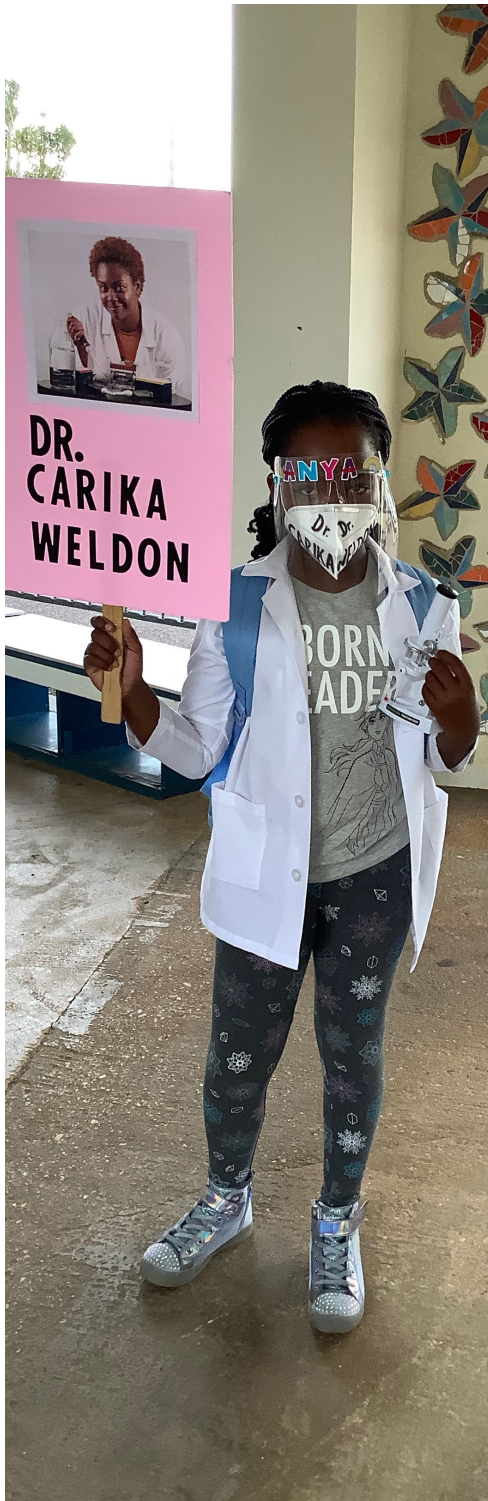


ANNUAL REPORT

20
20



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★ Board of Directors



Back Row: Roger Marshall (ex-officio - Chief Financial Officer), Jason Taylor, Richard Lightowler, Colm Homan (Chairman), Dennis Fagundo, Jamie Fraser, Carlos Symonds (ex-officio - Principal)
Front Row: Malika Taylor, Lisa Fontanetta, Rovonne Sampson, Laurie Orchard, Maria Marsh, Charmaine Tucker, Kim Simmons
Not Pictured: Curtis Dickinson, Philip Smith, Richard Strachan

★ Head of School



Mr. Carlos Symonds

B.A. (English), M. Ed. (Educational Leadership)

Head of School

Principal's Letter

2020 is the year that will be remembered for unprecedented events that challenged and changed the world, and the many learning experiences that will remain with us forever. Most significantly, 2020 reinforced the immortal words of John Donne that “no man is an island.”

This year, we witnessed events emanating from a wet market in “faraway” Wuhan, China cause the world to pause. International industry and global economies ground to a halt. Super highways cleared and megaships took to harbour. Hospitals pleaded for help to ease the pain, panic and pandemonium precipitated by a rampant pandemic. As the world held its collective breath, we witnessed nature breathe through pollution-free skies, fish return to clean streams and birds sing in quiet cities.

Our campus closed to in-person instruction, and we pivoted to remote/distance-learning and the term “social distancing” became the societal expectation. As the world shifted on its axis, it became evident that life, as we knew it, would never be quite the same. 2020 ushered in a new and uncertain normal.

Through these novel experiences, we learned to better appreciate some of the “normal” activities we had previously taken for granted - like simply being physically together for face-to-face instruction, or gathering for school assemblies, “bubble-free” playground play, team sports or traditional school celebrations.

