

**Mt. Whitney High School**

**Positive Behavior**

**Interventions and Supports**



**Staff Handbook**

**2015-2016**

# Positive Behavioral Interventions and Supports Staff Handbook

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## ***Positive Behavior Interventions and Supports Defined***

Positive Behavior Interventions and Supports (PBIS) is rooted in the behavioral or behavior analytical perspective in which it is assumed that behavior is learned, is related to immediate and social environmental factors, and can be changed. PBIS is based on the idea that students learn appropriate behavior in the same way they learn to read—through instruction, practice, feedback, and encouragement. Key features of PBIS include: (1) administrative leadership, (2) team-based implementation, (3) a clear set of defined positive expectations and behaviors, (4) teaching of expected behaviors, (5) recognition of meeting expected behaviors, (6) monitoring and correcting errors in behaviors, and (7) using data-based information for decision-making, monitoring, and evaluating building results.

### ***Why PBIS?***

Previously, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important aspect of a student’s educational experience. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

### ***Mt. Whitney High School School-Wide Behavior Expectations***

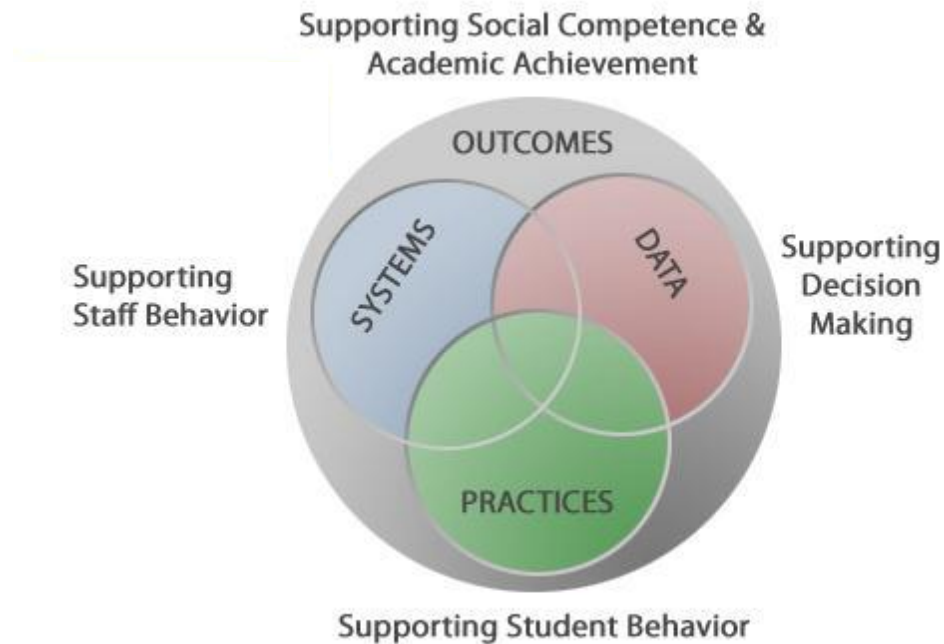
In accordance with PBIS universal guidelines, the PBIS expectations at Mt. Whitney High School are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction. These expectations are:

- G** Greatness
- R** Requires
- I** Integrity
- T** Tenacity



## ***What Does School-Wide PBIS Emphasize?***

In general, PBIS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.



### ***These four elements are guided by six important principles:***

- Develop a continuum of scientifically based behavior and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage pro-social skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability
- Screen universally and monitor student performance & progress continuously

## ***Mt. Whitney High School PBIS Goals***

Our ultimate goal is to improve overall school climate and lay foundations for building relationships that will pay dividends in the future. Together through consistency and positive relationships, we will improve the behavior of all students. PBIS aims to decrease behavioral infractions showing year-over-year improvement. PBIS assists towards this end as it is based upon the concept of teaching behaviors that will prevent noncompliance. We hope to develop a positive school community, to teach everyone the expectations for our High School and reward systems for having Pioneer GRIT (Greatness Requires Integrity and Integrity). By concentrating on **positive behaviors**, we hope to create and maintain a positive and safe learning environment. Being consistent with addressing students when they do and do not meet our behavior expectations will increase compliance, provide them with greater structure, and clarify expected behavior.

Students at Mt. Whitney High School will meet the two school-wide expectations specified within both classroom and non-classroom settings at all times.

