SENIOR PROJECT HANDBOOK

2024-2025

Greenville Technical Charter High School

Developing Leaders of Their Own Learning

Table of Contents

Introduction

Choosing to learn, and learning to choose.

Why Senior Project?

Students at GTCHS are engaged learners who will demonstrate their learning through a capstone Senior Project. By senior year, all students have had multiple interactions and experiences in exploring careers and their personal pathways. When possible, the senior project will be related to a student's chosen field of study and career pathway.

This intense, year-long student directed project, allows students to demonstrate they have acquired employability skills and the characteristics outlined in the SC Profile of the High School Graduate. These skills are also representative of the South Carolina State Department of Education inquiry based ELA standards for reading, writing and presenting. These skills are Critical Thinking, Creativity, Collaboration, Communication, Information Literacy, Media Literacy, Technology Literacy, Flexibility, Leadership, Initiative, Productivity, and Social Skills.

The GTCHS Mission Statement states that our students will be prepared to be citizens and lifelong learners as part of a global workforce. The intention of the Senior Project is to allow graduating seniors the opportunity to demonstrate their skills as independent learners. The process will be evidence of each student's ability to solve problems, organize time and resources, communicate effectively, and reflect on oneself as a learner.

There are three types of senior projects available to ensure the flexibility necessary to meet every students' needs:

- Internship
- Traditional (which may include a community outreach project)
- Research

Each student will present the final senior project to members of the school community and the local professional community. Parents and mentors may be invited as well. Students will share their learning journey as well as any associated frustrations and triumphs in this presentation.

Important Dates to Remember

Activity	Internship	Traditional
INTERNSHIP Mentor Contract due	July 26	N/A
All Parent meeting (Open House)	Aug 27	Aug 27
Initial Proposal (Traditional)	N/A	Aug 16
Pre-Internship Reflection (Internship only)	Aug 30	N/A
Final Project Proposal due	N/A	Aug 30
Senior Project Internships Begin	Sept 3	Sept 3
Annotated #1 due	Sept 13	Sept 13
TRADITIONAL Mentor contract due	N/A	Sept 20
September Conference/Reflection	Individually assigned date in Google Classroom	
Mentor interview, bio, and pic due Mentor Eval #1 due	Oct 4	Oct 4
Student Led Conferences	Oct 17	Oct 17
Annotated #2 due	Oct 18	Oct 18
October Conference/Reflection	Individually assigned date in Google Classroom	
Mentor Eval #2 due	Nov 8	Nov 8
Annotated #3 due	Nov 15	Nov 15
November Conference/Reflection	Individually assigned date in Google Classroom	
Mentor Eval #3 due	Dec 6	Dec 6
Annotated #4 due	Dec 13	Dec 13

Mid-Year Reflection	Midterm Day	Midterm Day
Mentor Eval #4 due	Jan 10	Jan 10
Annotated #5 due (**Internship ONLY**)	Jan 17	N/A
January Conference/Reflection	Individually assigned date in Google Classroom	
Mentor Eval #5 due	Feb 7	Feb 7
Annotated #6 due (**Internship ONLY**)	Feb 7	N/A
Final Reflection	Feb 14	Feb 14
No Formal February Conference (reflection serves that purpose)		
Turn-in Portfolio/Product	**March 7**	
Presentations (held in the morning)	**March 28**	
Grade Appeals Deadline	April 11	
Appeals heard by committee	April 15	
Failure Redos Due	May 9 at noon	
Mastery Learning Grades Complete	May 16	
Awards Day	May 8	
Sr. Luncheon	May 9	
Graduation	May 20	

EXPECTATIONS FOR SENIOR PROJECT CLASS

What is the Senior Project Class?

Our Charter requires all graduating seniors to complete a Senior (Capstone) Project. The focus of the Senior Project Class is to help each senior engage in a personalized learning experience. **Students create a portfolio of their learning that includes assignments and activities from the class, reflective writings, a learning log where they record time spent on their project, and individualized documentation of their learning.**

This class receives a .5 credit and is considered a "workshop" style class where students start class learning together, then work in class or in the community independently, and then come back together at the end of the course as they prepare to present to the community. Students are permitted flexibility to leave campus **if they need to do so in order to complete an aspect of their project**; in order to leave campus they must have notified their coach, be passing the course, and have their parents permission to sign out.

