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MEMORANDUM

To: Board of Education Members
Dr. Mary Pfeiffer, District Administrator

From: Diane W. Doersch, Director of Instructional Technology *DWD*

Date: June 04, 2013

RE: Neenah Joint School District 1-to-1 Progress Report

Please find attached an update of Neenah Joint School District's 1-to-1 program for the 2012 – 2013 school year.

The following document will outline:

- A hardware update regarding purchases for the 2012-2013 school year
- Preparation of teachers for teaching in a 1:1 environment
- The District learning plan continuum for teachers
- Student, teacher, and parent survey data
- Device preparation for the 2013-2014 school year
- Observations and program revisions
- Recommendations for the future

I will be in attendance at the June 04, 2013 Board of Education meeting to answer any questions you may have.

Hardware Additions for the 2012-2013 School Year

As a result of the Digital Conversion Plan – Phase II proposal brought before the Neenah Joint School District Board of Education on April 24, 2012, the District made the following purchases in July 2012:

School/Grade	New Purchase	Description	Total	3 Year Lease	One Time Cost
Elementary	240 MacBooks	Provide each school with a mobile cart of 30 MacBooks	\$159,840		X
5 th	340 iPads	1:1 in every 5 th grade classroom in district	\$47,147	X	
6 th	268 iPads	1:1 at 6 th grade	\$37,163	X	
7 th	442 iPads	1:1 at 7 th grade	\$61,291	X	
8 th	120 iPads	4 carts of iPads for 8 th grade	\$16,640	X	
Neenah High	60 MacBooks	Provides 2 mobile carts of 30 MacBooks	\$39,960		X
Neenah High	60 iPads	Provides 2 mobile carts of 30 iPads	\$8,320	X	
Teachers	125 iPads	Shattuck and 5 th grade teachers	\$17,333	X	
Additional Carts	53	Storage for MacBooks and iPads	\$45,933	X	
iPad Cases	1,355	Cases for new iPads	\$32,520		X
Reserve	60	Not purchasing extended warranty in case of damage Reserve stock will act as replacements	\$8,320		
Total			\$474,467		

Because of the Board of Education’s approval for the above equipment, the District was able to provide one iPad to each 5th, 6th, and 7th grade student and teacher for the 2012-2013 school year. At this time, iPads are used only in the classroom. They do not go home with students for the evening.

Preparation of Teachers for Teaching in a 1:1 Environment

Preparation for teachers of grades 5-7 began in the summer of 2012. Four day, one credit Marian University courses on iPad for beginners were offered during the months of June, July, and August for teachers and staff. Over 30 teachers took the iPad2Discover class taught by a Neenah Joint School District computer applications instructor.

iPads were distributed to all teachers who would be teaching with them beginning in July 2012. During that time, teachers underwent an iPad orientation session where they learned how to manage an iPad with their iTunes account, how to download apps, and how to care for their iPad. Basic use of the iPad was stressed with the understanding that in the future months, opportunities would be given for the integration of the devices into curricular areas.

ISTE, the Learning Experience for Neenah Technology Teacher Leaders

In June of 2012 two elementary teachers and an elementary principal, five middle school teachers and a middle school administrator, two high school teachers and the District Director of Instructional technology attended the International Society for Technology in Education (ISTE) conference in San Diego, California. The conference is the premiere international conference on education and technology that addresses learning. Its main focus is how technology can serve as a tool in the learning process. The conference annually serves as a showcase of best practices in the classroom as well as provides experts in the field of technology and education for consultation.

Neenah Joint School District leveraged the five-day long learning experience not only by attending conference sessions, but by also using team time within the conference days to devise a plan for iPad integration at all grade levels of the District. By the time the team returned to Neenah, there was a clear plan for professional development laid out for 5th grade at all elementary schools as well as an integration plan for the staff at Shattuck. Up to this point, Shattuck had no experience with iPads in the classroom.

