

State Budget Reporting and Foundation Aid Survey - Budget Reporting**Background/Instructions**

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Background and Instructions**Background**

Section 9-a of part A of chapter 56 of the laws of 2021, as amended by §5-a of part A of chapter 56 of the laws of 2022 requires, on or before July 1, 2022, every local educational agency (LEA) receiving funding from the Elementary and Secondary School Emergency Relief (ESSER) funding from the American Rescue Plan (ARP) act of 2021 to post on its website and submit to the New York State Education Department (NYSED) an updated plan of how such funds will be expended and how the LEA will prioritize spending on non-recurring expenses as defined in section 9-a(1) of part A of chapter 56 of the laws of 2021. This updated plan must include:

- An analysis of public comment;
- Goals and ratios for pupil support;
- Detailed summaries of Investments in current year activities; and
- Balance of funds spent in priority areas.

In addition, Section 10-d of part A of chapter 56 of the laws of 2021, as amended by §5-b of part A of chapter 56 of the laws of 2022, requires school districts receiving a foundation aid increase of more than 10% or \$10,000,000 must create plans on how these funds will be used to address student performance and need. These plans must be completed, submitted to the department, and posted to district websites prior to July 1 of 2021, 2022, and 2023. Each district subject to this requirement is required to:

- Seek public comment from parents, teachers, and other stakeholders;
- Take public comments into account in the development of the plan;
- Include an analysis of public comments within the plan;
- Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of seven listed areas;
- Post the plan on the district website; and
- Submit the plan to the State Education Department in a form prescribed by the Department to be posted publicly.

The list of school districts that are required to submit a plan aligned with the increase in foundation aid may be found in the "Foundation Aid and ARP Plan Notification Guidance" memo located in the *Documents* library at the lower left of the application. It should be noted that this requirement does not obligate districts to spend additional foundation aid funds in specific ways, but does require district seek public comment and share plans on how they intend to spend these additional funds. Plans are required to cover only the foundation aid *increase*. The plan should *not* cover how the district intends to use its *entire* foundation aid amount. Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of the following seven areas:

- Increasing graduation rates and eliminating the achievement gap;
- Reducing class sizes;
- Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas;
- Addressing student social-emotional health;
- Providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness;
- Goals and ratios for pupil support; and
- Detailed summaries of investments in current year initiatives and balance of funds spent in priority areas.

Instructions

The *State Budget Reporting and Foundation Aid Survey* is due by July 1, 2022.

LEAs must complete all sections and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business

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portal will highlight it in red and the section of the application will be flagged. The applicant will be unable to submit the application to NYSED for final review if a required question remains unresolved.

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs) or the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs are NOT REQUIRED to send hard copies of survey materials to the Department.

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Use of Foundation Aid Increase

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Use of Foundation Aid Increase

1. Please describe how the district plans to utilize funds provided by the foundation aid increase in the following priority areas. If these funds will not be used for one of the priority areas listed below, please respond with "N/A."

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Increasing graduation rates and eliminating the achievement gap	N/A	N/A	0
Reducing class sizes	The District added 7 teachers K-12 in order to reduce class sizes. For example K-1 classes will be 22 or below in each class. One of our goals for reduced class size is to tailor instruction and maximize one -on-one time with students, giving students more time and attention. Additional teachers were added at the elementary level to advance early literacy goals. We believe we will see an increase of 5% per year over 3 years in literacy benchmark proficiency. A math teacher was added at the middle school level in order to increase NWEA proficiency by 5% per year over 3 years. A New Social Studies teacher and a FACS teacher were added at the HS level. The addition of all of these position will lead to: Better Teacher/Student Relationships, More Customized Instruction, Classrooms Becoming More Collaborative, and Topics Being Explored In-Depth.	None received	767634
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	N/A	N/A	0
Addressing student social-emotional health	The District has added 1.2 School Psychologists to address student social-emotional health. School psychologists provide a continuum of services that connect mental health, behavior and learning, school and home, and school and community services. School psychologists have specialized training in child development, mental health, learning, diversity, culturally responsive services, and school systems and law. Their unique expertise lies in how these elements interact to shape children's behavior, learning, and overall	None received	253617

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Use of Foundation Aid Increase

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	adjustment. Adding school psychologist will decrease caseloads leading to more individualized care. Improving staffing ratios for these professionals is critical to adequately supporting students' mental and behavioral health.		
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The District added 2 Special Education Teachers, 11 Special Education Paras and a Special Olympics Coach. By adding more support in the Special Education classrooms, we will increase individualized instruction and improve relationships. We expect to see a decrease in discipline referrals and behavior issues. Our 15:1 Middle School classes will now have an extra person in the room to address both academics and behavior.	None received	516474

2. Please use the chart below to describe 'Other' priority areas not otherwise addressed in Item #1. Click on "Add Row" as applicable for additional priority areas.

