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| **DISTRICT NAME** | Dawson Springs Independent |
| **LOCATION** | Dawson Springs, KY |
| **PLAN YEAR(S)** | 2019-2020 |

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| https://screenshotscdn.firefoxusercontent.com/images/26481eac-3a1b-415f-9177-1be6bfbfedb3.png |  | [**www.dsprings.k12.ky.us**](http://www.dsprings.k12.ky.us) |

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## Planning Team

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| **District Staff** [Recommended to include CIO/DTC, TIS/DLC, technician, finance officer, superintendent, academic officer, etc.] | |
| Karen Wallace, District Technology Coordinator |  |
| Spencer Spratt, District Technician |  |
| Leonard Whalen, Superintendent |  |
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| **Building Staff** [Recommended to included principals, LMS, STC, counselors, teachers, teaching assistants, etc.] | |
| Jennifer Ward, Elementary Principal | Michelle Hill, High School Teacher |
| Todd Marshall, Jr/Sr High School Principal | Michelle Abbott, Elementary Teacher |
| Sasha Fight, Media Teacher/District Webmaster | Vonda Castle, Instructional Assistant |
| Rhonda Simpson, LMS | Laura James, Elementary Asst. Principal |
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| **Additional District Contributors** [Recommended to include board members, SBDM members, program directors, etc.] | |
| Kristin Merrill, Federal Programs Director | Jonathon Storms, FRYSC Director |
| Paulette Gray, Consultant/Curriculum Specialist |  |
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| **Students** [Recommended to include middle and/or high school students ] | |
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| **Other** [parents/community members, business and nonprofit leaders, etc. ] | |
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## Previous Plan Evaluation

In this section include a discussion of the “expiring” *(previous year’s)* plan using the prompts below. Attempt to limit your narrative to the space provided.

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| *What goals were met?*   * Provided curriculum for RTI instruction * Continued to provide Tech classes in Jr. High * Continued to provide digital literacy courses to the students and staff * Technology staff continues to participate in regional and state professional development (WKATC, KySTE) * Maintained network maintenance contracts * Purchased additional mobile carts for student access (Chromebooks) * Continued to replace teacher workstations * Upgraded and improved the wireless network at both schools. * Continued to provide communication services (phone system, Web site, email, etc) * Addition of Digital Signage in the HS.   *Goals that were not met or didn’t have the expected outcomes?*   * *Did not upgrade the phone system* * *Did not add new surveillance cameras* * *Did not hire a District Technology Integration Specialist* * *Video production has not improved.*   *Areas of improvement?*   * *Provide additional training on GAFE (Google Apps for Education) to the staff* * *Additional staff participate in KySTE trainings and events.*   *Areas/goals that are no longer relevant?*   * *Software marked for day to day instruction has changed/been replaced.*   *Needs that emerged after evaluation of the previous plan?*   * *Additional Digital Citizenship training for elementary students* |

## New Plan Preview

This is a high-level overview or executive summary of the plan as a whole. Attempt to limit your narrative to the space provided below.

*[See* [*Technology Planning section of KETS Master Plan*](https://education.ky.gov/districts/tech/Pages/KETS-2018---2024-Master-Plan---Technology-Planning.aspx) *for more information]*

