



# Beachlands School

Everyday Learning & Growing Together - Me mātau Ra



## Principal Application Pack 2024

# INTRODUCTION TO THE APPLICATION PACK



Thank you for expressing interest in the position of Principal | Tumuaki at Beachlands School.

The following documents and links are included with this application pack:

- Welcome letter from the Presiding Member
- School Profile
- Criteria for the appointment
- Instructions for completing the application
- Timeline for applicants
- Job Description
- Application form (a separate document)
- Referee report (a separate document)

Further information about Beachlands School can be found on the school website.

<https://www.beachlands.school.nz/>

The application for appointment is to be returned with your CV and covering letter by

**1:00 pm, Thursday 26 September 2024**

- Email to: [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz) (subject line: Beachlands School Principal position) OR
- Deliver to: Tanya Prentice, Office Manager, The Education Group Ltd, Level 1, 24 Manukau Road, Epsom

Referee report forms are to be given to your **three** referees for them to return directly to The Education Group Ltd by **1:00 pm, Thursday 26 September 2024**

For any further queries please contact Tanya Prentice at the Education Group office (Ph: 09 953 0523) email [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz) or Julie Schumacher, the Appointment Advisor (Ph: 021 081 07226) email [jschumacher@educationgroup.co.nz](mailto:jschumacher@educationgroup.co.nz)

Once again, thank you for your interest in applying for this position.

Julie Schumacher  
Director  
The Education Group  
Appointment Advisor to the Beachlands School Board



# Welcome from the Beachlands School Board



Tēnā koe,

On behalf of the School Board, I would like to thank you for your interest in applying for the role of Principal/Tumuaki at Beachlands School.

We are seeking applications for someone who is, first and foremost, a great fit for our school and community. A principal's role in our community, is more than the normal school role and as such we need a person who has deep commitment to learning and improving outcomes for all. Someone who puts the needs of the students and the staff first, who is a visionary and inspirational leader and who is committed to ensuring high levels of student achievement. We seek a principal who will give effect to and uphold te Tiriti o Waitangi, Te Reo Māori, Te Ao Māori, and Tikanga Māori throughout all aspects of our kura.

Our new Strategic Plan, through our vision and FERN Values (Friendship, Encouragement, Respect and Nurture), sets out what we aspire for our students. We are looking for a leader who cares deeply for our tamariki and ensures they have the best possible environment in which to achieve.

We have over 60 exceptionally talented staff and we are proud of our school role of over 650 students in a community that is growing quickly. As our next Tumuaiki, you will build on this and continue to deliver a culture that empowers, motivates, and engages our staff, student teachers, and our wider community.

We can assure you that the successful applicant will have the full support of the School Board. We welcome applicants to visit our school and see the kura in action. Please contact Shannon Bremner on 09 536 6757 ext 4 or [info@beachlands.school.nz](mailto:info@beachlands.school.nz) to arrange a suitable time.

We encourage you to explore the school website <https://www.beachlands.school.nz>

Thank you again for your interest in this position, and we look forward to receiving your application.

Ngā mihi nui

Toby Bridge  
Presiding Member  
Board of Beachlands School



# SCHOOL PROFILE

Beachlands School is situated in the beautiful Pohutukawa Coast. The Beachlands community is a 20-minute drive to Howick, Manukau and Botany shopping areas, and a 30-minute ferry ride leaving from Pine Harbour and arriving in the heart of Queen Street.

Beachlands School opened in 1934 with Ms Christina Malone being our school's foundation Principal. Our school roll continues to grow, and we recently opened our new 10 teacher learning space which was gifted with the name Kapia. We have worked hard to ensure that all aspects of our school reflect the principle of kaitiakitanga in partnership with Ngai Tai ki Tamaki and the local community.

## Our school logo is layered within depth of meaning:

- a) The Koru represents individuals who are connected and are reaching for the heights. Success is found in both individual achievements and in connections with others.
- b) The complete circular shape represents our ever changing/moving world for which we prepare our students to succeed within.
- c) The bottom two left koru represent the interconnection between old Beachlands and new housing communities of Beachlands.
- d) The bottom two left koru also represent the interconnection/interdependence between families and school, both working together to support children achieve/exceed their goals. The child is represented in the heart of the koru.
- e) The blue reflects the water of life. The water that sustains our world, our environments. As a Green-Gold Enviroschool, this reminds us to conserve the natural resources around us and to continue to protect and grow the environment in which we live, learn and recreate within. We are all kaitiaki, meaning we are the trustees, minders, custodians, guardians, keepers, stewards of our world.



## Our School Values

The Beachlands Learner (Lifelong Learner, Leader, Communicator and Contributor) and our FERN values (Friendship, Encouragement, Respect and Nurture) are embedded in our curriculum and understood by children, parents and staff.