(As a side note, Horace Mann Middle School participated in ISTE the previous year and had also outlined their integration plan during that time.) The ISTE team took responsibility not only for planning the sessions but also working as key facilitators and teachers in the sessions that took place throughout the 2012-2013 school year.

The 2012-2013 School Year and Ongoing Professional Development

August/September 2012

- iPad cart management sessions were held for 5th grade teachers. The learning sessions were led by the District Computer Specialist and the Director of Instructional Technology.
- Horace Mann Middle School used their professional learning community time to learn from their building-based computer applications teacher regarding common core state standards and the sharing/publishing documents created on their iPads or laptop computers.
- Shattuck Middle School implemented a tiered, differentiated model that allowed teachers to put themselves into specialized learning groups to learn about iPad basics, specific apps to assist with curricular areas, or how to flip their classroom. The ISTE San Diego team led the sessions.

October/November 2012

- 5th grade teachers began meeting regularly to learn about iPad management as well as best practices for teaching the 5th grade curriculum using iPads as a tool.
- Horace Mann 6th grade, going on its second year of iPad 1:1, continued bringing staff forward with true technology integration through monthly meetings focusing around technology and instruction. They continued their professional learning community model structure and investigated topics like how to flip your classroom, creating and sharing video online, and learning about Google Apps for Education.
- Shattuck began assigning ISTE team members to individual staff members for 1:1 support of each Shattuck teacher. Each ISTE team member would visit each teacher on his or her caseload and assist that teacher with their curricular instruction, integrating the use of iPads as one of many of their teaching tools. Due to popular requests by teachers, Shattuck also hosted an afterschool workshop in November for its teachers to explore areas of need regarding curriculum and device integration.