Expectations

- Each student will select a type of project to complete.
    - Research Paper
    - Internship (*selected by application and interview in spring of Junior year*)
    - Traditional Project (which may include Community Outreach Project)

- Each student will **meet all deadlines** associated with the class.

- Each student will **meet in-person on a regular basis (at least twice a month) with a mentor** who is an expert in their chosen area. Mentors must sign an agreement at the beginning of the project and will evaluate the student in writing once a month. Mentors cannot be family members and must be at least 25 years old.

- Each student will **complete individual conferences with the Senior Project coach** on a regular basis (once a month) to discuss progress and develop goals for the project. Conferences will be scheduled by the senior project coach and calendar invitations for all conferences will be sent through Google Calendar. Conferences will be held in person.

- Each student will **complete the required components:**
    - Classwork (which will be showcased in the portfolio)
    - A portfolio to document the learning process.
    - A product that is representative of their learning*
    - A presentation to a panel of graders to communicate their learning
        Internship does not require a product

REQUIRED COMPONENTS

Portfolio (digital OR tangible)

1. All students will create a portfolio. Students may select the platform they would like to use if creating an e-folio. Examples will be provided by the coach and posted in the Google Classroom.
2. Classwork and the student's independent work/research will be included.
3. Required paperwork and documents (annotated bibliographies, mentor contract, mentor interview, mentor bio, mentor picture, and all mentor evaluations) will be included.
4. Time logs
   a. Time logs are meant to document the time students spent on their learning journey.
      i. Include dates and times of each student meeting with the mentor along with a mentor signature
      ii. Include dates and times of each interview
      iii. Include dates and times when the product is worked on
      iv. Include dates and times spent at the internship or job shadowing with the signature of the person the student worked with that day
5. Learning journals will include a detailed explanation of what the student did during each time logged (see above).
6. Monthly personal reflections will be included.
7. Clear evidence of progress on employability skills and the project will be included.

Product (Traditional, Community, and Research Projects)

A product is something that a student makes, creates, or does to demonstrate their learning. The product is not the end goal of the learning, but a result of it. A product

1. Shows a clear application of the knowledge and skills the student has acquired.
2. Represents a learning stretch and is approved by the Senior Project coach and the student's mentor.

Evidence of the process of creating the product must be clearly present in the portfolio (pictures, sketches, rough drafts, diagrams, videos, notes, learning logs, etc.).

We encourage all products to include a way to share the student's learning with the world; whether that is something big (such as a community outreach project) or something as simple as an aspiring pastry chef providing their creations to a group outside of our high school.

Presentation

This is the opportunity to communicate the students' learning journey; it will showcase the student's process. It is meant to celebrate and reflect on the learning. Each senior is required to appear before a panel of community members and faculty to discuss academic efforts on their project.

GUIDELINES FOR STUDENT WORK

1. All assignments and documents are **DUE ON TIME!** Late work of any assignment will have the following guidelines:

   a. Students will have one week to complete the assignment.

   b. The grade will reflect the number of days late

      i. Five points will be deducted for each day an assignment is late (.5 quality points on the scale of 1-4)

      ii. After one week, the highest possible score for an assignment will be a 50.

      iii. **Work must still be made up as soon as possible since it will be expected to be seen in the portfolio and it is part of their learning journey.**

   If a student earns a grade below mastery (75) on an assignment, parents will be informed via email by the senior project coach. The email should include ways to improve on the next assignment. If the parents do not respond to the email, the parents will be called and suggestions will be given to ensure that the student has appropriate strategies in place to meet future deadlines. If the issues persist, the principal will be informed and the coach will hold a meeting with the student, principal, and parent. Following this, progress will be checked regularly as part of the school's multi-tiered systems of support.

