are offered all summer at various sites across the region. Day camps will be held at Alfred University, the National Soaring Museum, Notre Dame High School, Science & Discovery Center at CCC, Elmira College, Tanglewood, and Wings of Eagles Discovery Center. Check out the full list of opportunities on the GST BOCES Summer of Innovation website. Some classes include:

@Tanglewood Nature Center & Museum

Advanced Fishing (Grades 3-6)
Little Yucky (Grades K-2)
Big Yucky (Grades 3-5)
Bug Hunters (Grades K-2)
Junior Curator Camp (Grades K-2)
Curator Camp (Grades 3-6)
Dinosaur Dig (Grades K-2)
Fishing (Grades K-2)
Raptor Camp (Grades 3-6)
Summer Sampler (Grades K-5)
Wilderness Survival Camp (Grades 3-6)
Woodland Fairies & Sprites (Grades K-2)

@Wings of Eagles Discovery Center

Wings and Things (Grades 1-2)
Little Engineers in Training (Gr 1-2)
Marvelous Machines (Grades 3-4)
Fun with Science (Grades 4-8)
RCX Robotics (Grades 4-6)
@Alfred University
Engineering Day Camp (Gr. 1-8)
@National Soaring Museum
Intro to Summer Soaring (ages 8-12)
@Science & Discovery Center
Super Summer Science (Gr. 1-3)
Science in Space (Gr. 4-8)
Outdoor Biology Exploration (Gr. 4-6)
Inventions: Take Apart & Invent (4-8)
Building Buildings (Grades 4-8)

Pollinator Protectors at Work!



Step One: Planting Seeds at the Plant Materials Center



Step Two: Build the Boxes and fill the planters



Step Three: Measure dimensions for the Outdoor Stage grant



Mark Your Calendars

Big Flats PTO

May 2

6:30 p.m. to 7:30 p.m.

NYS Math Assessments

May 2, 3, and 4

Arnot Mall Art Show

May 9 through 16 at the Mall

CSE Meetings

May 10

Drew's Glow Run

May 12 7:30 HS Track

CIM Meetings

May 17

Spring Concert

May 17 7:00 HS Auditorium

Kindergarten Orientation

May 19

CSE Meetings

May 24

4th Gr. NYS Science

May 24

Board of Education

May 25 6:00 p.m.— GR

School is in session!

May 26

Memorial Day – No School

May 29, 30

Please Pull Tabs for Ronald McDonald



PullTabs4McDonalds@yahoo.com

Like Us on Facebook:

Pull Tabs for Ronald McDonald House
Charites

The tabs will be picked up May 10.

Arnot Mall Art Show

From May 9-16, our students' gorgeous artwork will be on display at the Arnot Mall for the annual student art show. Be sure to visit the Mall during those dates if you can – it's really amazing to see all the art on display in one place.



If you aren't getting our emails, please check your spam folders. Or, put our email in your address book so your system doesn't think our messages are spam. The email address for our auto-emails is

notifications@schoolconnectsweb.com

Follow Us on Facebook and Twitter!

Keep up with last minute announcements by liking us on Facebook! We post classroom activities, school reminders, emergency closings, and all sorts of interesting facts and photos. Check us out daily!

AND – follow us on Twitter – Mrs. Scaptura @escaptura1, or the District @HhdsSchools.

SUPPLY WISH LIST FOR THE INNOVATION LAB – MAY 2017

Miss Walruth and Miss Martinec are still collaborating on an upcoming lab of musical instruments with 2nd grade. To finish the instruments, we would love donations of:

recycled containers of all shapes and sizes
Cool duct tape
Styrofoam egg cartons

THANKS!



Genius Hour Presentations



2nd Graders with their handmade instruments



PTO Officer Election

It is time to elect officers for the Big Flats PTO for the 2017-2018 school year. If you are interested in holding one of the available positions, please feel free to contact Melissa Morrissey at 607-857-7457. You may also email pto.bigflats@gmail.com.

Character Education trait for May is: CITIZENSHIP

Ideas to support Responsibility include:

- ❖ Do your share to make your community better
- ❖ Cooperate
- ❖ Get involved in community affairs
- ❖ Stay informed: vote
- ❖ Be a good neighbor, follow laws and rules
- ❖ Volunteer
- ❖ Protect the environment

Dignity Act Coordinator

The Dignity Act Coordinator (DAC) for Big Flats Elementary is Elizabeth Scaptura. Complaints regarding discrimination, harassment, or bullying of any student should be referred to Mrs. Scaptura at 607-739-6373.

