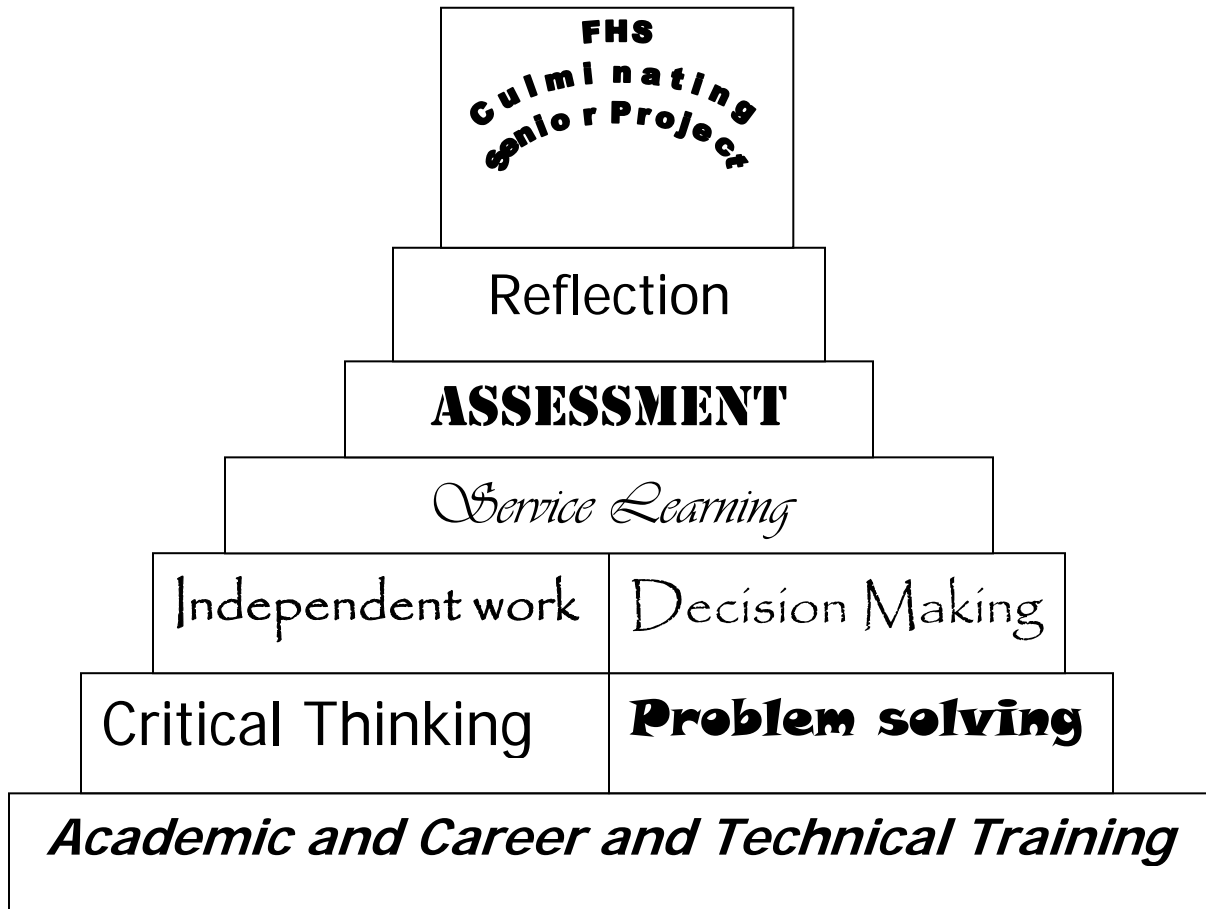


FORKS HIGH SCHOOL
SENIOR CULMINATING PROJECT

Est 1995



FORKS HIGH SCHOOL
261 S SPARTAN AVE
FORKS, WASHINGTON 98331
(360) 374-6262

TABLE OF CONTENTS

Overview	page 2
Advisory Committee	page 2
Program Goals	page 2
Program Objectives	page 3
Expectations of the Culminating Senior Project	page 4
Application Process	page 4
Selecting a Mentor	page 4
Project Log	page 5
Project Journal	page 5
Reflection Paper	page 5
Assessment Panel Review	page 5
Spartan Showcase	page 6
Final Assessment	page 6
Appendices	
A Sample Letter of Intent	page 7
B Parent Approval Form	page 8
C Mentor's Guide	page 9
D Mentor's Contract	page 12
E Evaluation by the Mentor	page 13
F Project Log	page 14
G Project Journal	page 15
H Reflection Paper Guidelines	page 16
I Assessment Panel Review	page 17
I Assessment Panel Review Rubric	page 18
J Spartan Showcase Guidelines	page 20
K Project Abstract	page 21
L Spartan Showcase Rubric	page 22
M Advisor's Verification of Project Completion	page 23

Overview

The Forks High School Senior Culminating Project represents a long-term commitment on the part of Quillayute Valley School District to provide opportunities for students to take an active part in the community. This project is designed to provide the student the opportunity to design, implement and evaluate a project that will enhance educational opportunities for the student, connect school and community, and have a positive impact upon the community.

The Forks High School Senior Culminating Project consists of five requirements: an application to start the project; a 45 hour service learning-oriented hands-on project; a written reflective paper of 1000 words or more; a 15 minute formal presentation before a panel of three to five judges; and presentation of a visual display for a community exhibition at the high school near the end of each term.

All high school seniors must successfully complete a Senior Culminating Project in order to graduate. A student cannot graduate without passing the project.

Advisory Committee

An Advisory Committee oversees the Senior Culminating Project. This committee shall be composed of a minimum of two students, one community member, and two teachers. This committee is responsible for determining policy and procedure, for establishing the requirements for all Senior Culminating Projects, and for assisting students when they cannot determine an acceptable project. The Advisory Committee is further available for assisting students to overcome challenges related to the Senior Culminating Project. The Advisory Committee will conduct a yearly review of the Senior Culminating Project and refine and modify the project as necessary.