2. Conferences with your Senior Project coach

   a. **ALL** students are required to conference with the Senior Project Coach once a month for the duration of their project (Sept, Oct, Nov, Dec, Jan, Feb).

      i. Students must provide evidence of work and progress (goals, accomplishments, evidence) on their conference sheet.

      ii. Before the conference, the student will complete a reflection on the monthly progress and conference; following the conference, the student can add additional thoughts to the reflection for their portfolio if they would like.

      iii. All conferences and reflections are graded based on evidence presented and completion of goals.

      iv. December and February conferences will be in the form of a reflection. December (mid year conference) and February (final reflection). The December reflection will be completed during the mid-term exam period.

      v. If a student cannot attend a scheduled conference due to a planned medical appointment or health/family issue, the student must notify their coach at least five days in advance in order to reschedule the conference. If there is an emergency situation, the student must notify the coach prior to the time of the meeting.

      vi. **Conferences will not be rescheduled due to lack of preparation. If for any**

reason the student is not prepared, he/she will still meet with the coach and the conference will be scored accordingly. If students miss a conference, they will be required to attend WIN Time to make it up. The highest possible grade for the conference will be a 50.

b. Conferences will be scheduled by the Senior Project coach and students will be sent their conference date and time at least a month before each conference.

PROJECT PROPOSALS

TRADITIONAL/COMMUNITY

The first big step is the formal Project Proposal which helps ensure consistency of rigor and that all projects can comply with the guidelines. Be thorough and clear in your thinking. **If you put it in the proposal, you must plan to do it.** . **You cannot significantly modify or change your proposal without appearing before the Senior Project Committee to provide clear evidence and explanation of why.**

The Formal Project Proposal should be substantial enough to answer these guiding questions thoroughly. The expectation is that this proposal will be clear, detailed, logically organized, and typed. Use your best writing and grammar skills as you write your proposal.

The Project Proposal should follow the following format: **(Please label each section in your typed proposal)**

A.   Project Title

B.   Focus: What is your Driving Question? How will this guide your learning? In what way does this driving question connect to your career goals, and if it does not, then what made you select this focus? What are you trying to prove, discover, or create? What are the essential questions (EQs) you must answer in order to complete your project?

C.   Product: Give a clear detailed description of your product. How will this product demonstrate your learning?

D.   Timeline: How long do you believe you will need in order to complete your project? What steps will you need to take to accomplish your goals and complete your product by the deadline? Your timeline should include tentative goals for each month.

E.   Intent

   a.   Purpose: What do you want to accomplish? Why is this topic interesting and exciting for you?

   b.   Prior Knowledge: What knowledge, experience, talents, or insights do you bring to this topic? How much do you already know?

   c.   How does this topic stretch your comfort limits? What risks are you going to take?

RESEARCH PAPER

The research paper option for senior project allows students to explore a topic that connects to their career interests but may not offer hands-on learning opportunities due to various laws and restrictions; it is also a good option for students who have a more academic-focused career goal and could benefit from this style of project. The research paper is considered the "product." The requirements for the research paper are as follows:

1. Research papers will be at least 15 pages in length.
2. Research papers are organized into paragraphs (and sections if needed). All research papers will be typed in 12 pt, Times New Roman, double spaced
3. Research sources must include
   a. at least 2 interviews (not with your mentor)
   b. a variety of 12-15 traditional sources (journals, books, articles, recordings, videos)
4. All sources must be correctly cited (MLA or APA, depending on the selected topic) in the body of the paper (in-text citations or footnotes) and in a Works Cited List at the end of the paper.
   a. Students who choose to write a research paper need to ask their mentor, coach, or another adult for assistance with proofreading and editing the paper.

Plagiarism is a very serious offense and will result in a zero on the paper, which would cause the student to fail the senior project class. To avoid plagiarism, consult the MLA/APA manual; have your coach and at least one other trusted adult and/or former English teacher review your paper; utilize a plagiarism checker and AI detector if possible. Track all of the information and your sources, including your in-text citations as you write the draft. Be sure to cite all information gained from somewhere other than yourself.   It is very important that you ask questions about your citations if you do not know how to cite something.

All information that is not your own, even if you have written it in your own words, must be cited in the text and on a works cited page. Also, work that has been simply copied and pasted from the internet will not be accepted. Any instance of plagiarism will result in a grade of zero for the research paper which would cause the student to fail the senior project class.

