

**GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING
JULY 18, 2022 @ 6:00 P.M.
REMOTE MEETING**

Mission Statement: Our mission is teaching and learning.

Board Goals: In a richness of cultures and with a respect for all, (1) Provide Dynamic Rigorous Curriculum, (2) Ensure Effective and Engaging Instruction, and (3) Embrace Excellent Learning Environment.

AGENDA

1. Call to Order
2. BoE Regular Business
 - a. Approval of the C.O.W. meeting minutes of June 20, 2022 (Attachment #1)
3. Grants Update (Attachment #2)
 - DoDEA World Language Advancement and Readiness Program (WLARP)
 - Town of Groton ARPA Fund (School Safety & Security)
 - CT Department of Education 21st Century Community Learning Center (21st CCLC)
 - ARP ESSER Afterschool
 - USDA Farm to School
 - CT Department of Agriculture CT Grown for CT Kids (CTG4CKG)
4. Tuition for Out-of-Town Students (Attachment #3)
5. Discussion re: the Format of the Superintendent's Evaluation
6. Suggested Future Topics
7. Adjournment

GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE
JUNE 20, 2022 @ 6:00 P.M.
REMOTE MEETING

MEMBERS PRESENT: Kim Shepardson Watson-Chairperson, Andrea Ackerman, Dean Antipas, Matthew Shulman, Rita Volkmann, Beverly Washington, Jay Weitlauf

MEMBERS ABSENT: Liz Porter

ALSO PRESENT: Susan Austin, Laurie LePine

I. CALL TO ORDER – Chairperson Shepardson Watson called the meeting to order at 6:01 p.m.

II. BOE REGULAR BUSINESS

MOTION: Ackerman, Antipas: To approve the COW minutes of May 16, 2022.
PASSED – UNANIMOUSLY

III. DISCUSSION RE: BOARD MEMBER REPLACEMENT PROCESS

Mrs. Shepardson-Watson noted that she has received 3 inquiries from individuals wanting to fill the vacancy on the Board of Education. Mrs. Shepardson-Watson asked Board member what process they would like to follow in filling the vacancy on the Board. Mrs. Washington stated that the Democratic Town Committee is not going to make a recommendation to fill the vacancy on the Board. Mrs. Washington suggested advertising on the District webpage, Facebook, and the Groton Times. As a result of Board discussion it was suggested to advertise in mid-August, interview in August and/or September, and have a Board vote at the regular Board meeting in September.

IV. EXPANDING ACCESS TO IB (ATTACHMENT #1)

Ms. Austin and Mr. Keleher gave an overview of the PowerPoint presentation of Expanding Access to IB Courses. The presentation was one of four presented to the Connecticut State Department of Education related to expanding access to higher level courses for students.

V. 2022 WORLD LANGUAGE AND GLOBAL CITIZENSHIP GRANT (JNROTC/NNCDD – Application status)

Ms. Austin gave an overview of the 2022 World Language and Global Citizenship Grant and the application status after applying for the Department of Defense Activity Grant, called *Nurturing Global Mindedness through World Language Instruction*, this past spring. In order to apply for the grant, the district needed to apply for the Department of Defense JROTC/NNDC program. Our application is presently sitting at the Secretary of Navy's office.

VI. IB/CP/CAREER PATHWAY/GOVERNMENT AND PUBLIC ADMINISTRATION CAREERS (MILITARY/ROTC) (ATTACHMENT #2)

Ms. Austin noted that this item was previously presented to the Board by Anne Keefe-Forbotnick. She stated that the program encourages students to become active learners and helps them pursue a career pathway, such as nursing and culinary arts, and that any of the career pathways could be linked with courses in IB to become an IBCP program. Ms. Austin stated that we will also be expanding the career pathway program to include government and public administration careers with JROTC or NNDCC (Navy National Defense Cadet Corps). Mr. Keleher discussed the job shadowing portion of the career pathways program, which is already built into the nursing program. Mrs. LePine discussed the teaching career pathway and noted that although this pathway is in its developmental stage, there is student interest. She stated that we are looking into an afterschool club to integrate a teaching pathway. She noted that the CSDE sponsors and supports a Connecticut teaching website, Teach.org, which offers a free survey to assess students' interest in teaching and we will utilize the survey to gauge student interest at FHS next year. She also mentioned that students are already participating in the Teacher Assistance Program at the high school.

VII. SUGGESTED FUTURE TOPICS

- Mr. Shulman asked for an update on the Mentoring program
- Ms. Austin noted the need for discussion of the enrollment data
- Mrs. Washington asked for discussion of the lunch trays used at the high school – are they environmentally friendly; keep it more green

VIII. ADJOURNMENT

MOTION: Ackerman, Antipas: To adjourn at 7:32 p.m.
PASSED UNANIMOUSLY



HOW CAN WE EXPAND ACCESS TO ADVANCED COURSEWORK?

And support ALL students in the process?



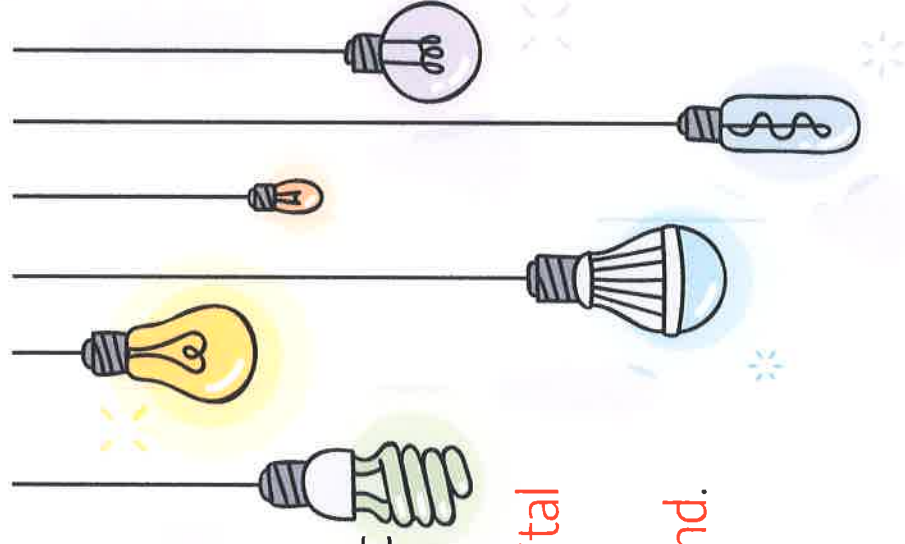
* Groton Public Schools: Who are We?



*Groton is a community nestled between the Thames and Mystic Rivers.

*First and Finest Submarine Capital of the World; largest military dependent district in New England.

*Groton 2020 Plan = Excellence, Equity, and Efficiency – came to fruition this school year 2021-2022!



WHO WE SERVE

Ethnicity	# Students
American Indian or Alaska Native	29
Asian	263
Black or African American	293
Hispanic/ Latino of any race	986
Native Hawaiian or Other Pacific Islander	19
Two or More Races	464
White	2038
Total	4092