★ Principal's Letter Continued



Further tragic events of 2020 continued to remind us of this year's overarching lesson - that our global community is a tightly interwoven neighborhood; that we are all interrelated and inter-reliant and whatever affects one directly, affects all of us indirectly. In the words of the Rev. Dr. Martin Luther King Jr: "We are all caught in an inescapable network of mutuality, tied in a single garment of destiny, and injustice anywhere is a threat to justice everywhere."

Never before has international-mindedness, respect for diversity and global awareness been more pertinent. Never before has inculcating in each of our precious young people the core values of empathy, compassion, humanity, humility, intercultural understanding and respect, as well as an appreciation for diversity been more relevant and critical.



As the world has shifted, and new norms have been adopted, Somersfield Academy has shown itself to be the school for a fresh tomorrow. In 2020, our school Vision of "Inspiring socially conscious independent thinkers" is more valid than ever.

I would like to take this opportunity to thank the entire "Somersfield family" for your continued support of the school, and especially acknowledge those who generously provided bursary assistance for those families that have been impacted by the financial fallout. As a direct result of your kindness, I am pleased to report that we have been able to ensure that no student has had to withdraw from the school due to the financial effect of the pandemic.

As we transition to 2021, let's ensure that we continue to celebrate the Vision, preserve our Core Values and hold true to the overarching Promise that continues to sustain Somersfield Academy through it all!

★ Board Chairman Message



Welcome to the 2019/20 annual report. It has been an unprecedented year for the school. I am certain that in the future, none of us will have any difficulty in remembering this particular school year with the significant shift in the learning paradigm mid-year as a response to the public health crisis and COVID-19 global pandemic.

September started with a number of important enhancements to our faculty team consistent with our Whole School plan. We also had the huge excitement of the opening of our new, award winning building and the renovated science suites and learning support areas. In addition, we welcomed our first 14 students into Year 1 of the International Baccalaureate (I.B.) Diploma Programme – a very significant step in our school’s coming of age and allowing our students to complete their high school experience here at Somersfield.

This all required huge effort from the faculty and the school leadership team who worked tirelessly to deliver on the key elements of the Whole School plan. Notwithstanding all of this hard work, their efforts then had to be re-doubled in March to respond to the “New Normal” we were all presented with as a result of COVID-19 and Government mandating Shelter in Place arrangements. It has given myself and the board so much pride to see the way in which our entire community was able to pivot to continue the learning journey for all of our students. Teachers demonstrated great flexibility in adapting their lesson plans to be delivered remotely. Parents came to the front line in terms of providing significant support to their children in the remote learning environment but our students themselves have done tremendously in terms of developing their abilities to work independently.

Despite how well the remote learning environment has gone, all of us on the board and the school leadership team recognize that our entire community wants to see our classrooms as the bustling centres of learning and development that we have all grown to love and we are delighted that we have been able to start the 2020/21 school year in this fashion, with appropriate health and safety precautions. While we will continue to respond to the changes in our external environment, we are confident that the quality of the education that we will

★ Board Chairman Message Continued



continue to provide to our students will be as strong as it possibly can be in the circumstances and the new regulations that we are working under.

The ending of the school year also represented the completion of our search for a new Principal to succeed Mr. Symonds upon his retirement at the end of the 2020/21 school year. There is no doubt that we will all miss Mr. Symonds infectious enthusiasm, consistent cheerleading for the school but most importantly how vested he has been in making Somersfield a truly special place for all of our students. He leaves behind a tremendous legacy. The Board is very excited that we have been able to recruit an exceptional candidate in Peter Howe who will be taking on this baton and joining the school from UWC Atlantic, where he has been Principal since 2017. I think that you will all enjoy getting to know him over the coming months and meeting him and his family in September.

In closing, we cannot thank our staff, our families and our students enough for their continued support throughout the year. We are proud to provide the environment that supports all of our rising Somersfield stars as we build what they need for their future. Despite the myriad challenges around us, the future for our students continues to be exceptionally bright as the school itself looks to our 30 year anniversary!

Colm Homan, Board Chairman



★ Division Head Updates



Janice Outerbridge

*A.A.S. in Accounting, Associate Early Childhood Credential,
B.S. in Business Administration, and M.A. in Education*

Children's House & Lower Primary Division Head

Children's House & Lower Primary

Our 2019/20 school year was memorable and one that will be recorded in history. We had the pleasure of welcoming two new Montessori teachers to our teaching team and many new families to our school community. Our 3-year-old full day programme has grown substantially and led to the opening of a second space.