Priority Area	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Safety/Security	Hire a dedicated security director to oversee the safety and security of the district.	At June 13th BOE meeting public comments focused on safety of students.	178,950
Educational Opportunities for students	Expand learning opportunities for students	None received	429,265
Technology	To replace outdated chromebooks, enhance District cybersecurity, and increase network maintenance staff	None received	370,120
Public Communication	To enhance website and public communications	None received	113,253
Instructional Supplies/Equipmen	Address equipment needs	None received	32,451
Reduce Tax levy	Reduce burden on taxpayers	None received	931,825

Use of Foundation Aid Increase (Cont.)

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- 3. Please describe your analysis of public comment from parents, teachers, and other stakeholders on the plan. This analysis should include the approach to outreach that was implemented and common recommendations or suggestions. For recommendations not reflected in the plan above, what limitations or rationale led to the decision to not include? (250 words or less)**

On February 11th, the following message was shared with the community: *“Information will be shared and discussed regarding the upcoming 2022/2023 school budget at Board of Education meetings beginning on Monday, February 14th through April 19th. Board meetings are open to the public and will be streamed online, as well. We invite the members of the community to observe these meetings, view the budget presentations, and offer feedback as the 2022/2023 budget is developed.”*

Development of the 2022/2023 budget was presented to the Board of Education and the public at Board of Education meetings on February 14th, March 7th, March 21st, April 4th, April 19th. A public hearing was held on May 9th. Public comment was available and encouraged. At these meetings and the public hearing, no questions or public comments regarding the budget were received.

At the June 13th Board of Education meeting there were public comments regarding the safety of students and the security of our buildings. The District will be utilizing the foundation aid increase to hire a Director of Security and Emergency Preparedness.

For questions or comments on the use of the foundation aid increase, please contact either:

Marianne Serratore, Assistant Superintendent of Curriculum and Instruction: Marianne.Serratore@vcsdny.org

Brad Conklin, School Business Official: Brad.Conklin@vcsdny.org

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

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American Rescue Plan (ARP) Spending Plan Reporting

1. Have you made changes to your approved ARP - ESSER application?

- YES, the LEA has made changes to your approved ARP ESSER application.
- NO, the LEA has not made changes to your approved ARP ESSER application.

2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.

On February 11th, the following message was shared with the community: *“Information will be shared and discussed regarding the upcoming 2022/2023 school budget at Board of Education meetings beginning on Monday, February 14th through April 19th. Board meetings are open to the public and will be streamed online, as well. We invite the members of the community to observe these meetings, view the budget presentations, and offer feedback as the 2022/2023 budget is developed.”*

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At the June 13th Board of Education meeting there were public comments regarding the safety of students and the security of our buildings which will be taken into consideration when making any changes to the grant..

On the District website (on the ARP grant page) the District has the following message posted:

The District is seeking input and public comment from parents, teachers and other stakeholders regarding the use of these federal funds. To provide comments please contact either:

Ms. Marianne Serratore, Assistant Superintendent of Curriculum and Instruction at marianne.serratore@vcsdny.org

Mr. Brad Conklin, School Business Official at brad.conklin@vcsdny.org

The District has not received any comments via email with regards to the use of ARP funding.

3. Please provide a description of program goals and per pupil teacher ratios for priorities supported by ARP - ESSER funding. Click on "Add Row" as needed to include additional program goals.

