# PBIS Teacher Manual

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Welcome to Songo Locks Elementary

Dear SLS Staff,

We are excited to start the 2010-2011 with the implementation of Positive Behavior Interventions and Support (PBIS). In this packet you'll find information about our school-wide plan.

What is PBIS? Put simply, it is a proactive approach to school-wide discipline. This initiative is meant to reinforce the positive behaviors of students doing what is expected of them as well as supporting students who need extra assistance to reach the school wide expectations of Respect, Own My Choices, Cooperation, and Keep Safe. We need to consistently define, teach, reinforce, and monitor positive behaviors.

The most powerful tool we have at our disposal for teaching appropriate behavior is the feedback we give students when they do and do not meet our expectations. If we do not consistently recognize those behaviors we expect, then we have no business continuing to expect them. It is equally important to understand that if we do not consistently recognize those behaviors we do not expect, then we have no business expecting that they will change. Consistently addressing students when they do, and do not meet our behavior expectations will increase compliance, provide them with greater structure, and clarify expected behavior.

Together, through consistency and positive relationships, we will improve the behavior of all students.

Thank you!
The SLS PBIS Team
June Conley~ Principal
Jean Martin~ 3rd Grade Teacher
Kelsey Jackson~ 1st Grade Teacher
Jay Partridge~ Health/PE Teacher
Lil Theriault~ K Ed Tech
Jill Flagg~ Kindergarten Teacher
Anna Walker~ 3rd Grade Teacher
Heather Jordan~ 5th Grade Teacher
Marian Rabe~ Sp. Ed.
Bonnie Wetmore~ 2nd Grade Teacher
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| **Respect**              | - Use appropriate voice level  
- Listen to speaker/focus person  
- Show appropriate appreciation  
- Participate appropriately (as defined by the situation) | - Walk and wait silently  
- Listen to adults  
- Voice level 0 | - Use appropriate voice level  
- Listen to adults  
- Show appropriate appreciation  
- Participate appropriately  
- Follow site’s expectations  
- Be considerate of environment/property  
- Voice level 1 unless told otherwise | - Use appropriate voice level  
- Listen to adults  
- Show appropriate appreciation  
- Participate appropriately  
- Be considerate of environment/property/ 
   equipment                             | - Voice Level 0               |
| **Own My Choices**       | - Accept consequences by saying OK and/or doing what you are supposed to do | - Accept consequences by saying OK and/or doing what you are supposed to do, don't argue or complain | - Accept consequences by saying OK and/or doing what you are supposed to do | - Accept consequences by saying OK and/or doing what you are supposed to do | - Do what you are supposed to do! |
| **Cooperation**          | - Wait patiently (as defined by the situation) | - Wait patiently  
  *Face forward*  
  *Stand in line*  
  *Face forward*  
  *No talking* | - Wait patiently (as defined by the situation)  
- Be considerate of others | - Wait patiently for your turn  
- Be considerate of others  
- Be a good sport | - Wait patiently  
  *Sitting*  
  *No Talking*  
  *Hands and body to self* |
| **Keep Safe**            | - Stay in assigned area  
- Maintain personal space | - Stay with adult in assigned area  
- Maintain personal space  
- Follow classroom exiting procedures | - Wear appropriate clothing  
- Stay with assigned adult  
- Stay in assigned area  
- Maintain personal space | - Wear appropriate clothing  
- Stay in assigned area  
- Maintain appropriate personal space | - Follow lock down procedures  
- Stay silent  
- Listen to adults |
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<tr>