Military Connected - 25%

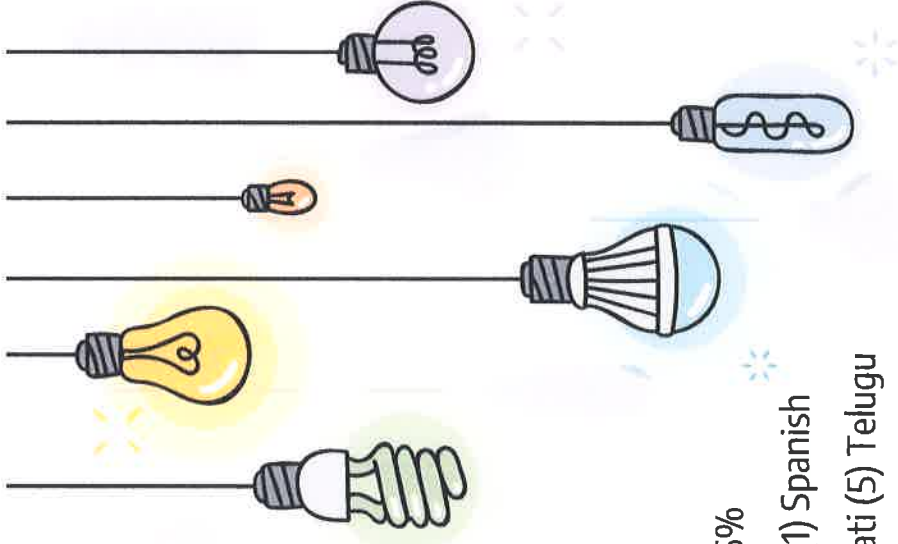
English Language Learners - 4%

Students with disabilities - 19%

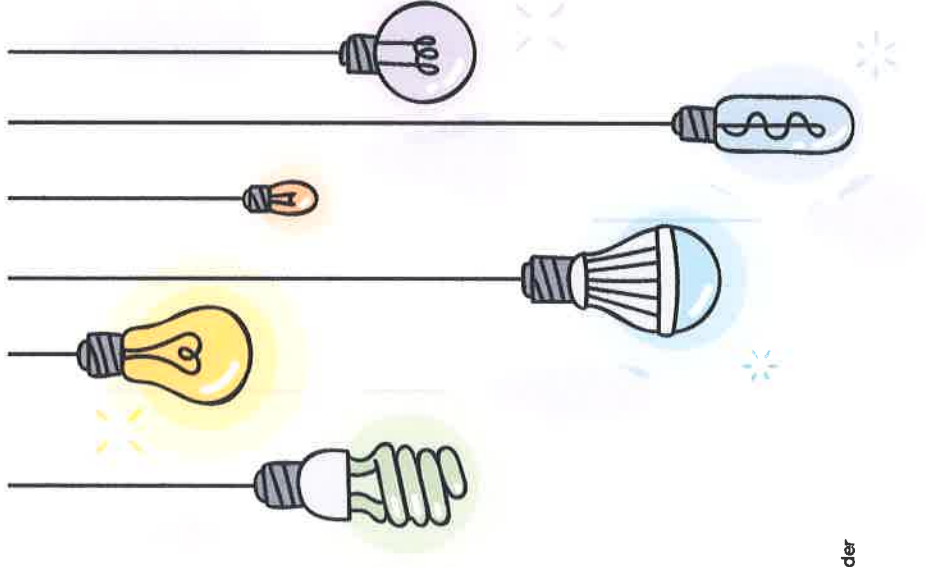
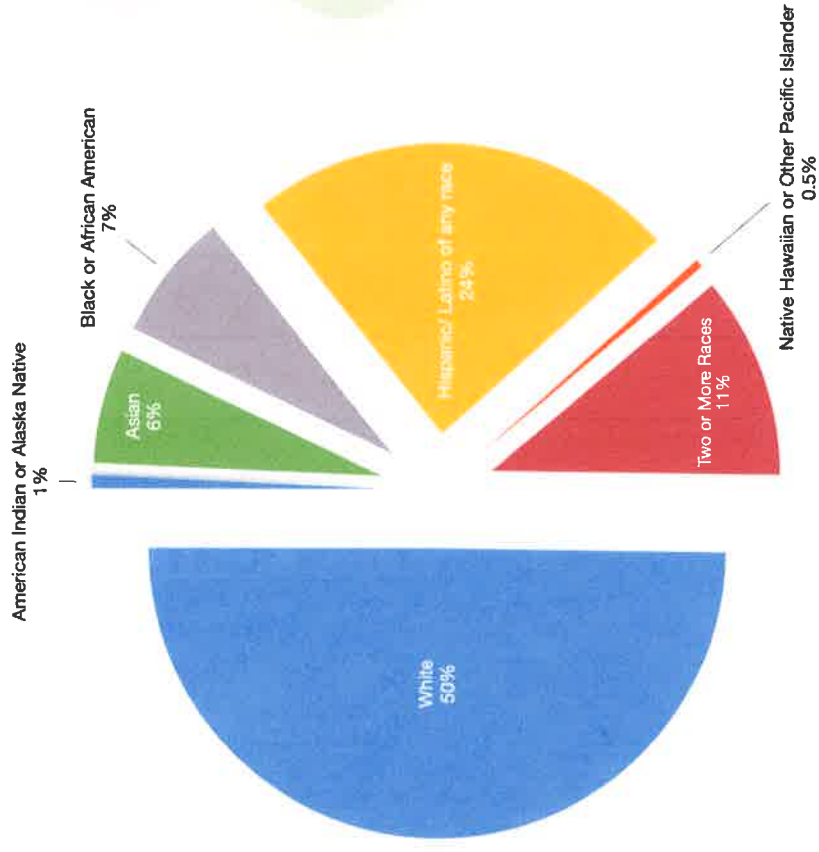
Economically disadvantaged - 46%

32 Different Home Languages - (1) Spanish

(2) Mandarin (3) Arabic (4) Gujarati (5) Telugu

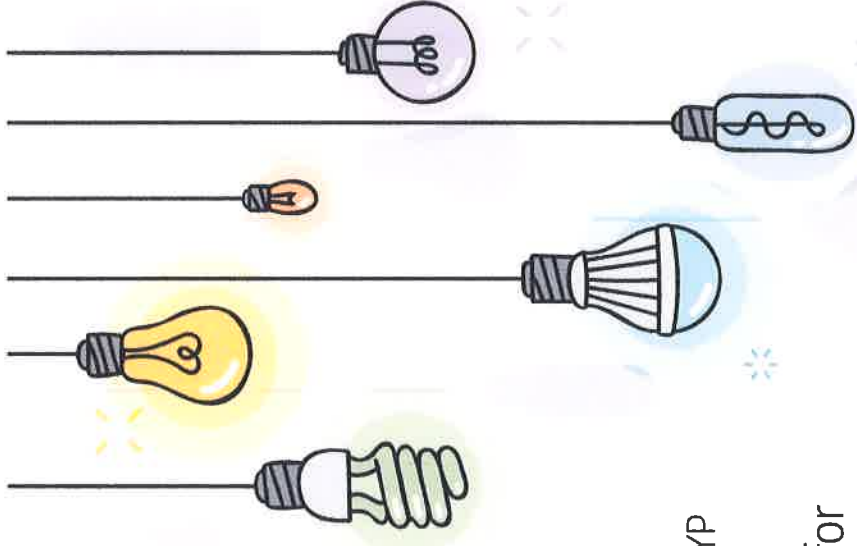


WHO ARE WE?



✧ STRENGTHS AND CHALLENGES IN GROTON

- ✧ Diverse community and unique government structure.
- ✧ Improving equity and access in higher-level courses.
- ✧ Lots of opportunities for ALL students:
 - ✧ UCONN ECE,
 - ✧ Three Rivers ECE,
 - ✧ AP
 - ✧ IB courses, IB DP and IB CP Programmes
 - ✧ All students in grades 6-10 immersed in Middle Years Programme IB MYP
- ✧ Misperception that International Baccalaureate is “elitist”.
- ✧ School community support is needed for Equity and Access for students in rigorous and relevant courses.



WHAT STUDENTS SAY



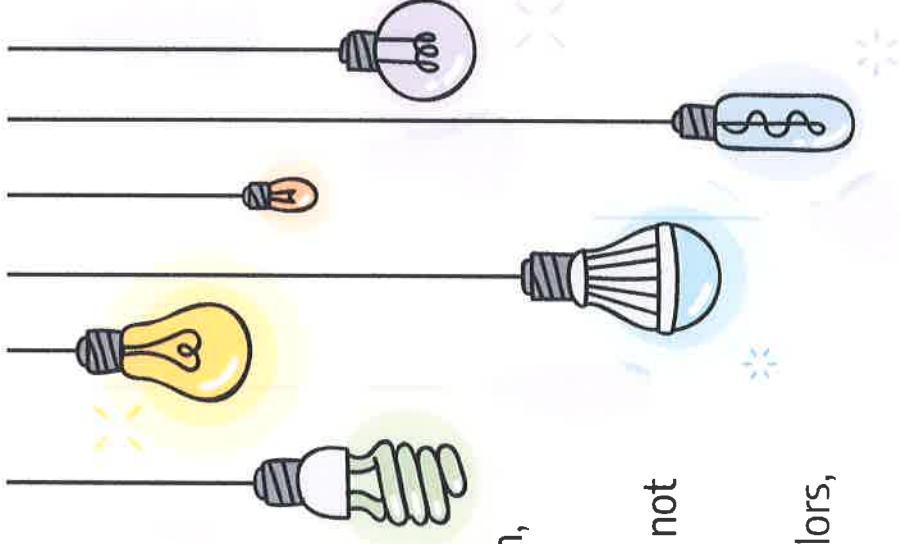
Some students say they were made aware of advanced classes, but chose honors-level classes instead of IB, AP, or ECE.

