## Title I, Part A 2020-2021 Parent and Family Engagement Plan for

## Harns Marsh Elementary School

## I, \_\_\_Tracey Zenoniani\_\_\_, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

## Assurances

**Parent Consultations**

The school shall conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

**Certifications**

The school will inform/notify parents (in a timely manner) of each student attending a Title I school that they have the right to request information about their child’s classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals qualifications.

The school will notify parents when a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified or state-certified but teaching out-of-field by providing a written notification to each parent in a timely manner. This notification should be timely and in letter form on school letterhead. Newsletters are not always timely and bring about providing information about a teacher’s qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

**School Parent and Family Engagement Policy**

The school will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

**Policy Involvement**

The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.

The school will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b)except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.

The school will provide parents of participating children with:

* a timely information about programs under this part;
* a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida’s challenging academic standards; and
* if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

If the schoolwide program plan under section 1114(b)is not satisfactory to the parents of participating children, the parents may submit any parent comments on the plan when the school makes the plan available to the LEA.

**Shared Responsibilities for High Student Academic Achievement**

The school will jointly develop with parents for all children served under this part a **school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida’s challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum

* **parent-teacher conferences in elementary schools, at least annually,** during which the compact shall be discussed as it relates to the individual child's achievement;
* frequent reports to parents on their children's progress;
* reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities;
* ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

**Accessibility**

The LEA ensures in carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

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| **Signature of Principal or Designee** | Date Signed |

**Parent and Family Engagement Plan**

In support of strengthening student academic achievement, **Harns Marsh Elementary School,** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school’s expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school’s plan submitted to the local educational agency (LEA).

The **Harns Marsh Elementary School** agrees to implement the following requirements as outlined by Section 1116:

* Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
* Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community.
* Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language families understand.
* If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency.
* Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

1. families play an integral role in assisting their child’s learning;
2. families are encouraged to be actively involved in their child’s education at school;
3. families are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
4. other activities are carried out, such as those described in Section 1116 of the ESSA.

**JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS**

**Harns Marsh Elementary School** will take the following actions to involve families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by families, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

**Harns Marsh Elementary** will involve parents in an organized and timely manner with regards to the planning, review and improvement of the Title I programs. All parents will be invited through the school newsletter, invitations, School Messenger, PeachJar flyers, and personal phone calls to attend the SAC/Title I meetings. The procedures for selecting this group will include the input of parents, staff members and the SAC committee. Input from parents will be collected through parent input form, surveys and quality tools like parking lots, affinity surveys and open discussions. These communications will be flexible in format such as online, in person or on paper; allowing for all parents to give input. Formats will be in different languages and simple terms that parents can easily understand. Information gathered from this data will be used to create a plan. The plan will be created and reviewed during SAC/Title I quarterly meetings. During a scheduled SAC meeting, the committee will hold an open discussion and will decide, with input from parents, how the 1% set aside for Parent Involvement will be used. Ideas and input from parents will be documented in the SAC Meeting Minutes. In order to provide additional support for parental involvement transportation or flexible meeting times will be available. Documentation for all SAC and parent meetings to include: flyers, agendas, handouts, minutes, sign-in sheets and workshop comments will be maintained in the Title I Toolkit.

**ANNUAL TITLE I MEETING**

**Harns Marsh Elementary School** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all families of participating children to attend to inform them about the school’s Title I program, the nature of the Title I program, the families’ requirements, the school parent and family engagement plan, the schoolwide plan (SIP).

**Harns Marsh Elementary** will involve parents in an organized and timely manner with regards to conducting an Annual Title 1 Meeting. All parents will be invited through the school newsletter, PeachJar flyers, invitations, School Messenger, and personal phone calls to attend the meeting at a convenient time. During this meeting parents will be informed about the Title 1 program, budget, curriculum and school choice. In addition information will be given as to the effectiveness of such programs. Information will be provided in different languages and simple terms that parents can easily understand. At this time the Harns Marsh Elementary SIP plan will be discussed among all parties. Documentation for this Annual Title 1 Meeting as well as all futurel SAC and parent meetings to include: flyers, agendas, handouts, minutes, sign-in sheets and workshop comments will be maintained in the Title I Toolkit.