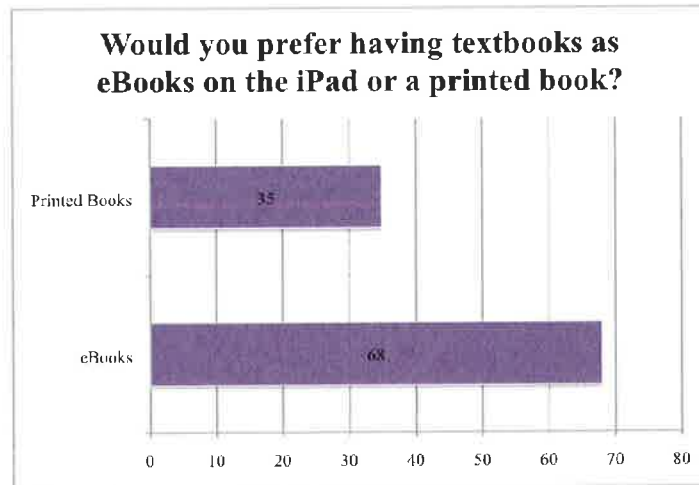
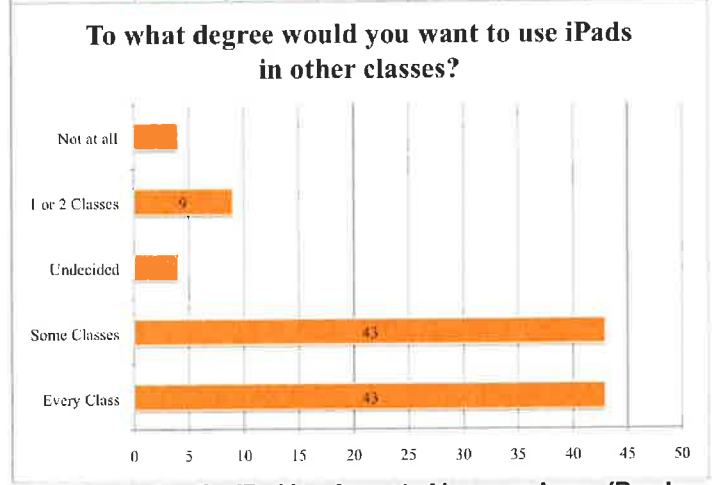
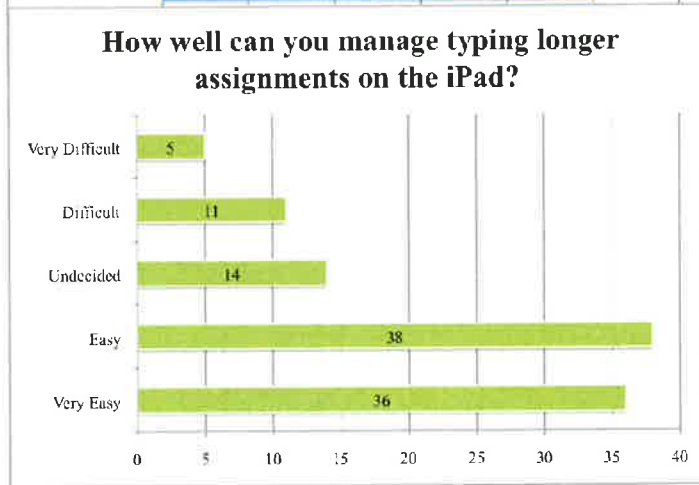
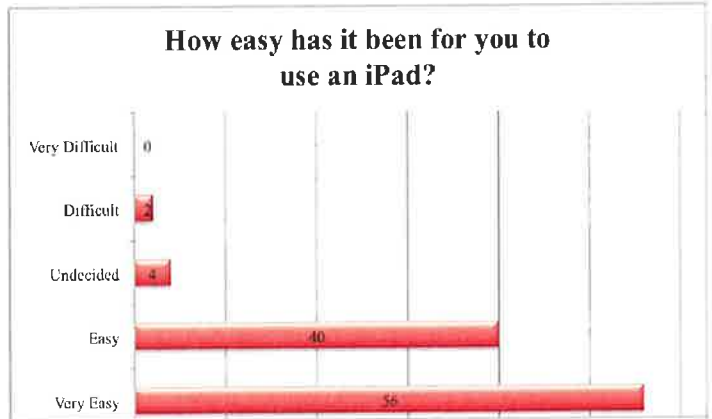
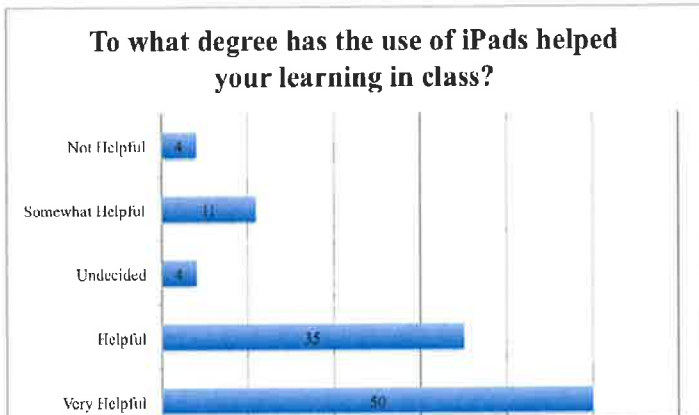
Semester II

- 5th grade teachers continued their monthly meetings regarding best practices, iPad management, and app sharing.
- Horace Mann continued their monthly meetings focusing on technology integration and transforming teacher practice.
- Shattuck ISTE team members continued to be available on rotation every hour of the Shattuck day so that teachers have just-in-time support for their curricular and technological questions.
- New for second semester – 4th grade teachers were issued iPads in preparation for the 2013-2014 school year where they would be teaching in a 1:1 environment. The iPads came from the reserve lot kept aside as replacements for any lost or broken iPads. The 4th grade teachers began to meet monthly to learn and discuss curricular integration and iPad management for the classrooms in preparation for next year.

Data Gathered from Students

In the spring of 2013, we surveyed 5th, 6th, and 7th grade students regarding the use of their iPads. A total of 423 students responded at the time of this data compilation. Please see the following as a sample of student responses. Each number represents percentages.