As a student at Mt. Whitney High School, I will demonstrate that:

**G**reatness  
**R**equires  
**I**ntegrity  
**T**enacity

### ***Classroom Teacher Expectations***

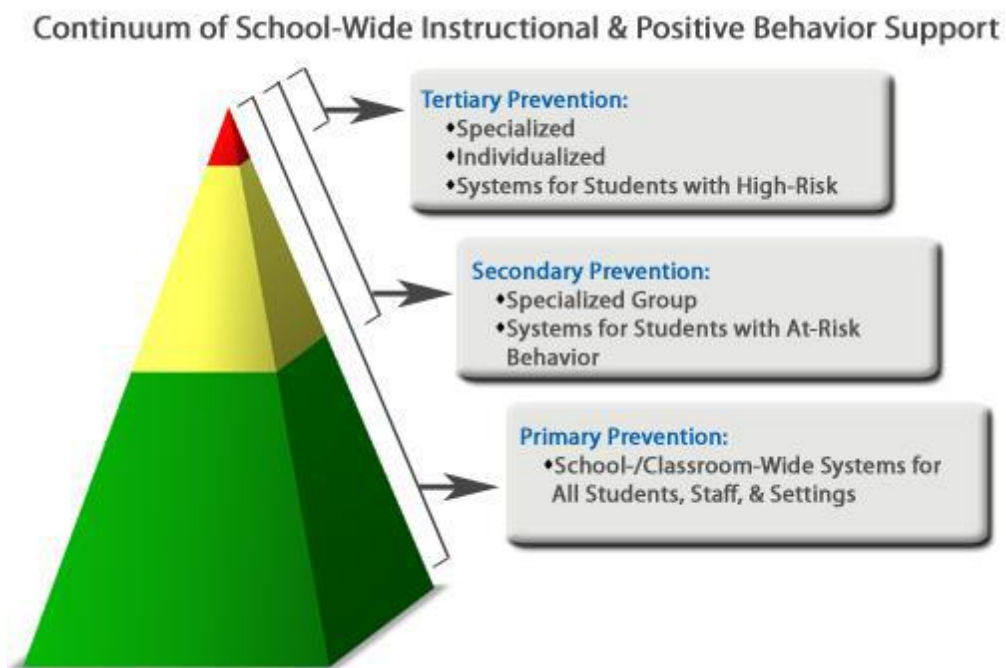
1. Teachers will teach, model, and practice each of the school-wide behavioral expectations.
2. Teachers will display the school-wide behavioral expectations presented.
3. Teachers will display and use the **classroom expectations**. (Classroom expectations are to be posted in the classroom)
4. Teachers will use the PBIS team and the Step Referral process and the Pyramid of Interventions when working with students who fail to meet building-wide and/or classroom expectations.
5. Teachers will develop and/or use PBIS established strategies for recognizing students who meet and/or exceed school-wide and classroom expectations using informal and formal recognition programs such as Positive Referrals, Everyday Pioneers, and Student of the Month nominations.

## ***Staff Personnel Responsibilities***

1. Staff personnel are defined as all adults with supervisory authority and all teachers whose students are in attendance at assemblies.
2. All classroom teachers are involved as supervisors at various points within the school day and/or school year.
3. Staff personnel will circulate among students and observe students to see that they are meeting school-wide expectations in all non-classroom settings of the school.
4. Staff personnel will talk with students and provide feedback based on the school-wide expectations.
5. Staff personnel will use the PBIS team and the Pyramid of Interventions when working with students who fail to meet building-wide expectations.
6. Staff personnel will develop and/or use PBIS established strategies for recognizing students who meet and/or exceed school-wide and classroom expectations as mentioned.

## ***Continuum of School Wide PBIS***

**PBIS** (PBIS) schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience supports based on their behavioral responsiveness to intervention. A three-tiered prevention logic requires that all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier).