**COMMUNICATIONS**

**Harns Marsh Elementary School** will take the following actions to provide families of participating children the following:

* Timely information about the Title I programs
* Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement.
* Information related to the school and parent programs, meetings, and other activities, is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the families can understand:

**Harns Marsh Elementary** will involve parents in an organized and timely manner with regards to the planning, review and improvement of the Title I programs. All parents will be invited through the school newsletter, PeachJar flyers, invitations, School Messenger, and personal phone calls to attend the SAC and Title I meetings. The procedures for selecting this group will include the input of parents, staff members and the SAC committee. Input from parents will be collected through surveys and quality tools like parking lots, affinity surveys and open discussions. These communications will be flexible in format such as online, in person or on paper; allowing for all parents to give input. Formats will be in different languages and simple terms that parents can easily understand. Information gathered from this data will be used to create a plan. The plan will be created and reviewed during SAC/Title I meetings. During a scheduled SAC/Title I meeting, the committee will hold an open discussion and will decide, with input from parents, how the 1% set aside for Parent Involvement will be used. Ideas and input from parents will be documented in the Meeting Minutes. In order to provide additional support for parental involvement transportation or flexible meeting times will be available. Documentation for all SAC and parent meetings to include: flyers, agendas, handouts, minutes, sign-in sheets and workshop comments will be maintained in the Title I Toolkit.

**SCHOOL-PARENT COMPACT**

**Harns Marsh Elementary School** will take the following actions to jointly develop with families of participating children a school-parent compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the state’s high standards.

Harns Marsh Elementary will invite parents to provide input on the development of the Title 1 Compact through a variety of means, including, but not limited to parent surveys, parent input form, and open discussion forums. Harns Marsh Elementary will work to provide parents with flexible ways to help develop and implement the Title I Compact for the 2020-2021 school year to include as many parents as possible. Providing parents with native language translations, a variety of communication methods, as well as face to face forums to present ideas will support the inclusion of all stakeholders in the development and implementation of the compact. The compact will set the expectations for students, parents, faculty and administration as to the means by which Harns Marsh Elementary will work to build capacity to increase student mastery of curriculum standards and increase achievement scores as measured by the FSA assessments.

**RESERVATION OF FUNDS**

**Harns Marsh Elementary School** will take the following actions to involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

**Harns Marsh Elementary** will present for review all activities that would require funds from the 1% of Title 1, Part A funds reserved for parent and family engagement. Presentation and review will occur in a timely manner at the SAC meetings. Translation will be provided as needed for speakers of other languages, and transportation to the meeting will be provided to those parents as needed. Timely notice will be provided to parents through School Messenger, PeachJar flyers, marquee ads and visible signs posted at the doors and in the front lobby of Harns Marsh Elementary. Families will also be provided the opportunity to be involved through email or survey response.

**COORDINATION OF SERVICES**

**Harns Marsh Elementary School** will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support families in more fully participating in the education of their children by:

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| Head Start | Head Start teachers will conduct 2 individual personal conferences and 2 home visits each year with each child’s parent. |
| ESOL/ELL (Title III) | All programs and activities will be available to all parents. All invitations, PeachJar flyers, and School Messenger messages are translated into Spanish. |

## Evaluation of the 2019-2020 Parental Involvement Activities

**2019-2020 Building Capacity Summary**  
  
Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1116)]. Include participation data on the Title I annual meeting.

