Is there anything different regarding the nurse reclassification from last year?

There is no change to the School Nurse classification or staffing at the schools when compared to last year.

How much has teacher pay increased overall since 2016? What is the average increase year over year in terms of both percentage and actual dollar amount?

The following table lists the average percentage and dollar amount increases teachers have experienced from step increases and scale enhancements from FY16 through FY20.

<table>
<thead>
<tr>
<th>Historical Teacher Salary Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fiscal Year</strong></td>
</tr>
<tr>
<td>FY2016</td>
</tr>
<tr>
<td>FY2017</td>
</tr>
<tr>
<td>FY2018</td>
</tr>
<tr>
<td>FY2019</td>
</tr>
<tr>
<td>FY2020</td>
</tr>
</tbody>
</table>

Can you provide a list of any agricultural programs or initiatives LCPS has integrated into curriculum or programming (i.e. Ag in the Classroom, School Lunch Program, field trips to the Loudoun Farm Heritage Museum). Given Loudoun County’s rural and agricultural roots, would LCPS be open to integrating additional programming and/or opportunities for students to experience and learn about Loudoun agriculture?

Loudoun County Public Schools currently offers the following agricultural education programs at the Academies of Loudoun Monroe Advanced Technical Academy (MATA):

- MATA Biotechnology
- MATA Environmental Plant Science
- MATA Veterinary Science I SEM
- MATA Veterinary Science II SEM
At the elementary school level, the School Nutrition Services (SNS) Garden Lab Program exists in 54 schools and are being planned at five additional schools. The program involves both central office and school-level employees. Annually SNS supports the Garden Lab Project by training over 250 teachers in garden-to-cafeteria curricula, aligning with PBL action items and SOLs. SNS has leveraged relationships with community partners to secure more than $20,000 in grant subsidies for school garden programming across the district and donated 150 hydroponic garden towers to classrooms across all grade levels. Ninety percent of the nutrition education programming conducted in LCPS is directly related to the Garden Lab Program which reaches over 35,000 students.

LCPS SNS is in its 4th year of implementing “Farmer Trading Card Day” within the elementary schools. Each year, Loudoun County Economic Development offers farmers the opportunity to showcase, to students, their unique roles in the community. About 8-10 farmers are selected annually and their pictures and biographies are printed on over 80,000 trading cards and distributed to elementary schools on the opening day for Major League Baseball. Farmers are then scheduled to visit elementary school(s) during lunchtime where they host meet and greets for students to learn about the farmer’s duties and responsibilities as well as have their trading card autographed. This is one of LCPS SNS biggest events of the year with the goal of educating our elementary students to understand how products grown locally, in Loudoun County, make their way into the community and sometimes onto students’ trays at school.

LCPS would be open to exploring opportunities for additional programming beyond these MATA programs.

What programs does LCPS have that integrate Loudoun County history into curriculum or programming?

Loudoun County Public Schools are fortunate enough to have several local organizations partner with us to so that our students have access to Loudoun’s rich history beyond the Virginia Standards of Learning. LCPS staff and teachers work with a number of local resources to enhance our curriculum. These include:

- Edwin Washington Project
- Journey Through Hallowed Ground - LCPS teachers and students participate in their summer camp program
- Loudoun County Courthouse Program (this partnership is in development)
- Loudoun Freedom Center
  - Advised on curriculum documents (4th, 6th, 7th & 11th)
  - Field Trip to the African American Burial Ground for the Enslaved at Belmont Plantation for select schools.
40 (continued)

- Morven Park
  - [https://www.morvenpark.org/morven-parks-center-for-civic-impact/](https://www.morvenpark.org/morven-parks-center-for-civic-impact/) (Served over 8,300 LCPS students in 2018-19 and on track to serve a greater number in 2019-20.)
- Thomas Balch Black History Committee - identified as a resource for teachers within curriculum documents

41  Kershner   Ellis  2/25/2020

Please provide a timeline on the year-over year growth of the English Language Learner Program from 2006-2007 through 2019-2020.