Many students say they were unaware of the advanced course offerings.

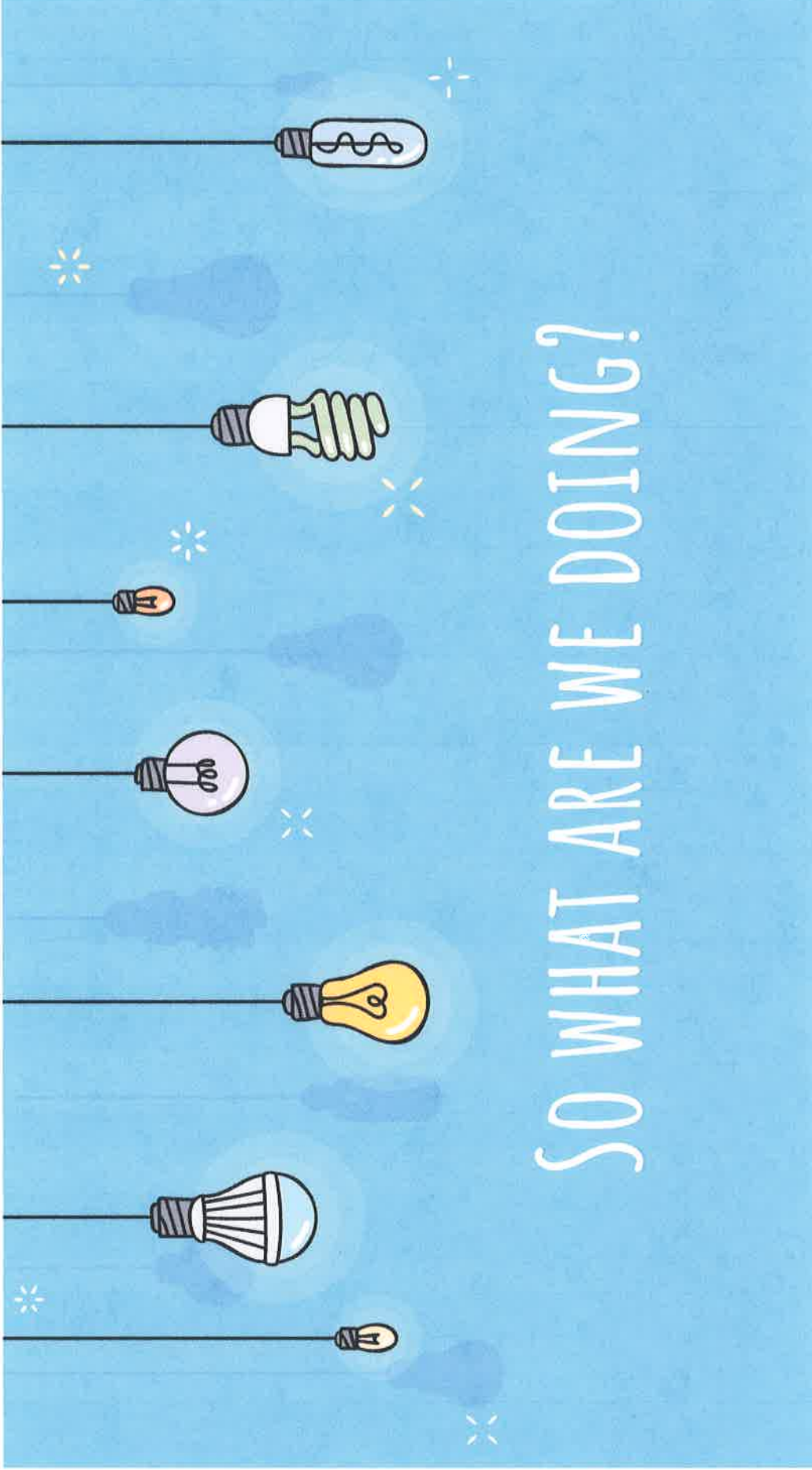
Students wish they had more students who they can relate to, identify with, and who look like them in the advanced classes.

Students of color, who have taken advanced level courses, say that they do not feel academically prepared to take advanced level classes.

Students say that their course selections are influenced by teachers, counselors, friends, and family members.

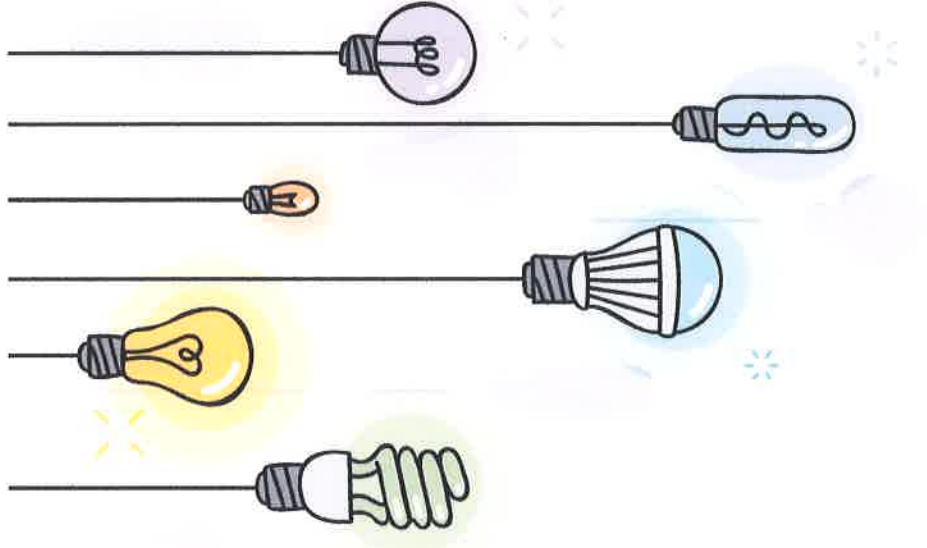


SO WHAT ARE WE DOING?



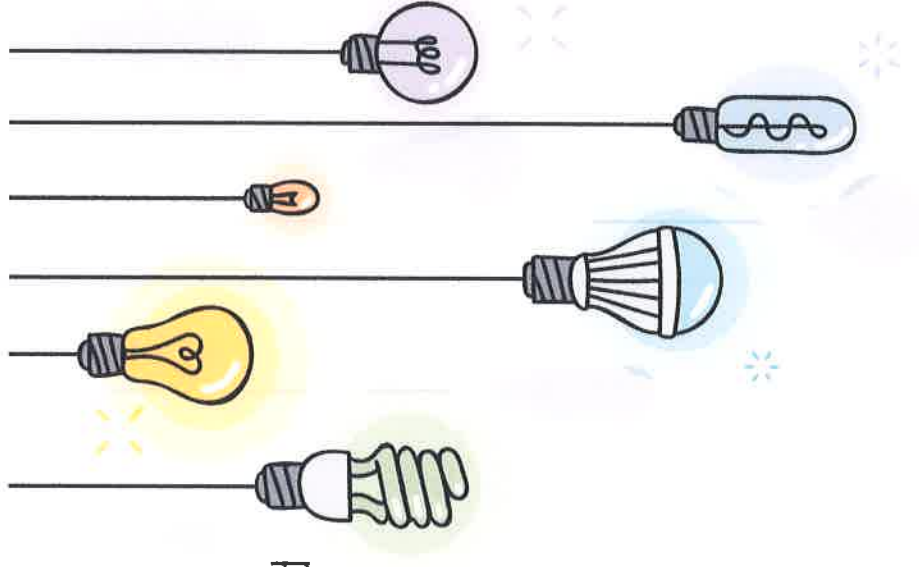
✧ GROTON PUBLIC SCHOOLS' PLAN

- ✧ Groton 2020 Equity and Excellence for ALL!
- ✧ International Baccalaureate secondary campus
- ✧ Authorized CP grades 11-12
- ✧ Authorized MYP for all 6-10
- ✧ Potential PYP
- ✧ Plan to promote advanced course access; see specific IB Access Plan.