Program Goals	Per Pupil Teacher Ratios (# : #)
<p>Pre-K-5 Summer School Goals: This program aims to provide elementary school children in academic need with learning support during the summer, specifically in ELA and Math, in preparation for the upcoming school year. Students will increase their reading benchmark level by at least one level in K-5. The students will focus on key mathematics standards to increase fluency and problem-solving skills. NWEA MAP RIT Scores will increase by 5%.</p>	1:12
<p>Middle School Summer School This program aims to provide middle school students in academic need with learning support during the summer in preparation for the following school year in ELA, Math, SS, and Science. The goal is to increase the number of students promoted to the next grade level, improve academic skills, and to increase NWEA MAP RIT Scores by 5%.</p>	1:12
<p>High School Summer School Goals: Increase the number of students completing graduation requirements/ increase the number of students able to recover course credits/improve academic skills as evidenced as will be measured on first-quarter report cards</p>	1:12
<p>Summer Enrichment Program 1-12 Goals: To increase student exposure to new material: Education enrichment programs encourage students to learn through different methods as they enjoy engaging projects and activities beyond the pages of a book. Enrichment programs can incorporate topics that develop children's curiosity to learn something new and fun. To increase skills and interests: Enrichment programs help students identify subjects and skills they</p>	1:12

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>might be interested in. Most students engaging in education programs can develop an aptitude for something they may not have tried before. To increase motivation and positive feelings about school: Enrichment programs help students to build positive connections with the school and staff.</p>	
<p>Before and After School Programs Goal To increase skills and increase student achievement on standardized and formative assessments.</p>	1-8
<p>Social and Emotional Camp and After-School Clubs Goals: To reduce the number of students experiencing school-related anxiety To increase the number of positive interactions students have with staff To increase the number of positive interactions students have with other students To increase behavior skills To reduce discipline referrals</p>	1-10
<p>Increase the Number of Student Assistance Counselors/Guidance Counselors/Social Workers/Attendance Support Goal To decrease the caseload for each support staff in order to provide increased one-to-one and group interactions with students. To increase the number of counseling sessions for students in need of emotional support. To increase family engagement and outreach</p>	1-25
<p>Provide Additional Support for ENL Students to Address Learning Loss by Adding One ENL Teacher Goals Increase student knowledge of academic vocabulary Increase integration of ENL services in SS and Science Decrease the number of students per group for literacy interventions Increase student achievement of ENL students on standardized and formative assessments</p>	1-4
<p>Increase Special Ed Support (Teachers and Paras) Goals Increase Support for Integrated Co-Teach Model Resulting in Increase Student Achievement for Gen Ed and SPED Increase the amount and quality of differentiation instruction Increase student achievement on standardized and formative assessments Decrease behavior referrals</p>	1-15
<p>PE Program at the MS - Addition of a Teacher Goals Reduce class sizes to provide more support for students Expose all students to social and emotional skills within the context of PE classes Increase social skills Decrease discipline referrals</p>	1-20
<p>Expand HS Technology Program Goals</p>	1-18

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Program Goals	Per Pupil Teacher Ratios (# : #)
Add one teacher in order to increase hands-on high-interest electives Provide additional career and college opportunities	
Check and Connect Program Goals Decrease Chronic Absenteeism Decrease Discipline Referrals Increase Positive Staff - Student Relationships	1-2
Culturally Responsive Instruction Goal Utilize a Culturally Responsive Instruction Coach to improve classroom instruction and teacher-student relationships Panorama Climate Survey Data will result in an increase in positive responses from students.	1-22

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>Evidence-based summer, afterschool, and other extended learning and enrichment programs. The team determined that an extensive research-based academic program would address the impacts of lost instructional time. Several Programs were created: Pre-K -5 Academic Summer School 6-12 Academic Summer School</p> <p>Elementary Our Pre-K -5 summer school program utilized and will utilize a curriculum that was written and designed extensively for the current circumstance. The 6-week district-sponsored literacy/math program was designed for Pre-K - Grade 5 elementary students. The program was held and will be held 5 days per week, for 3 hours a day. Instruction was aligned with "big ideas" and best practices from the National Reading Panel (2000). Each class consisted of 2 hours of teacher-directed instruction in phonemic awareness, alphabetic understanding, fluency/automaticity, and comprehension as well as writing, depending on the grade level. The other hour was devoted to mathematics using a curriculum based on the Next Generation Learning Standard utilizing hands-on strategies supported by research. Students in grades pe-k through 5 was chosen based on performance during the school year. Transportation and breakfast were offered to all students throughout the summer school timeframe.</p> <p>Middle and High School Summer School As stated in the NYS Handbook for Summer School Administrators and Principals, "this summer, following more than a year of interrupted and disrupted learning during COVID-19, the benefits offered through summer learning opportunities are even more critical to student well-being and academic success." The Valley Central School District worked diligently to make summer school programs accessible to all Grades 6-12 students. To further achieve this goal, transportation and breakfast were offered to all students throughout the summer school timeframe. Valley Central School District offered three opportunities during the summer of 2021 and would like to continue to do so with this grant. The first was the ability for students, especially those in the 2021 Cohort, to complete graduation requirements and graduate in August 2021 through our GradPoint program. Second, a modified slate of summer school classes for grades 6-12 was offered to recover course credit or gain credit and improve academic skills during the summer session. Lastly, middle school students had the opportunity to participate in a social-emotional learning camp. As a result of the opportunities, four students who were eligible to graduate did graduate in August. All remaining students</p>	564,792