The following chart shows growth in the EL program from 2007 through 2019.

### LCPS EL Growth Chart

<table>
<thead>
<tr>
<th>School Year</th>
<th>EL Student Population*</th>
<th>Change in Fall SRC Count</th>
<th>Fall SRC Count Percentage Increase/Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY07/08</td>
<td>2,765</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SY08/09</td>
<td>4,416</td>
<td>1,651</td>
<td>59.7%</td>
</tr>
<tr>
<td>SY09/10</td>
<td>4,741</td>
<td>325</td>
<td>7.4%</td>
</tr>
<tr>
<td>SY10/11</td>
<td>4,828</td>
<td>87</td>
<td>1.8%</td>
</tr>
<tr>
<td>SY11/12</td>
<td>4,634</td>
<td>(194)</td>
<td>-4.0%</td>
</tr>
<tr>
<td>SY12/13</td>
<td>5,234</td>
<td>600</td>
<td>12.9%</td>
</tr>
<tr>
<td>SY13/14</td>
<td>5,824</td>
<td>590</td>
<td>11.3%</td>
</tr>
<tr>
<td>SY14/15</td>
<td>6,522</td>
<td>698</td>
<td>12.0%</td>
</tr>
<tr>
<td>SY15/16</td>
<td>7,063</td>
<td>541</td>
<td>8.3%</td>
</tr>
<tr>
<td>SY16/17</td>
<td>8,021</td>
<td>958</td>
<td>13.6%</td>
</tr>
<tr>
<td>SY17/18</td>
<td>8,541</td>
<td>520</td>
<td>6.5%</td>
</tr>
<tr>
<td>SY18/19</td>
<td>9,090</td>
<td>549</td>
<td>6.4%</td>
</tr>
<tr>
<td>SY19/20</td>
<td>9,971</td>
<td>881</td>
<td>9.7%</td>
</tr>
</tbody>
</table>

*Fall SRC EL Counts
**FY21 Board of Supervisors Questions**

March 6, 2020

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Board Member</th>
<th>Staff Assignment</th>
<th>Date of Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>41 (continued)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a) **What are the costs of educating the ELL population in this year’s budget?**

In FY20 the total budget for the English Learner program was $37.1m. 99% of this budget was for personnel ($36,902,778) and 1% of the budget was for Operations and Maintenance ($275,553). In FY21, the EL Budget is approximately $41.7m and Title IIIA – EL is approximately $1.1m. There are significant other expenses related to educating EL students that include general education teachers, art teachers, pe teachers, etc. The specific costs related to the EL program are just one aspect.

b) **In the FY21 School Board Question Packet (Question #2), LCPS states that ELL growth will grow at a rate of 9 percent through FY21 due to job opportunities for families, educational opportunities, release of minors from detention centers, refugee relocation, and reunification with family members. What percentage of these students are from detention centers, refugee relocation centers or from family reunification programs?**

LCPS does not have access to this information. In the Virginia Department of Education State Superintendent’s Memo 161-19, dated July 19, 2020, school divisions received guidance that states, “School divisions are not permitted to inquire into a prospective student’s citizenship or visa status in order to enroll that student in school.”

c) **Does LCPS receive any federal funding to cover the costs of absorbing the local education costs of students in these programs?**

Yes, LCPS receives Title III funding each year to support EL students. In FY20, LCPS received a $1m federal grant fund to supplement the local and state funding that can only be used for EL related expenses. The estimated amount of the Title IIIA grant for FY21 is $1.1m.

42    Kershner    Willoughby   2/25/2020

A student is required to pay an athletic fee in order to play a sport in high school. Why must the family pay to see their student play the sport after having paid the athletic fee? Is it possible to make the athletic fee payable once a year instead of paying per sport?