The Senior Culminating Project is implemented at the classroom level through the Advisory Program.

Program Goals

The goals and objectives (listed below) for the Forks High School Senior Culminating Project are intended to support and reflect the Washington State Education Goals, the Quillayute Valley School District philosophy, vision and mission statements, and curriculum.

Students will:

- Select, plan, implement, and evaluate a culminating project within the allotted time
- Establish and maintain a positive working relationship with community member(s)
- Communicate effectively in written, oral, and visual formats
- Demonstrate and document ability to think analytically, logically, creatively
- Use experience and knowledge to make reasoned judgment and solve problems
- Understand how performance, effort and decisions affect future career and educational opportunities
- Work independently or with mentor/advisor when appropriate
- Enhance quality of life in the community while experiencing the benefits of service learning

The Community will:

- Receive the benefit of more informed and committed students in the community
- Foster more student involvement in the community
- Experience long-range commitment to the health and welfare of the community
- Have a direct opportunity to influence the future through individual students

The School will:

- Benefit from strengthened ties between staff members and students and community in a more informal setting
- Encourage staff to share interests and skills across the curriculum

Program Objectives

Students will:

1. Communicate satisfactorily both in written and oral forms

- a. Demonstrate the ability to communicate in a formal written manner by presenting their experience through their completed summary reflective paper.
- b. Demonstrate the ability to communicate in an informal written manner by keeping a journal and documenting all hours.
- c. Demonstrate the ability to communicate in a formal oral manner by presenting a fifteen-minute presentation to a panel of judges. This presentation will be assessed with a standardized rubric.
- d. Demonstrate the ability to communicate informally in a question and answer format at the Spartan Showcase.

2. Organize their time, make long-term plans, persevere, work independently, use the advice and experience of others, and solve problems.

- a. Plan and complete a Senior Culminating Project which contains a significant element of service learning to the community by the established date.
- b. Secure a mentor to assist their on-site work..

