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NATIONAL NEWS

- 1) [Obama honors Teacher of the Year](#); Staff – Associated Press
- 2) [Learning from Data on Ohio E-Schools](#); Tucker – Education Next
- 3) [NEA Looks to Put Dollars Behind Ballot Efforts](#); Cavanagh – Education Week

FLORIDA NEWS

- 4) [Flagler County to cut 45 minutes from school day to save money](#); Martin – Daytona Beach News Journal
- 5) [Duval County teacher wins a Presidential Award for Excellence in Mathematics and Science Teaching](#); Scanlan – Florida Times-Union
- 6) [Pasco School Board zeroes in on career academies](#); Solochek – St. Petersburg Times

STATE NEWS

- 7) [New Jersey Governor Christie eyes former N.Y.C. schools chief for top Newark school post](#); Calefati and Giambusso – New Jersey Star-Ledger
- 8) [Ohio: Columbus schools to test state's 'takeover' plan](#); Siegel – Columbus Dispatch
- 9) [4 Companies Pledge \\$13M Investment in Minneapolis Schools](#); Meland – Associated Press

NATIONAL NEWS

Obama honors Teacher of the Year

Associated Press

By: Staff

May 3, 2011

http://www.upi.com/Top_News/US/2011/05/03/Obama-honors-Teacher-of-the-Year/UPI-85241304466196/

WASHINGTON, May 3 (UPI) -- President Barack Obama Tuesday honored Michelle Shearer, who teaches advanced placement chemistry in Urbana, Md., as the Teacher of the Year.

Shearer, the daughter of a chemistry teacher and wife of a physics teacher, got into teaching by volunteering with deaf children, the president said. Before joining the faculty at Urbana High School, she offered the first AP chemistry course ever at the Maryland School for the Deaf.

"Michelle's specialty is taking students who are normally underrepresented in science -- minorities, women, students with disabilities, even students who say equations and formulas are just not their thing -- and helping them discover the scientist within," Obama said.

The president also waved to the Hawaiian state teacher, who teaches at his first school, Noelani in Manoa, Hawaii. He spoke of Mabel Hefty, a teacher who helped him when he returned to Hawaii as a fifth grader after several years in Indonesia.

Shearer gave a brief speech thanking Obama and Education Secretary Arne Duncan.

"Elementary school teachers lay the foundation for a child's academic success," she said. "Middle school teachers engage students with creative instruction and teach the skills students need to become self-sufficient learners. High school teachers empower students to take ownership of their education as they prepare for college and careers."

[\(Back to top\)](#)

Learning from Data on Ohio E-Schools

Education Next

By Bill Tucker

May 3, 2011

<http://educationnext.org/part-i-learning-from-data-on-ohio-e-schools/>

While online learning is still new to the vast majority of K-12 students and schools, Ohio has operated “e-schools,” public charter schools that operate entirely online and which students “attend” on a full-time basis, for a decade. As policy debates around online learning grow, what do we know about these schools—who do they enroll and how well do they perform—and what can we learn from Ohio’s e-school experience?

This article is part I of a [new blog series](#) on [the Quick and the Ed](#) exploring data from Ohio e-schools.

In 2001, the [Electronic Classroom of Tomorrow](#) (ECOT), Ohio’s first charter ‘e-school’, opened its doors. Soon there were [27 e-schools](#) across the state. And, despite a moratorium that has prevented any new schools from opening since 2005, total [e-school enrollment has skyrocketed to over 29,000 students](#).

E-schools are publicly funded—they receive the same base per-pupil amount from the state as brick-and-mortar charter schools (\$5,718 in 2010)—but are run by a variety of different organizations, including traditional school districts, nonprofit consortia, and also national for-profit companies like [K12, Inc.](#) While e-school students take their courses via the computer, the curriculum might also include physical textbooks, live video lessons, and online discussions with teachers and classmates.

Critics fear that students fail to develop social skills and real world survival abilities, missing out on important aspects of a traditional education such as peer interaction and collaboration. But, e-schools have proven popular among students and parents in Ohio, which e-school advocates attribute to the increased flexibility they offer, both in scheduling and in the pace at which students move through the curriculum.