The Dignity Act Coordinator for the Horseheads Central School District is Judith Christiansen. Mrs. Christiansen may be reached at One Raider Lane, Horseheads, NY 14845, or 607-739-5601 x4211.

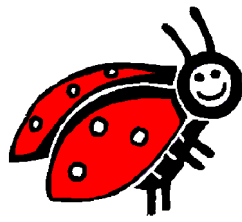
The Horseheads Central School District offers educational programs without regard to actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression). Inquiries regarding this notice may be made to Judy Christiansen, Title IX and DASA Coordinator, or Kim Williams, Section 504 Coordinator, Horseheads Central School District, One Raider Lane, Horseheads NY 14845, (607) 739-5601.



E L E M E N T A R Y



543 Maple Street
Big Flats, New York 14814-9707
607-739-6373

Elizabeth Scaptura, Principal



May 2017



Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 5	2 NYS Math Assess- ments 6 6:00 Principal Chat	3 NYS Math Assess- ments 1	4 NYS Math Assess- ments 2	5 3	6
7	8 4	9 5	10 CSE Meetings 6	11 1	12 2	13
14 	15 3	16 BoE Budget Vote 4 Big Flats Elementary	17 CIM Meetings 5 7:00 Spring Concert	18 6	19 1 8:45 Kdg Orientation	20
21	22 2	23 3	24 CSE Meetings 4 4th Gr. NYS Science Assessment	25 5 6:00 BoE Gardner Road Elementary	26 (School is in session) 6	27
28	29 No School MEMORIAL DAY 	30 No School	31 1			

Recipes for Success

Practical Activities to Help Your Child Succeed

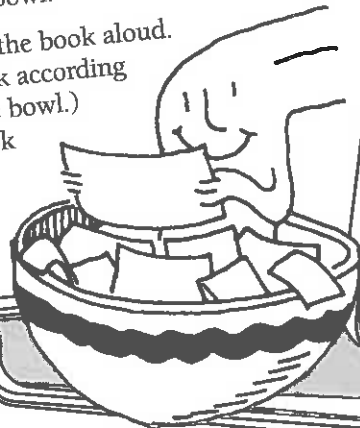
READING Pass it on

Everyone in the family takes a turn reading with this fun activity.

Ingredients: storybook, paper, pencil

Choose a book the entire family will enjoy. Then, brainstorm 15 instructions with your child. *Examples:* Pass to any other reader; sing a song while passing to your left; pass to your right while standing on one leg. Write each instruction on a slip of paper and put the slips in a bowl.

Next, pick someone to read the first page of the book aloud. That person draws a slip and passes the book according to the instructions. (Return used slips to the bowl.) Continue drawing slips and passing the book until you finish the story.



WRITING Stories with a twist

Encourage your youngster to stretch her writing muscles by giving stories a new twist.

Ingredients: favorite story, paper, pencil

Together, read one of your child's favorite stories, such as "Goldilocks and the Three Bears." When you finish, work together to rewrite the story with a different setting. Perhaps it could take place in another country or in the middle of a big city. Ask your youngster to think about how the setting will change the story. For instance, if the three bears live in an apartment, how will Goldilocks get inside?

Invite your child to share her new story with the rest of the family at dinnertime.



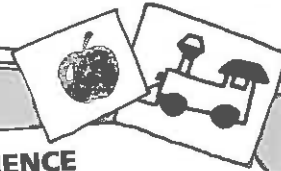
SPELLING Picture this!

Your child can practice spelling and phonics by making these spelling pictures.

Ingredients: spelling list, old magazines, scissors, paper, glue or tape

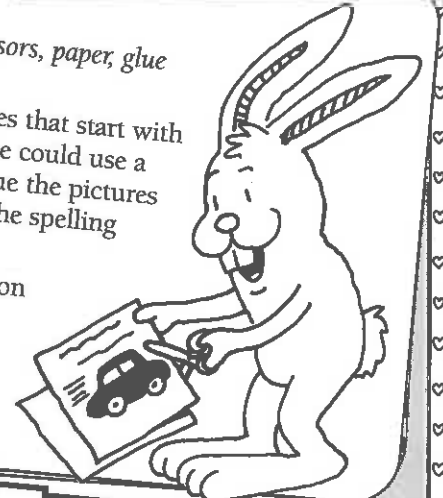
Let your youngster cut out magazine pictures that start with each letter of his spelling words. For "cat" he could use a (c)ar, an (a)pple, and a (t)rain. Have him glue the pictures on a piece of paper and write each letter of the spelling word under the pictures.

