**Pre-Tier III RtI Process / Tier I & Tier II General Core Instruction & Assessment**

**Student Data**

Attached the current student PEP or list the data that is available suggesting the need for strategies and interventions to promote student academic and/or behavior success:

|  |  |
| --- | --- |
| **Type** | **Documentation** |
| EOG / EOC’s |  |
| Test |  |
| Homework |  |
| Behavior |  |
| PEP |  |
| Other- |  |

**Parent Contact**

List the parent contact information and the information that may help support the student’s learning:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student** | **Parent** | **Phone #** | **Email** | **Collaboration Information** |
|  |  |  |  |  |
|  |  |  |  |  |

**Strategies / Interventions**

List the strategies and/or interventions that will be implemented to help support the student’s success:

|  |  |
| --- | --- |
| **Date** | **Strategies / Interventions** |
|  |  |
|  |  |
|  |  |

**Monitoring Progress**

At the end of each week of intervention, document the progress of the student:

|  |  |  |
| --- | --- | --- |
| **Week** | **Date** | **Documentation of Progress (include the need for more intensive strategies and/or interventions** |
| Week 1 |  |  |
| Week 2 |  |  |
| Week 3 |  |  |
| Week 4 |  |  |

***Next Steps*:**

1. Student has been successful in academics and/or behavior; Tier III RtI is not needed
2. Complete Tier III RtI Request

**Tier III RtI Request / Supplementary Strategic Instruction / Interventions & Assessments**

***Staff Requesting Tier III RtI***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ***Date***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Primary Reasons for Tier III RtI Request***: (check all that apply)

\_\_\_ Academic

\_\_\_ Behavior

\_\_\_ Communication

\_\_\_ Family

\_\_\_ Parent request for evaluation

\_\_\_ Parent request for Tier III RtI

\_\_\_ Relationship Concerns

\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Has the student had excessive absences/tardies/transience in their school career?*** *\_\_\_\_\_\_ Yes \_\_\_\_\_\_ No (If yes, attach relevant attendance history)*

***Previous Tier III RtI Request?*** \_\_\_\_ *Yes \_\_\_\_ No Date*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Reason for Tier III RtI Request (include how the student is performing in comparison to his/her peers in the core instruction)***:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Student Strengths*** *(check all that apply)*

\_\_\_ Completes assignments \_\_\_ Participates in class discussion

\_\_\_ Considerate of others feelings \_\_\_ Proficient in age appropriate athletic skills

\_\_\_ Cooperative \_\_\_ Reading at or above grade level

\_\_\_ Displays leadership ability \_\_\_ Sense of humor

\_\_\_ Follows class rules \_\_\_ Skilled in problem solving/reasoning

\_\_\_ Follows instructions \_\_\_ Turns in homework on time

\_\_\_ Makes friends easily \_\_\_ Works well independently

\_\_\_ Mathematics at or above grade level \_\_\_ Works well with others

\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Areas of concern*** *(check all that apply)*

\_\_\_ Disorganized \_\_\_ Poor assignment completion

\_\_\_ Poor handwriting \_\_\_ Poor math skills

\_\_\_ Difficulty following directions \_\_\_ Poor reading skills

\_\_\_ Poor writing expression \_\_\_ Anxious / fearful

\_\_\_ Apathetic \_\_\_ Angry / Defiant / Aggressive

\_\_\_ Depressed / Withdrawn / Lethargic \_\_\_ Easily frustrated

\_\_\_ Hyperactive / Disruptive \_\_\_ Immature

\_\_\_ Inattentive / Impulsive \_\_\_ Comments inappropriately / blurts out

\_\_\_ Poor syntax \_\_\_ Sequencing difficulty

\_\_\_ Speaks excessively \_\_\_ Speaks infrequently / non-verbal

\_\_\_ Speaks in single words / phrases \_\_\_ Extended illness in family

\_\_\_ Lacks basic needs \_\_\_ Recently family change (i.e. separation, divorce, new