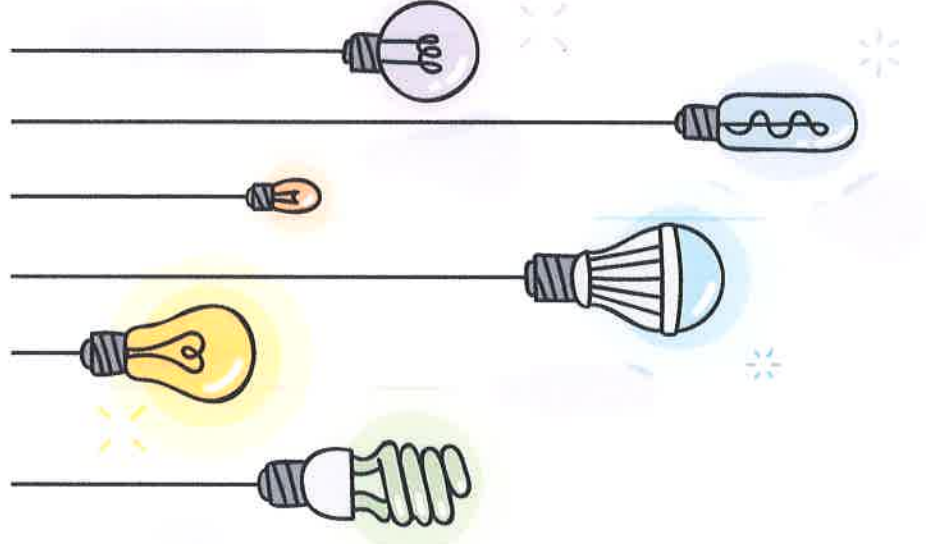
* THE PLAN

- + Build an understanding of IB throughout the District and community.
- + Professional learning for faculty.
- + Clear and ongoing communication to students and families.
- + Develop leadership and IB student ambassadors.
- + Fairs, Assemblies, information sessions.
- + Individual meetings with students and parents.
- + Ongoing encouragement for students.
- + MSAP and DoDEA grants support the work.



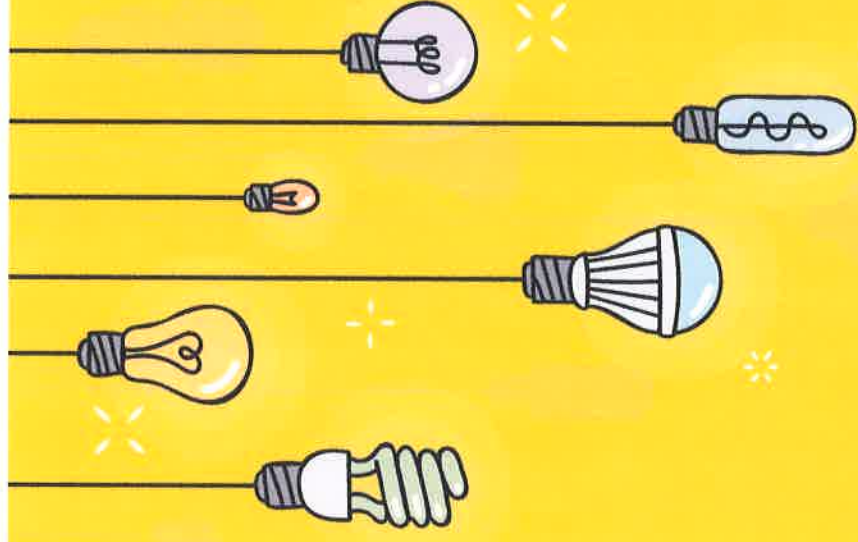
HOW CAN WE ENCOURAGE STUDENTS TO CHALLENGE THEMSELVES?

- ✦ Teachers and coordinators leverage relationships with individual students.
- ✦ Algebra access for all.
- ✦ Support students in these advanced classes.
- ✦ Informed counselors encourage students.
- ✦ Ongoing communications with students and parents.

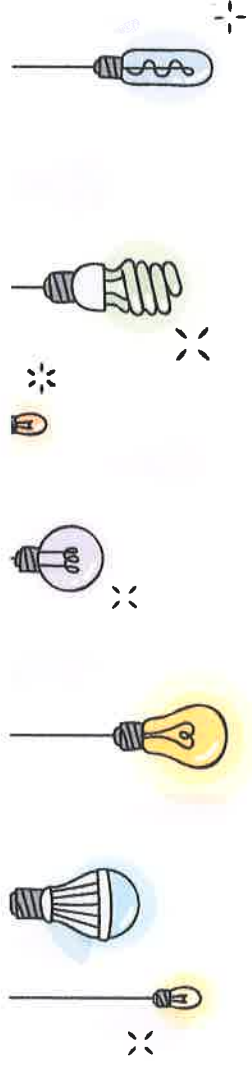


“SO WHY INTERNATIONAL BACCALAUREATE?”

IB programmes enable teachers to develop resilient, self-motivated young people, who have the knowledge, skills, and sense of purpose they need to thrive throughout their lives and contribute to making the world a better place.” (ibo.org)



So why IB?



IB takes a balanced and inquiry-based approach to learning

IB Coursework reflects real-world applications and skills

IB Prepares student to succeed in college and beyond

The IB Learner Profile focuses on the whole student

The Core of the DP cultivates:

- Service Learning
- Critical Thinking
- Research-Writing Skills

The Career-related Programme (CP) is a unique international education programme that:

- prepares students both professionally and academically
- develops students to become global citizens
- fosters attitudes and habits of mind to allow students to become lifelong learners
- reduces the "academic vs practical" divide.

CP graduates are equipped to pursue:

- further education
- higher education
- employment
- apprenticeships.

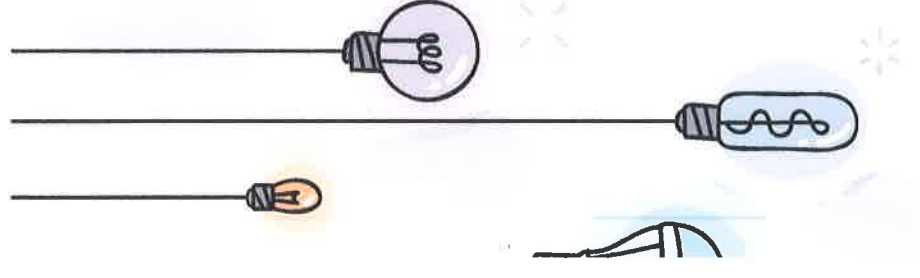
"The mix of traditionally academic and career-related courses has seen a rapid holistic development of our young people and given them a set of skills to take into the next phase of their lives. At the Academy, we have used the CP to raise aspirations."

San Carr, Head of School
Saini's Kent Academy, UK

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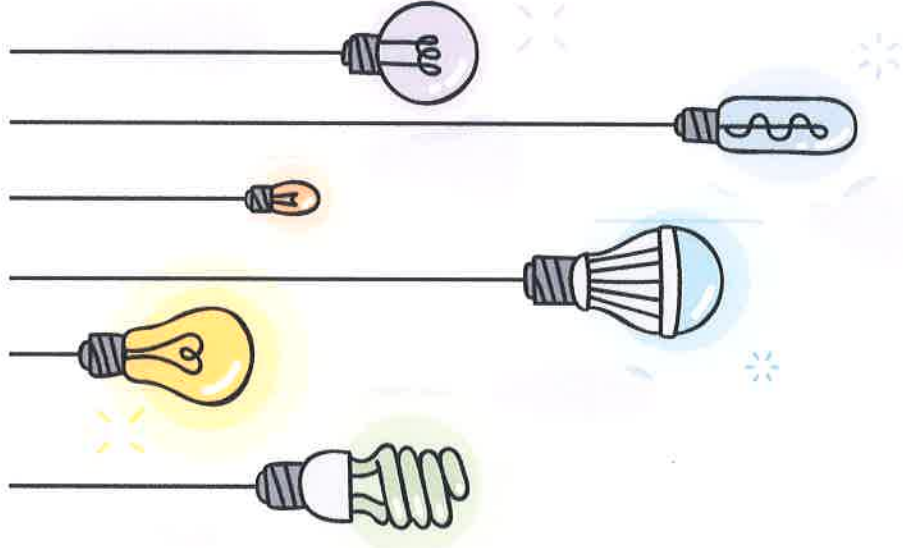


International Baccalaureate
For the world, by the world



* MYP EXPERIENCE

International Baccalaureate MYP is an instructional approach for **ALL** students. The preparation students receive in grades 6-10 opens the pathway for students to better comprehend the IB higher level courses. Consequently students feel more confident selecting the DP or CP pathway.