<td><strong>RESPECT</strong></td>
<td>» Walk safely</td>
<td>» Respect privacy</td>
<td>» Talk quietly and politely</td>
<td>» Listen to adults</td>
<td>» Keep body to self</td>
<td>» Know what cyber bullying is and stay away from it</td>
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<tr>
<td></td>
<td>» Keep body to self</td>
<td>» Quiet voices</td>
<td>» Good table manners</td>
<td>» Eyes on speaker</td>
<td>» Speak using an inside voice</td>
<td>» Use appropriate language</td>
</tr>
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<td></td>
<td>Hands off wall</td>
<td>» Trash the trash</td>
<td>» Chew with mouth closed</td>
<td>» Keeps hands and feet still</td>
<td>» Use appropriate language</td>
<td>» Respect your bus driver's policy regarding toys, electronics and music*</td>
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<td>Hands to self</td>
<td>» Throw only toilet paper in the toilet*</td>
<td>» Use utensils</td>
<td>» Silent voices</td>
<td>» Voice Levels 1</td>
<td>» Voice Levels 1</td>
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<td></td>
<td>Maintain personal space</td>
<td>» Voice Levels 1</td>
<td>» Clean up eating area</td>
<td>» Include others</td>
<td></td>
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<td>Voice Levels</td>
<td>» Classrooms- 0</td>
<td>» Take appropriate amount of food</td>
<td>» Leave nature in nature</td>
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<tr>
<td></td>
<td>• Pairs - 1</td>
<td>» Take appropriate amount of food</td>
<td>» Respect others' feelings</td>
<td>» Respect others' feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>» Eat in a timely manner</td>
<td>» Use appropriate language</td>
<td>» Follow playground procedures</td>
<td></td>
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<tr>
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<td></td>
<td>» Use bathroom in a timely manner</td>
<td>» Voice Levels 1</td>
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<tr>
<td><strong>OWN MY CHOICES</strong></td>
<td>» Accept consequences by saying OK and/or doing what you are supposed to do</td>
<td>» Accept consequences by saying OK and/or doing what you are supposed to do</td>
<td>» Accept consequences by saying OK and/or doing what you are supposed to do</td>
<td>» Follow playground procedures</td>
<td>» Accept and comply to feedback and directions without arguing or complaining</td>
<td>» Use kids safe search engines</td>
</tr>
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<td></td>
<td>» Accept consequences by saying OK and/or doing what you are supposed to do</td>
<td>» Eat in a timely manner</td>
<td>» Make sure own belongings*</td>
<td>» Accept consequences without arguing or complaining</td>
<td>» Keep food and drink away from laptops</td>
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<td></td>
<td></td>
<td>» Accept consequences by saying OK and/or doing what you are supposed to do</td>
<td>» Follow playground procedures</td>
<td>» Responsible for own belongings*</td>
<td>» Accept consequences without arguing or complaining</td>
<td>» Use laptop as a tool for learning</td>
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<tr>
<td></td>
<td></td>
<td>» Use bathroom in a timely manner</td>
<td>» Follow playground procedures</td>
<td>» Accept consequences by saying OK and/or doing what you are supposed to do</td>
<td>» Accept and comply to feedback and directions without arguing or complaining</td>
<td>» Be CyberSmart (Internet Safety Curriculum) starting 2010-2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td>» Accept consequences by saying OK and/or doing what you are supposed to do</td>
<td>» Eat in a timely manner</td>
<td>» Accept consequences by saying OK and/or doing what you are supposed to do</td>
<td>» Accept consequences by saying OK and/or doing what you are supposed to do</td>