Expectations for the Culminating Senior Project

The project must include, maintain, preserve and present:

- * the documents initiating the project.
- * a service learning component
- * a log documenting 45 hours of direct community service beyond the normal school day. Service learning time is the actual time spent doing the service project; it does not include preparation time, driving time, etc.
- * a detailed journal of the work accomplished during the project.
- * a summarizing reflection paper (1000 words)
- * the evaluation of a mentor.
- * the signature of the advisor indicating the project is completed. To successfully complete this phase of the Senior Culminating Project, the advisor must be satisfied by communication with the mentor that the student has met the above expectations
- * an abstract of the project with an identifying picture or logo
- * the assessment forms from the Panel.
- * the assessment forms from the Spartan showcase

Application Process

It is the student's responsibility to determine the subject of his or her Senior Culminating Project. After researching service learning opportunities in the community, talking with community resources, advisor and family, the student will need to come to a decision. Once the student is satisfied that the project meets the requirements set forth in program objectives, the student will need to complete a FHS Senior Culminating Project Parent Approval Form and write a letter of intent explaining his/his project plan. The student will need to submit both of these documents to the Senior Culminating Project Advisory Board.

The board will review the documents and notify the student of acceptance, or meet with the student to discuss the project. Once the board has approved the project, the student may begin the project.

Letter of Intent (see page 8)

Parent Approval Form (see page 9)

Selecting a Mentor

Each student will select a mentor to assist and or advise the student during the project. A student may also need an on-site mentor. The primary mentor must be an employee of Quillayute Valley School District. The mentor may also be the student's advisor. The mentor cannot be a relative. Each student is responsible for identifying a mentor and arranging to work with that person. If a student is having legitimate difficulty securing a mentor, both the advisor and the Advisory Committee may assist.

The mentor is to help the student as necessary and serve as a general resource person. The mentor is not to perform any of the tasks of the student's project. The most important task for every mentor is

to provide a written evaluation of the senior's project and return the evaluation to the student's Advisor. Each mentor must validate that the student under his/her mentorship completed the project satisfactorily and that the student spent at least 45 hours working on the project. If an on-site mentor is needed, both mentors will need to complete an evaluation. The mentor must certify and acknowledge in the evaluation that the project satisfies the service learning component.

Project Log

The log of the project is written documentation of the service learning component. Students must have entries that summarize all required hours, including a description of the work accomplished and the signature of the mentor. (See page 14)

Project Journal

The journal of the project is a more detailed written explanation of the project. All thoughts, actions, communications, progress, obstacles that pertain to the Senior Culminating Project are to be recorded in the written journal. This is an opportunity for students to reflect on project goals. (see p. 1) Each entry is to include the date, what activities were completed, student reflections on the changing nature of the work, problems or roadblocks faced, plans for adjustment, modifications to the original proposal, or triumphs of achievement and learning. It is recommended to take pictures and include samples of related work materials, such as rough drafts or plans. This will help evaluators to visualize each step taken in the project. It is this journal and the log that will serve as the basis for the final reflection paper. (See page 15)

Reflection Paper

Describe the project Explain how the student thought analytically, logically and creatively, and how the student integrated the project experience and knowledge so that the student could form reasoned judgments and solve problems. The student will need to explain the importance of work and how perform effects the final product. (See page 16)

Assessment Panel Review

Senior Culminating Project Panel Review occurs at the end of each term. It is conducted over several days during school time. Approximately two weeks before the day of the Panel Review, the evaluators are given the abstract of the project. The student makes a fifteen-minute presentation (highlighting the culminating component) to a panel of judges. This panel will include three to five people from the community and staff. Up to eight minutes of this presentation may be audio-visual. The rest must be oral. The remaining minutes will be a question and answer session wherein the student discusses the Senior Culminating Project experience with the judges.

It is strongly urged that the student use a variety of presentation techniques to assist both the student and the judges during this presentation. Visuals may include a multi-media option that includes a wide variety of formats, including computer and/or video productions.

Spartan Showcase

Senior Culminating Projects conclude with the Spartan Showcase at Forks High School at the end of each term. Presentations of projects will occur for the school, during the school day, and in the evening for the community.

Each senior is required to set-up an audio/visual display about his/her Senior Culminating Project for the school and community, and must be present during this time to answer any questions about his/her Senior Culminating Project. The particular format may be one of the student's own choosing. The evening session of Spartan Showcase normally is open between 6:30 and 8:30 p.m. Students should plan to arrive early.