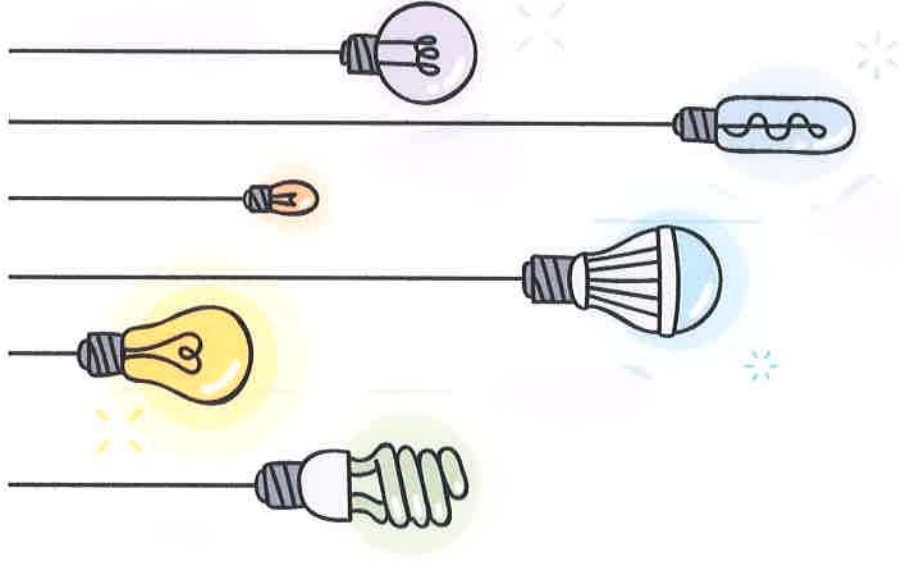


✧ THE POSSIBILITIES OF A FULL-IB DISTRICT

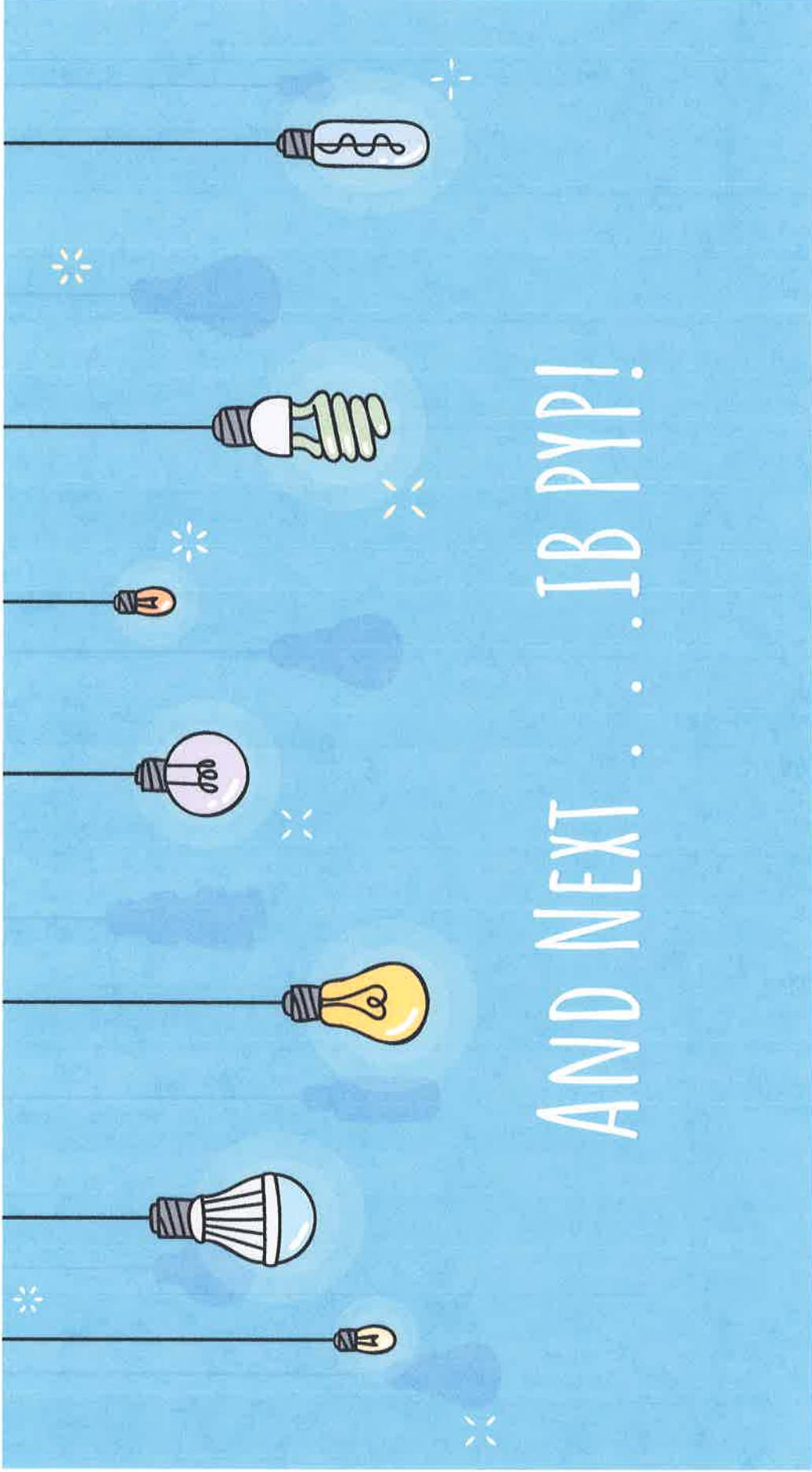
Currently, we have just been authorized to offer the IB Middle Years Program (MYP)

Focus on collaborative planning, engaging instruction, and authentic assessment using the MYP model will better prepare all of our students to take more challenging courses.

Future goal to implement PYP into our elementary schools for all students K-5.