# Mt. Whitney High School



**Pioneer GRIT!**  
Greatness Requires  
Integrity & Tenacity!

## Rtl and PBIS Intervention Tiers

### Academic

### Behavior

#### Tier 1

##### Core Quality First Instruction

Instructional Focus Area Rubrics  
Guaranteed Viable Curriculum via PLCs  
"AVID"ized 9<sup>th</sup> grade core  
Pioneer Pride Agendas  
4 Year Plan  
Platoon Program  
6 week report cards  
Parent and Student Power School Portal  
Teacher Websites  
Accelerated Reader/IXL

##### Primary Prevention

Link Crew  
Homeroom  
9<sup>th</sup>–12<sup>th</sup> grade counselor meeting  
Proactive Classroom Management by teachers (including Step Referral)  
Bulletin/Posters/Rally reminders  
Student recognition programs:  
Positive Referral, Everyday Pioneers, GRIT  
Students-of-the-Month, Pioneer GRIT Award

#### Tier 2

##### Strategic Intervention

Rtl Tuesday Class  
Before/Afterschool XL Classes (CAHSEE/SAT Prep & Library Study Hall)  
Reading Improvement Class  
Freshman Academy  
Academy of Health Science  
AVID  
Integrated Math 1 Pull-Out Intervention  
Summer School/Winter Academy

##### Secondary Preventions

Detention  
Saturday School  
Parent Contact/Conference  
Off campus privileges revoked  
Individual/group counseling: SSIP, Recovery Resources, BIT referral  
School Psychologist referral  
Behavior Contract  
Referrals to outside agencies, ex., Visalia Youth Services

#### Tier 3

##### Intensive Intervention

Student Study Team (SST)  
Gateways (Intensive 2 period ELA Course)  
Algebra "Strike Team"  
Learning Center  
Special Education Referral

##### Tertiary Preventions

IEP  
504 Plan  
School Psychologist counseling/observation  
School Attendance and Behavior Review Board (SARB)  
Behavior Support Plan (BSP)  
Individual Counseling with Behavior Intervention Tech (BIT)  
Manifestation determination  
Suspension  
Recommendation for alternative ed. setting

# Pioneer GRIT! Behavior Expectations



We at Mt. Whitney High School strive to provide the best educational experience to all our students. In doing so, we have established a school wide **Positive Behavioral Interventions and Support (PBIS)** model, aimed at improving student academic and behavior outcomes. This is done by ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions. More about PBIS:

- ❖ PBIS is an evidence-based practice for building a positive social culture promoting social and academic success and provides an operational framework for achieving student academic and behavior outcomes.
- ❖ PBIS is not a curriculum, intervention, or practice, but a decision-making framework that guides selection, integration, and implementation of the best evidence-based practices for improving important academic and behavior outcomes for all students.

In doing so we have established school acronym of GRIT, which encompasses what we want our students to show every day, both on and off campus.

<b>G</b>	Greatness
<b>R</b>	Requires
<b>I</b>	<b>Integrity</b>
<b>T</b>	<b>Tenacity</b>

Each area of campus (classroom, gym, etc.) will have reminders for students about what is expected of them.

<b>All Settings</b>		
Greatness Requires	<b>Integrity</b>	<ul style="list-style-type: none"> <li>▪ Follow dress code</li> <li>▪ Use school-appropriate language</li> <li>▪ Follow reasonable adult requests</li> <li>▪ Respect yourself and others</li> </ul>
	<b>Tenacity</b>	<ul style="list-style-type: none"> <li>▪ Be on time</li> <li>▪ Come to school prepared</li> <li>▪ Work toward daily self-improvement</li> <li>▪ Be responsible and keep the school clean</li> </ul>

<b>Classroom</b>		
Greatness Requires	<b>Integrity</b>	<ul style="list-style-type: none"> <li>▪ Arrive to class on time</li> <li>▪ Follow teacher directions the first time</li> <li>▪ Be respectful of self, other students, &amp; teacher</li> <li>▪ Follow teacher’s classroom rules</li> </ul>
	<b>Tenacity</b>	<ul style="list-style-type: none"> <li>▪ Give an honest effort daily</li> <li>▪ Work, even when it’s difficult</li> <li>▪ Take responsibility and ask questions</li> </ul>



<b>Gym, Locker Room, &amp; Weight room</b>		
Greatness Requires	<b>Integrity</b>	<ul style="list-style-type: none"> <li>▪ Dress out and be ready to participate</li> <li>▪ Demonstrate good sportsmanship</li> <li>▪ Show appropriate locker room behavior</li> <li>▪ Use equipment properly</li> </ul>
	<b>Tenacity</b>	<ul style="list-style-type: none"> <li>▪ Put forth 100% effort</li> <li>▪ Keep the gym free of food, drinks, and trash</li> </ul>