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| *How did you and the planning team decide on the goals for this plan?*  In September 2018, an email was sent to the High School and Elementary staff asking for volunteers for the 2019-20 Technology Committee. An additional request was sent to our District Webmaster, Media Specialist and Technician, asking them specifically to be a part of this committee. The Dawson Springs Independent Schools 2019-20 Technology Committee consists of the District Technology Coordinator, the District Webmaster, Media Specialist, Technician, one High School Teacher, one Elementary School Teacher, one Instructional Assistant, the District Coordinator of Federal Programs, the Superintendent, Elementary Principal, Elementary Asst. Principal, Jr/Sr High School Principal, Curriculum Specialist/Consultant, and FRYSC Director.  The Technology Committee met for the first time after school on Tuesday, October 23rd, 2018.  After the planning committee meeting in October, a survey was sent to all staff members asking them to identify their most helpful technology tool, the greatest technology need in their classroom and provided an opportunity to add any suggestions for technology use in the district.  The Technology Committee met again on Tuesday, January 29th, 2019 to finalize ideas for the Technology Plan.  *Briefly discuss the major activities slated for implementation and how these activities will advance curriculum and instruction integration, student technology literacy, professional development, & technology infrastructure.*  Curriculum and Instruction Integration   * Additional devices (Chromebooks) for student access * Continue to use online programs for Instruction, RTI and Assessment (I-Ready, CERT, etc) * Addition of the GradeCam software for teachers   Student Technology Literacy   * Continuing to provide Digital Literacy training via Common Sense Media (Elementary) and I-Digital (Jr/Sr High)   Professional Development   * Provide training for GAFE products to the staff * Encourage attendance to KySTE events and trainings   Technology Infrastructure   * Upgrade the current phone system * Maintain network infrastructure |
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## Student Voice

Personalized student learning allows students to develop deeper learning competencies including critical thinking, using knowledge and information to solve complex problems, collaboration, and communication. Capturing student input about their access to opportunities that build these competencies is key to effective technology planning. Please answer the questions in the space provided below.

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| *Do you currently have a method to collect student responses about the digital learning environment? If so, which tool (ex: BrightBytes, Speak Up, survey created by you or the district, other)?*  We currently do not have a method in place to collect student responses about the digital learning environment.  *If you have a method to collect student voice for this purpose, reference specific data points from the collection that were useful in developing strategies for this new plan.* |

## KETS Master Plan Areas of Emphasis

**Connected to the Future Ready Framework**

The Future Ready Framework identifies seven Gears to assist districts in developing a roadmap for student success through personalized student learning and collaborative leadership. The KETS Master Plan has identified 37 Areas of Emphasis connected to the Future Ready Framework and are categorized as either *1) Areas of Acceleration (AA) or 2) Areas of Improvement (AI).* The “areas of acceleration” are considered big wins, successes, and major milestones of the KETS are identified for continuation work. The “areas of improvement” address emerging areas based upon growth or decline metrics, research, needs assessments, and reporting by Kentucky school districts.

Use the Areas of Emphasis and Future Ready Framework as a lens to analyze current trends, initiatives, needs and goals of your district. Link the work of this new plan identified by your planning team to the Gears and Areas of Emphasis of the KETS Master Plan on the following pages. There is no expectation to address all 37 Areas of Emphasis of the KETS Master Plan. Any strategy that involves Erate, please include in the Budget & Resources gear. If your district has lease agreements (i.e.; device, fiber, etc.), be prepared to reference the quantity during the final submission process.

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|  | *Robust Infrastructure & Ecosystem* *Future Ready Gear* |
| **KETS GUIDING PRINCIPLE** – A robust infrastructure is one that delivers the device, network and support needs of staff and students to create personalized learning environments using digital tools and resources. | |

*Areas of Emphasis: Areas of Acceleration (AA)/Areas of Improvement (AI)*

**AA-1**: Continue to provide nation’s first, fastest, highest quality, and most reliable internet access to 100% of Kentucky’s public schools

**AA-2**: Continue to ensure equity and standardization for delivery of device, network, data and support creating best in class staff and student digital experiences AND provide a system of shared/brokered/managed services maintaining low infrastructure costs and providing support structures promoting the use of personalized learning environments

**AA-3**: Continue to create a culture of digital connectedness through all- the-time, everywhere, always on digital opportunity and access with emphasis on dense Wi-Fi throughout schools *(also including home access, Wi-Fi buses, school and classroom Wi-Fi, etc.*)

**AA-4**: Continue to encourage the use of instructional programs and administrative processes requiring cloud-based services

**AI-1**: Improve ease of access for student and staff through continued progress toward 1:1 student to computer ratio utilizing increased amounts of mobile devices *(fewer traditional computer labs)*