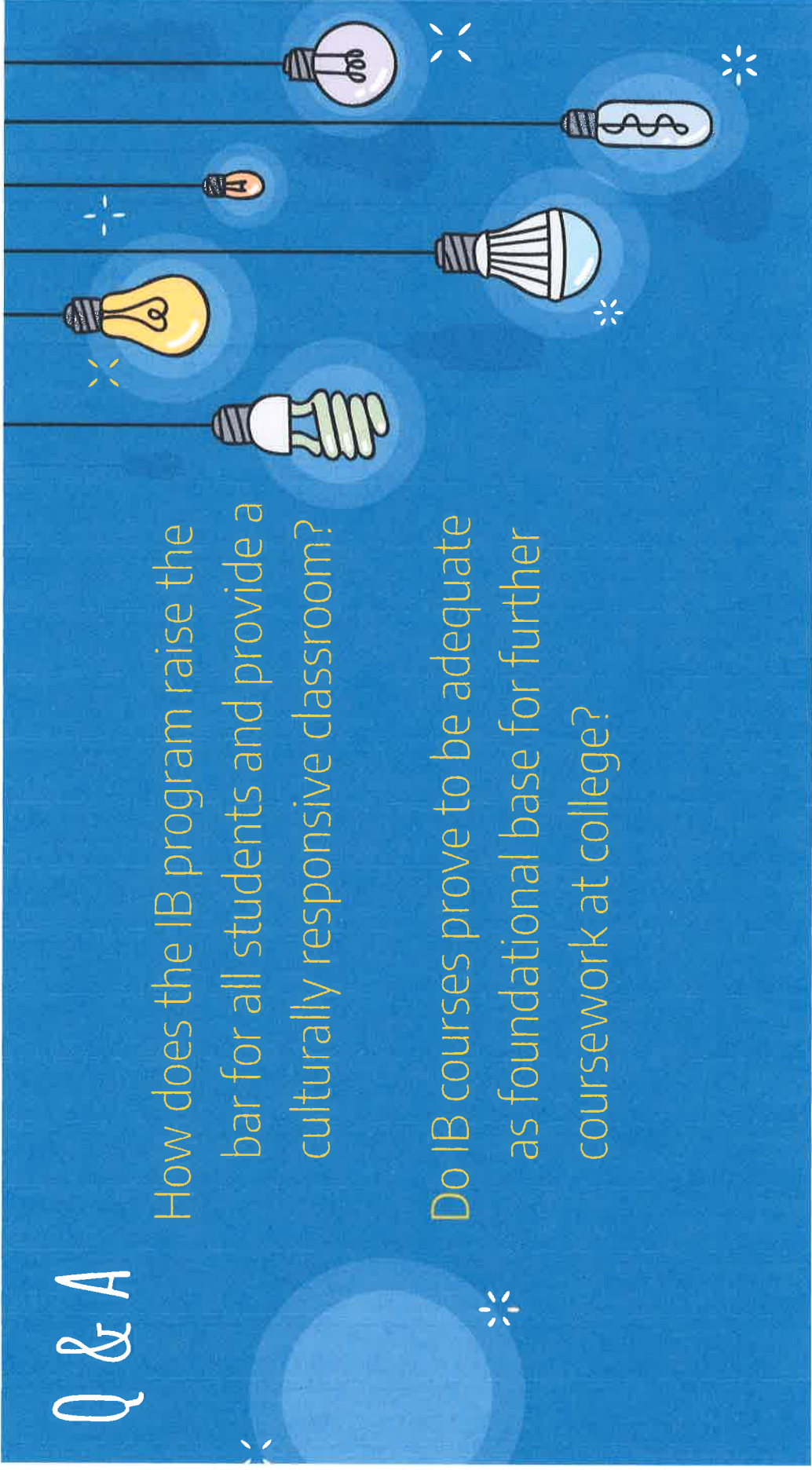
AND NEXT . . . IB PYP!



Q & A

How does the IB program raise the bar for all students and provide a culturally responsive classroom?

Do IB courses prove to be adequate as foundational base for further coursework at college?



❖ ADDITIONAL RESOURCES

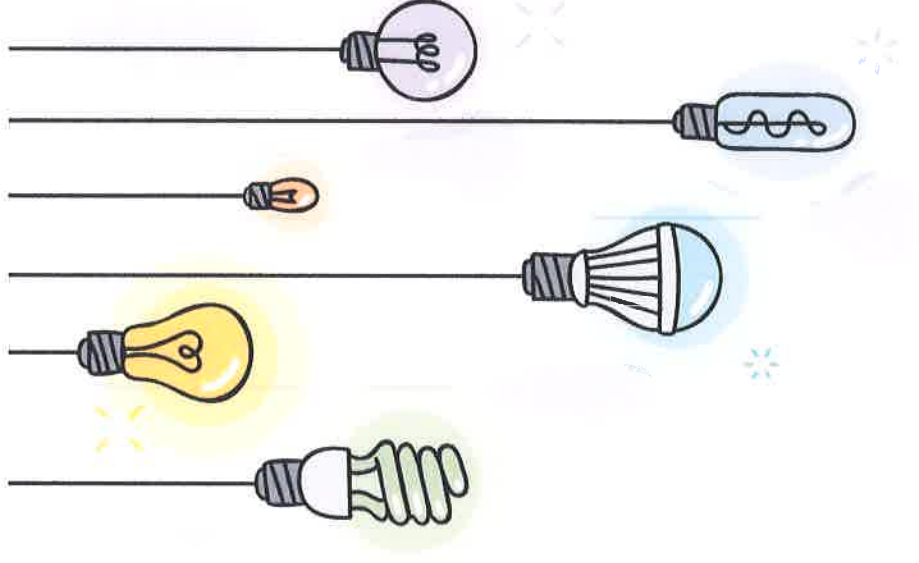
THE MYP

THE DP

THE CP

About IB in Groton

Coming soon – IB Action Plan





What you need to know about the Career-related Programme (CP)



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Baccalaureat International®
Bachillerato Internacional®

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IB programmes

Our programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.





International

Career-related

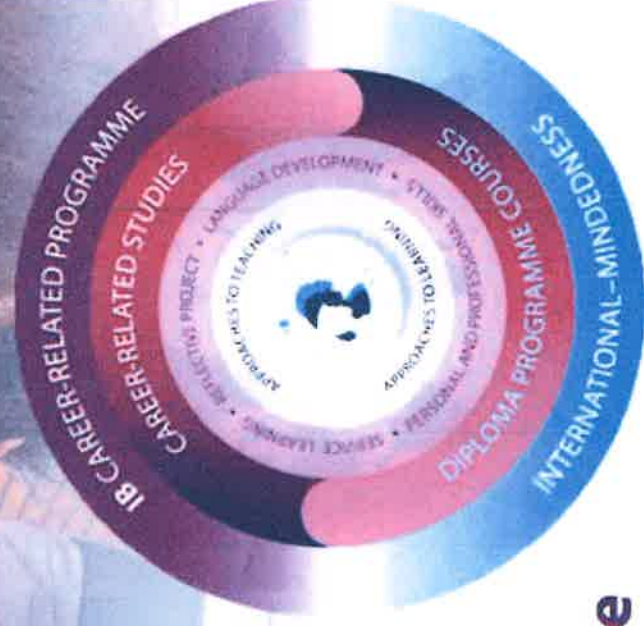
Innovative Language development

Personal and professional skills

Service learning

Academic courses from

Diploma Programme



International Baccalaureate
Diploma Programme
Authorized Institution

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CP graduates are equipped to pursue:

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“The mix of traditionally academic and career-related courses has seen a rapid holistic development of our young people and given them a set of skills to take into the next phase of their lives. At the Academy, we have used the CP to raise aspirations.”

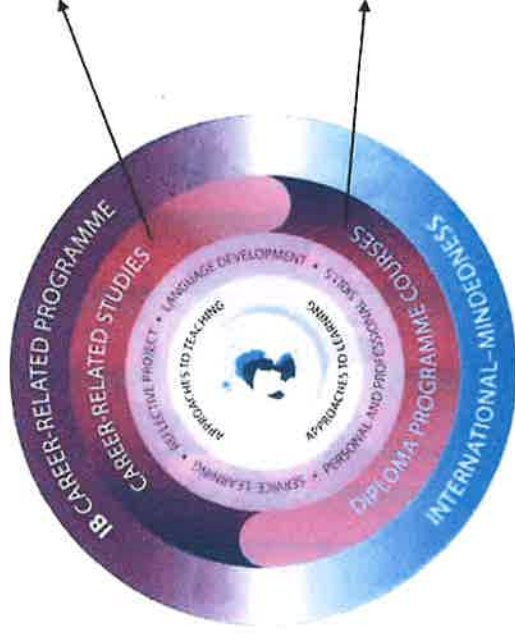
Sian Carr, Head of School
Skimmers Kent Academy, UK

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International Baccalaureate®
Developing the next generation
of global citizens

Aligning the CP with a selected career pathway



Example 1: Engineering

Career-related studies

Schools work with career-related-studies providers in engineering, such as PLTW

Types of subjects that may be offered include:

- Introduction to Engineering Design
- Principles of Engineering
- **Possible Future Classes** – Computer Integrated Manufacturing and/or Engineering Design and Development

Students choose from the recommended DP courses that align with their selected career pathway.