Variation for older children: Glue the pictures on separate pieces of paper. Then, scramble the pictures for letters that spell a word and have your youngster put them in order.



Refrigerator Poster

Just hang your *Recipes* poster on the refrigerator and sneak in an activity when you have a few minutes. These fun activities will help develop school success and positive behavior. Check off each box as you complete the "recipe."



SCIENCE

Have your child pretend she is a magnet. Can she find three things she would stick to (soup can, paper clip)? Can she think of three things she wouldn't stick to (crayon, comb)? She could use a refrigerator magnet to check her answers.



SOCIAL STUDIES

Ask your youngster to look up your state flower in an encyclopedia. Let him draw the flower on paper and cut it out. Tape on a drinking straw "stem." He can make a bouquet by adding flowers from states he would like to visit.



Recipes for Success

Practical Activities to Help Your Child Succeed

Character Corner

MATH Pocket change toss

Here's a way for your child to learn about addition and subtraction using money.

Ingredients: 4 coins (penny, nickel, dime, quarter), small plastic plate or bowl, paper, pencil

Each player starts with 25 points. Take turns tossing the four coins at the plate. The values of coins that land on the plate are added to a player's score. If any coins miss the plate, players subtract the coin with the largest value from their scores. *Example:* If your youngster missed with the dime and the penny, she subtracts the dime's value (10) from her score.

Whoever has the highest score after three rounds wins.

Variation for younger child: Don't subtract coins that miss the plate.

DIVISION

A newborn elephant weighs about 240 pounds. Ask your child how many of him it would take to equal an elephant's weight. Let him weigh himself, and help him divide his weight into 240. Also, have him compare an elephant's weight to other objects. For example, how many 5-lb. bags of sugar equal a baby elephant?

PATTERNS

Understanding patterns helps kids with basic math skills. Try this. Ask your youngster, "What comes next in this pattern? The pattern is paper clip, pencil, paper clip, pencil." Have her line up the objects to check her answer.

HISTORY

Go to the library together and check an almanac for facts from the year you were your child's age (the cost of a stamp, who was president). Look through old pictures for toys and other things you used. What does your youngster have that wasn't around when you were her age?

RESPONSIBILITY

Have your child list his responsibilities. *Examples:* "Do my homework." "Feed the dog." Then, discuss the duties of others, such as teachers or policemen. Talk about what happens when responsibilities aren't taken care of. What if the policeman decided not to direct traffic when the traffic light broke?

INDEPENDENCE

Teach your youngster a new skill, like how to fix her own lunch or lay out her clothes for school the next day. She will gain a sense of accomplishment when she doesn't have to ask you for help.

GIVING

Instead of buying gifts, encourage your child to give "tickets." They can be good for things such as playing a game with a sibling or helping a parent with housework. He can draw the tickets on paper and decorate them with markers.

VOCABULARY

Start with a short sentence, such as "I went to the store." Toss a ball back and forth with your youngster. With each toss, change one word of the sentence without changing its meaning ("I jumped rope to the store"). See how long you can keep going without getting stuck.

Congratulations!

We finished _____ activities together on this poster.

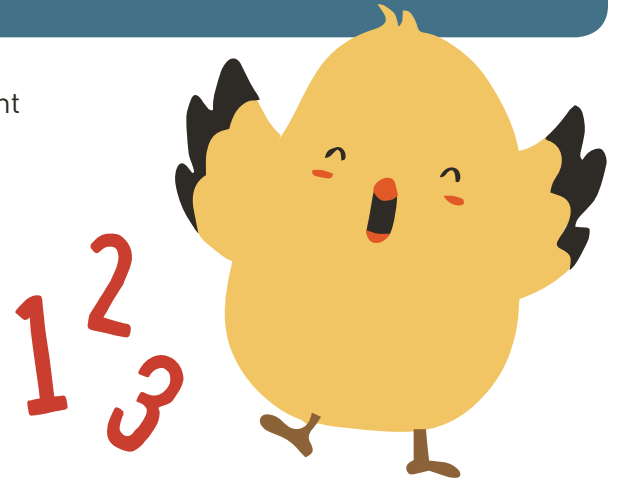
Signed (parent or adult family member)

Signed (child)

LET'S TALK, READ AND SING ABOUT STEM!