Our traditional school events, such as our Welcome BBQ, Open-Houses, Holiday concerts, and Parent Conferences were well received, and we were most excited for our performance of "Maria Montessori: The Musical", in honor of Dr. Montessori's 150th birthday. Performed by our Primary students, the production would tell the amazing story of Maria Montessori's life. Sadly, this event and many others were stripped from us as the pandemic hit our island and we were forced to shelter in place in mid-March.

Our beautifully prepared environments, which are at the heart of our teaching, were taken from us and we were forced into new territories. Hailing from environments where technology is not dominant, the teachers had to quickly learn new technology, acquire new skills, and imagine teaching a hands-on programme virtually. Montessori communities from around the world quickly came together to brainstorm and share ideas, and we were fortunate to learn from each other.

★ Division Head Updates Continued



After two months of virtual learning, and a series of Zoom meetings, planning documents and reviews of the new government protocols, we were able to successfully re-open the school at the beginning of June. We were again challenged with how to maintain Montessori philosophy and pedagogy under the new restrictions, but we did it, thanks to an amazing team of teachers, supportive parents, and cheerful children who were happy for a little sense of normalcy.

Had we been able to share the life story of Maria Montessori through the musical, many would have learned of the many struggles that she endured, particularly as it relates to being the first female doctor in Italy, yet she prevailed. The 2019/20 school year was a struggle, but we overcame it. We showed perseverance, adaptability, and resiliency, of which we can all be proud.

We were thankful to close the year with modified “Moving Up” ceremonies for our students. The drive-by event was a huge success. And, just as we celebrated and cheered on our students for their accomplishment and waved goodbye as they drove out of sight, I too, am grateful for the lessons we learned, and the things we accomplished in 2020. However, I am happy to wave it good-bye.



★ Division Head Updates



Charlie Judd

B.A. (Hons.) B. Ed.

Upper Primary & Secondary Division Head

Upper Primary & MYP

It seems hard to imagine strategic objectives existed for the Secondary Division at the outset of 2019/20. The Pandemic changed everything. Reflecting on this challenging period of time, things seem to be marked as pre- and post-Pandemic. If 2020 taught us anything, it was learning to adapt to unforeseen circumstances. As a wise poet once captured: the best laid plans often go awry. With this in mind, the overarching theme for 2019/20 was adapting to change and our primary strategic goal, forced upon us by the emerging global pandemic, was to launch a new approach to teaching and learning, specifically the journey to remote learning, one that allowed both the Upper Primary (P5 and P6) and the MYP (M1-M5) to maintain academic integrity while simultaneously supporting the social-emotional well-being of our community of students and staff in a virtual mode. The good news is we faced the rising storm head-on, and, although we find ourselves a bit wind-swept, we look to the horizon of 2020/21 academic year with confidence and a renewed appreciation for our school's mettle.

Let's start with a pre-pandemic picture. The most significant goal, ironically, was to expand our ability to employ cutting-edge technologies into teaching and learning. September 2019 began with professional development in technology integration – new tools and ideas, some immediately practical, others aspirational. In addition, a school-wide technology team was created and the process of a technology strategic plan began. The addition of several key staff

★ Division Head Updates Continued



members positioned us for success. In MYP, new hires Kim Owens and Sharon Brown brought tremendous experience to the MYP Design department. With backgrounds in product and digital design, both teachers were able to offer an enhanced MYP Design curriculum and quickly made gains in teaching and learning. For Upper Primary, Jenaia Curtis continued to refine the Science, STEAM and Innovations curriculum for P5 and P6. A synergy emerged between this team and we began the process of aligning the UP-MYP design and technology curriculum.

Another strategic goal, based largely on student and parent feedback, was to increase student access to athletics outside of our regular PE curriculum for our MYP students. In September we embedded competitive sports teams into the school day, leveraging time on Monday mornings and on Wednesday afternoons during co-curricular. This was a successful initiative and we saw stronger student interest in competitive sports teams. In particular, volleyball and badminton were offered for the first-time as competitive team sports and we fielded teams for the full season. Our intention is to continue our competitive sports initiative in 20/21.

A third critical objective was to further align Upper Primary assessment practices with MYP. With the support of curriculum coordinators, Brice Pursell, Summer Wood and Heidi Franklin, Upper Primary adopted the IB's 1-7 scale. Subject-specific assessment rubrics outlining essential student performance indicators were created by the UP team and were implemented in the design of UP assessment. The June 2020 UP reports reflected the assessment and reporting changes and provided students, parents and staff with an important piece to help transition from UP to MYP.