Student Survey Responses



Tell how using the iPad has impacted how you learn. (Random sample of student responses)

It's faster to look up things!
 It is helpful, typing is hard, I prefer printed books but for other things I like the iPad
 It has made work a lot easier.
 I like typing long reports on computer much better.
 It makes it easier because you don't have to get up and get a book.
 The iPads have been helpful throughout the year
 We can do a lot more than in a textbook
 Using tools to help learn the states
 The iPad has helped me with the dictionary and for pictures I never knew existed like animals.
 It helps by helping you learn how to do something.
 If u want to look a word up you go on your iPad, if u have a question you can look it up on the Internet. It is made so much easier, now I can't even think what I would do without it.
 If you don't know how to spell a word you can go onto dictionary.com
 The iPad impacted my learning by it had a lot of helpful apps on it. Also the Internet was also a big help. Finally during indoor recess it was a fun tool.

They have the dictionary and other helpful things to help with your homework and spelling book.
 I have been getting better at my math facts.
 It helped by me being organized and smarter I would ever want the in ax grade it helped me a lot
 It impacted us a lot we can use pages and key note and I movie I love the I pad but we had our things but there is math apps and reading apps and we can go on the Internet on our iPads instead going in the computer lap all the time I live the iPads
 Helps me with math

Student Technology Achievement Data

Neenah Joint School District annually assesses 7th grade student technology competencies. This year NJSD students took the Next Generation Assessments test for technology competencies. The results are as follows:

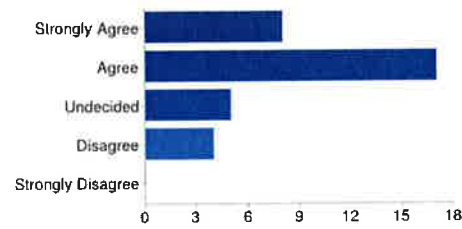
Teaching and Learning	Criteria	District	State
NGA Student Proficiency	Creativity & Innovation	22.6 67.16% Proficient and Advanced	44.56% (n = 226)
	Communication & Collaboration	18.71 62.41% Proficient and Advanced	63.70% (n = 226)
	Research & Information Fluency	14.32 66.51% Proficient and Advanced	72.19% (n = 226)
	Critical Thinking, Problem Solving & Decision Making	12.09 73.61% Proficient and Advanced	61.52% (n = 226)
	Digital Citizenship	23.95 63.05% Proficient and Advanced	39.10% (n = 226)
	Technology Operations & Concepts	21.58 75.95% Proficient and Advanced	54.37% (n = 226)
	Overall	23.79 79.18% Proficient and Advanced	55.39% (n = 226)

Neenah students scored between 12 and 23 percentage points higher on all six criteria than students in 226 other school districts throughout the state. The numbers in red show the percentage point differential in which Neenah students scored higher.

Data Gathered from Teachers

In the spring of 2013, we surveyed 5th, 6th, and 7th grade teachers regarding the use of their iPads within their teaching practice. A total of 33 teachers responded at the time of this data compilation. Please see the following data gathered from teacher responses. The teacher comments are a random sample of responses submitted.

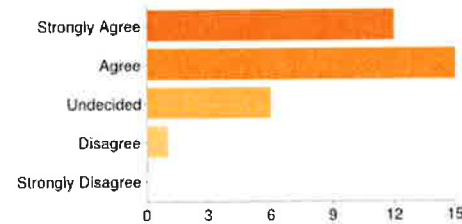
1. The iPads change the way I teach



Strongly Agree	8	24%
Agree	17	52%
Undecided	5	15%
Disagree	4	12%
Strongly Disagree	0	0%

People may select more than one checkbox, so percentages may add up to more than 100%.

2. The iPad helps students engage with their learning.



Strongly Agree	12	36%
Agree	15	45%
Undecided	6	18%
Disagree	1	3%
Strongly Disagree	0	0%

People may select more than one checkbox, so percentages may add up to more than 100%.

3. The iPad allows me to be more creative with the assignments I create.



Strongly Agree	8	24%
Agree	21	64%
Undecided	4	12%
Disagree	0	0%
Strongly Disagree	0	0%

People may select more than one checkbox, so percentages may add up to more than 100%.