As in all Ohio public schools, e-school students take regular state-mandated tests and e-schools are rated under the state’s accountability system. According to Ohio’s rating system, only 3 of Ohio’s 27 e-schools were rated “effective” or “excellent” in the 2009-10 school year.

But, these composite data mask significant differences among schools. When taken as a whole, they paint a picture of a highly varied set of schools with large differences in students, enrollment patterns, and most importantly, performance (similar to the wide variations found in bricks and mortar schools). Two of the highest performing schools, [Ohio Connections Academy](#) and [Fairborn Digital Academy](#), are markedly different in size (2,081 and 46 students respectively), enrollment patterns (statewide vs. district), and management (private vs district). And, there are poor performers of all stripes and types, too.

NB: *Part II of this series, which includes an interactive map highlighting the variation in statewide e-school performance and the variety of providers (for-profit, non-profit) that are operating statewide in Ohio is available [here](#).*

[\(Back to top\)](#)

NEA Looks to Put Dollars Behind Ballot Efforts

Education Week

By: Sean Cavanagh

May 3, 2011

http://blogs.edweek.org/edweek/state_edwatch/2011/05/nea_looks_to_state_ballot_items.html

The National Education Association has thrown its financial support behind an effort to [overturn](#) a series of new Idaho laws that weaken teachers’ collective bargaining rights and job protections.

And the union’s giving won’t stop there.

The 3.2-million member union is likely to provide financial backing to a similar efforts in other states, including Ohio, the NEA’s political director, Karen White, told me this week. In Idaho, the union contributed \$75,000 to an attempt to gather enough signatures to have items placed on the ballot to overturn three laws recently approved by lawmakers. Those laws, which were backed by the state’s Republican governor, C.L. “Butch” Otter and state schools chief Tom Luna, were [strongly opposed](#) by NEA’s state affiliate. The laws put restrictions on collective bargaining and tenure and created a new merit pay system, among other provisions.

The money is coming from NEA’s ballot measure and legislative crisis fund, White told me, a pool of money dedicated to get money out quickly to efforts the union supports in the states. As we’ve reported, the overwhelming majority of political contributions made by the NEA and American Federation of Teachers typically [flow into state elections](#), where a lot of school policy gets shaped, and to state ballot items, where voters are often asked to decide on tax hikes or caps that affect schools.

“There’s a tight deadline for getting signatures” White said of the Idaho measures. “We want to do everything we can do to try to give the people of Idaho a chance to vote on this.”

Both NEA and AFT declined to provide estimates of how much they plan to spend on upcoming state ballot efforts.

Luna, for his part, is holding a [series of meetings](#) with school officials around Idaho to explain the laws. While it is typical for the department to arrange such meetings on budget issues, this year, given the broad changes brought about by the laws, the department asked districts to bring a team that included the superintendent, a school board member, a teacher, a building administrator and a business manager, said Melissa McGrath, a spokeswoman for the education agency.

In Ohio, Gov. John Kasich recently signed into a law a measure that angered unions by restricting their ability to collectively bargain. The NEA's state affiliate and other organizations are [gathering signatures](#) to try to have the measure overturned on the ballot. The NEA has not yet channeled money from its ballot-and-legislative fund to that effort, but that's likely to change soon, White said.

Across the country, teachers' unions have made a [major push to fight back](#) against the tide of laws and proposals targeting their collective bargaining rights and fundraising capabilities, as my colleague Steve Sawchuk has reported. The money flow is just one sign of their determination.

[\(Back to top\)](#)

FLORIDA NEWS

Flagler County to cut 45 minutes from school day to save money

Daytona Beach News-Journal

By: Annie Martin

May 4, 2011

<http://www.news-journalonline.com/news/local/flagler/2011/05/04/flagler-county-to-cut-45-minutes-from-school-day-to-save-money.html>

BUNNELL -- Many Flagler County students may be happy to hear their school days will be shorter next year. School Board members approved new schedules Tuesday for all the district's schools, with 45 fewer minutes for middle and high school students.

Hours for elementary students won't change much.

The older students might be excited, but school officials said the decision wasn't easy.

Reducing school hours will allow the district to eliminate 42 teaching positions at the middle and high schools. Board members voted in March to cut those positions, which is expected to save the district about \$2.1 million next school year.

