School District Technology Evaluation Plan

Dupree, SD Public Schools

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1) Evaluation Purpose

Dupree School District is working to provide a quality educational experience by integrating technology into the curriculum through cross curricular activities, distance learning solutions, and peripheral technologies to expand on the current curriculum. The purpose of this evaluation is to determine the impact of this technology on student proficiency in higher level thinking skills and teacher proficiency in technology integration. There will be a major emphasis upon technology's impact on the increased productivity of the learners.

2) Evaluation Audience

Within the Dupree School District, we will be focusing on the learners as well as promoting technology with the educators. The stakeholders or individuals interested in the outcome will be working with the evaluation process and assist in making decisions that will enhance the technology and integration into curriculum throughout the grades.

Primary Stakeholders of the Dupree School District:
- School Board Members
- Superintendent
- Administration
- Technology Coordinator
- Teachers
- Non-Certified Staff
- Parents
- Students

Secondary Stakeholders of the Dupree School District:
- Community Members
- SD Department of Education
- ESA

3) Description of the Evaluand

The Dupree School District is located in Dupree, South Dakota. Dupree is a small town located in Ziebach County in north central South Dakota on the Cheyenne River Sioux Indian reservation. The population of Dupree is approximately 475 residents. The district consists of a PreK-12 School in one building with approximately 300 students. The student population is 75% Native American. Dupree School is the only public school in Ziebach County. Students are bussed in from as far as 50 miles away. Ziebach County ranges from the poorest to the fifth poorest county in the nation. The major source of income in this rural area includes ranching and farming.
Dupree School has made significant progress with technology in the classrooms. A 20-station elementary lab is used for supplementary math and reading lessons and keyboarding. A 20-station Junior High school lab is used for 7th grade Keyboarding and 8th grade Computer Studies. Tablet PC laptops are provided to each HS student for use and integration in all classes. Every elementary classroom has at least four computers primarily used for Accelerated Reader, writing projects, and supplemental curriculum programs. Each teacher has a Tablet PC laptop for integrating technology into their curriculum, as well as, attendance and grading purposes. The library has five computers with access to the South Dakota Library Network and a selection of research software. The library utilizes an automated circulation program also. The school has a wide selection of peripheral devices such as digital cameras, scanners, projectors, and camcorders used for multimedia projects throughout the K-12 curriculum. Two Distance Learning rooms have been established with two-way video conferencing equipment provided by the State of South Dakota. The distance learning rooms are used for online HS classes offered through NSU, such as Spanish I & II. Other uses of the equipment include: one day content offerings in both the elementary and JH/HS, professional development opportunities, conferences, community meetings (Social Services & County Extension Office).

The LAN at Dupree School uses a bus topology. All classrooms are connected via Ethernet to a series of 8 switches located in 2 network closets connected to each other with fiber. The main closet contains 3 physical servers (primary domain controller/file server, secondary domain controller, and host server for 2 virtual servers). The virtual servers provide security, authentication, and imaging capabilities for all of the users and computers in the building. Two of the switches are POE providing both power and data to the access points distributed throughout the building providing all students and staff wireless capability. All staffs, and HS students, have k12 email accounts as well as Infinite Campus accounts for communication and grading/attendance purposes. All staff has the ability to utilize both WebCT and SynchronEyes programs. The State of SD provides the dedicated T1 line and DDN Distance Learning equipment as well as the content filter for our network. They provide the Infinite Campus System for all record keeping purposes and house the data on their servers. Our email is also maintained by the State of SD and stored on their servers. Much of the equipment/software is purchased off of state contract.

Dupree School was a pilot school for the Classroom Connections 1:1 Laptop Initiative. This project resulted in the entire school having wireless capability. Students can be located anywhere in the building and maintain connectivity to the network. Dupree School is dual platform, with the majority of the elementary utilizing iMacs and all of the JH/HS using Windows machines. Half of the iMacs in the elementary are the new Intel (3yrs old) running OSX and the rest are older Power PC machines running OS9. We plan to update all of the older machines this summer. The desktops in the JH/HS are older HPs. The Gateway Tablet
PCs are the M285-e version. Estimated student per computer ratio in the high school is 1:1 due to the previously mentioned laptop initiative. The ratio is approximately 1:4 in the JH and elementary by placing a few stationary machines in each room and mobile lab availability.