4. The iPad allows me to collaborate with others.



Strongly Agree	5	15%
Agree	17	52%
Undecided	6	18%
Disagree	5	15%
Strongly Disagree	0	0%

People may select more than one checkbox, so percentages may add up to more than 100%.

5. How has the iPad changed the way you teach?

- I use it as a resource most frequently. It is nice to have that resource at our fingertips, rather than having to look up something on the single computer or use books.
- Allowed me to re-design several of my long-term projects to allow more access to online resources &/or iPad apps.
- Instead of "feeding kids information," I tell them they have a world of knowledge at their fingertips. They look up information!

- Students are able to research and get background knowledge on topics that we cover in class. I can create videos of how a concept is taught so that students can go at their own pace while I have time to differentiate with students that need help or can add to their learning if they understand easily.
- Students are also able to use specific apps that are directly related to the content and topics covered.
- I've used iPADS to help students learn math facts and to reinforce concepts learned in class (states, state capitals, science, etc). iPADS have also wanted to learn more on their own.
- I use it daily to either communicate with students or create assignments/videos.
- Interaction with students; giving students more ownership for what they learn
- "1) Parent and teacher communication has GREATLY improved. I send home parents and notes to teachers, the same day of progress/regression of student's articulation skills. 2) Students are more engaged in therapy. 3) I have been able to Face Time other teachers in the district, plus talk with elementary students about their fears coming to a middle school. My current students talked with them also."
- Using Edmodo has been wonderful and allows me to post important information for students to access at anytime for any reason!
- It hasn't changed the way I teach. BUT it gives me another tool to use in my toolbox, a highly effective tool. It allows me to provide for more differentiation in my classroom. It also provides me to have more flexibility with my classroom structure, i.e.: reteaching a concept in small groups while other groups extend their thinking through an application exploration or website.

6. What do you see as learning benefits to students because of the iPads?

- "More independent thinking. Improved problem solving skills. More creativity in project based lessons. More ways to help two very diverse groups: high level ability and low ability levels."
- Instant access to information without having to disrupt the normal classroom setting (i.e. Reserve a computer lab)
- Students can view more information quicker.
- They are more responsible for their own learning. They go and get the information and data and then can show their learning in one of a variety of ways that they choose.
- Life long tech skills.
- I can easily differentiate my instruction for my students in math, reading, grammar, science, social studies, and writing. Students can edit one another's writing with disrupting the class by talking. My students are able to use the camera or video feature to capture student presentations and school-wide activities.
- Students are motivated and engaged in learning. They do not need to 'gear down' to come to school.
- More diverse learning opportunities
- They can work at their own pace, independently. They work on mastering 20th century technology. They are more engaged in their learning because they have an iPad, it makes learning fun.
- Practice type activities are more immediate, creative programs allow for individualization of projects, with keynote and programs like that.
- I think that because they have information at their fingertips any time they need it, time is saved when they might otherwise be traveling to a lab or the library.

7. Are there limits to the iPads?

- Yes, iPads have limits. Apps can be glitchy, formatting on word processing programs goes amuck, and students become HIGHLY distracted by them...
- It would be helpful if students could get access to print from their iPads. They have to email their student account, then print from another computer.
- If the servers are not working or slow it slows everything down.
- Yes. Primarily using the Keynote program. You cannot include movies or voiceovers in the presentation.
- Yes! Only using free apps, not being able to watch a DVD (and no access to online videos like Netflix), anything flash based
- The time it takes to download needed apps. Some of the best apps cost, and the district only allows free apps.
- Not to my experience. The limits come in the areas of the applications.
- "Sure, but the limits seem to be pushed with every new month that passes as developers add new ""stuff"" and apps."
- "Typing papers/responses isn't ideal due to the smaller keyboards for some of the population."
- They allow students to waste time more creatively.
- Students currently can't use them outside of school and we can't purchase apps that cost money.
- No flash based items may be used. Others believe we no longer need access to computers. Unable to print from them.
- iPads are not compatible with YPP Assessments or any website that requires adobe flash. Students cannot print their writing or any document from an iPad. The apps that are most related to curriculum mastery are generally expensive. Many have a "lite" app option but it gives limited use of the app and then requires the app be purchased.