Teachers' planning periods will be at the beginning of the school day, rather than interspersed throughout the day, maximizing the number of courses available at any time.

That was the largest ticket item on a list of budget reductions board members approved last month. Other measures include reducing the number of days many employees work, energy costs and funds for Pathways Academy, the district's alternative school.

District officials hope those cuts will shave a total of \$3.5 million from its budget next school year, a response to cuts in state and federal funding.

The vote was 3 to 2 to approve the schedule changes with board members Colleen Conklin and John Fischer opposing them.

"It's a statement we're making to our community," Conklin said, adding she was concerned about decreasing class time.

Fischer said in an interview after the meeting that he doesn't think cutting school hours is the right way to save money. He was the only board member who voted against the list of budget reductions the School Board approved in March.

"The bottom line is the education of our children and I'd like to see them in school more time, not less," Fischer said.

Both also said they worried about releasing middle school students, whose day will end at 1:40 p.m., to empty homes.

"It's kind of a scary situation to be unchaperoned that early in the day," Fischer said.

Though the board approved the schedules Tuesday, Vice Chairman Andy Dance said in the future the board should gather more input on "items that have intense discussion within the community," like reducing school hours. That could include holding town hall meetings or querying people through surveys.

He and Conklin also suggested the board avoid voting on controversial topics during morning meetings, which are harder for many people to attend.

"It's part of just reaching out to the community to make sure they understand that we're listening to them and that we hear their concerns," Dance said.

Administrators will decide if the schools should use six-period or block schedules.

Elementary school hours will remain about the same, but start times will be staggered. As a result, the district could reduce its transportation costs by \$300,000 to \$500,000, said Mike Judd, the district's senior director of operations.

That's largely because the district will be able to eliminate most shuttles, which transport students who don't attend their

neighborhood elementary schools.

Instead, the district will have a bus that will circulate to each of the elementary schools.

[\(Back to top\)](#)

Duval County teacher wins a Presidential Award for Excellence in Mathematics and Science Teaching

Florida Times-Union

By: Dan Scanlan

May 3, 2011

<http://jacksonville.com/community/mandarin/2011-05-03/story/duval-county-teacher-wins-presidential-award-excellence#ixzz1LNmIDvrx>

Duval County School District Mathematics Coach Tim Kenney was named one of only 85 mathematics and science teachers to receive the prestigious Presidential Award for Excellence in Mathematics and Science Teaching.

The award goes annually to outstanding science and mathematics teachers from across the country, selected by a panel of scientists, mathematicians, and educators following an initial selection process done at the state level. Each year alternates between teachers teaching kindergarten through sixth grade, and those teaching seventh through twelfth grades. The 2010 award winners are from the lower grades.

Kenney taught for nine years at West Jacksonville and Mandarin Oaks elementary schools prior to becoming a district mathematics coach in October. He is the founding president of the Duval Elementary Math Council, which strives to promote mathematics, assist with professional development and create mathematical communities within the district schools. Mr. Kenney received his bachelor's and master's degrees from the University of North Florida, and currently serves at the school as an adjunct math methods teacher. He is the third Duval County employee to be awarded this honor, with Marita Eng winning in 1984, and Zachary Champagne winning in 2006.

[\(Back to top\)](#)

Pasco School Board zeroes in on career academies

St. Petersburg Times

By: Jeffrey S. Solochek

May 3, 2011

<http://www.tampabay.com/news/education/k12/pasco-school-board-zeroes-in-on-career-academies/1167532>

Members say the school district has not made academies as effective as they could be.

LAND O'LAKES - The Pasco County School Board is sold on career academies.

But two years after the district took steps to open at least one academy at each of its high schools, board members are dissatisfied with the effort's progress.

"I'd really like to see our vision to continue to push career academies to be more successful," board member Cynthia Armstrong said during a workshop Tuesday.

Others on the board quickly concurred.

They suggested that the district does not do enough to encourage students to enroll in the programs, which are designed to give teens employment skills in high-wage, high-demand fields within the county. They also contended that the academies do not take advantage of the offers from the business community to help create and run the curriculum.

"We have to use our business partners wisely, and we're not doing that right now," chairwoman Joanne Hurley said. "Once we get them saying that they want to be involved, we need to have a specific target to get them going."