Final Assessment

After participating in the Spartan Showcase, the Senior Culminating Project will be considered successfully completed when the Senior Culminating Project Planning Committee has received the following:

1. The mentor's evaluation form regarding the service learning component.
2. The advisor's evaluation form for the written components of the project.
3. The Senior Culminating Project Review Panel Evaluation forms.
4. The Spartan Showcase evaluation forms.

The following are the required elements for the Senior Culminating Project. All are graded on a Pass/Fail basis. Students who demonstrate extraordinary achievement, significant intellectual growth, or superior creativity and effort may pass *with distinction*.

- Parent Approval Form
- Letter of Intent
- Mentor Contract
- Project log (min. 45 hr.)
- Journal
- Reflection Paper
- Judge Panel Review
- Spartan Showcase Review

FHS SENIOR CULMINATING PROJECT SAMPLE LETTER OF INTENT

Please use this only as a guide, and not as a form to be completed. The student proposal should be in the student's own words, and the document should reflect the student's own composition skills.

Date

**Senior Culminating Project Advisory Committee
Forks High School
251 S. Spartan Avenue
Forks, WA 98331**

Dear Members of the Committee,

**This letter is a formal proposal of the following project: I intend to complete the following _____
_____ for my Senior Culminating Project.**

**The goal(s) of my project is to _____
_____. This project will help me
develop knowledge and skills to reach my future goals by (Discuss some of the knowledge and
skills and how they connect to the student future plans.) _____

_____**

**The service learning component of my project will be to _____
_____. The reason this project will be
a service to the community is _____

_____.**

**The project will be a challenge to me because _____
_____**

I have chosen _____ to be my project mentor.

Thank you for considering my request.

Sincerely,

**Student
Address**

FHS SENIOR CULMINATING PROJECT PARENT APPROVAL FORM

As the parent/guardian of _____, I am aware that my son/daughter must complete all phases of the Senior Culminating Project to graduate from Forks High School.

The culminating project my son/daughter has decided to do is: _____

The mentor my son/daughter has chosen to assist with the service learning is:

My son/daughter will attend the Senior Culminating Project Exhibition and respond to comments and questions about his/her project.

My signature below indicates that I am aware of my son/daughter's decisions, as stated above, and approve of them.

Student Signature

Parent/Guardian Signature

Date

Date

e-mail

e-mail

MENTOR'S GUIDE

The student, through completing the Senior Culminating Project, will demonstrate that he/she can communicate satisfactorily and effectively both in written and in oral form, and that he/she has the ability to organize their time, make long-term plans, persevere, work independently, and solve problems.

Student Responsibilities

1. Each student will create and complete a project that has a direct correlation to what he/she statement of intent included. This minimum 45-hour project will have a clear service learning component. The student is required to find a mentor to provide assistance for this phase of the Senior Culminating Project. Each student will find his/her own mentor. The Advisory Committee will provide direction and resources at student request.
2. Each student is to submit a letter of intent to the Senior Culmination Project Advisory Committee. After being notified the committee has accepted the project, the student may start the project work.
3. It is important for the student to communicate with both his/her site-mentor and advisor. The advisor is responsible for signing off on the final project before the student may request an appointment with the Assessment Panel.
4. Each student will keep a log documenting how the hours of the project were spent. The student is to discuss each entry with the mentor and request the mentor's signature on the log to verify the log..
5. Each student will keep a journal documenting the decision-making and problem-solving work of the project.
6. The student will complete a Reflection Paper (1000 words) which will summarize his/her learning from the project.
7. Students will be responsible for providing and purchasing all materials needed, if any, for the project and are not to be compensated for labor or materials.
8. It will be the student's responsibility to schedule times to meet with the mentor and to contact the mentor on a regular basis.
9. Students will not leave campus to work on Senior Culminating Projects.

Mentor Responsibilities

1. Be a resource. Students are to do their own work. However, sometimes help is needed to:
 - a. Provide guidance as to the shape or form of the project. For example, a student's project might be too large in scope. The mentor would need to help the student narrow the focus to a more manageable level or size.
 - b. Get them started! Sometimes it is necessary to guide (not direct) the student throughout the process of deciding what steps need to be taken and in what order.
 - c. Keep the student on track as far as the service aspect is concerned. Service is a vital and non-negotiable aspect of the project. Service can be defined as anything that will have a beneficial impact upon its recipients. The students' rewards from this service will be real, but sometimes intangible.
2. Provide suggestions as to where to go for reference materials or physical materials.
3. Provide emotional support. Students frequently experience roadblocks. Obstacles may still appear. Providing students emotional support during brainstorming alternative plans gives them more confidence in their problem-solving skills.
4. Be able to attest to what the student has accomplished. Verify the student log. Of the 45 hours the student is to have spent on the project, how much were you directly involved, or were you personally aware? What have you seen?
5. Offer regular feedback and informal evaluation. Be honest with the student, and allow them to be honest with you.
6. Be particularly mindful of Running Start students. They need an equal amount of mentoring and contact. This may require extra effort on the mentor's part.
7. Complete evaluation of student's project.

Advisor Responsibilities

1. Help the students initiate their project. Be a resource. Listen to their ideas and facilitate their refining their ideas into a culminating project. Students are to do their own work.
2. Keep the student on track as far as the service aspect is concerned. Service is a vital and non-negotiable aspect of the project. Service can be defined as anything that will have a beneficial impact upon its recipients. The students' rewards from this service will be real, but sometimes intangible.
3. Help them understand and meet their project submission deadlines.

4. Collaborate with students on creation of abstract.
5. Complete the final evaluation of the written portions of the senior culminating project.
6. Advise the student that they are eligible to schedule a presentation time with the Assessment Panel.
7. Collect the final scores for each of the graded sections and submit them to the Senior Culminating Project Advisory Committee.
8. Facilitate student writing thank you notes to all individuals and agencies involved in the Senior Culminating Project.
9. Make a final recommendation to the Senior Culminating Project Advisory Committee and the principal that all requirements for the project and portfolio have been met, and that the student has completed this graduation requirement.

SENIOR CULMINATING PROJECT MENTOR CONTRACT

Mentor's Name _____

I have read the mentor's guide and I am familiar with the concept of the Senior Culminating Project
-- particularly the service-learning component. I agree to serve as a mentor for _____
_____.

Mentor's Signature _____

Address

Telephone _____

E-mail _____

STUDENT'S SIGNATURE _____

Telephone _____

E-mail _____

REFLECTION PAPER GUIDELINES

- Reflect original thought (not merely a series of quotes or paraphrases)
 - Provide evidence of in-depth understanding and analysis/synthesis of the information
 - Provide evidence of critical thinking and evaluation skills
 - Be a minimum of 1000 words.
 - Be typed (word processed), double-spaced, use 10 or 12 pt., Geneva, Helvetica, or Times font
 - Use the prescribed paper format
 - Reflect correct spelling, grammatical usage, and mechanics
-
-

Use the suggested writing prompts for Senior Project Reflection to summarize your project.

- In the beginning...
- What I did...
- How it made me feel...
- What I learned and why...
- To do it again I would...
- The effects on community were...
- The future impact on the community is...
- To evaluate my own performance.....
- Some obstacles/challenges that I overcame were....
- I got the idea when...
- I chose this project because...
- My time management...
- I am most proud of...
- What I did matters because.....

Assessment Panel Review

Senior Culminating Project Panel Review occurs at the end of each term. It is conducted over several days during school time with the appointments being arranged by the counseling secretary. This panel will include three to five people from the community and staff.

The advisor is responsible for notifying the counseling secretary that a student is eligible for the panel review.

Students will provide an abstract and image or photo of their project for the evaluators' review. This will be used during Spartan Showcase and as an identification of the student project.

Students may choose to use a variety of presentation techniques to assist both him/her and the evaluators during this presentation. Up to eight minutes of the presentation may be audio-visual and the rest must be oral. A computer with access to the internet, an LCD projector, and a screen will be provided for the student at this time.

The total presentation time is to be 15 minutes. After the presentation, the remaining minutes will be a question and answer session wherein the student discusses the Senior Culminating Project experience with the evaluators.

The standardized project assessment tool (rubric) will be used to evaluate the project.