8. Are you seeing deficiencies in students when they use iPads?

- No, the iPads are very user friendly and the kids know intuitively what to do.
- The goods outweigh the bads with iPads, but some students are so stimulated with the iPad, they have a difficult time focusing on other tasks. Students are also very good at finding "work arounds" in order to go to places/apps/sites/ etc. that are not appropriate.
- Work accomplished on iPads or photos from lab or activities have been deleted by updating iPads or for other reasons not known. Students had many times that they had work accomplished, but lost it before being assessed."
- Typing skills--reinforcing bad typing
- Only those who choose to try to play games that do not enhance education.
- No (x4)
- All students having the ability to access the Internet at home.
- Sometimes they forget that there is more than one way to get to an answer if they can't just "Google it".
- They can be extremely distracting at times.
- It's often a monitoring nightmare. Students switch to games when they should be doing work.
- Teachers using iPads must monitor students at all times to ensure they are on task.
- In positive ways. I can see when my students don't understand something and can pull them into a small group for direct instruction.
- Unfortunately, we have some that don't follow directions and try to abuse the use of them; The texting keyboard doesn't promote good keyboarding skills.
- Yes. They sometimes look up definitions of words before thinking for themselves first. Also, many students have a hard time disciplining themselves in terms of only using certain apps in class at certain times. Often kids are surfing the Internet or playing a game when they shouldn't be.

- Some do not know how to use it responsibly and must be monitored closely.

9. Do you have suggestions for iPad deployment?

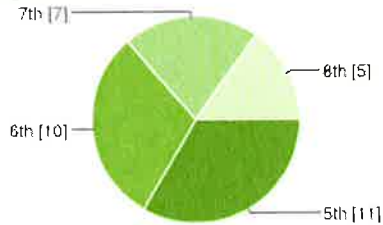
- Add iPad tag# to student summary in IC (that way you don't have to go searching in the HR to find out the iPad # and info)
- I like how we have carts. I don't like that we have to do updates. I can never keep up.
- Students should be given a contract of responsibility allowing them to take them home on a daily basis. Students should put down a deposit, and be responsible for their iPads like other school districts.
- Would prefer to continue to have sixth graders keep iPads in the building overnight. Still not responsible to maintain on their own. As the year progresses, we see less responsibility when moving around the building.
- Allow students to take them home and be responsible for loading apps on them. That's when the true value of the iPad will show through. If they use them in inappropriate ways, punish them just like they broke any other school rule.
- No (x 5)
- I wish we could keep our own sets so that we could see the benefits of watching and controlling how well they are kept.
- Be able to print.
- I think students need to be responsible for their own iPad and take them home at night.

10. In your opinion, what device is best for student learning?

- LAPTOPS!!!! (x 9)
- As a resource, I like the iPad, for some things a computer is hard to replace. I use the iPads more often for sure.
- That's hard to say. In my performance classes, iPads are better since I can use the ""mp3"" capabilities. But in my long-term projects, laptops would be better. If I had to choose, I'd prefer iPads.
- iPads limit students. They are hard to use for word processing."
- I would rather students have laptops. They can utilize all major applications and save their work on flash drives or an external HD. The work saved will be more reliable than iPads. Many times my students lost work this year in the middle of their project or before they were assessed on the project.
- I've only used iPads.
- iPADS are better for supplementing or reinforcing learning. Laptops are best for major presentations such as Keynote or Numbers. Both are good for getting online.
- There's no one magical device. There needs to be opportunities for choice and changes in delivery.
- Hands-on activities!
- Both iPads and laptops have their limitations: iPads are much more portable and user friendly as an interactive instructional device. The wide variety of apps provides so many interactive learning options it is amazing. I would much rather have my class using them at the middle school level than a laptop any day!
- At the high school level I am not as sure? Only because I am not as familiar with the types of programs and applications that are used.