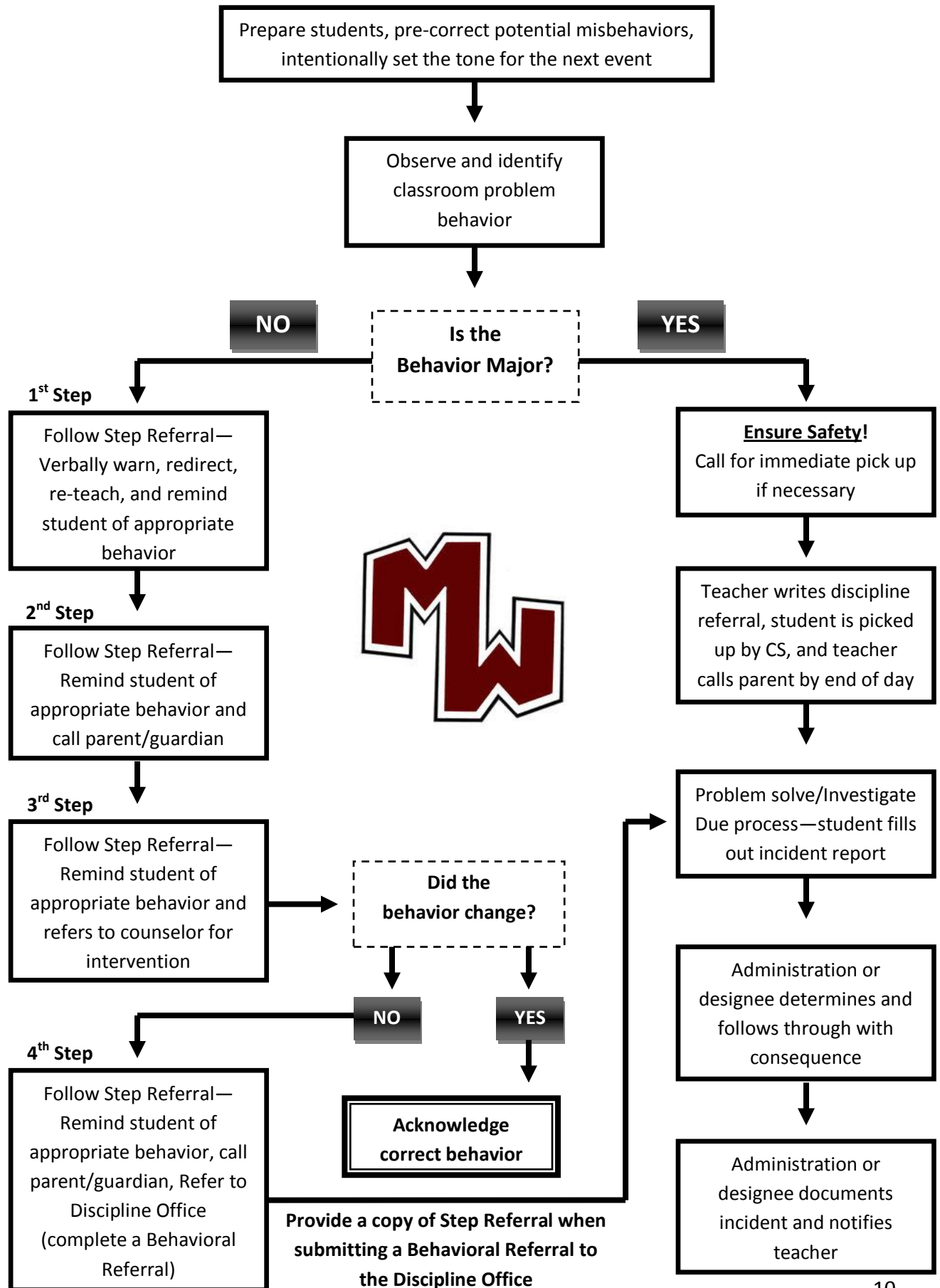
<b>Hallways, Outside Areas, &amp; Lunch</b>		
Greatness Requires	<b>Integrity</b>	<ul style="list-style-type: none"> <li>▪ Carry Student ID cards at all times.</li> <li>▪ Use appropriate language</li> <li>▪ Respect yourself and others</li> <li>▪ Be courteous and polite</li> <li>▪ Behave off campus</li> </ul>
	<b>Tenacity</b>	<ul style="list-style-type: none"> <li>▪ Get to your destination quickly</li> <li>▪ Return to school or class before bell rings</li> <li>▪ Keep the school clean, clean up after yourself</li> </ul>