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| KETS AA or AI | Strategy | Person(s) Involved | Anticipated Timeframe | Anticipated Funding Source | Anticipated Funding Amount | How will you know this is successful? (including metrics) |
| AA-2 | Upgrade current phone service to VoIP System | Superintendent DTC, Vendor Partner | Completed by May, 2020 | KETS  Local  Grant  Other | $18,500 - $22,000 | Current phone system will be replaced by active VoIP system for phone communication |
| AA-2 | Maintain Network resources maintenance contracts:  Extreme (Switches)  A+ Software & Server  Goverlan | DTC | July 2019 – June 2020 | Local  KETS | $10,057 | Administrative reports verifying health of network and systems. |
| AA-2 | Installation of additional surveillance cameras and update existing cameras. | Superintendent  DTC | July 2019 – June 2020 | Local  SBDM  Grants | $22,000 | Safety of students and staff by increased surveillance. |
| AA-4 | Maintain email system for staff and students for communication for operations and instruction:  Microsoft M365 EDU A3 Licensing for Email and Office products | DTC | July 2019 – June 2020 | Local  KETS | $4300 | Office 365 administrative reports verifying health of system |
| AI-1 | Additional mobile carts for added technology access for students | DTC  Principals | July 2019 – June 2020 | Local  KETS  SBDM  Grants | $33,600 | Tech Readiness Report.  Google administrative activity reports |

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|  | *Data Security, Safety & Privacy*  *Future Ready Gear* |
| **KETS GUIDING PRINCIPLE –** Security, safety and privacy of student data is a cornerstone of digital learning. Policies and procedures are enacted at the state, district and school levels that work in conjunction for this purpose. Student data are then utilized by data fluent educators for improved decision-making leading to increased learning for students. | |

*Areas of Emphasis: Areas of Acceleration (AA)/Areas of Improvement (AI)*

**AA-1**: Continue to support districts in securely accessing and managing key student and administrative data sets through improved user experiences, refined data collection processes, continuously updated policies and practices regarding student data security, and timely access to data sets that improve the depth and efficiency of student learning *(Infinite Campus, Early Warning, MUNIS, eTranscripts, School Report Card)*

**AA-2**: Continue to identify key aspects of data security regularly to build upon the current systems, procedures and policies to remain a leader in mitigating emerging threats *(acceptable use policies, firewall updates, data privacy studies, digital citizenship, content filtering)*

**AA-3**: Continue to utilize adoption metrics or trending data for planning purposes that allow EdTech leaders to identify what’s working and what’s not working based upon data quality and evaluate current systems and solutions to determine effectiveness and future direction *(annual auditors, TELL survey, Technology Activity Report, Digital Readiness, Data Quality Study, Data Quality Campaign, BrightBytes, SpeakUp)*

**AA-4**: Continue to migrate key administrative and student data sets to secure cloud-based services that allow anywhere, anytime secure access for the improvement of student learning *(Infinite Campus, Early Warning, School Report Card, MUNIS)*

**AA-5**: Continue supporting teacher efforts in taking ownership of digital citizenship skills and education their student in the same skills to foster a secure digital learning environment

**AI-1**: Educate and support districts in the importance of personnel with duties related to student/staff data quality, security and privacy as well as bringing data privacy to the “radar screen” of teachers/staff *(The People Side of EdTech)*

**AI-2**: Kentucky K-12 Data systems are first-class but we need to do much better with district using the data available to them as well as providing visual data analytic tools allowing the data to be better understood and more interesting to the average person who does not have a technology and data background