LCPS charges $150 for each sport during a school year per student and generates approximately $1.6m in revenue for the school operating fund. This revenue stream contributes to the total cost of the athletics program which is budgeted at $13.8m for FY21. It could be possible to only charge an athletic fee once a year, but further review would be necessary to establish a fee structure that provides an adequate revenue source without potentially creating a financial burden for the approximately 9,000 single-sport athletes each year.
Gate charges to attend athletic events are revenue streams to the specific schools hosting the event and help pay for other athletic related expenses, in particular the officials for events. If gate fees were not collected, another funding source would need to be identified to pay for these expenses.

43 Letourneau Hamlett 2/25/2020

What is the current staffing level of the Public Information Office? What are the specific position titles and job duties?

The Loudoun County Public Schools’ Public Information Office (PIO) currently is staffed by eight employees:

Director, Communications & Community Engagement
Public Information Officer
Coordinator, Public Information
Videographer (two)
Assistant, Administrative
Assistant, Internet Content and Video Production
Secretary

Duties and Responsibilities

**Director of Communication and Community Engagement:** The director manages the day-to-day activities of the Public Information Office (PIO) and directly supervises PIO staff. The Director focuses on a comprehensive communication program that informs and engages the school board, school division staff, parents, media, and the public about Loudoun County Public Schools’ initiatives, decisions, programs, and events that ensures the integrity and consistency of school division branding. The incumbent leads the design, execution and updating of division-wide communication plans that align with the school division’s strategic plan and foster dialogue, collaboration, understanding, engagement, and trust; coordinates and oversees development of communication materials, including print, video, web, and social media; serves as the primary spokesperson for the school division to promote knowledge and understanding of the school division and assist in interpreting the division’s programs for the staff, parents, public, media, and other key stakeholders; creates and strengthen relationships with the media, lead efforts to generate media coverage, and implement procedures for reviewing and responding to media requests for information; and supports school and division communication response to emergent situations.
Public Information Officer: The Public Information Officer operates and administers the Public Information program for Loudoun County Public Schools to provide for the orderly, timely, and appropriate dissemination of information about the School District. The incumbent serves as an official spokesperson for LCPS; builds strong school/community relationships with various community groups; develops and maintains constructive working relationships with the members of the news media, serving as a contact and resource for information; researches, writes, and supervises distribution of news releases; writes/edits, designs, and supervises production and distribution of system-wide publications; serves as an official photographer; and supports school and division communication response to emergent situations.

Coordinator, Public Information: The Public Information Coordinator plans and organizes major school events and produces various informational materials concerning the School District. The Coordinator provides leadership to teams and projects that involve extensive cooperation between multiple departments across the District or with external customers; prepares written and verbal presentations to be delivered to a broad variety of audiences; directs and oversees video production teams working on complex projects; may direct and supervise lower-level staff. This position directs and oversees video production teams working on complex projects; oversees the electronic flyer distribution system; leads and participates in planning and organizing major school events; develops and prepares news releases, newsletters and other written materials for publication; responds to inquiries to the School District’s Public Information Office; directs the work of interns, part-time employees, and various team members.

Videographers: These are specialized support positions for Loudoun County Public School’s (LCPS) Educational TV channel, responsible for producing informational videos for transmission through LCPS-TV, LCPS.org (website) and social media channels to further understanding of the division’s mission and activities. Employees implement activities related to the design, creation, development and production of media – video, audio, multimedia, and other forms of digital media. Work includes transporting and operating various production equipment including cameras, audio and video recorders, lighting equipment, teleprompter, props, and microphones for location and studio production; ensuring footage meets production standards; complete editing of materials and managing LCPS VIMEO online video channel.