A key strength and unique attribute of an Upper Primary and MYP education is project-based learning. An overarching goal in the Secondary Division is to develop independent learners with critical and creative thinking skills. There are three important projects designed to help students develop these skills – the P6 What Matters Project, M3 Community Project and the M5 Personal Project. 2019/20 proved to be another excellent year of project-based learning and our P6, M3 and M5 students held successful showcases that impressed both the school and larger community. Many thanks to our staff and our Project Coordinators, Jenaia Curtis (What Matters), Tamisha Jernigan (Community Project) and Anne-Laure Bazin (Personal Project), for supporting students and parents with this important process.

★ Division Head Updates Continued



Enter the pandemic...

Our early investment in technology served us well and, due to the foresight of MYP Design teacher, Sharon Brown, our school jump-started processes to support remote learning ahead of the Pandemic's arrival on Bermuda's shore. Using our key platforms – Managebac, Microsoft Teams, SeeSaw and Zoom – a remote learning strategic plan was created and training put in place to support staff and students in the event we were forced to work in a remote capacity. The moment arrived in late March 2020 and Term 3 was delivered almost exclusively in remote learning. Although staff, students and parents all experienced a period of teething as we adjusted to the new normal, things quickly stabilized and we forged ahead with teaching and learning. I'm pleased to report that both the Upper Primary and MYP were able to deliver on our academic standards. In terms of evidence, our M5 class did extremely well with MYP e-Assessment, the rigorous process of achieving IB accredited grades and the coveted MYP certificate. The school entered 10 out of 11 students for full MYP certification and 100% of the students entered achieved the certificate.

The 2019/20 school year was exceptionally stressful due to the demands of managing our initial strategic objectives, pivoting to remote learning for Term 3, and then reopening using Government health and safety

measures in June. I'm sure it will go down as a historic year for education across the globe. I'd like to thank all the staff members, parents and students for everything they have done to support the school this year. We all have sacrificed to keep our school together. As we look to 2020/21 and beyond, we can take pride in being part of what really matters...fostering our very special brand of student-centered education, one grounded in Montessori, IB and diversity.

★ Division Head Updates



Kate Ross

B.A. (Hons) M.A. (International Education) PGCE

Head of the Diploma Programme & DP Coordinator

Diploma Programme

September 2019 marked the official launch of the IB Diploma Programme at Somersfield Academy. Fourteen students, our Class of 2021 DP Trailblazers, were welcomed into the pristine purpose-built facility for their final chapter of high school. Staff and students alike were excited and ready to get started.

University admissions officers came knocking at our door to talk to our students and we were delighted to host visits from McMaster University from Hamilton Ontario, Nova Southeastern University from Davie, Florida and the Atlantic group of Canadian Universities from the Maritime Provinces, all before the end of our first month of operation!

Subsequent to these visits and following meetings with representatives from Framingham State University in Massachusetts, Wilfrid Laurier University from Waterloo, Brescia University College and Kings University College both from the University of Western Ontario, the DP students were enrolled in the university admissions platform, Unifrog. This programme provides a phenomenal resource for students to research potential careers and colleges from around the world. We also offered SAT prep classes in English and Math for our US-bound students. These classes, the university reps visits, attendance at the Bermuda International College and University Fair at Cedarbridge Academy and the Unifrog platform underscore the fact that the DP is the bridge from high school to university, and

★ Division Head Updates Continued



we are ensuring that our DP students have the tools and resources to gain access into tertiary education.

Time raced on and soon it was the end of term and time to talk about the Extended Essay - a 4,000-word independent research paper that all DP students are required to complete, with the support of a supervisor. We took the students to visit the library at Bermuda College, and our own librarian, Mrs. Bernadette Tucker, gave presentations to both our DP staff and students on the expansive range of databases available through the Somersfield Academy library. Our EE Coordinator, Mrs Kim Rose, gave our DP teachers and students endless support and encouragement and the process was well underway in the second half of term 2 when Covid-19 closed us down.

Dealing with a global pandemic was not the way any of us had envisaged starting our first year of operation as a DP school. However, Somersfield Academy is the embodiment of the tenets of the IB Learner Profile, open-minded risk-takers who, through an inquiring mind, strive to become knowledgeable, so we were not about to let Covid-19 dampen our progress. We quickly switched to remote learning, with expert guidance from our DT teachers, Ms. Sharon Brown and Miss Kim Owens, who, along with our ever-patient Director of IT, Mr. Anthony Outerbridge, made the transition as seamless as we could have hoped.