SENIOR PROJECT PRESENTATION RUBRIC

Student name _____

Project _____

Score	Minimal (1-5)	Moderate (6-8)	Exceptional (9-10)	Comments
Portfolio 1. Commitment to producing quality work <ul style="list-style-type: none"> • Typed • Original project proposal • Signatures of mentor and advisors • All components included • Bound • Table of contents 	<ul style="list-style-type: none"> ▪ Done on time ▪ Printed or word processed ▪ Good organization ▪ Few errors 	<ul style="list-style-type: none"> ▪ Shows time and effort invested ▪ Excellent organization ▪ Typed ▪ Shows understanding of requirements 	<ul style="list-style-type: none"> ▪ Excellent presentation of knowledge and service learning experience ▪ No errors ▪ Shows creativity ▪ Reader gains thorough understanding of how project affected student 	
Speech Content 1. Introduction to project <ul style="list-style-type: none"> • “What I did” goals of the project and reflection. • Has an interesting Attention- getter states or implies purpose of the presentation. 	<ul style="list-style-type: none"> ▪ No stated goals ▪ Students reflections occur occasionally and focuses only on what happened 	<ul style="list-style-type: none"> ▪ Reflection occurs on several different levels ▪ Service Learning experiences are analyzed by student and related to evaluator ▪ Main ideas fairly presented ▪ Goal statement vague 	<ul style="list-style-type: none"> ▪ Analysis of the project ▪ How it applies to students day to day life ▪ Main ideas established ▪ States goal clearly 	
2. Application of Learning <ul style="list-style-type: none"> • Self-discovery • Evidence of challenge and strong personal growth. • Main ideas and points supported by interesting and appropriate details. 	<p>A minimal amount of change was evident throughout the project i.e. not aware of ethical change only participated because it was required</p>	<ul style="list-style-type: none"> ▪ Shows and supports change in attitudes and actions ▪ Aware of ethical behavior and exhibits proper choices 	<ul style="list-style-type: none"> ▪ Experiences change and growth throughout the project ▪ Aware of ethical behavior and integrate it into daily life 	
3. Students actively pursued ways to improve service learning project. <ul style="list-style-type: none"> • “Impact” 	<ul style="list-style-type: none"> ▪ Little or no change in organization or community 	<ul style="list-style-type: none"> ▪ Created some change sparked interest in helping others 	<ul style="list-style-type: none"> ▪ Project created major changes in organization and community 	

	4. Speech techniques <ul style="list-style-type: none"> ▪ Eye contact ▪ Poise and delivery ▪ Organization ▪ Volume ▪ Clarity ▪ Vitality ▪ Attitude 	<ul style="list-style-type: none"> ▪ Very little eye contact, reading speech ▪ Little or no poise ▪ Poor delivery ▪ Unorganized 	<ul style="list-style-type: none"> ▪ Some eye contact, relates to note cards ▪ Showed some poise ▪ Average delivery ▪ Good Organization 	<ul style="list-style-type: none"> ▪ Makes excellent eye contact ▪ Showed consistent poise ▪ Excellent delivery ▪ Well organized speech 	
	5. Dress <ul style="list-style-type: none"> • Neatness • Appropriateness • Preparedness 	<ul style="list-style-type: none"> ▪ Informal dress ▪ No thought given to attire 	<ul style="list-style-type: none"> ▪ Casually attired 	<ul style="list-style-type: none"> ▪ Very appropriate 	
	6. Language usage <ul style="list-style-type: none"> • Transitions • Avoids slang • Appropriate word choice • Style 	<ul style="list-style-type: none"> ▪ Poor word choice ▪ Over usage of slang ▪ Poor grammar 	<ul style="list-style-type: none"> ▪ Some slang ▪ Some incorrect word choice ▪ Appropriate word choice 	<ul style="list-style-type: none"> ▪ Excellent word choice ▪ No slang 	
	7. Visuals <ul style="list-style-type: none"> • Appearance • Visibility • Correct spelling • Creativity • Skillful use of visual aid to guide audience through speech 	<ul style="list-style-type: none"> ▪ Little or no visual aids ▪ Major errors 	<ul style="list-style-type: none"> ▪ Good integration of visuals ▪ Very few errors 	<ul style="list-style-type: none"> ▪ Excellent integration of visuals ▪ No errors 	
	8. Conclusion <ul style="list-style-type: none"> • Summarizes • Makes memorable impression 	<ul style="list-style-type: none"> ▪ Poor 	<ul style="list-style-type: none"> ▪ Good 	<ul style="list-style-type: none"> ▪ Positive ▪ Energetic ▪ Enthusiasm 	
	9. Question and Answer <ul style="list-style-type: none"> • Quality of student's responses • Knowledge and information about project • Questions rephrased in answers • Answers questions easily and confidently. 	<ul style="list-style-type: none"> ▪ Not prepared ▪ Does not know material 	<ul style="list-style-type: none"> ▪ Prepared ▪ Good knowledge of the project 	<ul style="list-style-type: none"> ▪ Positive ▪ Energetic ▪ Enthusiasm Mastery of presentation 	