Assistant, Internet Content/Video Production: This position is responsible for content maintenance of key portions of Loudoun County Public Schools’ website, and performs a variety of specialized and technical duties, including videotaping of School Board meetings and other events for live transmissions through LCPS-TV and the division’s website. The incumbent provides video production assistance, which includes camera work, lighting, and digital camera shoots, and office support when necessary. The incumbent manages postings to the division’s social media accounts.
Assistant, Administrative: This position prepares informational, program, and administrative communications that are reproduced and distributed to others within the school system; responds to inquiries from school staffs, central offices, parents, and outside organizations regarding programs; answers inquiries within areas of authority and refers other calls to appropriate staff; maintains databases containing program data; produces reports, lists, summaries, and other documents from databases; posts and maintains program financial accounts; orders supplies as necessary; manages, updates, and inputs department information related to agenda items including policies, documents, and presentations in public portal (BoardDocs); participates in arranging events, conferences, meetings, and other activities; maintains related expense and activity files and records; makes travel arrangements, including hotel and travel reservations; prepares itineraries; processes expense reimbursements.

Secretary: This position provides specialized administrative support to the public information office, responding to inquiries from school staffs, central offices, parents, and outside organizations regarding department activities; responding to matters within areas of authority and explaining procedures and requirements to callers; ensuring that informational, program, and administrative communications are disseminated to schools, other central office departments, and other organizations as necessary; maintains databases containing program data, entering, editing, and correcting data as necessary; produces reports, lists, summaries, and other documents from databases; maintains logs, appointment schedules, calendars, bulletin boards, reference files/materials, and other office records; and participates in arranging and executing events, conferences, meetings, and other activities.

What is the anticipated job description of the Coordinator, Community Engagement and what critical need is this position filling?

Following is the Job description for the Coordinator, Community Engagement:

Community Engagement Coordinator

Superintendent’s Office

Professional and Administrative Position, Level 1
Salary Range: Professional and Administrators’ Salary Scale
12 Month Position, 8 hours per day
### 44 (continued)

**DESCRIPTION:**
This position has responsibility for outreach functions, including volunteer engagement, faith community partnerships, communications and outreach, and community mobilization that lead to stronger engagement and partnerships within the Loudoun County Public Schools community. The position will be responsible for developing the plan to accomplish broader community awareness and engagement, as well as execution on those strategies.

**PRIMARY RESPONSIBILITIES:**

- Creates and executes an overall plan for community outreach and engagement, including raising awareness about the organization, and the development of engagement and partnership pathways for individuals and organizations that align with LCPS mission and vision.
- Analyzes the local landscape to identify opportunities to grow and to impact the students and the community.
- Represents LCPS in community initiatives and at events that support LCPS goals.
- Identifies and cultivates strategic partnerships to ensure key successes in LCPS’s community engagement efforts.
- Fosters positive and collaborative relationships with community residents, local non-profits organizations, businesses, and student organizations.
- Coordinates and executes key community engagement events.
- Monitors the success of community engagement strategies and budget and makes adjustments.
- Networks and collaborates with local organizations and community leaders.

**ORGANIZATIONAL RELATIONSHIPS:**
The Community Engagement Coordinator reports to the Communications and Community Engagement Director.
What is the anticipated job description of the Coordinator, Internal/External Communications and what critical need is this position filling?

Following is the Job description for the Coordinator, Internal/External Communications:

**Communications Coordinator**

**Superintendent’s Office**

Professional and Administrative Position, Level 1  
Salary Range: Professional and Administrators’ Salary Scale  
12 Month Position, 8 hours per day

**DESCRIPTION:**

This position provides a full range of professional support to the Office of Communications and Community Engagement. The Coordinator will support various types of communication programs and functions to produce and uphold satisfactory public relations for the school division within the LCPS community.

**PRIMARY RESPONSIBILITIES:**

- Assists in the development and maintenance of communication strategies and goals.
- Develops communication materials in the form of presentations, social media presence, local news media content, website content, and video packages.
- Assists in the coordination of public relations events, including sending invitations, corresponding with community stakeholders, sharing information with local media outlets, reserving venues, and supporting audiovisual needs.
- Works with graphic designers to develop the LCPS brand to support the positioning of LCPS communications.
- Collaborates with LCPS administrators and departments to locate and develop communication to be shared publicly.
- Tracks, updates, and analyzes key data to optimize efficiencies and develop strategies for the Office of Communications and Community Engagement.
- Provides support in communicating school closures or emergency events, including updating social media feeds, emails, text alerts, and updating website content.
- Establishes and maintains relationships with internal and external stakeholders. May serve as the representative in key stakeholder groups.