I was particularly proud of DP staff and students who soldiered on and remained positive ensuring that the DP wheels kept turning. The fact that we were able to hold end-of-year DP exams via a remote platform is reflective of the determination and diligence of our DP staff and I am grateful to them all for their outstanding dedication and devotion to the DP students.

In conclusion, the 2019/20 academic year was a milestone in the history of our school. It was also one for the entire world, as we continue to cope with the uncertainty that Covid-19 presents to our everyday lives. Our collective resilience has been tried and tested in previously unimagined ways. The DP students and staff are inspiring ambassadors for our school and I am confident that we will prevail and see our first DP graduating class soar in their endeavours.

Watch this space!



Stacey-Lee Williams

BASA, MEd.P M.Sc. (Educational Psychology)

Manager of Operations & Diversity

A CHALLENGE WE MUST MEET

The 2019/20 academic year was certainly a challenge due to the world Pandemic, but when it comes to Diversity work, the reality of “challenge” is not something new. We continue to educate our faculty, parents and students on the “Why” of this work.

Why does Diversity in an educational institution even matter?

- Diversity matters because schools are morally obligated to reach every learner.
- Diversity matters because it prepares our students for today’s pluralistic world.
- Diversity matters because it helps teachers be more effective.
- Diversity matters because it encourages academic excellence.
- Diversity matters because schools that promote Diversity, Equity and Inclusion serve as Educational Leaders and prepare today’s young men and women to seize the world stage.
- Diversity matters because of its fiscal and socioeconomic implications.

Professional Development is key to ensuring we continue the important conversations that have to be held. Our Manager of Diversity, Equity and Inclusion continued to work with our faculty during monthly SEED (Seeking, Educational Equity & Inclusion) sessions. We delved deeper into our focus on understanding implicit and explicit biases and we continued to reflect on inclusive teaching

★ Diversity Continued



practices. Our SEED work was supported by an all-day professional development workshop facilitated by Jenna Chandler Ward of “Teaching While White” and our very own Diversity Practitioner, Stacey-Lee Williams. The day started off with Jenna Chandler Ward presenting on “Mainstream & Margins”. Jenna then worked with our white affinity group of teachers and Stacey-Lee worked with our black and people of color group. The afternoon sessions saw a variety of workshops on Gender, Ability and Family Structure led by some members of our JEDI (Justice, Equity, Diversity & Inclusion) team: Nadia Khan, Lee-Ann Cox, Bryce Williams, Jen Bielby, Tanisha Edwards, Christina Herzog, along with faculty members Renee Gilchrist and Sakina Steede. An evening dinner and workshop was held for parents and the wider community. Members of the Human Rights Commission, CURB, educators both public and private and PTA Executive were present for this very engaging and enlightening discussion.

In February we acknowledged Black History Month by focusing on Bermudian trailblazers. Profiles of Bermuda presenter, Corey Butterfield presented to our Upper Primary and Secondary level. He provided a very engaging presentation that covered the early history of Bermuda, the history of the Gombey, the early settlers and a wealth of rich historical information on Bermuda and its people. Mr. Butterfield also presented to our faculty during the monthly SEED session.

At the end of March, the country went into lockdown, but this did not stop the Diversity work from happening at Somersfield. In acknowledgement of the George Floyd death and Black Lives Matter movement, we held a “Week of Solidarity” in June. This virtual conference

★ Diversity Continued



included presenters from overseas as well as a very engaging presentation by our former Humanities teacher Mr. Jason Hammer. As he currently lives in the US, he shared the impact of the George Floyd murder on the students and faculty of his school. He also facilitated an in-depth discussion on the Black Lives Movement. Parents attended virtual sessions on the Cycle of Oppression and Privilege facilitated by Stacey-Lee Williams, Summer Wood and Charlie Judd and we were most excited by the presentation provided by former students Sion Symonds, Tess Spencer, Ailey McCleod, Yusef Bushara and Julia Cox. These Alumni spoke highly of how Somersfield prepared them well to hold discussions around Race. Listening to these former students, validated the reason this work is so important. They get it! The sessions were attended by over 150 parents and students.