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| **Activity** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| 1 | Curriculum Night is designed to help Harns Marsh Elementary parents develop and learn strategies for improving their students reading skills. | 1 | 173 | Increased student proficiency on STAR and FSA assessments |
| 2 | Family Literacy Night | 1 | 25 | Increased student scores on STAR reading assessment, ELA FSA, and literacy concept |
| 3 | Family Math Night | 1 | 19 | Increased student scores on Math concept assessments and Math FSA |
| 4 | Imaginarium Night | Cancelled due to school closure |  | Increased student proficiency on Science FSA |
| 5 | Student Led Conferences | 1 | 160 | Increased awareness of student performance and goal setting to increase proficiency |
| 6 | SAC Meetings | 7 |  | Increased awareness of student achievement and plan to increase academic achievement at HME |
| 7 | Open House | 1 | 887 | Understanding of School Expectations for success |
| 8 | Kindergarten Orientation | Cancelled due to school closure |  | Increased student proficiency for kindergarten. |
| 9 | 5th Grade Science Fair | Cancelled due to school closure |  |  |
| 10 | Pastries with Parents | Cancelled due to school closure |  |  |
| 11 | Spring Fling | Cancelled due to school closure |  |  |
| 12 | Spring Concert | Cancelled due to school closure |  |  |
| 13 | Donuts with Dad | 1 | 60 | Increased awareness of student achievement and plan to increase academic achievement at HME |
| 14 | Thanksgiving Luncheon | 1 | 153 | Increased awareness of student achievement and plan to increase academic achievement at HME |
| 15 | Winter Concert | 1 | 70 | Increased participation in the arts |
| 16 | Breakfast Buddies | 1 | 124 | Increased parent involvement in school activities. Strategies to help parents help students at home |
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|  |  | **Total:**  **16** | **Total:**  **784** |  |

**2019-2020 Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116)].

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| **Activity** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| 1 | Safer Smarter Kids | 1 | 73 | Increased student awareness of the dangers of prescription drug use and sex traffickin:, parent involvement, as a conversation starter is sent home to parents as each topic is discussed to further the discussion at home with families |
| 2 | MTSS Interventions | 1 | 73 | Increased use of intervention strategies and data collection to drive differentiated instruction for struggling students; parents are invited to be part of the team that develops interventions and monitoring for their students. |
| 3 | Smart Board Activities | 1 | 73 | Increased student engagement during content based lessons |
| 4 | Behavior Tracking | 1 | 73 | Increased behavior tracking strategies to proactively prevent behaviors that disrupt learning for students and classmates; parents are invited to be part of the MTSS team that develops interventions and monitoring for their students. |
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|  |  | Total:  4 | Total: 73 teachers at each |  |

**2019-2020 Barriers Summary**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116].

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| **#** | **Barrier (Including the specific subgroup)- Be specific** | **Steps you put in place to overcome barriers - Be specific** |
| 1 | Time | Vary the times of the day |
| 2 | Limited English Proficiency | Additional translators as well as translator headsets for parents at all workshops and conferences. |
| 3 | Parents with limited literacy skills | Strategies for parents to use at home to support student learning |
| 4 | Economically Disadvantaged | Provide transportation if needed as possible, schedule phone conferences if needed, provide training for parents at various times during the day and evenings to provide flexible times as needed to accommodate work schedules. |
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**Evidence-Based Interventions/Strategies**

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

•**Tier 1 –Strong Evidence**: supported by one or more well-designed and well-implemented randomized control experimental studies.

•**Tier 2 –Moderate Evidence**: supported by one or more well-designed and well-implemented quasi-experimental studies.

•**Tier 3 –Promising Evidence**: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

•**Tier 4 –Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a SEA, LEA, or outside research organization to determine their effectiveness.

**NEW 2020-2021 Parental Involvement Activities**

**2020-2021 Building Capacity Activities**

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1116)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116)].