**ORGANIZATIONAL RELATIONSHIPS:**

The Communications Coordinator reports to the Communications and Community Engagement Director.
The proposal to add 7 School Counselors at High Schools is part of a proposed new state staffing standard. Has that been approved by VDOE? If not, when are they scheduled to take it up and when would it be required for implementation? What is the current staffing standard that LCPS uses for High School Counselors?

The proposal to add 7 school counselors was a result of the Governor’s original budget proposal of 1:300 in FY21, which was developed to decrease ratios for secondary school counselors to a ratio that is closer to what is recommended by the Virginia School Counseling Association, 1:250. Currently the ratio is 1:315 in Loudoun.

The School Board adopted a ratio of 1:250 for high school counselors in their budget proposal. If adopted, this would result in 16 additional positions at the high school level, for a total increase of 23 FTEs.

The current Senate proposal would reflect a school counselor ratio of 1:300. If the House version is passed, the school counselor ratio would be 1:325.

How many more staff positions are required throughout the school system to meet local staffing standards versus the amount needed to meet state staffing standards and what is the increased cost of these standards over the cost to meet the state requirements?

The amount of local spending that exceeds the state requirement is significant and would require considerable work to review each standard. An example is provided though for our elementary school teachers in the following table. Loudoun County supports smaller class sizes by funding a richer staffing standard that exceeds the state SOQ standard for K-5 teachers by 153 FTEs and a cost of $15.9m.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Current Standard</th>
<th>FY21 FTE</th>
<th>State SOQ Standard</th>
<th>State SOQ FTE</th>
<th>FTE Variance</th>
<th>Cost Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>1 per 22</td>
<td>829</td>
<td>1 per 24</td>
<td>773</td>
<td>56</td>
<td>$ 5,855,136</td>
</tr>
<tr>
<td>4-5</td>
<td>1 per 22</td>
<td>577</td>
<td>1 per 25</td>
<td>492</td>
<td>85</td>
<td>$ 8,887,260</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>1 per 23</td>
<td>272</td>
<td>1 per 24</td>
<td>260</td>
<td>12</td>
<td>$ 1,254,672</td>
</tr>
<tr>
<td>Total K-5</td>
<td></td>
<td>1678</td>
<td></td>
<td>1525</td>
<td>153</td>
<td>$ 15,997,068</td>
</tr>
</tbody>
</table>
What has been the LCPS fund balance at the end of each fiscal year since FY 2013?

The following chart displays the historical General Fund balance separated into an Unassigned category, which represents the amount returned to the County and the non-Unassigned categories, which represents amounts dedicated for contractual obligations and budget carryover amounts as a few examples.

<table>
<thead>
<tr>
<th>General Fund</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned/Restricted/</td>
<td>$43,438,475</td>
<td>$42,104,410</td>
<td>$15,416,625</td>
<td>$22,079,697</td>
<td>$25,104,862</td>
<td>$36,268,305</td>
<td>$28,801,740</td>
</tr>
<tr>
<td>Committed/Nonspendable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unassigned</td>
<td>$940,166</td>
<td>$0</td>
<td>$140,519</td>
<td>$53</td>
<td>$15,491,769</td>
<td>$77,108</td>
<td>$11,537,377</td>
</tr>
<tr>
<td>Total General Fund Balance</td>
<td>$44,378,641</td>
<td>$42,104,410</td>
<td>$15,557,144</td>
<td>$22,079,750</td>
<td>$40,596,631</td>
<td>$36,345,413</td>
<td>$40,339,117</td>
</tr>
</tbody>
</table>

On pg. 59 of the FY 2021 Superintendent’s Proposed Budget, I note an $8.7 million increase in Capital Outlay expenses from FY 2019 Actual to FY 2020 budget. What is this capital outlay expense? What does it cover? What contributed to this significant increased ask?