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>who did not graduate in June are still enrolled in Valley Central High School to complete commencement requirements.</p> <p>The high school continued to run the GradPoint credit recovery lab from July 6, 2021 through August 12, 2021. All underclassmen were offered the same opportunities as the seniors, however, certain programs, such as the GradPoint lab, were organized to give seniors first priority. The GradPoint lab teachers spent a great deal of time working one-on-one with students in order to ensure their success in the program. We had seven students attend regularly and they completed nine credits of credit recovery.</p> <p>Middle school students in grades 6,7, and 8 were offered the opportunity to enroll in up to four classes from ELA, Math, Science, and Social Studies. This provided students the opportunity to recover credit and build academic skills. This format aligns more closely with the team system that is utilized in the middle school during the school year. The high school offered both repeat and accelerated course credit options for the summer. Students could select up to two periods of instruction.</p> <p>The District developed teacher-inspired, researched, and created summer enrichment programs for elementary and secondary students. These enrichment activities included art-based, music-based, STEM-based, and World Language learning opportunities for our students.</p> <p>For students who struggle in specific academic areas, or for students who demonstrate above-average academic abilities in core areas, these enrichment activities that focus on academic instruction allow students to enhance their cognitive skills and abilities.</p> <p>In addition, these programs will help support personal development and social development advancements as well.</p> <p>The Valley Central School District designed a before school program for students in Grades K-5. After meeting and consulted with MTSS expert, Jim Wright, it was determined that we should focus on students that were slightly behind due to loss of instruction during COVID 19. In this way, these students would not miss any instructional time during the school day.</p> <p>Before and afterschool programs can have an impact on academic achievement. Improved test scores are reported in evaluations of The After-School Corporation (TASC) programs in New York City (Reisner, White, Birmingham, & Welsh, 2001; White, Reisner, Welsh, & Russell, 2001) and in Foundations, Inc. elementary school programs (Klein & Bolus, 2002). A more recent longitudinal study showed significant gains in math test scores for elementary and middle-school students who participated in high-quality afterschool programs (Vandell, Reisner, & Pierce, 2007), and a meta-analysis of 35 studies of at-risk youth found that out-of-school time programs had a positive effect on reading and math achievement (Lauer, Akiba, Wilkerson, Apthorp, Snow, & Martin-Glenn, 2006).</p> <p>The HFRP brief emphasizes that many studies “repeatedly underscore the impact of supporting a range of positive learning outcomes, including academic achievement, by affording children and youth opportunities to learn and practice new skills through hands-on, experiential learning,” (p. 3) citing evaluations of Citizen Schools (Espino, Fabiano, & Pearson, 2004; Fabiano, Pearson, & Williams, 2005) and of LA’s BEST (Huang, Coordt, La Torre, Leon, Miyoshi, & Pèrez, et al., 2007), among others. At Valley Central, our ELA and Math program incorporate many hands-on activities.</p> <p>Valley Central before-school programs balance academic support with a variety of engaging, fun, and structured extracurricular or co-curricular activities that promote youth development in a variety of real-world contexts to support and improve academic performance.</p> <p>Valley Central has created a Fitness, Rec and SEL Inatramural Prgram that takes place before school. This group is open to all students who enjoy fitness, and recreation and would like to learn the important social-emotional life lessons physical activity provides. Each group will be limited to a safe number of students on a rotating basis.</p> <p>The program incorporates aspects of the following research-based programs: Life as Sport Yale Ruler</p> <p>Valley Cental has found that before-school programs work better for our elementary students than after-school.</p>	