TIPS FOR FAMILIES WITH YOUNG CHILDREN

Children begin discovering the world around them from the moment they are born. When you talk, read and sing with your child, you're helping her learn. It can be as simple as counting your baby's toes during bath time, asking your toddler a question about the sky, or encouraging preschool-age children to build with blocks! In fact, very young children can learn some of the basic concepts underlying **science, technology, engineering and math** (STEM). You can discover STEM with your child in many ways. Talk, read, sing, play, sign or use other ways to communicate – whatever works best for your family.



For children with disabilities or developmental delays, communicate with your service providers and keep each other informed of your child's individual learning style and methods you are using to make your child's language environment as rich as possible.

While we provide some tips, we know every child is unique. As always, you should do what is best and developmentally appropriate for your child.

WHAT IS STEM?

"STEM" stands for **science, technology, engineering and math**. STEM can refer to the subjects individually or one or more working together, but can also mean a way of doing things that includes solving problems, asking questions and exploring the world around us.

For example, children learn about the concept of technology when they're exploring tools or simple machines. These can be items they use every day like a pair of scissors, or things they might see like the wheels of a car as they walk outside.

For young children, we focus on STEM through exploration, play and building curiosity about the world and the way things work. STEM learning is important for everyone and can happen anytime, anywhere. The real-life skills that people develop when learning STEM help make everyone better problem-solvers and learners.

For parents of children who are learning English or speak another language themselves, talk about STEM in your **home language**, in English, or both. Research shows that bilingual children have an easier time understanding math concepts and developing strong thinking skills. When families use their native language, it helps children foster a rich sense of self. Bilingual students have certain cognitive and social benefits that facilitate success in school and life.

Source: Zelasko, N., & Antunez, B. (2000).

If your child learns in two languages.

National Clearinghouse for Bilingual Education.



The following tips include **STEM words** (in bold) that you can use with your child.

TIPS FOR INFANTS

- *Let's Observe the World!* Observing is important in **science**. Everywhere you go, talk about what you see and describe what your baby is looking at or pointing to: "Wow, I see that **big, blue** truck too! Look at the black spinning wheels! **How many** wheels does it have all together? **1, 2, 3, 4** wheels. **Four** wheels **all together**."
- *Use All Your Senses*. At the grocery store, discover the smell, feel and taste of different items with your child. Hold an orange and say, "What does an orange look like? Feel like? It's **round** and **smooth**." At home, hold a dish towel and say, "A dish towel is a **rectangle** and **feels soft**." Encourage your baby to explore these objects with their senses.
- *Count, Rhyme and Sing*. Use **numbers** as you go about your day together. Sing simple number songs like "**One, two**, buckle your shoe." Repetitive songs like "The Wheels on the Bus" or "Los Cinco Hermanitos" help babies learn **patterns** too!
- *Would You Like More?* During meal time, you can teach about the idea of "**more**" – the first step toward understanding **addition**. As you feed your baby, pause and ask if she wants **more**. Wait to see how she responds to your questions and follow her cues.
- *Link Words with Actions*. When you move your baby from one position or place to another, put words to your actions. Say "**up, up, up**" when you lift your baby from the changing table, crib, or floor. When you place him down, say "now **down** you go to play!" These simple words build the foundation for later math and engineering skills.

TIPS FOR TODDLERS

- *Let's Count Cars*. When walking down the sidewalk or in a parking lot, count the cars together as you pass them: "**1, 2, 3, 4, 5**. We passed **five** cars to get to the store." You can also count buses or other vehicles together while you are outside.
- *Explore Sizes*. Ask your child to **compare** the sizes of measuring spoons when cooking. Use words like **smallest, small, medium, big, bigger, and biggest** to describe each spoon.
- *Whole and Half*. At meal time, show your child a **whole** piece of toast and cut it in **half**. Then say, "These two pieces are the same size. They're called **halves**."
- *Let's be Scientists!* At the grocery store, have your child hold two different pieces of fruit in their hands. Ask, "Which one is **heavier**? Which one is **lighter**?" Ask other questions that encourage observation and description, like "Which fruit is red? Can you find the yellow fruit?" Exploring together builds skills for future **scientists**!
- *Compare Amounts*. At dinner, compare the size of your food portions. Say, "You have **more** carrots than I do. I have **fewer** carrots than you."
- *Cause and Effect*. Stand in the bathroom and turn the lights off and on. "When I flip the switch **up**, the light goes on! What will happen if I flip it **down**?" They are learning about technology!
- *What Rolls?* Spheres are **round, three-dimensional** shapes. Look around your environment for something that is a sphere and **predict** what would happen if you dropped it on the ground. Would it roll? Bounce? Spin? If it's safe to do so, drop the sphere and check your **prediction**!
- *Enjoy a Shape Snack*. Offer a **square** (or **rectangle**) cracker. Cut a piece of cheese into a **triangle**. Talk about and trace each shape with your finger before you eat it.
- *Count Hugs & Kisses*. Before putting your toddler to bed, ask if they want two kisses or three kisses. **Count aloud** as you give each kiss. You can count hugs too!
- *Sing about STEM!* Songs with **repeated phrases** like "Old MacDonald Had a Farm," "Wheels on the Bus," or "Los Cinco Hermanitos" can teach children about patterns.