It has been fascinating to look back at the evolution of diversity work at Somersfield Academy over the years. Although much has been accomplished, there is much to be done. To grow our understanding, our JEDI team has focused on broadening the definition of diversity to include many cultural identifiers and on offering a wide range of diversity initiatives to engage more students, faculty and parents.

As we press on with the important work that comes under the “Diversity” umbrella, it is important to note that engaging in diversity work is not a linear process, nor is it without significant struggles and setbacks. It is, however among the most important things our school community can commit to exploring. Somersfield’s continued commitment to this work is indeed a challenge we must meet. It matters because our students matter. It matters because our faculty matters, it matters because you matter!

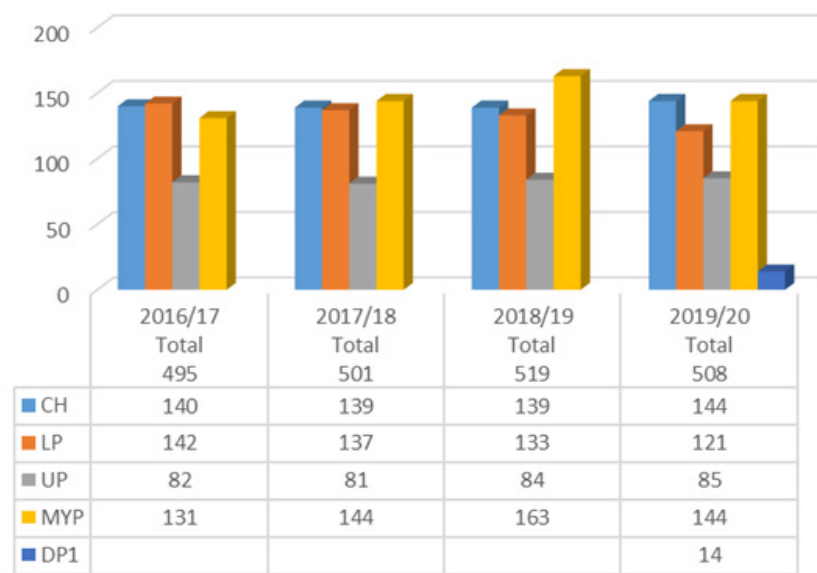


★ Enrolment



At the end of June, 2020 there were 508 students enrolled which represented a decrease of 11 students when compared to June 2019. Our projected enrolment for the start of the school year 19/20 was 513 students. Our Children’s House 3yr olds through Primary 1 along with our Upper Primary levels 5 and 6 were oversubscribed. Our Lower Primary levels 2 through 4 had limited availability whilst our Secondary level (MYP 4 and 5) and our IB diploma programme had capacity throughout the year.

Student Enrolment By Level



★ Financial Report



Roger Marshall

M.Sc. (Accounting) B.S. in Business Administration

Chief Financial Officer / Chief Operating Officer

FINANCIAL SUMMARY:

The financial summary represents the consolidated financial results of the Montessori Education Trust (the “Trust”) and includes the Parent Teacher Association (a separate organization) and Somersfield Academy, a wholly owned subsidiary of the Trust.

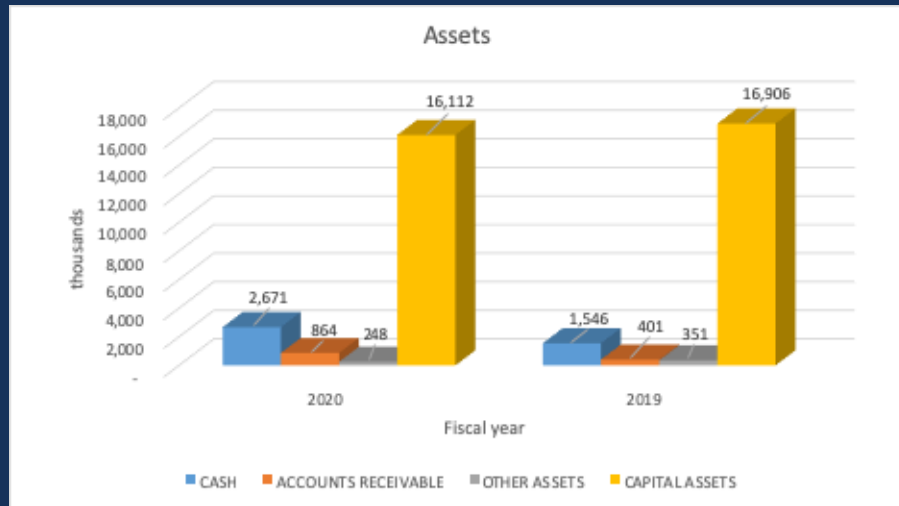
The Trust’s financial statements show a consolidated surplus of \$302,882 and \$1,778,293 for the fiscal years ended August 31, 2020 and 2019 respectively. The surplus is mainly a direct result of previously pledged donations towards the Whole School Plan Fund (“WSP fund”).