In addition, the use of AI is not permitted in the research paper. **Per the student handbook, "GTCHS does not tolerate cheating or academic dishonesty in any form. Academic dishonesty is representing, in any manner, someone else's work or idea as your own. This includes the use of any outside assistance during any school assignments (i.e. tests, quizzes, homework, essays, or projects). This encompasses work completed in whole or in part by Artificial Intelligence programs, or other students, or any other individual. Academic dishonesty. It also includes plagiarism, which is defined as the practice of taking someone else's work or ideas and passing them off as one's own. This includes improper citations and paraphrasing of work."**

INTERNSHIP

Students who have applied and been accepted into the internship program must complete the requirements documented in the Senior Project Handbook. In addition to the requirements already included to this handbook, Interns must also complete the following:

1. The Intern is responsible for locating a placement and mentor. GTCHS may offer suggested contacts, **but the student is responsible for securing the mentor and the internship placement.** All students who do not confirm an internship by the designated deadline will be moved to the traditional class.

    a. Time at placement must be documented and signed by the mentor in order to receive credit for the time. The signed time log must be turned in during each class conference.**They will not be accepted late. Time logs should get a physical signature each day the student attends their internship or meets with their mentor.**

    b. Students will be able to use their Internship class period to get hours at their placement. Special permission to miss Advisory may also be granted through administration. Each student is responsible for signing in and out of school on the appropriate form at the front office.

    c. Students in all senior project classes may receive permission to be off campus during the senior project class period to complete assignments that are impossible to complete while on campus (i.e. meeting with the mentor; working on a product that requires special tools or space). They must communicate if they will not be on school grounds during the assigned class period each day and have prior approval from the senior project coach. This should be done via the app provided or email.

2. Students must complete at least 60 hours in an internship placement related to their career choice.

    a. Internship hours must be completed within the internship and must demonstrate learning that relates to the student's career goals. This learning must be documented through daily learning journals and monthly reflections.

    b. The intern may work alongside employees that have not been designated as their mentor as long as the work is completed within the internship placement,the mentor approves it and the person they are working with signs their daily time log.

3. Students must coordinate the completion of one mentor evaluation each month of interning. This should be used as an opportunity to sit down with the mentor to discuss student growth, completion of goals, and goals for the upcoming month. Each evaluation form should be physically completed and signed. No digital signatures will be accepted.

4. Students must complete learning journal entries for each day spent at internship placement

    a. Each entry should be detailed enough that the reader has a clear picture and understanding of what the intern accomplished on each internship day.

    b. Interns are expected to type their journals. Evidence showing their growth and learning should accompany each entry. This evidence can be in the form of photos, snapshots, scanned documents, etc.

c. There should be one learning journal entry for every documented hour on the time log.

5. Interns must present how their internship work is leading to growth and a learning stretch. They must share how it connects to their career or future goals in their conferences and reflections.

Students enrolled in the GTCHS Internship class are responsible for staying current with class work. Students will check the Google Classroom daily for assignments and other relevant information. All interns are expected to join the class app to communicate with their coach.

DOCUMENTATION OF LEARNING (PORTFOLIO)

Throughout the learning journey, students will complete various assignments to help them capture their learning and growth. The portfolio is their Senior Project story and contains **everything**! All documentation needs to be appropriately organized in the portfolio so it tells a clear story of their learning journey. As students complete tasks and reach benchmarks throughout the Senior Project journey, they will place information into the portfolio. It is not advised to wait until the end of the journey to begin organizing the documentation.

INTRODUCTION

1. Welcome your graders and introduce yourself and your project
2. Explain any portfolio features that may be unique or hard to find
3. Include your
    a. Accepted Proposal (Traditional, Community, and Research Projects)
    b. Reflective Introduction (Internship)
4. Any pre-project work
    a. Evidence of finding a mentor
    b. Evidence of landing an internship
    c. Classwork you complete in preparation for your project/internship

MENTOR INFORMATION

1. Mentor Contract
2. Mentor Biography
3. Mentor Picture (with you!)
4. Mentor Interview questions and mentor responses
5. Monthly evaluations

MONTHLY CONFERENCES AND REFLECTIONS

1. Monthly conference sheets (in chronological order)
2. Evidence that accompanies conferences

3. Monthly reflections (in chronological order)

LEARNING JOURNALS AND TIME LOGS

1. Detailed time log with signatures
2. Learning logs
    a. Interns must complete a learning log entry every time they complete an internship shift (see the Internship section above for more detail).
    b. All traditional senior project students should have a learning log that documents what they completed each time they worked on their project that accompanies the time log.