TIPS FOR PRESCHOOLERS

- *Why? Questions.* When young children ask “**why?**” questions, they are being scientists! As a parent, you don’t have to have the right answers to help your child learn about STEM. You can respond by saying, “**That’s a good question. How can we find out together?**” Have fun and be co-discoverers.
- *Laundry Time is Talk Time.* When folding laundry with your child, make a **pattern** with socks. Line them up like this: **big, small, big, small, big, small.** Then, have fun **matching** the pairs of socks together. Every time you find the right pair, say, “It’s a **match!**”
- *Setting the Table.* While setting the table, ask your child tell you **how many** forks you need for everyone to have one, and then count them out loud together. You can talk about **texture** too. How does a napkin feel **compared to** a plate?
- Sing simple **number songs** and nursery rhymes like “Counting in Twos,” “One Banana, Two Bananas,” “Five Little Monkeys,” and “Tres Pececitos.”
- *Let’s Measure.* In the kitchen, point out and read the lines on the measuring cups and spoons as you prepare dinner. Talk about how **half** the onion gets used for the soup. Let your child fill and pour using different measurement methods: **one cup** of cornmeal for the cornbread; **two tablespoons** of oil to cook the chicken.
- *Go on a Shape Hunt.* You can discover shapes all around you. “The window is a **rectangle**. Look, it has **four sides** and **four corners**. Let’s see **how many** rectangles we can find.” Or, “The mirror is shaped like an **oval**.” It’s fun to make shapes too. Using a stick, draw a shape in sand or dirt while at the park. See if your preschooler would like to try. Practice making **BIG circles** and then **little** ones, **BIG squares** and **little** ones, etc.
- *Math Walk and Talk.* Take a math walk on the way to the bus. As you walk, play a game where you and your child need to take “**four big** steps,” find “**six** pebbles” or touch “**seven** green leaves.” Ask and work together to solve how many questions, such as “**How many** steps from the front door to the sidewalk?”
- *What Comes Next?* You can use snack time to make patterns: place a strawberry, a cracker, and a slice of cheese in a repeated line across the plate. On a walk, use a **BIG-step, little-step pattern**. Ask your child, “What comes next?”
- *Let’s Build!* Give your child safe, everyday **materials** like cardboard, tubes, string, fabric and tape. You can also provide simple **tools** and machines like scissors, rulers and wheels. Allow your child to get creative and work together to **build, engineer** and **problem solve!** After you finish building, talk together about why you built the **design** the way you did and what tools made it easier.



You can find more tips like these—as well as videos, information, and more—at [Too Small to Fail](#) and [Let's Talk about Math](#). Other early childhood STEM resources can be found at the [Early Childhood Learning & Knowledge Center](#). Track your child's development by using the [Milestones Moments Booklet](#). If you have concerns about your child's development, including their language development, talk to your child's primary care provider.

For more information on developmental and behavioral screening, visit [Birth to Five: Watch Me Thrive! and Learn the Signs. Act Early](#). For more information on early learning, please visit the [National Center on Early Childhood Development, Teaching, and Learning \(NCECDTL\)](#), [Head Start's Center on Quality Teaching and Learning](#), [Early Head Start National Resource Center](#) and the U.S. Department of Education early learning webpage.

For more information on working with young children who are learning more than one language, please visit [Head Start's National Center for Cultural and Linguistic Responsiveness](#) and the [National Clearinghouse for English Language Acquisition \(NCELA\)](#). For more information on making the language environment richer for children with developmental disabilities or delays, please visit the [Center for Early Literacy Learning](#), and [Facts about Developmental Disabilities](#). For resources on building language, see the [Talk, Read, and Sing Together Every Day!](#) tip sheets.

These resource materials are provided for the user's convenience. The inclusion of these materials is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services offered. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Departments of Education and Health and Human Services. The U.S. Departments of Education and Health and Human Services do not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials.