- I have a laptop and an iPad at home and I choose to use my iPad 95% of the time! The only thing I use my laptop for is uploading my photos from my digital camera and editing photos and movies. However, some of the photo/video editing apps for the iPad are getting sophisticated enough now to possibly take over some of those same duties - however storage would be my current limitation. Then again, cloud storage could solve that problem as well! "
- iPads due to the nature of the applications involved which enhance learning
- iPads work great. Laptops are too large and expensive to have every students carry through the halls from class to class.
- Learning is more dependent on a student's willingness to work, then on a device.
- They both have their place. Laptops for word processing tasks. iPads for creative tasks.
- Laptops - they're more versatile and much easier for typing. iPads can't use Google Docs very well and it's not as efficient when using the Internet. iPads don't use Flash either.
- For optimal learning having half the class with iPads and the others with laptops. Student can switch throughout the day.
- It was nice to be able to print from laptops
- Many sites would not open up on the iPads
- I typically do not use laptops.
- iPads (x3)
- I would have to say laptops at this point, but I am still learning the capabilities of the iPads
- I suppose the iPad has more to offer in terms of interactive learning games.
- I think using both is best. Each tool is better for certain jobs depending on the task.

Grade you teach



5th	11	33%
6th	10	30%
7th	7	21%
8th	5	15%

Parent Data

In February 2012, a national survey company called Speak Up! provided access to a national survey tool regarding technology. Promoted through the Wisconsin Department of Public Instruction and Neenah Joint School District, we had 512 parents fill out the survey. Here are some selected questions and results. Please contact Neenah Joint School District for full survey results. You will also see how Neenah responses compared to the national norms.

1 Are you a...

Response	# of Responses	% of Responses	State %	National %
Mom	377	73%	76%	80%
Dad	135	26%	22%	17%
Grandparent	2	0%	1%	2%
Other relative or guardian	2	0%	1%	1%

2 Please select any grades that your child(ren) attend.

Response	# of Responses	% of Responses	State %	National %
Preschool	24	5%	8%	5%
Kindergarten - Grade 1 - Grade 2	188	36%	35%	31%
Grade 3 - Grade 4 - Grade 5	185	36%	34%	35%
Grade 6 - Grade 7 - Grade 8	150	29%	33%	38%
Grade 9 - Grade 10 - Grade 11 - Grade 12	172	33%	38%	39%
Other	8	2%	2%	2%

5 What kind of computer and Internet access do you have at home?

Response	# of Responses	% of Responses	State %	National %
A computer with no Internet access	6	1%	2%	1%
A computer with "dial-up" or slow Internet access	3	1%	1%	2%
A computer with fast Internet access (such as: DSL, Broadband, or cable)	490	95%	92%	91%
I access the Internet at home through a TV or Wii system	85	16%	17%	18%
I access the Internet through a wifi or 3G/4G mobile device like a smartphone or tablet computer.	192	37%	39%	43%
No computer at home. My primary access to technology is at public libraries, community centers, etc.	0	0%	0%	1%
No computer at home. My primary access to technology is where I work	3	1%	1%	1%

How important is the effective implementation of technology within instruction to your child(ren)'s success?

Response	# of Responses	% of Responses	State %	National %
Extremely Important	231	50%	51%	56%
Important	168	36%	36%	33%
Somewhat Important	53	11%	10%	9%
Not Important	9	2%	2%	2%
No Opinion	0	0%	0%	0%

9 *If your child's school allowed the use of mobile devices for educational purposes, how likely would you be to provide one for your child?*

Response	# of Responses	% of Responses	State %	National %
Very likely	126	27%	31%	39%
Likely	132	29%	29%	27%
Not likely	50	11%	10%	8%
Very unlikely	39	8%	6%	5%
No opinion	5	1%	1%	1%
Unsure	39	8%	9%	8%
<i>I think it is the responsibility of the school to provide technology for my child to use for educational purposes.</i>	69	15%	14%	12%