<b>Office</b>		
Greatness Requires	<b>Integrity</b>	<ul style="list-style-type: none"> <li>▪ Always be polite and respectful</li> <li>▪ Follow all reasonable adult requests</li> <li>▪ Be quiet, calm, and refrain from cell phone use</li> </ul>
	<b>Tenacity</b>	<ul style="list-style-type: none"> <li>▪ Get to the office in a timely manner</li> <li>▪ Return to class promptly</li> </ul>

<b>Library &amp; Computer Labs</b>		
Greatness Requires	<b>Integrity</b>	<ul style="list-style-type: none"> <li>▪ Be respectful of others and use quiet voices</li> <li>▪ Use computers appropriately</li> <li>▪ View only appropriate websites</li> <li>▪ Be responsible for school materials &amp; books</li> </ul>
	<b>Tenacity</b>	<ul style="list-style-type: none"> <li>▪ Concentrate, get your work done</li> <li>▪ Ask for help when needed</li> </ul>

<b>Teachers, Staff, &amp; Administration</b>		
Greatness Requires	<b>Integrity</b>	<ul style="list-style-type: none"> <li>▪ Believe all students can learn and improve</li> <li>▪ Set high expectations for all students</li> <li>▪ Be prepared, organized, &amp; have clear objectives</li> <li>▪ Foster student engagement</li> </ul>
	<b>Tenacity</b>	<ul style="list-style-type: none"> <li>▪ Develop positive relationships with students, parents, and colleagues</li> <li>▪ Master your areas of responsibility or subject matter</li> </ul>

# General Procedures for Dealing with Problem Behaviors in the Classroom





# Mt. Whitney High School: Pioneer GRIT!



Definitions of Problem Behaviors			
Teacher-Managed Behaviors		Discipline Office-Managed (Major) Behaviors	
<b>Defiance Non-Compliance Insubordination</b>	Student engages in brief or low—intensity failure to follow directions or talks back.	<b>Defiance Non-Compliance Insubordination</b>	Student engages in refusal to follow directions or talks back.
	<b>Example:</b> Student ignores request by staff; student has head down on desk; student is asked for their pass and initially ignores staff but student eventually does comply.		<b>Example:</b> After repeated redirection, student refuses to follow directions; refuses to comply.
<b>Disrespect</b>	Student delivers low—intensity, socially rude or dismissive messages to adults or students.	<b>Disrespect</b>	Student delivers socially rude or dismissive messages to adults or students.
	<b>Example:</b> Spontaneous, thoughtless. Redirection is possible.		<b>Example:</b> Includes talking back and/or socially rude interactions, walking out of class, arguing with teacher. Intentional; no redirection possible.
<b>Disruption</b>	Student engages in low—intensity but inappropriate disruption.	<b>Disruption</b>	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; excessive and continuous noise with materials; horseplay or roughhousing; and/or sustained out—of—seat behavior.
	<b>Example:</b> Inappropriate behavior (tapping on desks, whistling, inappropriate sounds).		<b>Example:</b> Repeated or potentially dangerous disruption (throwing sharp or heavy objects).
<b>Dress Code Violation</b>	Student wears clothing that is near, but not within, the dress code guidelines defined by the District Code of Conduct.	<b>Dress Code Violation</b>	Student wears clothing that does not fit within the dress code guidelines practiced by the District Code of Conduct.
	<b>Example:</b> Violation is fixable (i.e. turning a shirt inside out). PE non—dress will be handled by the department.		<b>Example:</b> Student possesses/wears a shirt with an obscene or gang related image. Repeated/continual refusal to remove or fix items. Violation is not fixable (i.e., student needs different shirt or blouse).
<b>Inappropriate Language</b>	Student engages in low intensity instance of inappropriate language.	<b>Inappropriate Language</b>	Verbal messages that include swearing, name calling or use of words in an inappropriate way.
	<b>Example:</b> Not directed at staff member (i.e.: Two students in a classroom are talking & teacher overhears one student say to the other, “man....that’s f.....up...that guy is an a...hole!”).		<b>Example:</b> Directed toward someone, whether adult or student. (i.e.: A student in class points to one of his peers across the room & shouts, “That guy is an a..hole. I’m going to f... him up after school!”).
<b>Physical Contact Physical Aggression</b>	Student engages in non-serious but inappropriate physical contact.	<b>Physical Aggression</b>	Student engages in actions involving serious physical contact where injury may occur (e.g. hitting with an object, kicking, hair pulling, scratching, etc.).
	<b>Example:</b> Childish horseplay, screwing around (chasing each other, tripping, throwing paper, pencils). Students engage in PDA (kissing, touching).		<b>Example:</b> Serious or extreme repeated or potentially dangerous disruption (throwing sharp or heavy objects).
		<b>Fighting</b>	Student is involved in mutual participation in an incident involving physical violence (hitting, punching...).