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| KETS AA or AI | Strategy | Person(s) Involved | Anticipated Timeframe | Anticipated Funding Source | Anticipated Funding Amount | How will you know this is successful? (including metrics) |
| AA-4 | Continue to use Infinite Campus Messenger service to reduce the transfer of student and staff information between services | Superintendent  Principals  DTC  Director of Federal Programs | 7/2019 – 6/2020 | Federal Grants  Local funds | $1798 | Messenger Activity Report |
| AA-5 | District will implement the Digital Driver’s License program for 7-12 | HS Principal, HS Tech Teachers  DTC | 8/2019 -5/2020 |  |  | Students will meet the standards for Digital Citizenship  Number of students receiving a Digital Driver’s License will increase as indicated in OTIS reports. |
| AA-5 | Teachers will use the Common Sense Media website to instruct students in grades K-6 on Internet Safety | Elementary Principal, K-6 Teachers,  DTC | 8/2019 – 5/2020 |  |  | Students will meet the standards for Digital Citizenship  Lesson assessments documented and reported to Principal |
| AA-5 | Digital Driver’s License Training for Staff | Principals,  DTC | 7/2019 – 6/2020 |  |  | Number of staff receiving a Digital Driver’s License increases as indicated in OTIS reports. |
| AI-1 | Staff will be trained, and reminded during the year, about keeping personal information safe and secure and the best practices as it pertains to data security. | DTC,  Superintendent  Principals | 7/2019 – 6/2020 |  |  | Documentation of training.  Google Forms Assessment after training. |

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|  | *Budget & Resources*  *Future Ready Gear* |
| **KETS GUIDING PRINCIPLE –** The Master Plan, as well as district and school technology plans, are aligned to the vision of 21st century skills for students and staff. Revenue streams are aligned to account for the recurring and nonrecurring total cost of ownership to support the 21st century learning environment in a manner thatreflects good stewardship of tax dollars to include devices, infrastructure, support, data and human services. | |

*Areas of Emphasis: Areas of Acceleration (AA)/Areas of Improvement (AI)*

**AA-1**: Continue to maximize local and state education technology expenditures through a system of shared/brokered/managed services

**AA-2**: Continue use of long-term planning strategies that allow for continuity of initiatives and systems *(ex. Accounting for cost of ownership over the lifespan of equipment so monies are allocated for repairs/upgrades)*

**AA-3**: Continue to leverage all available state and federal funding opportunities to address required basic cost of living increases, previous budget cuts of basic services, projected growth by districts *(e.g. Internet consumption*) while maximizing education technology programs and initiatives *(Technology Need, E-rate)*

**AI-1**: Make districts aware of position/roles requiring technology-related duties in support of technology and instruction *(The People side of K-12 EdTech)*

**AI-2**: Make districts aware of how to reduce expenditures on printing/print services *(both in consolidated contract pricing as well as shifting from paper to digital experiences)*

**AI-3**: Evaluate the need and explore new contracts that drive costs down for statewide summative online assessment, learning management systems, printing services and interim based assessments

**AI-4**: See an increased percentage of districts examining which education technology investments are or are not being maximized

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| KETS AA or AI | Strategy | Person(s) Involved | Anticipated Timeframe | Anticipated Funding Source | Anticipated Funding Amount | How will you know this is successful? (including metrics) |
| AA-2 | Replace Teacher Workstations and Instructional Devices 5 years or older | DTC | 7/2019 – 6/2020 | Local  KETS | $11,340 | Tech Readiness Report |
| AA-3 | Provide Appropriate instructional devices for teachers/staff | DTC,  Principals | 7/2019 – 6/2020 | Local  KETS  SBDM  Grants | $8000 | Tech Readiness Report  Teacher Technology Survey Results |
| AI-1 | Employment of District Technology Integration Specialist, Part-time or Full-time | Superintendent | 7/2019 – 6/2020 | General Fund  Grants | $20,000 | Employment Report |

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|  | *Partnerships*  *Future Ready Gear* |
| **KETS GUIDING PRINCIPLE –** Connecting students and educators to the local and global community is a key factor to student success. The Master Plan will continue to provide opportunities for trusted relationships to build those connections as well as increase communication and transparency with shareholders, including families, districts, vendors, regional education collaboratives, postsecondary institutions and business/industry, in support of student learning and preparation beyond K-12. | |