Dupree School employs a Technology Coordinator who oversees the network and computer equipment. This person also teaches 1 or 2 classes per day and handles all paperwork involving technology from eRate to Tech Plan to purchases. The coordinator is the tech integrationist and plans all tech professional development trainings offered at the school. This person is the Infinite Campus administrator and DDN facilitator as well. Two years ago, the Dupree School hired a full-time assistant to help facilitate the Laptop Initiative. This assistant operates a centrally located help desk for student/teacher tablet repair and troubleshooting.

Dupree School uses 8 half days for in-house professional development. Those days are broken up in a variety of ways. Early dismissal of students on Friday on certain months allows for some of the training, along with a full day of in-service in February and a few days of stipend training in the summer months. Teachers are also allowed to sign up for outside training events like the TIE Conference. Dupree School is currently planning to incorporate interactive white boards in most classrooms next year and will be hiring outside training for this as well.

4) Guiding Evaluation Questions
1. How has previous professional development been effective in terms of where it has left teachers with the capability to use and integrate technology?
2. In what ways do technology skills learned in the high school affect students’ post-secondary education/career choices?
3. What ways do the teachers use the technology to support their instruction? To what extent has the integration enhanced or changed learning experiences for the students? What future technological challenges does the district anticipate and how will the school find support in facing those challenges?
4. What hardware issues do teachers have and what are the ways to solve those issues? In what ways will make the hardware more efficient?

5) Description of Evaluation Approach
The design of this evaluation is based on feedback generated internally by the staff. A major piece of the data collection will be based on the strategies and instruction in the classroom as observed by the teachers themselves and administration. Teachers will be asked to complete a series of surveys to determine their understanding of technology issues in a timely way, and augment the process. In addition, students will be completing surveys in order to track changes in the perception of the student body about technology use.
Administration will make contributions through evaluation summaries, and survey data. STEP testing results generated from year to year will be tracked to record general proficiency improvements that can be correlated to technology integration. The matrix below itemizes the evaluation questions and their corresponding data collection methods.

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Information Needed to Answer the Question</th>
<th>Data Collection Methods</th>
<th>Analysis and Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has previous professional development been effective in terms of where it has left teachers with the capability to use and integrate technology?</td>
<td>1. What is the quality of the professional development? What resources show teachers using technology in the curriculum? Is professional development being offered for all subject areas and grade levels?</td>
<td>1. Teachers will be asked to complete a survey at the beginning and the end of the school year. Lesson plans will also be reviewed to determine the extent to which technology is present in the curriculum.</td>
<td>1. Teachers' surveys will be analyzed by calculating survey items and conducting a comparison to find a change in the position of the teachers as a whole. Teacher surveys will also be analyzed for any changes in self efficacy pertaining to the technology introduced that year. Teachers will submit lesson plans for technology integration content inspection.</td>
</tr>
</tbody>
</table>
2. In what ways do technology skills learned in high school affect students’ post-secondary education/career choices?

2. What were the students’ post-secondary choices? Why did the students make those choices? Did technology influence that decision?

2. Entering freshmen and post graduation seniors will be asked to complete a survey about their prospective career field.

2. Freshman data in conjunction with the graduating seniors’ data will be compared and the differences will determine changes in student career choices. Results from the previous year’s surveys would be gathered in order to identify an upward trend in career choices in technology.

3a. What ways do the teachers use the technology to support their instruction?

3a. What the student-to-computer ratio is; what equipment is available for student/teacher use; what training is available for teachers

3a. Teachers and students will be asked to complete weekly surveys and provide feedback by estimating technology usage during lessons. Observations will provide additional tech usage data.

3a. Teacher and student surveys will be tabulated in order to estimate the amount of use and extent of integration. A list of software and hardware will help determine what is being used. Administration will observe classrooms to discover tech integration experiences.

3b. To what extent has the integration enhanced or changed learning experiences for the students?