<b>Property Misuse</b>	Student engages in low-intensity misuse of property.	<b>Property Damage</b>	Student participates in an activity that results in destruction or disfigurement of property.
	<b>Example:</b> Non—gang related: Non—permanent writing on desk/chair. Inappropriate drawing or stickers on outside of notebook/binder.		<b>Example:</b> Tagging/graffiti/vandalism of school property or of another student.
<b>Tardy</b>	Student arrives to class after the bell (or signal that class has started). Teacher reminds student of tardy policy and marks student tardy.	<b>Tardy</b>	Single tardies will NOT be counted as a Major Problem Behavior at Mt. Whitney. Major tardies will be at 3, 6, 9, or 12 intervals or more within a semester and will result in a graduated/ordered discipline assigned by discipline staff as per tardy policy .
<b>Technology Violation</b>	Student engages in non—serious but inappropriate (as defined by District Code of Conduct) use of cell phone, pager, music/video players, camera, and/or computer.	<b>Technology Violation</b>	Student engages in inappropriate (as defined by District Code of Conduct) use of cell phone, pager, music/video players, camera, and/or computer.
	<b>Example:</b> Electronic devices/cell phone usage will be allowed during passing period/lunch. Students may use cell phones during class at teacher’s discretion.		<b>Example:</b> Purposefully hiding laptop (even in fun). Sharing provocative material on laptop/cell phone/iPod. Shooting/sharing fight videos. Not handing over technology device or passing it to another student upon request.
		<b>Bullying</b>	The delivery of direct or technology—based messages that involve intimidation, teasing, taunting, threats, or name—calling. Asserting power over someone.
		<b>Forgery Theft Plagiarism Cheating</b>	Student is involved by being in possession of, having passed on, or being responsible for removing someone else’s property; or the student has signed a person’s name without that person’s permission, or claims someone else’s work as their own, or is dishonest in the work they produce.
		<b>Gang Affiliation Display</b>	Student uses gesture, dress, and speech to display affiliation with a gang.
		<b>Harassment</b>	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
		<b>Inappropriate Display of Affection</b>	Student engages in inappropriate (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
		<b>Skip Class</b>	Student leaves class/school without permission or “cutting” school.
		<b>Use/Possession of Weapons</b>	Student is in possession of a knife, a gun (real or look alike), or other objects readily capable of causing bodily harm.
		Other Discipline Office—Managed behaviors not listed above include: <b>Arson, Bomb Threat/False Alarm, Use or Possession of Alcohol, Use or Possession of Combustibles, Use or Possession of Drugs, and Use or Possession of Tobacco.</b>	

**Mt. Whitney High School Step Referral (Classroom Disruptions)**



Student \_\_\_\_\_ ID Number \_\_\_\_\_ Grade Level:  9<sup>th</sup>  10<sup>th</sup>  11<sup>th</sup>  12<sup>th</sup>

Teacher \_\_\_\_\_ Subject \_\_\_\_\_ Period \_\_\_\_\_

**Pioneer GRIT!**  
Greatness Requires  
Integrity & Tenacity!

**1<sup>st</sup> Step—Teacher Conferences with Student**

Verbal warning—redirects, re-teaches, and reminds student of appropriate behavior.

Description of Incident	Date	Time
Summary of Teacher Intervention		
Parent Contacted (Optional) <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, spoke to:	Date	Time

**2<sup>nd</sup> Step (Same Behavior)—Teacher Makes Phone Call and Talks Directly with Parent**

Apply teacher intervention and contact parent/guardian (See Discipline Secretary for phone numbers and Spanish assistance if needed).