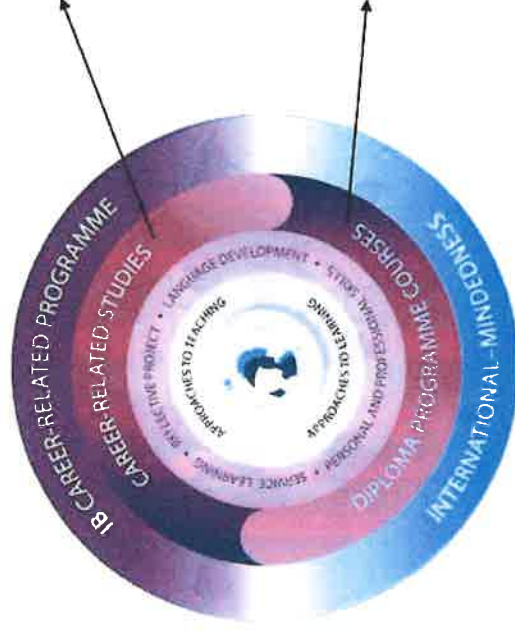
- Computer science
- Design technology
- Mathematical studies
- Chemistry



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Academy of Excellence

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Aligning the CP with a selected career pathway



Example 2: Nursing

Career-related studies

Schools work with career-related studies providers in nursing, such as State of Connecticut. Types of subjects that may be offered include:

- Diversified Health Occupations
- Honors Nursing

Diploma Programme courses

Students choose from the recommended DP courses that align with their selected career pathway.

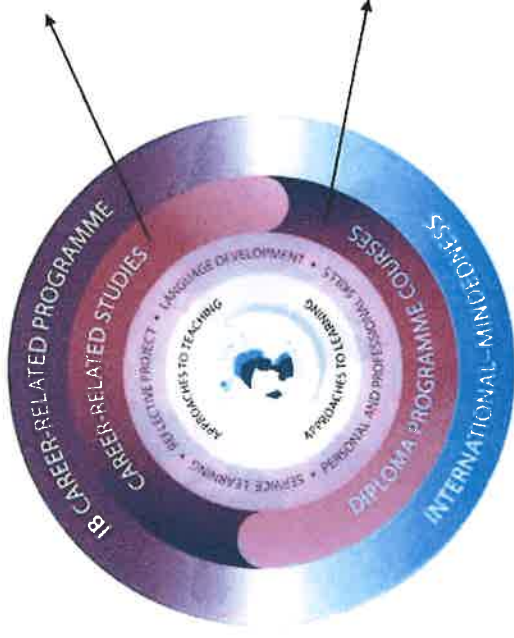
- Biology
- Chemistry
- Sports, Exercise and Health Science
- Psychology
- Physics



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 Bachibolado Internacional

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Aligning the CP with a selected career pathway



Example 3: Culinary

Career-related studies

Schools work with career-related studies providers in culinary, such as ServeSafe. Types of subjects that may be offered include:

- Foods 1
- Falcon Cafe
- Culinary Arts 1

Diploma Programme courses

Students choose from the recommended DP courses that align with their selected career pathway.

- Business Management
- Visual Arts



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Future Career Pathways

Arts, A/V Technology & Communications

- Audio-Video Technology & Film
- Graphic Communications
- Graphic Design

Health Science

- Emergency Medical Responder
- Sports Medicine

Information Technology

- Game Design

Government & Public Administration Careers

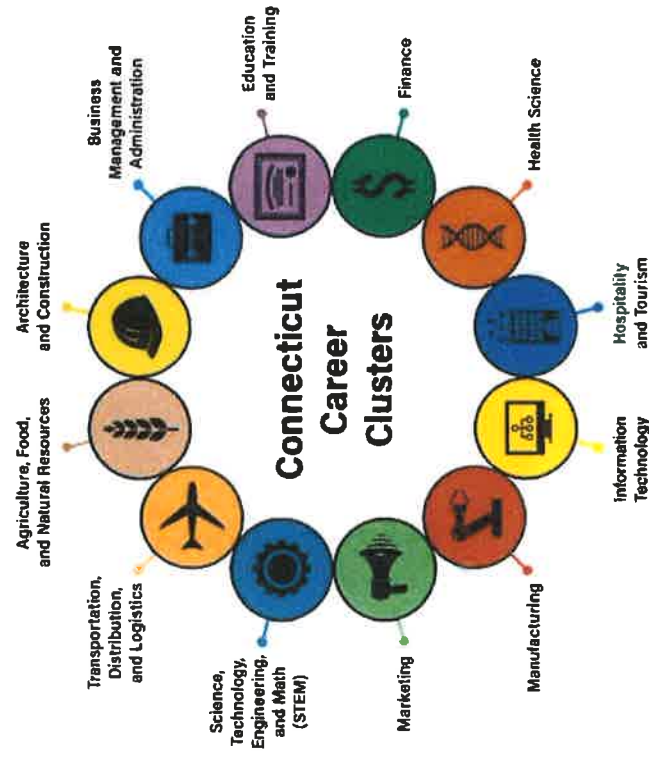
- Military/ROTC

Marketing

- Marketing Communications & Promotions

Human Services

- * Nutrition & Food Science



CONNECTICUT STATE DEPARTMENT OF EDUCATION

DODEA World Language Advancement and Readiness Program (WLARP)**Award amount: \$1,000,000****Project period: Sept 2022 – June 2027**

In April 2022, GPS submitted a proposal to DoDEA's new world language grant program. In order to qualify for this funding, applicants must have an ROTC or Navy National Defense Cadet Corps (NNDCC) program. GPS' submitted an NNDCC application to the Department of Defense in 2021. Even though it is still pending approval, it was confirmed by DoDEA that GPS is eligible to receive DoDEA WLARP funds. In early July, DoDEA notified GPS that the district is a finalist in this year's competition and can expect final award notification by September 30, 2022.

The following is a description of the program from the grant proposal:

“With support from DoDEA, Groton Public School will improve and expand its world language program. All GPS world language teachers will engage in a multi-year onsite professional development program with expert trainers from the American Council on the Teaching of Foreign Languages (ACTFL). The purpose of this training is to shift the current mode of instruction towards the preferred proficiency-based method aligned with ACTFL's World-Readiness Standards for Learning Languages. GPS will also hire two new world language teachers to expand the program to all five elementary schools. The goal of this effort is to improve students' world language proficiency and foster a deeper understanding and appreciation for cultures other than their own. Using standardized quantitative educational metrics and qualitative teacher surveys, GPS will study the impact of these efforts on the academic achievement and social-emotional wellbeing of our students, with a focus on our military-connected population.”

****Pending Application****

Groton ARPA Fund (Economic Development and Resiliency Category)

Amount Requested: \$514,182

Project Period: September 2022 – December 2023

In June 2022, GPS applied for a grant via Groton's ARPA Fund. The following is a description of the proposed project from the grant proposal:

“With support from Groton's ARPA fund, GPS will expand and upgrade the *video surveillance systems* at six facilities: Fitch High, Groton Middle, Northeast Academy, Catherine Kolnaski, Charles Barnum and Central Office. At this time, each school has its own unique system and several are 20+ years old. Current safety standards recommend a unified system for school districts with a centralized surveillance and control center connected to the town's emergency management departments, including the police and fire department. Groton's Police and Fire Departments have requested this, along with a unified *access control* system to expedite incident response times. The first step in creating a unified access control system is to establish a first responder *emergency communication system*. GPS is developing a comprehensive plan for this system to include a fiber optic cable network between the schools and town. In the meantime, the GPS system requests funding to purchase 24 two-way radios with emergency response buttons to be supplied to district and school administration, school security guards, and the town police and fire departments. This approach will be modeled after Ohio's Multi-Agency Radio Communication System, which has proven to be effective. GPS has also purchased and installed shatter and ballistic proof *mirrored film* for the main offices at Mystic River and Thames River Elementary Schools. With support from ARPA, we will hire a contractor to install additional film on the two cafeterias at these schools. The All-Hazards Plan is an essential guide for Groton administrators but a cumbersome document for teachers, especially in emergency situations. During a recent visit to Middletown High School, Fitch High School administrators learned that all Middletown teachers have an easy-to-use *quick reference emergency flipbook* developed by Environmental Health and Safety Consultation (EHSC). With support from ARPA, we will partner with EHSC to create customized flipbooks for all Groton teachers and staff.”