3b. Teacher input can be used to give feedback about how they use technology in their classrooms. The feedback will contain comparing

3b. Test scores (Dakota Step & ACT) will be analyzed from the years that regular technology use was introduced into the classroom. This

3b. Results of the last five years of Dakota STEP & ACT scores will be compared, paying special attention to changes in scores during periods of
| 4. What future technological challenges does the district anticipate and how will the school find support in facing those challenges? | lessons, lessons involving technology and lessons that do not. | will be an ongoing process as it is more of a formative analysis. A pre- and post-assignment based on ISTE NETS standards will be administered to 9th and 12th grade students to check for an increase in tech skills in complex learning situations. Students interviews will help determine the enhanced learning experiences. | high and low changes in technology use in the school. Pre-testing assignment will be given to Freshmen and Post-testing assignment will be given to Seniors to determine change. Interviews with students upon graduation will be conducted to determine change. |
| 4. The school must establish which tools are effective and should be continued to prepare for the upcoming challenges. | | 4. Analyze teacher checklists and surveys about the technology integration, along with administrator evaluations of teachers using the technology. | 4. Checklist and survey results will indicate which technologies are valuable to teachers based on use and necessary support level. Administrator evaluations will indicate the amount of technology use and the effectiveness of its use. |
Technology Hardware Audit
The teachers and staff will complete an inventory of the technology hardware located in their rooms at the beginning and ending of each school year so we are meeting the technology goals of the district. The inventory lists will be provided to the Technology Administrator to compile the information in order to complete the hardware checklist for the entire Dupree school district. The hardware checklist is attached as Appendix A.

Input/Output Devices

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>Printers</td>
</tr>
<tr>
<td>Computer Labs</td>
<td>Projectors</td>
</tr>
<tr>
<td>USB Ports</td>
<td>Digital Cameras</td>
</tr>
<tr>
<td></td>
<td>Video Cameras</td>
</tr>
<tr>
<td></td>
<td>Scanners</td>
</tr>
</tbody>
</table>

Network Design, Speed, and Connectivity
Dupree School uses a bus topology. All of the classrooms are connected via Ethernet to a series of eight switches located in two network closets connected to each other with a fiber. The three main physical servers consist of the primary domain controller/file server, secondary domain controller, and host server for 3 virtual servers. Two of the switches are POE with both power and data to access points distributed throughout the building providing everyone with wireless access. The State of SD provides the T1 line and DDN Distance Learning equipment along with the content filter for our network. Dupree is dual platform, the elementary students utilize iMacs and the JH/HS use Windows.

Technical Support Systems and References
Dupree school district has one Technology Coordinator to oversee the technology and computer equipment. There is an assistant that facilitates the Laptop Initiative and operates a help desk for teacher/student tablet repair and troubleshooting. Otherwise, all other internal operations are managed by the Technology Coordinator.

Software Evaluation
A software evaluation procedure will be developed to aid teachers in choosing appropriate software for the curriculum. The main focus of this selection procedure will be to make sure that it meets the objectives set forth in the district technology plan. To enhance learning, it is very important the software stays up to date. When choosing the software it will be important to link instructional activities to the learning outcomes. An evaluation form which is provided in Appendix B, should accompany the software being previewed and potentially purchased.
Website Evaluation
The use of various methods of finding information for students to use for their homework has been expanded by using the Internet as an alternative resource. The following web site evaluation form will be used by the Dupree School District in determining if the web sites used are useful and are of the quality that will benefit the students and faculty. Many sites are not safe or may not have credible authors and it is our duty to help streamline these web-sites to help the students use web-sites that are safe and useful. The Web Page Evaluation Check Sheet can be found in Appendix C.

Appendix A
Computer Hardware Evaluation Form

Classroom Computer Access
Teacher Computer/Printer (1 per teacher) ________
Student Computers (1 per 5 elementary/middle students, 1 per high school student) ________
Computers have internet/network access ______
90% of computers are new in the last three years ______

Classroom Multimedia Components
VCR/DVD player ______
LCD Projector/TV ______
Audio System ______
Cable/Satellite ______
Interactive White Board ______
Digital Camera ______

Total ______

Computer Lab Computer Access
Teacher Computer/Printer ______
Student Computers (1 per student) ______
Computers have network/internet access ______
90% Computers are new in last three years ______

Computer Lab Multimedia Components
VCR/DVD player ______
LCD Projector/TV ______
Audio System ______
Cable/Satellite ______
Interactive White Board ______
Digital Camera ______
Scanner ______
Video Camera ______

Total _____

References
http://www.cccoe.net/workshop/download/TechnologyAudits.ppt#264,14,Focus:
Equipment Standards
http://mm018.k12.sd.us/745/technology_evaluation_plan.htm
http://etc.usf.edu/l4l/D-STaR.html