Board member Steve Luikart noted, for example, that Sunlake High's finance academy lost many of its initial business advisers who complained that they would sit through lengthy planning meetings but see no action taken. The district needs to fix such problems, he and others said, to get these academies working for students.

That's especially important in Pasco County, Luikart said, because a large percentage of high school graduates do not go on to college, and they need viable options for when they finish high school.

"We should incorporate about 80 percent of the kids in one or several of the academies in some way, fashion or form," he said. "I don't see us going in that direction."

Board members took up the topic of career academies on Tuesday during a free-wheeling "open visioning" workshop, which Hurley described as the board's "very first opportunity to sit around and discuss issues unscripted, without an agenda."

In the past, some on the board bristled at the lack of open conversation on goals, priorities and vision. They have said the administration under superintendent Heather Fiorentino has controlled the agenda, and they wanted to break out with their own direction.

This meeting was the board's experiment in that regard. The members found they had quite a bit to talk about.

They spoke at length about the need to improve communications and relationships among the board, its attorney and the superintendent, for instance.

They talked about the importance of meeting more regularly with the County Commission, so the district and county can better coordinate on issues of joint importance such as growth, concurrency and impact fees.

They touched on matters including student discipline, employee morale and policy creation.

But the one subject that threatened to take up the entire workshop before Hurley cut that conversation short was that of career academies.

Most of the board members had visited successful programs in other counties, programs that turn out students with job certifications, scholarships and college credits. They expected Pasco to be in the same place.

So they had questions about why some seem stagnant, many remain small, and most appear unknown to both students and the wider business community.

Fiorentino told the board that her staff has begun working with high school principals and guidance counselors to ensure more buy-in for the programs, and to make sure that students know what's available.

She noted that in some cases, it's been difficult to find teachers for the programs because they can work in industry for much more money. Wesley Chapel High lost its automotive instructor to Toyota, for instance, she said.

Other counties have gotten around this concern by hiring adjunct instructors from the outside at higher salaries than other teachers to be competitive, Fiorentino said. That idea has not been debated in Pasco.

Pasco's most successful career academies have been those with distinct goals and certifications, assistant superintendent Tina Tiede said. She pointed to some schools' three-year nursing assistant programs as an example, observing that students interested in medicine go through these to begin working on their career path and finding a way to make money to pay for college.

The ones that were started more conceptually, such as Sunlake's finance academy, have struggled more.

Board members said they would like to get regular updates on the numbers of students completing the academies and the certifications offered, as well as the progress made in improving the curriculum and working with the business community.

They asked Fiorentino to compile more information and to schedule a workshop focused solely on career academies for the near future.

[\(Back to top\)](#)

STATE NEWS

New Jersey Governor Christie eyes former N.Y.C. schools chief for top Newark school post

New Jersey Star-Ledger

By: Jessica Calefati and David Giambusso

May 3, 2011

http://www.nj.com/news/index.ssf/2011/05/christie_eyes_former_nyc_schoo.html

Gov. Chris Christie tomorrow will nominate Cami Anderson, a New York City superintendent, to serve as Newark's next schools chief, three people with knowledge of the decision said tonight.

Anderson's appointment comes after an eight-month search for someone to lead the state's largest and most troubled school district. Christie is expected to make the announcement Wednesday morning at Science Park High School, said the three people, who are not authorized to speak publicly about the nomination.

The hurdles Anderson, 39, will face as Newark superintendent are considerable. Only half of the city's 38,000 public school students graduate in four years, and virtually all Newark students who attend nearby Essex County College need more than a year of remedial instruction before they are ready for college course work.

Christie has staked his education reform agenda on successfully transforming the failing district, which the state has run since 1995. Christie's effort is being helped along by a \$100 million matching gift from Facebook founder Mark Zuckerberg.

Former New York City Schools Chancellor Joel Klein said Anderson is the right choice for Newark because of her unique experience managing discipline problems while also being an instructional leader.

"She is a very special person with that commitment to tackle the most serious group of challenges we face in urban public

education," Klein said.

Since 2006, Anderson has served as a senior superintendent for what's known as District 79, a group of alternative high schools and programs for troubled students in New York City. In that role, she leads degree-granting programs for students incarcerated in the city's juvenile justice system and others who are at risk of dropping out.