*Areas of Emphasis: Areas of Acceleration (AA)/Areas of Improvement (AI)*

**AA-1**: Continue to build trusted relationships with shareholders (families, districts, partners) that will reduce risk as well as increase transparency and communication *(districts, vendors, higher-education, regional cooperatives)*

**AA-2**: Continue to utilize avenues of communication with shareholders allowing pertinent information and dialog to further student learning efforts *(Webcasts, BrightBytes, Technology Activity Report, KETS Service Desk, Office of Education Accountability studies, independent studies, etc.)*

**AA-3**: Continue to utilize tools engaging postsecondary institutions, community members, districts and families in student learning and life after K-12 *(eTranscripts, School Report Card and Dashboard tool, Infinite Campus parent and student portal, KDE Open House, Digital Readiness Survey)*

**AI-1**: Partner with postsecondary pre-service teacher and principal programs to provide support in candidate preparation

**AI-2**: Encourage postsecondary institutions to host STLP events and /or more fully maximize the opportunity to showcase the university and its programs while students are on campus

**AI-3**: Build relationships with charter schools to determine policies and procedures related to architecture/design, systems security and privacy, services and reporting requirements

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| KETS AA or AI | Strategy | Person(s) Involved | Anticipated Timeframe | Anticipated Funding Source | Anticipated Funding Amount | How will you know this is successful? (including metrics) |
| AA-2 | Provide and maintain website with district and school pages for better communication with parents and staff. (School in Sites) | DTC. Webmaster  Principals | July 2019 – June 2020 | Local | $1800 | Website Analytics Report verifying website usage. |
| AA-2 | Continue to use the IC Parent Portal and Messenger for added communication with parents on student achievement. | Superintendent  DPP,  Principals,  Teachers | July 2019 – June 2020 | Local, Grants | $3780 | Messenger Activity Report |

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|  | *Digital Curriculum, Instruction & Assessment*  *Future Ready Gear* |
| **KETS GUIDING PRINCIPLE –** A digital learning experience is fostered by a teacher or coach with the use of rich digital instructional materials that are vetted to the rigor of Kentucky Academic Standards. A robust digital environment provides students with the opportunity to assess their own learning/progress. | |

*Areas of Emphasis: Areas of Acceleration (AA)/Areas of Improvement (AI)*

**AA-1**: Continue to provide access to instruction digital content which further aligns to the Kentucky Digital Learning Guidelines

**AA-2**: Continue providing opportunities for students to demonstrate learning connected to and through technology *(empowering students through technology with STLP, IT Academy, etc.)*

**AA-3**: Continue to finalize and partner with Career and Technical Education (CTE) to promote Kentucky approved K-12 Computer Science Standards and Technology/Digital Literacy Content Standards *(based on International Society for Technology in Education standards)* for ALL students

**AA-4**: Continue providing access to online assessment tools that allow teachers and administrators to assess student learning, provide timely feedback to students and make curriculum decisions *(online formative assessment tools, interim based assessments, and summative assessments)*

**AA-5**: Continue to provide districts/classrooms access to digital instructional materials through an equitable of robust digital experience

**AI-1**: Identify digital content and tools (curriculum, instruction and assessment) designed to have the highest impact and value (e.g. is the technology making or not making an instructional and learning difference?), including frequency of use by teachers and students

**AI-2**: Create a closer connection with Career and Technical Education to expand information technology and computer science career pathway offerings specifically related to computer programming/coding and increase exams available through IT Academy

**AI-3**: Play a vital role in implementation of summative online assessment and school report card and dashboard tool of the new assessment and accountability system