21st Century Community Learning Center (21st CCLC)

Award amount: **\$300,000 (\$60,000/yr) for five years**

Project period: **Sept 2021 – June 2026**

GPS was awarded a \$60,000 grant (renewable per year) via the competitive 21st Century Community Learning Center (21st CCLC) grant program in May 2020. 21st CCLC is a federal grant program administered by the CT Department of Education and CREC. Due to the pandemic, the program start date was delayed by one year and began in September 2021.

The following is a description of the program from the grant proposal:

“With support from the 21st CCLC program, Groton Public Schools will partner with the Tree House Program to provide students with academic and enrichment opportunities outside of regular school hours. During program hours, students will receive homework assistance from certified teachers and engage in social learning activities aimed at strengthening bonds with their families, neighbors, and school community. Inspired by the Amelia Earhart quote, “a single act of kindness throws out roots in all directions, and the roots spring up and make new trees,” the program will be called the Groton Middle School Roots Project. Team-building and self-esteem will be the common theme of all extracurricular activities. Despite being within close proximity to premier educational institutions, recreational opportunities, and the state parks and coastal waterways of Long Island Sound, many Groton students have never visited them due to lack of time, resources, and transportation. 21st CCLC students will have the opportunity to participate in engaging, hands-on activities at these sites. On early dismissal and vacation days, students will also visit the elementary school sites to lead community service projects. The Tree House administration will work closely with the CT Afterschool Network to develop a comprehensive professional development program, aimed at training program staff in the latest methods of student academic and social-emotional support.”

Approximately 30 middle school students regularly participated in the GMS afterschool program held on Tuesdays – Thursdays. Attendance data was collected throughout the year and submitted to CREC. CREC staff visited the site in March for a formal assessment to which GPS received excellent reviews. Due to the pandemic, staff and students did not participate in off-site programming as planned. Funds were reallocated to support summer programming with GMS Roots students.

ARP ESSER Afterschool

Award Amount: \$183,183

Project Period: July 2021 – December 2023

As a 21st CCLC participant, GPS was invited to apply for an ARP ESSER Afterschool grant in January 2022. GPS was awarded an 18 month grant to establish a FHS Afterschool Center. Funds will be used to hire new staff and purchase supplies to expand and enhance FHS afterschool clubs that focus on underserved populations. Funds should also be used to provide afterschool academic support for students.

The following is a description of the program from the grant proposal:

“Groton Public Schools will partner with the Tree House Afterschool Program to develop the FHS Afterschool Center...GPS will hire a Tree House trained staff member to be the Site Coordinator for the new FHS Afterschool Center. The GPS Afterschool Director will work closely with the Tree House Director and Tree House leadership to incorporate their practices and policies into the FHS Afterschool Center. Like the Tree House Program and the Roots Project, students participating in the FHS Afterschool Center will have access to academic support from certified teachers and tutors, receive a snack and also have time to participate in various clubs and activities. On early dismissal days, students will have the opportunity to participate in field trips focused on experiential learning, team-building and community service.

GPS recognizes that “involvement in high-quality afterschool programs improves students’ education outcomes, attendance and social-emotional learning.” Therefore, with support from ARP Afterschool funds, GPS will hire additional staff to evaluate, enhance, and expand FHS’ afterschool program. We will expand the variety of activities offered, add new hot snacks and provide more transportation options with the goal of increasing student participation, especially among the target population. During the 18 month project period, we will evaluate these interventions to determine which have the greatest impact on attracting and retaining the target population. The new staff members, including the Afterschool Center Director and Site Coordinator, will participate in the GPS DEI (Diversity, Equity, and Inclusion) Committee to learn new strategies for engaging the target population. For example, the FHS Social Studies Department Chair, who participates in the GPS DEI Committee and also leads the Black Student Union, plans to attend the College Board's three-day "A Dream Deferred" Conference. The conference is "focused on the state of college readiness for African American students and provides a forum for sharing best practices, key data, and research to drive measurable actions to ensure access to opportunity." One of the goals of the FHS BSU is to partner with other school districts with BSUs. The closest BSUs to Groton are in New Haven and Hartford. Funds from this grant will enable FHS BSU students to meet with students from these other districts.”

USDA Farm to School

Award Amount: \$50,000

Project Period: July 2022 – June 2023

GPS was awarded a Turnkey Grant via the competitive USDA Farm to School grant program in July 2022. GPS was ineligible to apply to the larger Implementation Grant this year because GPS was a 2019 recipient. The following is a description of the program from the grant proposal:

“Using the Farm-to-School (F2S) program established at Charles Barnum Elementary School as a model, the F2S Coordinator will work with the F2S Committee and TRMS to create a work plan and schedule for garden assembly, greenhouse construction, and student lesson implementation. Lessons will occur afterschool and, when feasible, be integrated into the in-school Environmental Science curriculum. The F2S Coordinator will conduct training sessions with TRMS staff and parents about the program. The F2S Coordinator, TRMS Enviro Science Coordinator and TRMS Principal will meet with district Administrators to ensure that the F2S program continues to align with the strategic plans of both the school and district for long-term sustainability. The Food Service Director will share GPS accomplishments with regional and state representatives, including the Lighthouse Co-Op of southeastern CT and the SNA of CT. The local farms that partner with GPS via the Lighthouse Food Co-Op or F2S program all follow Good Agricultural Practices (GAP). The Food Services Director will review the latest Good Handling Practices (GHP) with TRMS kitchen staff. The F2S Coordinator will ensure that F2S TRMS Committee members are familiar with and also practice GAP and GHP when growing and handling food from the gardens and greenhouse. The F2S Coordinator will source and purchase grant-funded supplies and schedule installation. The F2S Coordinator will contact CT-based Levo International to purchase hydroponic equipment (funded by the Food Service Department) to be installed in the greenhouse.”

CT Dept of Agriculture “CT Grown for CT Kids Grant” (CTG4CKG)

Award Amount: \$24,946

Project Period: April 2022 – September 2023

GPS was awarded a CTG4CKG grant via the competitive CT Department of Agriculture grant program in April 2022. The following is a description of the program from the grant proposal:

“The intended outcome of this project is to expand our successful Farm to School program to elementary students at Thames River Magnet School to encourage greater enjoyment and consumption of healthy whole foods. In order to accomplish this outcome, we will build new garden beds and construct a greenhouse with a hydroponic system and deliver lessons on agriculture, plant life cycles, nutrition, and healthy choices. Students will engage in experiential F2S classroom lessons and outdoor activities. They will also receive personal hydroponic systems to bring home to practice growing their own food with their families. With support from the CT Dept of Agriculture, we will also increase our efforts to educate students during mealtimes. As the F2S Coordinator, Rotner organized regular taste tests of local produce, engaging hundreds of students at multiple elementary schools. As a result, cafeteria staff have reported an increase in fruit and vegetable consumption among students who participate in taste tests and other F2S education. Teachers report that more students are bringing in produce as snacks. Koschmeider is hiring a new F2S Coordinator. One of their first tasks will be to expand the F2S curriculum to include lessons and activities for GPS’ pre-school students, to be piloted at TRMS.”

Groton Public Schools
Regular Education Tuition Rates
FY2023

	Groton cost per pupil	Groton Proposed Tuition @ 85% of cost per pupil
PK	7,286	6,193
K-5	14,572	12,386
6-8	14,765	12,550
9-12	18,415	15,653
IB DP		18,855

FY22 IB DP Budget (funct #1117)	67,250
FY22 IB DP Students	21
Proposed IB DP Surcharge	3,202

Comparisons						
Groton FY2022	Ledyard 2023	Stonington 2022	Waterford 2022	NFA 2023	St Bernards 2023	Williams School 2023
6,106	Not Provided	Not Provided	Not Provided	Not Applicable	Not Applicable	Not Applicable
12,211	11,816	16,030	17,895	Not Applicable	Not Applicable	Not Applicable
12,628	11,816	16,030	17,895	Not Applicable	8,900	30,150
14,387	14,490	18,325	17,895	13,643	14,000	31,150
16,597	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable