

TYRONE AREA SD

701 Clay Avenue

Professional Development Plan (Act 48) | 2022 - 2025

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

PROFILE AND PLAN ESSENTIALS

Tyrone Area School District
108078003
701 CLAY AVE, Tyrone, PA 16686

Kristen Pinter
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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Kristen Pinter	Dir. C&I	Kristen Pinter	School Board of Directors
Leslie Estep	Superintendent	Leslie Estep	School Board of Directors
Kristin Musselman	building principal	Kristin Musselman	Administration Personnel
Shane Cowher	building principal	Shane Cowher	Administration Personnel
Chad Packer	Ass't principal	Chad Packer	Administration Personnel
Todd Cammarata	HS teacher	Todd Cammarata	Teacher

Name	Title	Committee Role	Appointed By
Suzanne Burket	HS teacher	Suzanne Burket	Teacher
Chris Perry	5th grade teacher	Chris Perry	Teacher
Leah Dreibelbis	7th grade teacher	Leah Dreibelbis	Teacher
Jessica Hetrick	8th grade teacher	Jessica Hetrick	Teacher
Kristen Scheel	SPED teacher	Kristen Scheel	Teacher
Jennifer Grieco	Title 1 Reading teacher	Jennifer Grieco	Education Specialist
Katie Nadolsky	4th grade teacher	Katie Nadolsky	Teacher
Kelsie Bumbarger	6th grade teacher	Kelsie Bumbarger	Teacher
Ashton Shultz	4th grade teacher	Ashton Shultz	Teacher
Jeff Long	Jeff Long Construction	Jeff Long	School Board of Directors
Sherry Harrison	community member	Sherry Harrison	School Board of Directors
Kylie Capobianco	parent	Kylie Capobianco	School Board of Directors

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

The subcommittee formed from this Steering Committee will meet twice per year over the next three years - once prior to school starting and again at the end of the first semester (after district data collection). The sub-committee will examine and analyze data to determine the efficacy of the PD plan and to propose changes as needed.

PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

CURRICULUM MICROCOURSE

Action Step	Audience	Topics to be Included	Evidence of Learning
The ELA Vertical Core Team will participate in a Curriculum Clinic to learn about what curriculum is and how it is developed, and to create a template for the TASD K-6 ELA and Math Curricula	Participating Vertical Core team of teachers and administrators	Defining curriculum, decoding standards, developing instructional outcomes	Completion of course
Lead Person/Position		Anticipated Timeline	
K. Pinter/Dir. of Curriculum & Instruction		06/13/2022 - 06/17/2022	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Daily for four days	1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 4e: Growing and Developing Professionally	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1a: Demonstrating Knowledge of Content and Pedagogy 4d: Participating in a Professional Community 1e: Designing Coherent Instruction	
Lesson studies	Daily for four days	4a: Reflecting on Teaching 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 4e: Growing and Developing Professionally 4d: Participating in a Professional Community	Language and Literacy Acquisition for All Students

INTRODUCTION AND COMPREHENSIVE OVERVIEW/TRAINING ON NEW MATH SERIES

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will implement a new math series or receive PD on the incumbent math series to implement with fidelity.	Math teachers grades K-8	Effective instructional strategies, implementing the program with fidelity	Observations, walk-throughs, and PLCs about correct implementation of program

Lead Person/Position**Anticipated Timeline**

K. Pinter/Dir. of Curriculum & Instruction

08/18/2023 - 05/31/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Learning walk	6 hours of training + more as needed	1a: Demonstrating Knowledge of Content and Pedagogy 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources	
Collaborative curriculum development	Monthly during school years 23-24 and 24-25	1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Content and Pedagogy 4d: Participating in a Professional Community 2b: Establishing a Culture for Learning 4a: Reflecting on Teaching	

ROOT CAUSE ANALYSIS

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will be shown how to analyze the data to determine possible root causes and how to set goals with and for students.	Teachers in grades K-6	Examining data for root causes, SAS data analysis resources	Defined items to address through instruction
Lead Person/Position	Anticipated Timeline		
S.Cowher and K. Musselman/building principals	09/06/2022 - 09/30/2022		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Prior and during the first data team meetings of the 22-23 SY	<p>2b: Establishing a Culture for Learning</p> <p>4b: Maintaining Accurate Records</p> <p>3d: Using Assessment in Instruction</p> <p>1b: Demonstrating Knowledge of Students</p> <p>4d: Participating in a Professional Community</p>	

GOAL SETTING

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will be shown how to analyze the data to determine possible root causes and how to set goals with and for students.	All teachers in grades K-6	Creating SMART goals, progress monitoring goals, working with students to set goals	Goals set for each student and overall for each class

Lead Person/Position**Anticipated Timeline**

K. Pinter/Dir. of Curriculum & Instruction

09/12/2022 - 06/02/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	BOY, MOY, and EOY at data team meetings	3c: Engaging Students in Learning 3d: Using Assessment in Instruction 4d: Participating in a Professional Community 4b: Maintaining Accurate Records 3a: Communicating with Students 1b: Demonstrating Knowledge of Students	

TRAINING ABOUT DIFFERENTIATING TO MEET STUDENTS' NEEDS

Action Step	Audience	Topics to be Included	Evidence of Learning
Content area teachers will be trained on differentiating instruction, content, and assessments.	All Teachers grades K-6	Differentiating process, content, assessments; what DI is and isn't; using instructional outcomes to differentiate	Differentiation written into lesson plans, differentiated materials being used
Lead Person/Position		Anticipated Timeline	
K. Pinter/Dir. Curriculum & Instruction		08/18/2022 - 05/23/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Once during in-service day each year and continual work during contracted after-school time	1c: Setting Instructional Outcomes 4a: Reflecting on Teaching 2b: Establishing a Culture for Learning 1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		<p>3d: Using Assessment in Instruction</p> <p>2a: Creating an Environment of Respect and Rapport</p> <p>4e: Growing and Developing Professionally</p> <p>3c: Engaging Students in Learning</p> <p>1b: Demonstrating Knowledge of Students</p> <p>3e: Demonstrating Flexibility and Responsiveness</p>	
Workshop(s)	At least once per year	<p>1d: Demonstrating Knowledge of Resources</p> <p>3e: Demonstrating Flexibility and Responsiveness</p> <p>1c: Setting Instructional Outcomes</p> <p>4a: Reflecting on Teaching</p>	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		2a: Creating an Environment of Respect and Rapport	
		4e: Growing and Developing Professionally	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		3c: Engaging Students in Learning	
		2b: Establishing a Culture for Learning	
		1b: Demonstrating Knowledge of Students	
		3d: Using Assessment in Instruction	

TRAINING ABOUT TRAUMA-SKILLED SCHOOLS

Action Step	Audience	Topics to be Included	Evidence of Learning
Complete Trauma-Skilled	All	Trauma Knowledge, Building a Culture of Resiliency, Skills	Knowledge checks on

Action Step	Audience	Topics to be Included	Evidence of Learning
certification of district SEL team and district training	district educators	Acquisition, Prevention Self-care, Autonomy, Connection and Belonging	each topic (an 80% is required)
Lead Person/Position		Anticipated Timeline	
K. Pinter/Dir. Curriculum & Instruction		09/23/2022 - 05/24/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	3 hours over the next three years	3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness 4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior	Trauma Informed Training (Act 18)

TRAUMA-INFORMED PRACTICES AND SEL PURPOSEFUL PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement SEL strategies district-wide for Tier 1	All District staff	Defining and implementing purposeful practices, research-based strategies for SEL	Standardized and consistent District-wide SEL practices
Lead Person/Position		Anticipated Timeline	
K. Pinter/Dir. Curriculum & Instruction		08/18/2022 - 05/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	monthly	2d: Managing Student Behavior 3a: Communicating with Students 4d: Participating in a Professional Community 3e: Demonstrating Flexibility and Responsiveness	Trauma Informed Training (Act 18)

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		2a: Creating an Environment of Respect and Rapport	
		1b: Demonstrating Knowledge of Students	

TRAINING ON NEW READING SERIES K-6

Action Step	Audience	Topics to be Included	Evidence of Learning
Horizontal Teams, comprised of all grade level teachers, will work with the ELA Vertical Core team members to begin drafting a curriculum and implementing a new reading series.	K-6 teachers	Overview of series, integration of components, using assessment info, structuring class time	Walk-throughs, observations, discussions, PLCs
Lead Person/Position	Anticipated Timeline		
K. Pinter/Dir. Curriculum & Instruction	05/27/2022 - 03/14/2023		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Three workshop presentations	2b: Establishing a Culture for Learning 4d: Participating in a Professional Community 1a: Demonstrating Knowledge of Content and Pedagogy 2e: Organizing Physical Space 1d: Demonstrating Knowledge of Resources 3a: Communicating with Students 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 2c: Managing Classroom Procedures 4e: Growing and Developing Professionally 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction	Language and Literacy Acquisition for All Students

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TITLE IX

Audience	Topics to be Included	Evidence of Learning
All Staff	Definitions of terms, roles and responsibilities, and policies and procedures	Completion of course/webinar

Lead Person/Position	Anticipated Timeline
K. Pinter	08/18/2022 - 08/21/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually		

GIFTED EDUCATION

Audience	Topics to be Included	Evidence of Learning
All educators, administrators, and	Characteristics of gifted students, Review of District Gifted Plan, Differentiating for gifted students in a regular classroom	Completion of course; observations, parent and student feedback

Audience	Topics to be Included	Evidence of Learning
paraprofessionals		
Lead Person/Position	Anticipated Timeline	
K. Pinter/Dir. Curriculum & Instruction	09/30/2022 - 09/27/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually	3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 4e: Growing and Developing Professionally 2b: Establishing a Culture for Learning 1a: Demonstrating Knowledge of Content and Pedagogy 3e: Demonstrating Flexibility and Responsiveness 1f: Designing Student Assessments	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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EDUCATING ENGLISH LEARNERS