Description of Incident	Date	Time
Summary of Teacher Intervention		
Parent Contacted:	Date	Time

**3<sup>rd</sup> Step (Same Behavior)—Refer to Counselor for Intervention**

Description of Incident	Date	Time
Counselor Remarks		
Parent Contacted:	Date	Time

**4<sup>th</sup> Step (Same Behavior)—Contact Parent and Complete Behavior Referral to Discipline Office**

Please email or provide a copy of the Step Referral to the Discipline Office.

Description of Incident	Date	Time
Parent Contacted:	Date	Time



## Pioneer GRIT! Student Recognition System

Recognition	Reinforcement	Description	Award
<b>Positive Referral</b>	On-going Teacher recognition Parent/guardian recognition	Teachers and staff are encouraged to fill out a Positive Referral that is sent home to parents about the good work they are doing in class as well as improved attendance, class work, attitude or behavior.	Referral sent home and an invitation to a monthly early out to lunch with treat.
<b>Perfect Attendance</b>	Weekly recognition of students	Each week a perfect attendance report is generated (no tardies or absences). From the report four students are randomly selected.	Bulletin recognition and a t-shirt.
<b>Everyday Pioneers</b>	Monthly Peer-to-peer recognition of staff and students	Everyday Pioneers is a way for <b>students to nominate students</b> and for <b>staff to nominate staff</b> who represents Pioneer GRIT on campus through their everyday actions. Individuals fill out an Everyday Pioneer nomination form and place it in the Everyday Pioneers box located in the counseling office. Each month several nominees will be selected.	Pictures of selected nominees will be taken and displayed in the counseling office. Selected nominees will receive a certificate and Pioneer GRIT T-Shirt and a window sticker.
<b>GRIT Students-of-the-Month</b>	Monthly Teacher recognition Parent recognition Peer recognition	Teachers and staff complete a GRIT student nomination form and submit to the office for students who have exhibited Pioneer GRIT behavioral expectations. The teacher will note the specific measurable behavior that the student has exhibited that demonstrates the behavioral expectation(s). Two students per class will be selected.	Administrative Letter home, GRIT Students-of-the –Month Certificate, a GRIT T-Shirt, lunch during 4 <sup>th</sup> period, & media recognition.
<b>GRIT Teacher/Staff of the Month</b>	Monthly Teacher recognition Parent recognition Peer recognition	Students complete a GRIT teacher/staff nomination form and submit to the office for teachers/staff who have exhibited Pioneer GRIT behavioral expectations. One teacher/staff per month.	A plaque and media recognition.
<b>Pioneer GRIT Award</b>	Annually Teacher recognition Parent recognition Peer recognition	All students selected as a GRIT Student-of-the-Month and Everyday Pioneers will be nominated for the Pioneer GRIT Award. Teachers will vote on one student per class (one of each gender).	A plaque and recognition at the academic awards night in addition to media recognition.



Mt. Whitney High School  
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 Visalia, CA 93277  
 (559) 730-7602

# Mt. Whitney High School



**Pioneer GRIT!**  
 Greatness Requires  
 Integrity & Tenacity!

## Positive Referral

Student Name \_\_\_\_\_ ID \_\_\_\_\_ Grade \_\_\_\_\_ Date Issued \_\_\_\_\_

Referred by \_\_\_\_\_ Class \_\_\_\_\_ Period \_\_\_\_\_

**Notice to Parents:** The purpose of this referral is to inform you of a positive incident or behavior involving this student. You are encouraged to praise this student for demonstrating characteristics of Pioneer "GRIT!" Greatness Requires Integrity and Tenacity!

**Reason(s):**

<input type="checkbox"/> Improving grades	<input type="checkbox"/> Excellent grades	<input type="checkbox"/> Responsible/Helpful
<input type="checkbox"/> Improving effort	<input type="checkbox"/> Consistent effort	<input type="checkbox"/> Improving attendance/tardies
<input type="checkbox"/> Improving behavior	<input type="checkbox"/> Positive behavior	<input type="checkbox"/> Excellent attendance
<input type="checkbox"/> Doing his/her best	<input type="checkbox"/> Excellent attitude	<input type="checkbox"/> Positive role model
<input type="checkbox"/> Coming for extra help	<input type="checkbox"/> Positive participation	<input type="checkbox"/> _____

**Comments/Description of behavior/incident:**

Referrer Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_