Appendix B
Computer Software Evaluation Form

Title: ______________________________________________________
Evaluator’s Name: ____________________________________________
Date: ________________________________________________________
Subject Area: _________________________________________________
Grade Level: _________________________________________________
Program Requirements: (Memory, Operating System, CPU):
____________________

Additional hardware or software required:

Publisher: Publisher web site:____________________________________
Vendor Name: Vendor Phone:____________________________________
Vendor Address: Vendor Web site:_______________________________
Price of Program (Individual price, site license or network price?)
____________________

Is a network demo available? ____________________________

What funds will be used to purchase the program? ____________________

Manuals and Support:
A. User’s Manual is available/included. __________________________
B. User’s Manual is easy to understand. __________________________
C. User’s Help is accessible within program. ______________________
D. Technical support is available online. __________________________
E. Technical support by phone is available. _______________________
F. Yearly support or maintenance fee is required. __________________
If yes, how much per year? __________________

Describe the program’s objectives related to district curriculum, state & national standards:

Describe how this software would improve your ability to complete specific job responsibilities and/or increase student learning:
<table>
<thead>
<tr>
<th>Software Evaluation Form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Is the software easy to install?</td>
</tr>
<tr>
<td>Does the program load quickly?</td>
</tr>
<tr>
<td>Does the software require special training?</td>
</tr>
<tr>
<td>Does the vendor offer technical support?</td>
</tr>
<tr>
<td>Can this software be actively integrated into the curriculum?</td>
</tr>
<tr>
<td>Is the software priced within the districts software budget?</td>
</tr>
<tr>
<td>Is the software compatible with our current Operating System?</td>
</tr>
<tr>
<td>Does it take a lot of hard drive space?</td>
</tr>
<tr>
<td>Does the software include templates?</td>
</tr>
<tr>
<td>Is any special hardware needed for installation?</td>
</tr>
<tr>
<td>Does the software include option to correct mistakes?</td>
</tr>
<tr>
<td>Is the software interactive with the student?</td>
</tr>
<tr>
<td>Does the software provide a variety of learning techniques, such as games, simulation, tutorials and quizzes?</td>
</tr>
<tr>
<td>Does the software go beyond drill-and-practice, teaching problems solving and other higher-order thinking skills?</td>
</tr>
<tr>
<td>Are students able to save and return to previous work?</td>
</tr>
<tr>
<td>Does it calculate average scores and chart the student's progress</td>
</tr>
<tr>
<td>Does the software have a useful evaluation component?</td>
</tr>
<tr>
<td>Will the software improve the learner's understanding?</td>
</tr>
<tr>
<td>Is the software designed for active integration into the curriculum?</td>
</tr>
<tr>
<td>Does the software satisfy the objectives you want the students to learn?</td>
</tr>
<tr>
<td>Is it possible to modify lessons or add customized lessons?</td>
</tr>
<tr>
<td>Is the software modern, colorful and enticing with visual effects and sound?</td>
</tr>
</tbody>
</table>

**Appendix C**

**Website Evaluation Checklist**

<table>
<thead>
<tr>
<th>Authority</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you easily identify the author?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the author qualified to write about this topic?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a link to the home page providing information about the author and sponsor?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the author include a list of sources used to create the page?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the information appear to be accurate?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the page agree with other information that you've already found?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this page offer information that cannot be found elsewhere?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this information useful for your purpose?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can this information be used in the curriculum?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the content suitable?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this page provide unbiased information?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this page try to persuade the reader to a particular viewpoint?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this page try to sell anything?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this page designed mainly to entertain?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Currency</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the information current?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you identify when this page was written?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTERNET ACCESS POLICY

The Dupree School recognizes that as telecommunications and other new technologies shift the ways that information may be accessed, communicated, and transferred by members of society; these changes will alter instruction and student learning. Access to telecommunications through our network at the school will enable students to explore thousands of libraries and databases throughout the world. Students will also have the opportunity to exchange messages with people around the globe. With access to computers and people all over the world comes the availability of material that may not be of education value in the context of the school setting. The Dupree School however cannot control all the information available on the internet. The School District is not responsible for other people’s actions or the quality and content of information available. The Dupree School believes that the benefits to student from accessing the Internet far exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, Dupree School supports and respects each family’s right to decide whether or not to let your child access the networked information resources. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications shall apply to computer network use. The network provided for students and staff to conduct research and communicate with others. Access to network services will be provided to students who agree to act in a considerate and responsible manner. The following guidelines have been established to help students and staff in using the network appropriately. If a student does not follow acceptable use policies, his/her privileges if using the network may be withdrawn.