"When I really wanted to change District 79, she did not disappoint," Klein said.

Before joining the New York City school system, Anderson, a former colleague of acting state Education Commissioner Christopher Cerf, headed several non-profit education foundations, including New Leaders for New Schools, a firm that recruits principals, and Teach for America, a national program that recruits teachers to work in urban districts.

She is also no stranger to Newark, having worked as a paid consultant on Mayor Cory Booker's unsuccessful mayoral campaign in 2002.

Anderson could not be reached for comment.

If the state Board of Education approves her nomination, Anderson would succeed former Superintendent Clifford Janey, whose contract Christie chose not to renew last September. Deborah Terrell has served as interim Newark superintendent since Janey left.

At least one community leader is already questioning the process that led to Anderson's selection.

The Star-Ledger previously reported Anderson was one of two finalists for the job, along with Seattle Public Schools Superintendent Maria Goodloe-Johnson.

"I am deeply disappointed in the secretive process used in choosing the superintendent," said Wilhelmina Holder, who served on the selection committee. "I believe in my heart that people were invited in and there was not a national search as there was in 2008" when Janey was selected.

[\(Back to top\)](#)

Ohio: Columbus schools to test state's 'takeover' plan

Columbus Dispatch

By: Jim Siegel

May 4, 2011

http://www.dispatch.com/live/content/local_news/stories/2011/05/04/district-to-test-takeover-plan.html?sid=101

In budget twist, parents would decide fate of district's low-rated schools

Columbus City Schools will become the testing ground for a new program allowing parents to initiate a takeover of the state's worst-performing school buildings, under the latest changes yesterday to the two-year budget.

Gov. John Kasich's initial budget allowed parents to take over schools ranked in the bottom 5 percent statewide in academics for three consecutive years. Lawmakers limited it to make Columbus City Schools a pilot program, after Superintendent Gene Harris told lawmakers in April that she was willing to set it up in the district.

Columbus, which has a handful of schools that would qualify for the "parent trigger," has overhauled several struggling schools by swapping out most of the staff. Harris has said parent involvement is powerful, but it's not clear that this strategy would improve schools.

"My question is, do we have enough evidence to say this is the strategy to bring the kind of acceleration we need?" Harris told *The Dispatch* in April.

Rep. W. Carlton Weddington, D-Columbus, a former Columbus school board member, criticized the plan. "It seems like Columbus City Schools has taken the bullet for the rest of the state on this."

The Department of Education would help set up the program and later recommend how to implement it statewide.

If a school meets the "parent trigger" for academics and a majority of the school's parents sign a petition demanding change, the school must accept what parents propose. That includes converting into a charter school, replacing at least 70 percent of the staff or contracting with another school district or group to operate the school.

The amendment was one of about 80 approved last night before the Finance Committee passed the two-year, \$55.6 billion budget along party lines, setting up a full House vote on Thursday.

Lawmakers did not remove language that would apply the state commercial-activities tax to all money wagered at Ohio's four new casinos. House Speaker William G. Batchelder, R-Medina, said the language would be pulled out of the budget, but after lengthy debate among members and discussions with Kasich's office, it remained.

Casino operators, including Penn National, which is building in Columbus and Toledo, have said that applying the tax to all wagers is unfair and would lead to construction delays, potential scaling-down of projects and lawsuits.

Rep. Ron Amstutz, R-Wooster, chairman of the House Finance Committee, said he agrees with Batchelder that the budget language is not necessary because current law already says that the CAT tax applies to gross receipts - not wagers minus winnings. "The speaker's predictions may very well come true, maybe not as early as he thought," he said.

Kasich wanted the language to stay in the bill, Amstutz said.

Other amendments somewhat curtailed the expansion of charter-school-operator power that House Republicans granted last week and sparked outcry from a number of school-choice supporters who said they went too far.

"I think there were some oopses and some things that were reconsidered," Amstutz said, adding the intent was not to "create a new class of Wild West charter schools."

The changes ensure that in instances where the Department of Education serves as a charter-school sponsor, it gets all the powers of a traditional sponsor. But some school-choice supporters have noted the department did a poor job of oversight 10 years ago.

"I think the charter-school community is in a different place than it was back then," Amstutz said.