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| KETS AA or AI | Strategy | Person(s) Involved | Anticipated Timeframe | Anticipated Funding Source | Anticipated Funding Amount | How will you know this is successful? (including metrics) |
| AA-2 | Maintain and Provide software and digital resources for instruction by use of:  MathXL  iXL  iReady  A+  Study Island  Quizlet  Google Apps for Education | Principals, Curriculum Specialist, Director of Federal Programs, Teachers  DTC, Technician | August, 2019 – May, 2020 | Local Funds, Grants, SBDM | $18,500 | HelpDesk Ticket Report verifying resolution of any issues pertaining to these programs. |
| AA-3 | Provide Technology/Digital Literacy Content to Jr/Sr High students. | Principals, Technology  Teachers | August, 2019 – May, 2020 | Local Funds, Grants, CTE |  | Teacher Evaluation; CTE Assessment |
| AA-4 | Continued to maintain the Progress monitoring assessments will be administered to all students:  iReady  CERT  A+ Level Assessments | Principals, Curriculum Specialist, Director of Federal Programs, Teachers | August, 2019 – May, 2020 | Local Funds, Grants, SBDM | $7380 | HelpDesk Ticket Report verifying resolution of any issues pertaining to these programs. |
| AA-4 | Implementation of GradeCam Software | Principals, Teachers, Director of Federal Programs  DTC | August, 2019 – May, 2020 | Local Funds  SBDM | $1600.00 | Installation of GradeCam on all Teacher Workstations as reflected in Goverlan software report. |

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|  | *Personalized Professional Learning*  *Future Ready Gear* |
| **KETS GUIDING PRINCIPLE –** Digital learning expands the access to quality strategies and experiences for educators beyond the traditional methods of professional development. A culture of digital collaboration, workflow and relationships allows educators to build skill sets and instructional best practices with colleagues globally. This approach of increased access and flexibility for professional learning ultimately leads to greater success for students. | |

*Areas of Emphasis: Areas of Acceleration (AA)/Areas of Improvement (AI)*

**AA-1**: Continue building a culture of digital collaboration and connected digital relationships that allow administrators to support and encourage the use of digital tools by staff for professional learning.

**AI-1**: Provide district with guidance and support to determine crucial learning needs of teachers resulting in more professional learning opportunities related to digital learning tools

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| KETS AA or AI | Strategy | Person(s) Involved | Anticipated Timeframe | Anticipated Funding Source | Anticipated Funding Amount | How will you know this is successful? (including metrics) |
| AI-1 | Professional Development for Google Apps For Education:  Google certification for staff | Superintendent  Principals  DTC | 7/2019 – 6/2020 | Local,  KETS | $300 | Number of staff using GAFE in classroom will increase as provided by Google administrative reports  Google certified staff numbers increase. |
| AA-1 | Staff will attend KySTE and other technology sponsored activities. Staff will stay abreast of latest trends and activities related to technology instruction. | Superintendent  Principals,  DTC | 7/2019 -6/2020 | SBDM, KETS,  Local | $3000 | Increase in number of staff attending technology trainings as verified in Professional Development reports |
| AA-1 | Technology Staff participation in regional and state technology organization meetings | Superintendent  DTC | 7/2019 – 6/2020 | KETS  Local | $500 | Staff attending trainings as verified in Professional Development reports |

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|  | *Use of Space & Time*  *Future Ready Gear* |
| **KETS GUIDING PRINCIPLE –** The personalized learning environment for students requires reimagining the use of school space and time. Virtual instruction, cloud-based learning tools, digital instructional material, digital collaboration, digital workflows and digital relationships, etc., assist in providing the vehicle for anywhere, anytime learning. | |

*Areas of Emphasis: Areas of Acceleration (AA)/Areas of Improvement (AI)*

**AA-1**: Continue to provide guidance, support and resources for districts in the development and application of high quality online/virtual coursework as well as implementation of learning management systems

**AI-1**: Educate and support districts in the implementation and facilitation of digital learning tools and portable technologies that foster anywhere, anytime access for staff and students

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| KETS AA or AI | Strategy | Person(s) Involved | Anticipated Timeframe | Anticipated Funding Source | Anticipated Funding Amount | How will you know this is successful? (including metrics) |
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