**Parent-teacher conferences in elementary schools, at least annually,** during which the compact shall be discussed as it relates to the individual child's achievement;

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| **Activity** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness AND Tier (see previous page)** | **Cost Associated with Activity** |
| 1 | Virtual/Drive Through  Annual Open House  Parents Drove through to pick up documents/supplies  Teachers hosted Zoom meetings with parents/students to meet them and go over classroom expectations | Admin, Teachers, Parent Involvement Spec | Understanding of School Expectations for success | August 2020 | 2 | No additional costs |
| 2 | Virtual/Zoom  Annual Title 1 Meeting | Admin, Parent Involvement Spec | Designed to help Harns Marsh Elementary parents know and understand the requirements and supports provided by Title 1, and the Title 1 Compact as well as their rights as parents to be involved in the planning and decision making regarding Title 1 funds. | Sept 2020 | 1 | No additional costs |
| 3 | Virtual SAC Meetings – Zoom format | Admin, Parent Involvement Spec | Increased awareness of student achievement and plan to increase academic achievement at HME | August 2020- May 2021 | 2 | No additional costs |
| 4 | Virtual Student Led Conferences – Teachers host Zoom meetings with students/parents to discuss student data and strategies for success. | Admin, Teachers | Increased awareness of student performance and goal setting to increase proficiency | Oct 2020, March 2021 | 1 | No additional costs |
| 5 | Virtual Writing Activity – Parents/students – What am I grateful for? | Admin, Parent Involvement Spec, Teachers | Increased awareness of student planning and processing through a writing activity as well as a plan to increase student academic achievement through parental support | Nov 2020 | 4 | No additional costs |
| 7 | Virtual Zoom Winter Concert | Admin, Music teacher, Parent Involvement Spec | Increased participation in the arts for parents and students | Dec 2020 | 4 | No additional costs |
| 8 | Virtual I-Ready Family Night – | Admin, Curriculum Specialist, Reading Coaches, Parent Involvement Specialist | Increased student scores on I-Ready reading assessment, ELA FSA, and literacy concept assessments | January 2020 | 2 | No additional costs |
| 9 | Virtual Family Math Game Night – packets will be sent home with students providing supplies for a “make & take” math game to be played at home with the family | Admin, Math Coaches, Science Teacher, Parent Involvement Specialist | Increased student scores on Math concept assessments and Math FSA. Increase in student awareness of math concepts and skills | February 2020 | 2 | No additional costs |
| 10 | Virtual Science Fair | Admin, Science Teacher, Parent Involvement Specialist, | Increased student awareness of scientific methods and processes. Increase student achievement on FCAT Science assessment | March 2020 | 2 | No additional costs |
| 11 | Spring Fling- TBD based on Covid 19 restrictions | Full staff | Increased awareness of student achievement and plan to increase academic achievement at HME | April 2020 | 4 | TBD depends upon amount of donations/business sponsors |
| 12 | Imaginarium Night- TBD based on Covid 19 restrictions | 3-5 Grade teachers, Science teacher, Admin, Parent Involvement Spec | Increased student awareness of scientific methods and processes. Increase student achievement on FCAT Science assessment | April 2020 | 2 | $600 |
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**2020-2021 Staff Training Activities**   
  
Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

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| **Activity** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness and Tier** |
| 1 | PBIS Training for staff | Zenoniani, Kane, Iovine, Dunnigan, Gibbs | Students who do not feel safe in school are not able to learn at their best. By providing our staff with additional training on positive behavior interventions and helping students to get into their optimal learning zone, students will be more prepared to learn. This will increase student time on task and lead to greater self esteem and higher levels of achievement for students. | August 2020 | Increased use of School Messenger as evidenced by School Messenger logs or Castle documentation  Tier 4 |
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| 4 | Classroom Management using PBIS suppports | Zenoniani, Kane, K. Hill, Leadership Team | Students will have been home and involved in Distance Learning since March. Teachers will need to be very structured and offer a systematic approach to introducing classroom and schoolwide expectations, and in practicing and reinforcing them positively. This will be especially important as we “start over” in a new school year after being gone for so long. Classrooms with clear expectations that are consistently reinforced will provide more on-task time for learning. | August 2020 | Decreased office referrals, increased use of explicit teaching of classroom and schoolwide expectations (Positive Behavior Intervention Support) as evidenced by teacher lesson plans  Tier 1 |
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