The changes also: say that money received by a charter school is public money; remove a proposed limit on charter-school cash reserves; remove the creation of new hybrid online/brick-and-mortar charter schools; and eliminate the requirement that every student enrolled in an e-school gets a computer.

Other amendments yesterday:

- Eliminate a provision that would allow for privatizing county jails.
- Provide a new path for township mergers.
- Add \$6 million per year for Ohio College Opportunity Grant funding.
- Remove the requirement that the state fine a nursing home if an audit finds misspending.

House Democrats offered 22 amendments. Most were defeated, including efforts to block prison and turnpike privatization, offset some losses by local governments and schools, and eliminate changes to teacher performance pay in the budget that are similar to provisions in Senate Bill 5.

The Senate also started budget hearings yesterday.

"People are overwhelmingly in support of what we are doing because we made changes involving reform and better management, not based on who somebody knows, but based on the right policy," Kasich yesterday told the Northwest Ohio Regional Economic Development Association in Perrysburg Township.

Asked later to clarify, given numerous outcries of opposition to several components of his agenda, Kasich noted the legislative movement. "I am not talking about where the general public is. I am saying it's pretty amazing, isn't it, that we were able to wipe out an \$8 billion deficit without having to raise taxes?"

Dispatch reporter Joe Vardon contributed to this story.

[\(Back to top\)](#)

4 Companies Pledge \$13M Investment in Minneapolis Schools

Associated Press

By: Christa Meland

May 2, 2011

http://tcbmag.blogs.com/daily_developments/2011/05/4-cos-pledge-13m-investment-in-mpls-schools.html

Target, Cargill, General Mills, and Medtronic will collectively provide \$13 million to Minneapolis Public Schools over the next three years—money that will help the district cope with an expected state funding shortage of up to \$27 million.

At a time when Minneapolis Public Schools are facing massive state budget cuts, four major local companies have made a multimillion-dollar investment in Minnesota's largest school district.

Target Corporation, Cargill, Inc., General Mills, Inc., and Medtronic, Inc., will collectively contribute more than \$13 million to help further priorities outlined in the school district's strategic plan, they said Monday.

The funding will be distributed in a variety of areas over a three-year period—and it will help the district cope with a possible \$27 million state funding shortfall.

Minneapolis-based Target is making the largest contribution—\$6 million to fund reading initiatives. The money will go toward school library makeovers and the expansion of a statewide initiative that aims to help ensure that all kids can read by the end of third grade. Target also will convene a group of experts to pilot a literacy intervention program at various school sites.

Wayzata-based Cargill, meanwhile, will provide Minneapolis Public Schools with grants totaling nearly \$5 million. Funding will go toward science, technology, engineering, and mathematics (STEM) education; enhancing college preparedness; and helping the school system to recruit, develop, and retain "top talent" to staff and administer schools.

"At Cargill, we believe that the issues facing our educational system are too large and complex for any single entity to solve alone," Mark Murphy, executive director of the Cargill Foundation and assistant vice president of Cargill corporate affairs, said in a statement. "Today, we are delighted to come together with other leading Minnesota-based companies to focus on how to help increase the number of Minneapolis students who graduate and go on to succeed in work and life."

In addition to Cargill's solo contribution, it, Golden Valley-based General Mills, and Fridley-based Medtronic are also giving

money together through a joint entity they created—the Collaborative for Education Excellence. Together, they'll give \$2.8 million, which will be used to design a new process for recruiting, training, and supporting "high-performing" principals and leaders for the school district.

"These corporate citizens are providing a strong national model of how schools and the business community can collaborate to transform public education and provide our students with cutting-edge opportunities and learning tools," Minneapolis Public Schools Superintendent Bernadeia Johnson said in a statement. "Together, there is no limit to what we can achieve for our students."

The school district's budget for the current fiscal year totals \$684.2 million. A bill currently under consideration in the Minnesota Legislature calls for \$27 million in cuts over the next two years.

Minnesota Business Partnership Executive Director Charlie Weaver told *Twin Cities Business* last month that education is a key issue on the minds of the state's business leaders. But he and other local business association leaders [believe that major changes to the state's education system are needed](#) in order to preserve Minnesota's competitive work force.

[\(Back to top\)](#)