\_\_\_ Recent family death member, recent move, unemployed parent)

\_\_\_ Bullies others or overly aggressive \_\_\_ Detached from others

\_\_\_ Difficulty making friends & relating to others \_\_\_ Inappropriately affectionate

\_\_\_ Picked on by others \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Interventions***

|  |  |  |
| --- | --- | --- |
| **Area of Concern** | **Intervention** | **Person Responsible** |
|  |  |  |
|  |  |  |
|  |  |  |

Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Next Steps:***

1. Tier III RtI Request submitted to SST Coordinator
2. A Case Manager is assigned
3. Case Manager & teacher reviews the data and insures that all data has been collected
4. Case Manager will arrange for a Classroom Observation to be completed
5. Parent contact
6. Tier III RtI Team will meet about the student to formulate an Intervention Plan

**Tier III RtI Individualized Instruction / Intervention Plan**

***Student Information***

|  |
| --- |
| Student: Grade Level: |
| Address: |
| Parent: Phone # Home: Cell: |
| Student Email: Parent Email: |

***Hearing and Vision Screening completed?*** *\_\_\_\_\_ Yes \_\_\_\_\_ No*

***Is there other Medical Information that may be impacting the student’s learning?*** *\_\_\_\_\_ Yes \_\_\_\_\_ No*

***Summary of Information:*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Tier III RtI Problem-Solving Process***

***Step 1: Define the Problem (develop an academic and/or behavioral definition of problem)***

|  |  |
| --- | --- |
| ***Concerns*** | ***Objectives*** |
|  |  |
|  |  |
|  |  |
|  |  |

***Step 2: Develop an Assessment Plan (generate a hypothesis & assessment questions related to the problem)***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Step 3: Analysis of the Assessment Plan (determine if problem is correctly defined)***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Step 4: Generate a Goal Statement (specific description of the changes expected in student academics/behavior)*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Step 5: Determine an Intervention Plan (base interventions on best practices & research-proven strategies)***

|  |  |
| --- | --- |
| ***Area of concern*** |  |
| ***Intervention / Strategies*** |  |
| ***Who will provide the intervention?*** |  |
| ***How often will the teacher/student meet?*** |  |
| ***What is the target goal for the planned instruction*** |  |
| ***How will progress be monitored?*** |  |

***Step 6: Implement the Intervention Plan (provide strategies, materials, & resources; include progress monitoring)***

***Monitoring Progress***

Case Manager conducts fidelity checks to determine:

1. Are the interventions being implemented as designed?
2. Are there additional supports/resources needed?
3. Does the data indicate that the intervention is effective?
4. Is the frequency of the intervention implementation being recorded?

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Documentation of Progress (include the need for more intensive strategies and/or interventions** | **Person Responsible** |
| Week 1 |  | 1. Are the interventions being implemented as designed? 2. Are there additional supports/resources needed? 3. Does the data indicate that the intervention is effective? 4. Is the frequency of the intervention implementation being recorded? |  |
| Week 2 |  |  |  |
| Week 3 |  |  |  |
| Week 4 |  |  |  |
| Week 5 |  |  |  |
| Week 6 |  |  |  |

***Step 7: Analysis of the Intervention Plan (make a team decision on the effectiveness of the intervention)***

***Academic and/or Behavior Success*** *(check all that apply)*

\_\_\_ Student has been successful in academics and/or behavior; Tier III RtI is no longer needed

\_\_\_ Student has responded to Intervention Plan and needs more time; continue with current plan

\_\_\_ Student has not responded to Intervention Plan; Tier III RtI Team will reconvene to create new intervention plan

\_\_\_ Student has not responded to Intervention Plan; Tier III RtI Team will modify intervention plan and contact the

Special Education Department Chair contact

***Additional Notes***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Tier III RtI Team***

Tier III RtI Coordinator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tier III RtI Team Members:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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