On page 59, an increase of $8.7 million exists between the FY19 actual when compared to the FY20 budget. What is not presented on this page is that the FY19 adopted budget for capital outlay was $12.0 million. The FY19 budget is relatively flat when compared to the FY20 budget of $12.8m.

Only $4.1 million of the $12.0 million budget is recorded as a capital expenditure due to lease purchase activity related to technology. The lease is entirely budgeted in capital outlay and budget adjustments between Capital Outlay and Operating accounts are made based on actual purchases, because Capital Outlay accounts can only be used for recording fixed asset items in excess of $5,000. During FY19, $7.2 million of lease purchase funds was used to purchase individual learning devices that cost less than $5,000 and was appropriately charged to an Operating account.
In FY 2021, 521.3 new positions are requested, how many of these positions are for Special Education Teachers? Where will the positions be placed? Can you provide further insight into the instructional positions by school, district, and whether the new positions will be general education, gifted education or special education?

The School Board adopted budget includes the following Instructional FTEs:

- 55.25 Special Education teachers to be placed following the staffing standard and distribution of students among the schools,
- 5.0 Gifted Teachers as part of the elementary transition program,
- 34.6 EL Teachers for elementary, middle and high schools of which 5.4 FTE are the result of an enhancement to the staffing standard for middle school and high school,
- 110.2 Teachers to include General Education, Reading, Art, etc. for elementary, middle and high schools
- 82.0 Teacher Assistants for general and special education for elementary, middle and high schools.

The balance of positions is for a variety of school-based and non-school based positions; some examples are Special Education Deans, Digital Experience Specialists, and positions to support Safety and Security.

Can you provide insight on what criteria is used to select curriculum for teachers? It is my understanding that LCPS purchases curriculum that is not required to be adopted by every school or every Principal at those grade levels. Is there a mechanism to return unused quantities?

The adoption process for textbooks is guided by LCPS policy and Virginia Code. Textbooks adopted though this process are used division wide. The LCPS Distribution Center, Department of Instruction, and school administrators coordinate the ordering of needed and returning of unneeded resources. Unused textbooks and instructional resources are returned to the Distribution Center for other schools’ use.

Supplementary resources enhance the curriculum and provide opportunities for differentiation. These materials are selected by the content supervisor in partnership with stakeholders. Content supervisors consider questions such as those listed below when selecting and monitoring the use of instructional materials:
<table>
<thead>
<tr>
<th>Item Number</th>
<th>Board Member</th>
<th>Staff Assignment</th>
<th>Date of Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>51 (continued)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To what extent do these programs support the differentiation/personalization of instruction for students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the resource aligned to the LCPS instructional program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How will teachers be provided professional learning around the resource?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Once trained, are teachers using the resource with fidelity?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are students seeing learning gains?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Letourneau</td>
<td>Willoughby</td>
<td>3/3/2020</td>
</tr>
<tr>
<td></td>
<td>In the LCPS budget, there is a line item to repair sewing machines - $36,000 in a $1.8 billion budget. Why is this a specific line item and not part of the overall operating and maintenance? Can you explain why certain things are line items and presented this way while others are not?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The LCPS budget is presented by department with a focus on new initiatives and positions. During School Board review, they have the opportunity to adjust the Superintendent’s Proposed Budget and may add or remove items. The addition of $36,000 for sewing machine repairs is an example of a change initiated and approved by the School Board.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>Letourneau</td>
<td>Ziegler</td>
<td>3/3/2020</td>
</tr>
<tr>
<td></td>
<td>In regard to the previous question about teacher turnover and attrition, how many teachers left Fairfax for Loudoun?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>For the 2019-2020 school year, 59 teachers hired by LCPS reported Fairfax County Public Schools as their last employer. This data, as well as the data regarding teachers who leave LCPS for FCPS, is self-reported, and the actual number of teachers hired from or by FCPS may be different. Using this data to draw conclusions or make comparisons is not recommended.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>