<td>» Be aware of the National Technology Standards for Teachers and Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>» Eat in a timely manner</td>
<td>» Accept consequences by saying OK and/or doing what you are supposed to do</td>
<td>» Accept consequences by saying OK and/or doing what you are supposed to do</td>
<td>» Accept consequences by saying OK and/or doing what you are supposed to do</td>
<td>» Work with Tech Integrator on curriculum enrichment</td>
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<td><strong>COOPERATION</strong></td>
<td>» Maintain place in line</td>
<td>» Wait patiently for your turn (if necessary) quietly and single file</td>
<td>» Wait behind tape line on floor</td>
<td>» Share equipment</td>
<td>» 2 to 3 per seat</td>
<td>» Use 2 hands to carry laptops</td>
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<td></td>
<td>» Be considerate of others in hallway/lobby</td>
<td>» Wait patiently for your turn (if necessary) quietly and single file</td>
<td>» Maintain place in line</td>
<td>» Take turns</td>
<td>» Sit in assigned seat or allow others to sit with you</td>
<td>» Always put computer to sleep before plugging into the laptop cart</td>
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<tr>
<td></td>
<td></td>
<td>» Wait patiently for your turn (if necessary) quietly and single file</td>
<td>» Wait behind tape line on floor</td>
<td>» Communicate non-emergencies when boarding or exiting the bus, in an emergency alert the driver verbally or visually (waving arms)</td>
<td>» Follow directions given by adults for laptop use</td>
<td>» Make sure laptops are in proper place plugged in when not in use</td>
</tr>
<tr>
<td></td>
<td></td>
<td>» Wait patiently for your turn (if necessary) quietly and single file</td>
<td>» Maintain place in line</td>
<td>» » Communicate non-emergencies when boarding or exiting the bus, in an emergency alert the driver verbally or visually (waving arms)</td>
<td>» Make sure laptops are in proper place plugged in when not in use</td>
<td>» Make sure laptops are in proper place plugged in when not in use</td>
</tr>
<tr>
<td><strong>KEEP SAFE</strong></td>
<td>» Walk to the right</td>
<td>» Report any problem to an adult (messes, behaviors, supplies)</td>
<td>» Report any problems to an adult</td>
<td>» Report any problem to an adult (injuries, accidents, behaviors)</td>
<td>» Front to front, back to back, backpack on lap</td>
<td>» Use laptops for educational purposes only</td>
</tr>
<tr>
<td></td>
<td>» Keep up with the person in front of you</td>
<td>» Report any problem to an adult (messes, behaviors, supplies)</td>
<td>» Sit Safely</td>
<td>» Wear appropriate clothing</td>
<td>» Keep a safe distance of feet and backpacks</td>
<td>» Never give out personal information on the Internet</td>
</tr>
<tr>
<td></td>
<td>» Check before you enter</td>
<td>» Report any problem to an adult</td>
<td>» Chairs flat on floor</td>
<td>» Sit close to the table</td>
<td>» Remain seated unless otherwise instructed</td>
<td>» Never agree to meet someone you don’t know</td>
</tr>
<tr>
<td></td>
<td></td>
<td>» Report any problem to an adult (messes, behaviors, supplies)</td>
<td>» Wear appropriate clothing</td>
<td>» Practice and follow emergency evaluation procedure</td>
<td>» Allow the driver to drive the bus safely, do not engage in behaviors that distract the driver</td>
<td>» Report anything that makes you uncomfortable to an adult</td>
</tr>
<tr>
<td></td>
<td></td>
<td>» Front to front, back to back, backpack on lap</td>
<td>» Rear to rear, back to back, backpack on lap</td>
<td>» Allow the driver to drive the bus safely, do not engage in behaviors that distract the driver</td>
<td>» Head to head, back to back, backpack on lap</td>
<td>» Report anything that makes you uncomfortable to an adult</td>
</tr>
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</table>
Playground Procedures