COMMENTS ON THE PROJECT: **Judges: please give feedback in your evaluation of the student's presentation. This is crucial in helping students to understand their strengths and weaknesses.**

SPARTAN SHOWCASE GUIDELINES

Eligibility

Once a student has passed the Panel Assessment, they will be eligible to participate in the **Spartan Showcase**.

Program

The student will be responsible for selecting a site in the high school to set-up his/her presentation. The student is to ask permission of a teacher if he/she wishes to use the teacher's room. Be sure to take notice of power requirements, presentation aids, and other needs.

Each student will also be responsible for identifying their Showcase space with a short abstract of their project, and a logo and/or photo. This will also be used in a printed program.

Spartan Showcase

The student is required to set-up his/her presentation by 6:15 pm at the showcase.

Seniors must have one of the following: a visual that is mounted on three hinged background or 3 full poster boards to mount visuals or a computer generated visual.

The visual display should also include the student's portfolio.

The Showcase will normally be open for viewing from 6:30 pm until 8:30 pm.

Attendance and participation are not optional. Seniors are expected to be attentive, prepared to discuss their projects and to answer questions. The student will be expected to dress appropriately and to demonstrate expertise of the project.

The student must be present during this time to answer any questions about his/her Senior Culminating Project. The particular format may be one of the student's own choosing. A Senior Culminating Project Committee member will dismiss the students.

The student is responsible for replacing all equipment and supplies before leaving the area.

**FORKS HIGH SCHOOL
CULMINATING SENIOR PROJECT**

PROJECT ABSTRACT

The abstract is a brief summary of your project.

The first sentence is an identifying statement about the scope of the project including the implementation dates.

The second and third sentences include the parameters or limits of the project and setting.

The fourth and fifth sentences include special findings, attributes, or challenges of the project.

The sixth sentence is the impact the project had on the community.

The seventh sentence is the impact upon the person conducting the project.

Spartan Showcase Checklist

Student _____
 Advisor/Mentor _____

Category	Exceptional	Acceptable	Minimal or unacceptable
Attendance and Punctuality	Student arrives early and has area established in advance of opening	Student is prepared to begin at opening	Student is late or absent
Abstract and Logo/photo to identify	Attractive, attention-commanding, enticing	Well designed and accurate description	Minimal or non-existent
Project documentation and portfolio present and available	Easily found and complete	Available on request	Unavailable or incomplete
Personal appearance	Neat, clean, business-like appearance. Has professional quality	Neat, clean, possibly casual.	Informal, untidy, unkempt
Presentation aids	Helpful, informative, attractive, appealing. Invites participants	Reveals topic and provides some detail	Poorly designed or non-existent
Interaction with guests	Questions entertained and answered. Responses reveal understanding and knowledge beyond superficial	Student will answer questions and provide appropriate answers.	Student discourages dialogue. Reluctant to respond to questions

Comments and remarks:

SENIOR CULMINATING PROJECT COMPLETION CHECKLIST

The advisor certifies that _____ (student name) has successfully completed the culminating project and all other requirements:

- Project documentation
 - Letter of Intent
 - Parent Approval form
 - Mentor Contract
- Completed Project
 - 45 documented hours
 - Mentor evaluation
 - Advisor signature
 - Scheduled appointment for panel presentation
- Presentation to Panel completed successfully
- Abstract to Counseling Office for showcase
- Sign-up for Spartan Showcase
- Successful completion of Spartan Showcase
- Completed Portfolio (with Advisor signature and approval)
- This form completed and presented to Counselor

Advisor's Signature

Date

Received by the Counselor

Counselor's Signature

Date