As mentioned in our prior year’s annual report, in order to help fund the WSP fund’s immediate shortfall around our new International Centre and renovated science laboratories, the school entered into a \$4,000,000 credit facility extension in September 2019. The school is pleased to report that our actual drawdown totaled \$3,000,000.

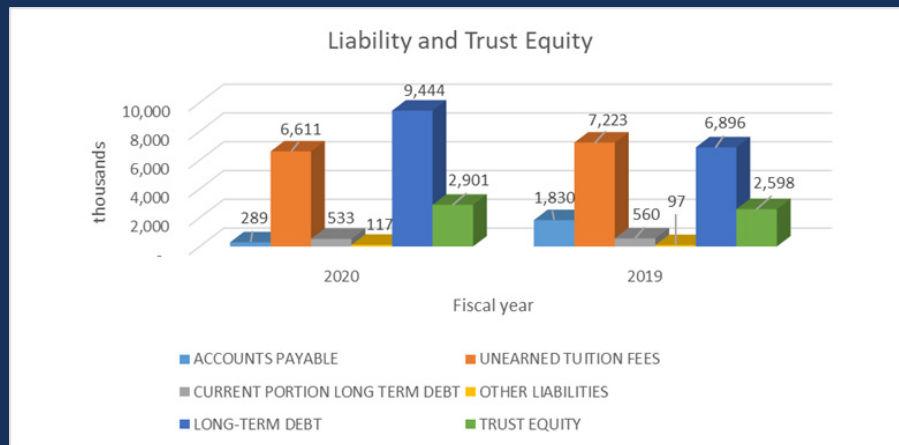
Our long term debt as at August 31, 2020 stood at \$9,977,037 compared to total trust equity of \$2,901,149. We must continue to effectively monitor and manage our increased leverage and debt load.

★ Financial Report Continued

TOTAL ASSETS:



LIABILITY AND TRUST EQUITY:



REVENUE:

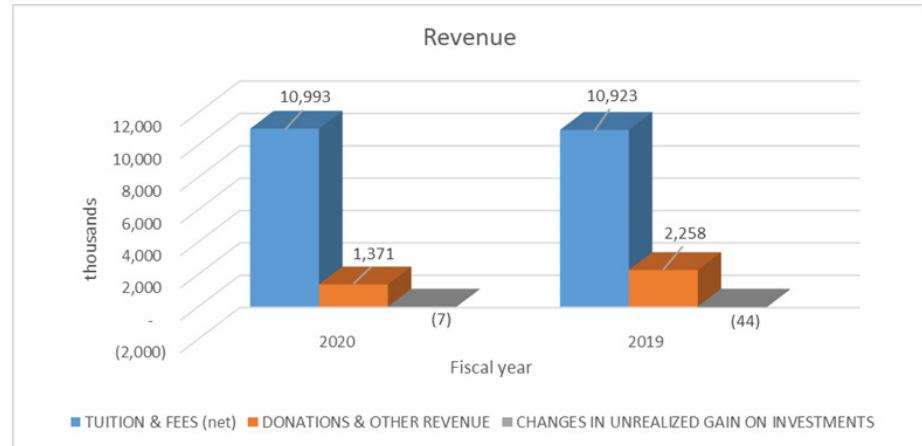
Total revenue for the year ended August 31, 2020 saw a decrease of 5.9% when compared to prior year's results. This was mainly a result of an expected decrease in previously pledged donations around our WSP fund as well as postponement of our annual donation drive due to the COVID-19 pandemic. Partially off-setting this decrease was a marginal increase in tuition and related fees.

Tuition fees, (net of discounts and bursaries) accounted for 89% of our total revenues which was in-line with expectations and higher than in the previous year. This was due to decreases in donations and other revenues mainly as a result of the pandemic.

Donations and other revenues accounted for approximately 11% of our revenue and represents the most important single source of discretionary funds for the school. It allows us to continue to enhance the learning environment for both our students and teachers, maintain the school infrastructure to a high standard and fund growth projects.