Use Equipment Safely and Appropriately

Take Turns/Share Equipment

Use Appropriate Language

Respect Others’ Feelings

One Person Per Seat

Hang By Hands Feet Pointing Down

Hand Over Hand

One Person on Ladder

Slide Down Pole

Upper Playground Monkey Bars
Enter Quietly

Select Tray, Silverware, and Drink

Cafeteria Procedures
Getting Food

Wait Behind Pink Line to be Served

Say Please and Thank You

Sit Safely

Chew With Mouth Closed

Cafeteria Procedures
Table Manners

Use Napkin and Utensils

Inside Voices

Level 2
Sit Safely

Cafeteria Procedures Table Area

Sit in Assigned Area

Clean Up After Yourself

Wait In Line To Dump Tray

Pour Milk/Juice in Bucket

Cafeteria Procedures Dumping Food

Empty Trash Into Trash

Stack Tray In Same Direction on Counter
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<th>Walk to the Right</th>
<th>Use Appropriate Voice Level</th>
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</thead>
<tbody>
<tr>
<td>![Right Image]</td>
<td>![Voice Level Image]</td>
</tr>
</tbody>
</table>

**Hallway Procedures**

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<tr>
<th>Keep Body to Self</th>
<th>Give a Friendly Greeting</th>
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</thead>
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<td>![Hands at side (not on wall) Image]</td>
<td>![“Hello” Image]</td>
</tr>
<tr>
<td>![Personal Space Image]</td>
<td></td>
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Voice Level Chart

0 No Voice

1 Whisper Voice

2 Inside Voice

3 Outside Voice
Visual

Trash the trash!

Reminders

Paper Towels 1, 2, 3!
Save a tree!

SOAP PUMP 1, 2 and you're through!

One And You're Done!!
# Songo Locks School
## Office Discipline Referral Form

### Student Information
- **Student:** ___________________
- **Date:** ____________
- **Time:** ____________
- **Grade:** ______

### Classroom and Referring Staff
- **Classroom Teacher:** _________________
- **Referring Staff:** _____________________

### Location
- **Playground**
- **Classroom**
- **Library**
- **Cafeteria**
- **Bathroom**
- **Special Event**
- **Arrival/Dismissal Area**
- **Bus**
- **Hallway**
- **Fieldtrip**
- **Art**
- **Phys Ed**
- **Music**

### Reason for Referral

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<th>MINOR</th>
<th>MAJOR</th>
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<td>Inappropriate verbal language</td>
<td>Abusive/profanity/inappropriate language</td>
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<tr>
<td>Physical contact/aggression</td>
<td>Fighting/physical aggression</td>
</tr>
<tr>
<td>Defiance/disrespect/non-compliance</td>
<td>Defiance/disrespect/non-compliance</td>
</tr>
<tr>
<td>Disruption</td>
<td>Disruption</td>
</tr>
<tr>
<td>Property misuse</td>
<td>Property damage</td>
</tr>
<tr>
<td>Vandalism/Property damage</td>
<td>Harassment</td>
</tr>
<tr>
<td>Weapons</td>
<td></td>
</tr>
</tbody>
</table>

### Possible Motivation

- **Obtain peer attention**
- **Obtain adult attention**
- **Obtain item/activities**
- **Avoid peers**
- **Avoid adults**
- **Avoid task/subject**

### Others Involved
- **None**
- **Peer**
- **Staff**
- **Teacher**
- **Substitute**
- **Unknown**
- **Other**

### MINOR - Staff Managed

- **Conference with student**
- **Think About It sheet**
- **Restitution**
- **Loss of privilege**
- **Re-teach expectation(s)**
- **Parent notified by classroom teacher via**
- **Time out of activity**
- **Pair with peer tutor**
- **Timeout with recess teacher**
- **Request for Team meeting**

### MAJOR – Office Managed

- **Conference with student**
- **Restitution**
- **In-school suspension**
- **Loss of privilege**
- **Think About It sheet**
- **Out-of-school suspension**
- **Parent notified via**
- **By**
- **Date:** ____________
- **Time:** ____________

### Comments

- ____________________________________________________________________
- ____________________________________________________________________
- ____________________________________________________________________
- ____________________________________________________________________