INTERNET GUIDELINES

Internet access is coordinated through a complex association of government agencies, regional, and state networks. In addition, the smooth operation of the network relies upon proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here to make students, staff, and
parents aware of the responsibilities associated with internet use. In general this requires efficient, ethical, and legal utilization of the network resources.

1) Acceptable Use
The purpose of NSFNET, which is the backbone network to the Internet, is to support research and education in and among academic institutions in the U.S. by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of the Dupree School District. Use of other organization’s network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, the uploading or downloading of any unauthorized software threatening or obscene material, or material protected by trade secret. Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.

2) Privileges
The use of the Internet is a privilege, not a right, and inappropriate use may result in cancellation of those privileges. Inappropriate use consists of the following: submitting, publishing, or viewing any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material. We expect that you recognize what you are into is inappropriate and exit that window immediately.

3) Netiquette
You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
  a) Be polite. Do not get abusive in your messages to others.
  b) Use appropriate language. Do not send messages that violate the law or would be offensive to another person.
  c) Do not reveal your personal address, phone number, or phone numbers of other students or staff.
  d) Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities.
  e) At all times, these standards must be followed: Is it safe? Is it kind? Is it appropriate?
  f) Be familiar with these rules and how to use the Internet before getting online. If you have any questions about these rules, please ask your teacher so you can understand.

4) Vandalism
Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or any of the above listed agencies. This includes, but not limited
to, the uploading or creation of computer viruses. Dupree School has invested a large amount of funds to purchase computers for use by students and staff. All computer hardware is to be treated with care at all times. Failure to use computer hardware in an acceptable manner may result in loss of computer use privilege.

5) Ownership
Copyright is an issue that is ever-changing with currently pending undecided court cases. Therefore, the Dupree School District will comply with current copyright laws. At this time all data collected and created by students or staff of the Dupree School District is owned by the creator. Each person is responsible for their data. Should a person no longer continue with the district, they will be allowed to export their data stored on our network. If it is not removed at the time they leave the district, then it will be deleted from the server. All software owned by Dupree School District will be available for use by staff members at their home if the licensing allows for home educator use. No software owned by Dupree School will be available for student use at their home. No students or staff will be allowed to download software onto school computers.

6) Confidentiality
All records and files located on the Dupree School network are password protected. This means that every student and staff member of Dupree School logs onto our network at computer start up with a username and password. This log-on enables the user to access files located on the server belonging only to them.

7) Consequences * Major issues – Administrative discretion
The consequences for violating the Acceptable Use Policy will be administered as follows:

**First offense**
- Reprimand
  - Loss of privileges for 2 weeks
  - Notify administration

**Second offense**
- Detention
  - Loss of privileges for 4 weeks
  - Notify administration

**Third offense**
- Explain circumstances and why it was wrong to a group of students
  - Loss of privileges for 8 weeks
  - Notify administration
Dupree School Internet Access

Student Application Form/Parent Permission Form
In order to be issued an Internet account, students will enter into a contract with the school by answering "yes" to the following statements, signing the bottom of the sheet, and getting parent's permission.

1. I have read, signed and discussed the "Internet Acceptable Use Policies and Guidelines" with my teacher and my parents, and have agreed to them. __________
2. I will use appropriate language on the E-Mail System and will use the Internet for educational purposes only. __________
3. I will be held accountable for all activities having to do with my Internet account. __________
4. I understand that my Internet account may be canceled at the discretion of the network administrator or my sponsoring teacher. __________
5. I agree not to hold the Department of Education, Dupree School, the network companies, nor any its employees responsible for the performance of the Internet system or the content of materials accessed through it. __________

Signed: ______________________________________
Date:_________________
(Student Signature)

Parental Approval Required:
I am aware of the unpredictable nature of the Internet content. I am in agreement with the responsibility placed on my child to follow the Dupree School Internet Policies and Guidelines. I hereby give my child permission to access the Internet.
Signed: ________________________________
Date: ______________________________
(Parent Signature)