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>This before-school ELA and Math Program will address the students who are just slightly behind due to missed instruction caused by COVID 19. There will be three seven-week sessions conducted by certified teachers.</p> <p>Teachers will focus on specific skill deficiencies determined by standardized and formative assessments.</p> <p>In order to evaluate the effectiveness of the selected strategies the Vally Central School District will:</p> <ul style="list-style-type: none"> • Conduct ongoing progress monitoring such as Running Records for Reading and Math • Administer NWEA MAPS Growth assessments three times per year • The Assistant Superintendent will continue to meet regularly with teachers to solicit feedback • Academic and Attendance Data will be collected • RTI Edge will be utilized to assess data • Parent Meeting (Viking 21) will be held to collect feedback from parents • Benchmarks will be assessed regularly 	
<p>Evidence-based strategies to meet students' social, emotional, mental health, and academic needs.</p> <p>The Secondary schools have developed after-school social-emotional support programs. The goal of the program is to engage with at-risk students outside the school day. Providing an afterschool program that supports students' needs that they may not receive at home. Positive atmosphere, academic support, positive play, and mentoring to make good decisions. The program provides trained staff to support the academic program of the students. Incorporate SEL activities into the 3-day-a-week program.</p> <p>These programs are based on:</p> <p>Inspiring Comfort Training - Research-Based. Yale Ruler Training - Research-Based</p> <p>6-8 Social and Emotional Summer Program</p> <p>In addition to Summer School, middle school students had the opportunity to attend Camp Quest, a social-emotional learning program with a focus on the whole child, including mental health. It was met with great success and we feel the grant funds are well spent on this program. During the program, students practiced mindfulness techniques, created community-based art, and built positive relationships with peers through a number of fun icebreaker activities.</p>	617,692
<p>Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness.</p> <p>The addition of 2 Certified Special Education Teachers at the elementary level will assist greatly in meeting the needs of both general and special education students. The number of special education students has increased due to COVID 19.</p> <p>The benefits of an ICT classroom are the following:</p> <ul style="list-style-type: none"> • Increased overall student achievement and decreased behavior problems • For students with disabilities: • Improvement in standardized testing, social and communication skills • Increased interaction with peers • Achieve more and higher-quality IEP Goals • Better prepared for post-school experiences • Expanded personal interests and knowledge of the world (preparation for adulthood) • For students without disabilities: • Greater acceptance and valuing of individual differences • Enhanced self-esteem • Genuine capacity for friendships • For students without disabilities who are struggling: • Benefit from review, practice and feedback • ALL students: • Benefit from smaller student to teacher ratio + small group instruction • Benefit from more individualized attention and more opportunities to participate and engage in meaningful work. <p>Our ENL students were hit very hard by COVID 19. The addition of an ENL Teacher allows for the District to better meet the needs of its English Learners population by having one teacher dedicated to each elementary school. In this way, our English Learners can stay in their home schools.</p> <p>Regardless of the overall program structure, the Institute of Education Sciences, the Education Department's research agency, has identified rigorous evidence that the following teaching practices are</p>	267,576

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
effective in teaching academic content to ELLs: <ul style="list-style-type: none"> Teach a set of academic vocabulary words intensively, over several days and a variety of activities. Integrate instruction in spoken and written English into content-area teaching, such as using science laboratory reports to teach writing in English. Provide ongoing, structured chances to develop writing skills. Provide small-group interventions for students struggling with specific problems in literacy or language development. The District believes an additional ENL teacher will allow us to do this more effectively due to the extreme gaps caused by COVID 19 and online learning.	

American Rescue Plan (ARP) Spending Plan Reporting

5. Please explain how ARP ESSER funds will be expended by the LEA, by school year, for each of the priority areas in the chart below.

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	0	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	37,132	162,630	162,630
Purchasing educational technology.	0	0	0
Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness.	267,576	762,241	252,991
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	617,692	1,018,934	983,859
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	564,792	777,410	727,458
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	1,487,192	2,721,215	2,126,938

6. If 'Other' is indicated in the table above, please describe.

(No Response)