22 *How much do you agree with this statement: My child(ren)'s school is doing a good job of using technology to enhance student achievement.*

Response	# of Responses	% of Responses	State %	National %
Strongly agree	45	11%	8%	11%
Agree	234	56%	53%	51%
Disagree	42	10%	15%	17%
Strongly disagree	11	3%	2%	4%
No opinion	38	9%	9%	7%
Unsure	47	11%	12%	10%

Preparing Devices for the 2013-2014 School Year

In preparation for the 2013-2014 school year, the purchase of iPads for 4th graders and the remainder of the 2013-2014 8th grade class has already been made. The new device purchase at an earlier time allowed our technical staff to work on device preparation outside of the high workload months of July and August. iPad carts and cases have also been ordered. During the summer months our technical staff will be working on collecting 5th grade iPads from the elementary school and prepare them for reunification with their same user who will be a 6th grader at Horace Mann Middle School. Consequently, 6th grade iPads will move to Shattuck Middle School to be unified with their same user as a 7th grader and 7th grade iPads will be prepared for their users as 8th graders.

Observations and Program Revisions

- There were 12 iPads broken within the first two months of use at the at the 6th grade level. All had damaged screens because iPads sitting on desks while not in use were bumped off the desk and fell to the ground. Through work with building administration and teachers to prevent iPad falls, they began to store iPads in carts while not in use. The preventative measure reduced frequent breakage of iPads at Horace Mann. Despite that measure, there were still 14 more broken in the remaining six months of school. Shattuck Middle School has experienced 10 broken screens and the 5th grade at the elementary level reports approximately 7 screens cracked.
- Many iPads with sound issues appeared to have been dropped and dented by the fragile sound control button area. In order to be proactive, we have field-tested and will purchase different iPad cases for the middle grades of 6 through 8 for next year. The new Amzer cases will provide added protection to iPad corners, the glass surface, and around the sound button area.
- Our formula of calculating 5% loss/damage has been accurate. Most reported damage includes broken screens. Our technical department has begun working on replacing the screens in-house.

- Purchasing the glass screens and doing repairs costs Neenah Joint School District approximately \$50 per repair.
- We are on a continual process of assessing how to best manage iPads. We started from a teacher-supported model and are evolving to a student-centered model that makes each student responsible for their own iTunes account and app acquisition. We are awaiting the Apple World Developer Conference on June 10, 2013 for new updates and processes on iPad management.

Recommendations for the Future

- Continue with the iPad integration schema that was developed in 2011, moving iPads to the lower level grades and carrying through with the replacement cycle every three years for iPads. Be willing to deviate from the original plan if needs arise, always keeping student learning in mind.
- Consider continuing a three-year lease on iPads (the maximum iPad lease term), but trade in early to retain the residual value of the iPad. In other words, calculate how much the district can receive from a two year old iPad in trade-in. Would it be worth trading in early to keep hardware more current and its value high?
- Continue to provide learning opportunities inside and outside the school day for teachers that highlight best practices, especially around the common core state standards.
- Continue building leadership teams through the ISTE experience, or something similar to it, to sustain the technology integration model. Motivated and knowledge-hungry teachers and technical support staff need to continue to learn, grow, and evolve in this ever-changing world of technology.
- Continue with the general computer replacement cycle. Planning should commence this summer (2013) in preparation for a full teacher laptop, school computer lab (or mobile cart), and support staff computer replacement at the conclusion of the 2013-2014 school year. There should be a reduction of computer labs at Neenah High School and the addition of more carts of computers to provide students with increased access to complement the already-existing NHS bring your own device system. Explore the concepts of a 4 or 5 year lease and consider, if the numbers work out right, trading back early for residual value. Keep in mind that there will be trade-in value or resale value in our existing fleet that will help lower the cost of the full replacement. Incorporating the replacement cycle in the future will also ensure that we are up to date with the latest Smarter Balanced Assessment requirements as well.