RESEARCH

1. Annotated bibliography entries
2. Annotated articles, interview notes - evidence of research
3. Final annotated bibliography document

   Documenting Research Sources

   Regardless of the type of source, each student must provide evidence they have used the source. This can be in the form of annotated text, personal notes, interview questions and response, outline, summary of info etc. **Each source** must be cited according to MLA format in an annotated bibliography entry. Required interview(s) must be with an adult (age 25 or older) who has significant experience with the topic/career and is **NOT** your mentor.

   Research Requirements:

   - Internship – 3 interviews (not your mentor), 3 other sources

   - Community – 3 interviews (not your mentor), 3 other sources

   - Research Paper – 2 interviews (not your mentor), 12-15 traditional sources

   - Traditional – 1 interview (not your mentor), 3 other sources

FINAL REFLECTION/THANK YOU

1. Each portfolio should have a section that offers a thank you to the graders.

2. All portfolios should include a final reflection of the project that showcases what the student learned

DISTINGUISHED

Those who achieve Distinguished are spotlighted during awards day and graduation. These projects are meant to be the "best of the best" of GTCHS Senior Projects. In order to earn the designation of Distinguished:

1. Students must state that they would like to be considered for Distinguished in their presentation and portfolio. They should include an explanation as to how they went above and beyond in their project.
2. Faculty and community judges must use the additional portion of the grading rubric to assess whether or not the student did go above and beyond and if they believe they should be considered for Distinguished. They will complete the Distinguished form for students they would like to recommend for consideration.
3. Students who are recommended for Distinguished will receive a letter with their final grade.
4. Students wishing to continue the process for earning Distinguished MUST participate in the Senior Project Showcase. If a student does not participate in the showcase, they will no longer be under consideration.
5. Part of the Senior Project Showcase time will be designated for presentations to the Senior Project Committee. Students will present their learning and how they went above and beyond in their projects. Members of the Senior Project Committee will attend their assigned portion of the showcase to hear all student presentations. They will use the provided assessment tool to rate each student.
6. Members of the Senior Project Committee will meet to cast final votes for Distinguished. They will use their notes and assessment tool to guide their discussion and voting.
7. All students who were considered for Distinguished will be notified whether or not they earned the designation via email. This email will include reasoning as to why the Senior Project Committee did or did not award the designation.
8. Students who earn the designation will receive a special cord to wear at graduation.

The Distinguished designation is not something that can be appealed.

GRADING POLICY

All components have a specified weight in calculating the final Senior Project grade average. It is the final F1 term grade that determines whether the student has met mastery of the senior project. The Final F1 grade is composed of the following components:

TRADITIONAL:

Class average = 35%
Portfolio = 25%
Product = 25%
Presentation = 15%

INTERNSHIP:

Class Average = 40%
Portfolio = 40%
Presentation = 20%

All work is graded holistically on a 4 point scale. Final averaging is based on the S. C. Uniform Grading Scale which is converted to a percentage for reporting purposes.

4+ = 100	3+ = 90	2+ = 80	1+ = 70
4 = 95	3 = 85	2 = 75	1 = 65

Work not turned in will receive zero (0) quality points but must be completed.

TROUBLESHOOTING

During the course of the semester, students will work with the Senior Project coaches, your Mentor, and other community experts. Proactive and transparent communication with the coach during class periods, especially during conferences, is critical. As a senior, students are expected to advocate for themselves and use the resources available. If students are faced with a problem, there are several avenues of support:

Coach
Your Senior Project coach is your first advocate. Any difficulties, such as the ones listed below, should be discussed with the coach first.
- Concerns with your mentor
- Locating research sources
- Setting, achieving, and documenting goals
- Staying on task
- Development of product and/or portfolio
- Technology concerns
- Citing sources

Advisor
Since you spend so much time with them, your advisor knows you pretty well! Use your advisor as a sounding board to solve your problems. As your advocate, they can help you find a solution.

Career Development Facilitator (CDF)
Our Career Development Facilitator is here to assist you; if you need help locating sources, obtaining a mentor, or making a connection with a local organization.