### Staff Signature
- **Staff Signature:** _____________________________________
- **Date:** _____________________
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<tr>
<th>Level</th>
<th>Infraction</th>
<th>Description</th>
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<tr>
<td><strong>Minor</strong></td>
<td>Inappropriate verbal language</td>
<td>Student engages in low intensity instance of inappropriate language (includes teasing and taunting)</td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td>Abusive language/ inappropriate language/profanity</td>
<td>Verbal messages that include swearing, name calling or use of words in an inappropriate way.</td>
</tr>
<tr>
<td><strong>Minor</strong></td>
<td>Physical contact/aggression</td>
<td>Student engages in non-serious, but inappropriate physical contact</td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td>Fighting/physical aggression</td>
<td>Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).</td>
</tr>
<tr>
<td><strong>Minor</strong></td>
<td>Defiance/disrespect/non-compliance</td>
<td>Student engages in brief or low-intensity failure to respond to adult requests.</td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td>Defiance/disrespect/non-compliance</td>
<td>Refusal to follow directions, talking back and/or socially rude interactions.</td>
</tr>
<tr>
<td><strong>Minor</strong></td>
<td>Disruption</td>
<td>Student engages in low-intensity, but inappropriate disruption</td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td>Disruption</td>
<td>Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.</td>
</tr>
<tr>
<td><strong>Minor</strong></td>
<td>Property misuse</td>
<td>Student engages in low-intensity misuse of property</td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td>Property damage</td>
<td>Student deliberately impairs the usefulness of property.</td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td>Vandalism/Property damage</td>
<td>Student participates in an activity that results in substantial destruction or disfigurement of property.</td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td>Harassment</td>
<td>Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td>Weapons</td>
<td>Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.</td>
</tr>
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Dear Parent/Guardian of __________________________,

As you know, it takes parents, students, and teachers working together to ensure a suitable learning environment for all children.

This letter is to notify you that today your child received an Office Disciplinary Referral for the following reason:

___ Inappropriate verbal language ___ Abusive/profanity/inappropriate language
___ Physical contact/aggression ___ Fighting/physical aggression
___ Property misuse ___ Property damage
___ Vandalism/Property damage ___ Harassment
___ Defiance/disrespect/non-compliance ___ Defiance/disrespect/non-compliance

Disruption Disruption

Action Taken:
___ Conference with student ___ Think About It sheet ___ Restitution
___ Re-teach expectation(s) ___ Email note home ___ Out-of-school suspension
___ Time out of activity ___ Pair with peer tutor ___ Timeout with recess teacher
___ In-school suspension ___ Loss of privilege

If you have questions concerning your child's behavior or the Office Disciplinary Referral, please feel free to contact me during school hours (8:00-3:30) at Songo Locks Elementary 693-6828.

Sincerely,

Classroom Teacher

This portion must be completed and returned to the classroom teacher.

Sign and date below acknowledging you have received the letter informing you about your child's Office Disciplinary Referral.

Parent Signature: ________________________________ Date: ________________
SONGO LOCKS SCHOOL
THINK SHEET

NAME: ___________________________ Date: ___________________________

I was not: (Check all that apply)  Being Respectful  Being Cooperative  Owning My Own Choices  Keeping Safe

Tell WHO, WHAT, and HOW it happened:

____________________________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________________________

What was the result of what happened?

____________________________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________________________

List two better ways of solving the problem:

1. _________________________________________________________________________________________________________________

2. _________________________________________________________________________________________________________________

How could I have prevented the problem from happening?

____________________________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________________________

What will I do from now on?

____________________________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________________________

My Signature: ___________________________

Today’s date: ___________________________
SONGO LOCKS SCHOOL
THINK SHEET

NAME: ____________________________ Date: __________________

I was not: (Check all that apply)  
Being Respectful  
Owning My Own Choices  
Being Cooperative  
Keeping Safe

Tell WHO, WHAT, and HOW it happened: _________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

What was the result of what happened? _______________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

List two better ways of solving the problem:
1. _______________________________________________________________________
   _______________________________________________________________________

2. _______________________________________________________________________
   _______________________________________________________________________

How could I have prevented the problem from happening? _______________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

What will I do from now on? _________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

My Signature: _________________________________________________________________________

Today’s date: ________________