Audience	Topics to be Included	Evidence of Learning
All educators, administrators, and paraprofessionals	Characteristics of English Learners, Review of District's Plan for Educating English Learners, Differentiating for English Learners in a regular classroom, Basic Principles of Language Acquisition	Completion of Course with exam

Lead Person/Position	Anticipated Timeline
K. Pinter/Dir. Curriculum & Instruction	09/30/2022 - 09/27/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually	1f: Designing Student Assessments 3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1d: Demonstrating Knowledge of Resources	
		3d: Using Assessment in Instruction	
		2a: Creating an Environment of Respect and Rapport	
		1b: Demonstrating Knowledge of Students	
		3a: Communicating with Students	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		2b: Establishing a Culture for Learning	
		1c: Setting Instructional Outcomes	
		3c: Engaging Students in Learning	

MCKINNEY-VENTO ACT

Audience	Topics to be Included	Evidence of Learning
All educators, administrators, and paraprofessionals	Definition of homelessness, Procedures and Policies	Participation
Lead Person/Position	Anticipated Timeline	
Shannon Flanagan/District Social Worker	03/13/2023 - 03/13/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Annually	4e: Growing and Developing Professionally 2a: Creating an Environment of Respect and Rapport 1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in an Inclusive Setting

ALCOHOL, DRUGS, TOBACCO, & CONTROLLED SUBSTANCES

Audience	Topics to be Included	Evidence of Learning
All Staff	Awareness and Prevention	Pre/Post Survey

Lead Person/Position	Anticipated Timeline
K. Pinter/Dir. Curriculum & Instruction	03/13/2023 - 03/13/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually	1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally	Trauma Informed Training (Act 18)

ACT 126 - CHILD ABUSE RECOGNITION AND REPORTING

Audience	Topics to be Included	Evidence of Learning
All Staff - ongoing based individual staff timelines	Recognizing signs, mandated reporting, protocols	Certificate of completion
Lead Person/Position	Anticipated Timeline	
K. Pinter/Dir. Curriculum & Instruction	03/13/2023 - 06/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Every 5 years, as required	4e: Growing and Developing Professionally 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 1d: Demonstrating Knowledge of Resources	

ACT 71 - SUICIDE AWARENESS AND PREVENTION

Audience	Topics to be Included	Evidence of Learning
All Staff	Recognizing signs, reporting concerns, district protocols and procedures, prevention strategies	Certificate
Lead Person/Position	Anticipated Timeline	
Kourtney Klock/School Psychologist	10/13/2022 - 10/13/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Annually	4b: Maintaining Accurate Records 4e: Growing and Developing Professionally 3e: Demonstrating Flexibility and Responsiveness 2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students	School Safety including Trauma-informed Education Awareness (Act 44)

ACT 18 - SCHOOL SAFETY AND SECURITY TRAINING

Audience	Topics to be Included	Evidence of Learning
All Staff	Situational Awareness, Behavioral Health awareness, Bullying awareness, Threat Assessment	Completion of pre and post survey
Lead Person/Position	Anticipated Timeline	
Faith Swanson/Business Manager and Safety Coordinator	08/13/2022 - 08/13/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually	4d: Participating in a Professional Community 2e: Organizing Physical Space 1d: Demonstrating Knowledge of Resources	Trauma Informed Training (Act 18)

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

Student Outcomes - Throughout the year, the building principals will track student data on district assessments to note areas of improvement or stagnancy. Using our Comprehensive Plan goals, Action Steps, and Professional Development Activities as variables, the admin team will continually draw correlations to monitor effectiveness. Use of Knowledge and Skills - The Director of Curriculum & Instruction and the applicable building principals will observe classrooms to determine if new materials and resources are being used with fidelity. At that point, more PD may be assigned to ensure the materials efficacy are being fairly assessed. This will also be an opportunity to observe differentiation being used to meet ALL students' needs. Participants' Learning - Members of the curriculum teams will take pre and post tests to ascertain their learning and formatively assess the need for more PD about developing curriculum. Staff will be held accountable for applying the learning from mandated trainings by ensuring protocols and procedures are followed. Participant Reaction - Members of the Professional Development committee will look at evaluations of PD as well as feedback from participants to gauge reactions and further needs.

Organization Support & Change - Looking at Kotter's Change Process, we have already established a Sense of Urgency by analyzing our data and feedback and noting a lack of written curriculum being at the base of several issues. We have also Created a Guiding Coalition by putting a PD committee together. Our first step in the next year will be to Develop a Vision and Strategy for implementing the changes in curriculum, materials, and protocols. We will Communicate the Change Vision to all stakeholders during Board meetings, publicized on our website, letters to parents, and collaborative workshops with staff. Empowering Board-Based Action will be very difficult, as the barriers already identified in the Comprehensive Plan (namely staff and time) are systemic. As we move through the three years of the plan, we will Celebrate Short-Term Wins by making cognizant efforts to recognize faithful implementation of materials, application of learning, and improved student outcomes. By the next Comprehensive Plan, we should be ready to Consolidate Gains and Produce More Change and Anchor New Approaches in the Culture of our district.

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Kristen Pinter

06/06/2022

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Leslie A Estep

07/14/2022

Superintendent or Chief Administrative Officer:

Date