Senior Project Committee
This committee has the final ruling on many issues. They are designed to ensure consistent guidelines for all students. They are a last resort to consult. If you or your coach believe a meeting is necessary, a request must be submitted to the chairman in writing along with a clear explanation of the situation. Parents will be notified of the meeting and the purpose of the meeting. They are permitted to attend, but the meeting is with the student. If parents choose to attend, they are there for support and information only. Only the student will be speaking with the committee during the meeting. The committee is composed of members from each academic discipline by members of the GTCHS faculty and is chaired by Mr. Ken Gillespie. The committee will rule on the following:

1. Ethics issues
2. Plagiarism
3. Issues with the Project Proposal
4. The final product or portfolio being submitted past the deadline
5. Grade appeals for final product and/or portfolio

Teachers WILL NOT discuss any of the assessment process (product, portfolio, presentation, distinguished) with a student or parent. All questions will be referred to the Senior Project committee.

GRADE APPEALS

Students have until **April 11** to ask for an appeal for their portfolio and/or product grade. Students may not appeal the following:

- The presentation or class grade
- The selection of Distinguished Senior Project

To ask for an appeal,

1. Students should send an email to the head of the Senior Project Committee (Mr. Gillespie) and copy their coach.
   a. This email should state which part of the project they would like to have re-graded.
   b. This email should state the student's current grade on this part of the project.
   c. This email should briefly state why the student feels that this part of their project should be re-graded.

2. Students will meet with the Senior Project Committee on **April 15** to tell the committee why they are asking for an appeal and answer any questions the committee has.

3. The committee will then have 48 hours to decide if the appeal will be granted.

4. If the committee grants an appeal, a new grading pair will use the same original rubric and grade the specified part of the project. The new grade will replace the original grade to get the final grade for that part of the project. **The new grade could be higher or lower than the original grade.**

ACHIEVING MASTERY

Students who do not earn a 75% or higher for their final class grade are offered the opportunity to continue working on their project to meet mastery.

These students and their adults sign the letter that accompanies their grades to signify that they understand that continuing to work on the project does not guarantee that the student will pass the senior project class.

1. Students are required to attend class and have weekly conferences with their senior project coach. Students will make weekly goals and be able to show progress at each conference. No conference sheets are used for these weekly meetings. **Failure to attend class or to not meet with the senior project coach for these weekly conferences will result in no improvement of the classwork portion of the senior project grade.**
2. Students are able to add to their portfolio and re-do their products in order to demonstrate mastery.
3. The class grade for students may be improved as students use class time wisely, attend weekly meetings that demonstrate progress, and improve their projects.
4. A new grading pair will be selected to grade the portfolio and/or product. They may have information about what caused the student to not meet mastery originally upon request.
5. The re-do grade will be averaged (twice) with the original grade (once) for a revised senior project grade.

Senior project re-dos are due by noon on **May 9, 2025** in the Google Classroom.

Senior Project Ethics Policy

Your own ethical behavior ensures the integrity of your Senior Project. Conducting yourself ethically while working on the Senior Project means doing the right thing as you work on all parts of this project.

One obvious ethical violation is plagiarism. GTCHS has a policy regarding plagiarism that also applies to the Senior Project. This policy can be found in the student handbook. According to Merriam-Webster's Dictionary, plagiarism is defined as "to steal and pass off (the ideas, words, or work of another) as one's own without crediting the source." This would include using AI to write or create any portion of the project.

Another kind of plagiarism that applies to this project is the act of passing off someone else's work as your own, particularly in regards to the product phase of the project. If someone else completes any part of your product, you are not allowed to pass off the work as your own.

Lying and forgery will not be tolerated in any aspect of the Senior Project and will result in a grade of a zero on any work connected to the lying and/or forgery.

Students suspected of academic dishonesty will be required to appear before the Senior Project Committee and demonstrate the originality of all their Senior Project work. The committee will then determine the action to be taken.

The best way to avoid plagiarism is simply to give credit where it is due and not use AI generated writing. If you have any questions, ask your teacher.

Ethical behavior also extends into presenting yourself truthfully and honestly during the final presentation portion of the project. You are not allowed to embellish the truth; if your project did not go as planned, or even if it failed altogether, you must be honest.

If it is suspected that you have behaved unethically during any phase of the project, you will be required to meet with the Senior Project Committee, which will determine your penalty. Parents will be notified of the meeting and the purpose of the meeting. They are permitted to attend, but only the student will be allowed to participate in the meeting. You and your parents will be informed of their decision if they determine that in fact your behavior was unethical.

_____

We acknowledge that we understand and will abide by the ethical behavior policy and accept appropriate consequences as determined by the Senior Project Committee in the event of a violation.

_____   _____

       Student's Signature and Date   Parent's Signature and Date