★ Financial Report Continued

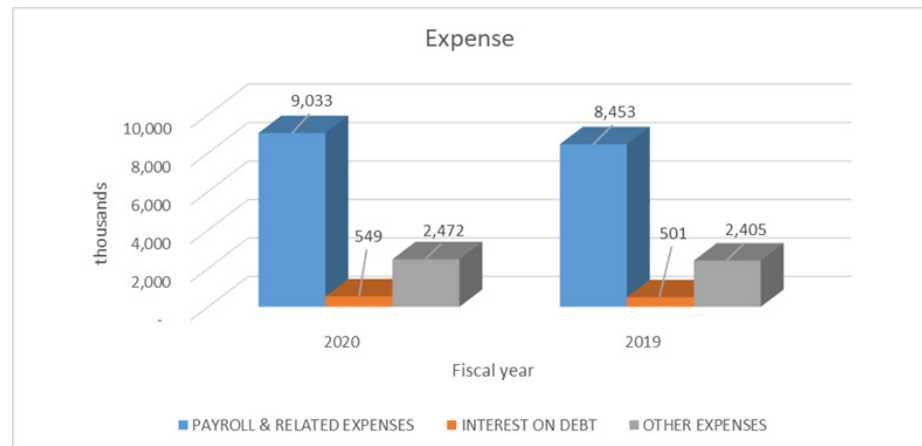
REVENUE:



EXPENSE:

Total expense for the year ended August 31, 2020 saw an increase of 6.1% when compared to prior year's results. This was mainly a result of an expected increase in: payroll, interest (related to new debt) and amortization (related to new building asset) offset by a decrease in operating expenses.

Payroll and related benefits for faculty and staff accounted for 82.2% of net tuition fees.



CASH FLOW:

Cash (used in) provided by our core operating activities for 2019/20 resulted in a net cash outflow of (\$1,336,687) versus positive cash inflow of \$4,130,203 in 2018/19.

Investing activities resulted in the use of cash to purchase capital assets in the amount of (\$59,958) in 2019/20 versus prior year amount of (\$6,738,567).

Financing activities provided a net cash inflow of \$2,521,316 due to proceeds of \$3,000,000 relating to new credit facility offset by loan repayments totaling (\$478,684). Prior year resulted in cash outflows of (\$528,909) which consisted mainly of loan repayments totaling (\$515,797).

It is important to note, that whilst the pandemic resulted in the postponement of our annual donation drive, we were still able to collect the majority of previously pledged capital (WSP fund) donations due in 19/20. The remaining related pledges are to be fulfilled by the end of 2022.

We would like to truly thank everyone for their continued support especially during these difficult and uncertain times.

THANK YOU

**Thank you to each and every volunteer, sponsor and donor,
for your generous contribution of time, money and expertise.**

Donor Roll

Thank you to all our supporters from the past academic year 2019/20, who contributed financially to the school. Below we recognise those donors who have contributed \$500 or more, and we are extremely grateful for all those parents who made donations by foregoing raffles, pizza lunch refunds and incidental fee reimbursements throughout the year.

Thank you for your generosity!

Companies

Arch Re
AXA XL
Axis Specialty Limited
Bermuda Championship
BF&M
BRIT
Conyers Dill & Pearman
Hannover Re
Orange Bay Company
Partner Re
Renaissance Re

Anonymous

**Thank you to all our Anonymous
Donors for your contributions.**



★ Philanthropy & Giving Continued



Individuals & Families

Arcscott Family

Attride-Ramella Family

Bigley Family

Bonanno Family

Farias-DeSilva Family

Fontanetta Family

Martin & Katrin Gelhar

Gormley Family

Hartnett-Beasley Family

Hasselkuss Family

Herron Family

Homan Family

Howland Family

Idris-Blum Family

Ingham Family

Pierre & Amandine Jal

Monica & Arthur Jones

Langley Family

Livingston Family

McCallum Family

The Mattatalls

Morton Family

O'Reilly Family

Janice Outerbridge

Ken Sennewald & Nadine Pander

Richard & Liliana Prior

Rajeh Family

Oliver Robinson

Grant & Valerie Robshaw

Scott Shannon & Desiree D'Cruz

Strachan Family

Fabrice Tape & Melissa Kouassi

The Taylor Family

Ryan & Malika Taylor

Thomas Morris Family

Tucker Family

Vesey Family

Walker Family

Wideman Family

Summer Wood