These values and beliefs equip us all, adults and students, with the skills and tools for life-long learning, in an environment that promotes high trust and high levels of professionalism. We are a self-improving school reflecting on current practice and continually looking for ways to improve educational opportunities. We value our team approach and high degree of collaboration in decisions which has an impact on us all.



## Green / Gold Enviro School Status

Our Green-Gold Enviro School status is reflected in all aspects of our school curriculum with a beautiful and well-equipped garden area. Our school Kaiawa Gardens include large vegetable plots, native plantings, a beehive and school chickens. These allow us to take authentic learning opportunities outside the classroom. Portions of food produced in our gardens are gifted to local food banks or through to Ngai Tai ki Tamaki, as well as helping to supplement our food technology program. The combination of gathering scraps for our school chickens and diverting as much of our waste as possible to compost or recycling is a key part of our school vision. The enviro-leaders from Years 3-8 relish all opportunities to lead and feedback to their classes.



## Teaching and Learning at Beachlands School

We currently work in five collaborative teaching teams: Koru (Year 1), Nikau (Year 2) Totara Year 3/4) Rimu (Year 5/6), and Kauri (Year 7/8). Each collaborative team is split into teaching hubs of 2-3 kaitiaki teachers. All teaching at Beachlands is delivered collaboratively with students being taught by teachers within their hub. There is also a teacher in the Year 7/8 team who delivers technology (including hard/soft materials and food tech), STEM and art for the intermediate classes.



We have been on the Positive Behaviour for Learning journey for several years and have recently undertaken school wide professional development in Restorative Practices.

Beachlands School offers a rich curriculum, and we regularly consult our parent community to ensure that whanau and learner voice is integrated alongside the national curriculum requirements. Our

school was an early adopter of the structured literacy approach and has worked extensively with providers from Massey University since 2021 to ensure that it has been rolled out in a way that meets the needs of our ākonga. Our Board and Leadership have ensured that the school is well resourced, placing us in a good position for the roll out of the new English and Mathematics curriculum expectations in 2025.



We pride ourselves on being able to offer unique opportunities to our learners that help to celebrate their different talents and strengths. Each year, one or two teams prepare a production and present this to our parent community. We host numerous open days and celebrations where students share their learning with their whānau.

We have a strong relationship with the local community through our whānau and our partnership with the Takutai Trust. Our senior school students work with the trust on a range of projects centred around fostering connections between generations and making our community a great place to be.



The school is part of the Howick Pakuranga Principals' Association sports hub. This allows us to offer a range of sporting opportunities especially in years 5-8 which build on from our physical education curriculum across the whole school. We regularly participate in the AIMS games and sports camps each year for our year 7 – 8 students. Our senior students also enjoy the opportunity our school camps give them every bi-annually. All learners are given opportunities in different



sporting codes and active travel to school is encouraged by our travelwise team. The students enjoy utilising our school Coast-Riders bike/pump track.

Our Board of Trustees is very supportive and encourages innovation and collaboration. Our PTA is a hard-working group that provides support to our school in so many ways and as a school staff we are appreciated by our supportive parent community.

Please log into our website [www.beachlands.school.nz](http://www.beachlands.school.nz) and have a look at our welcome video which is located within the 'About Our School' tab. Under our 'School Information' tab, enjoy the video of our bike track.

We welcome your application and look forward understanding your passion and the knowledge and skills that you would bring as Principal of our school to enable all learners to achieve their goals and fulfil our vision of 'Everyday Learning & Growing Together' – 'Me Mātau Ra'.



# CRITERIA FOR THE APPOINTMENT



The Beachlands School board, in consultation with their staff and community, have set the following appointment criteria for the Tumuaki | Principal.

We seek a Principal who:

## POU TANGATA (LEADER PEOPLE)

- understands and lives the Beachlands school vision and FERN values
- is an experienced Primary school leader (Principal or Deputy Principal)
- knows how to build successful teams and encourages a culture that values a strong sense of “team”
- has strong relationship skills, works in a collaborative, collegial manner but can make the hard decisions when needed.
- can build strong relationships with staff, students and whānau and have a presence in our wider community.
- will attract, develop, and mentor a highly effective staff of outstanding leaders and teachers
- enjoys working with and for students, shows them deep respect and celebrates them as individuals

## POU TIKANGA MĀORI

- understands and has experience in giving effect to te tiriti O Waitangi
- values cultural diversity, can build on culturally responsive practices and will maintain our inclusive culture (promote te reo and tikanga across the school)

## POU AKO – LEADER OF LEARNING

- is committed to evidence-based pedagogy and has an in depth understanding of the New Zealand curriculum
- uses current research and up to date informed practice to develop both innovation and improvement
- sets and maintains high expectations and commits to improved academic progress, achievement, and equity of outcomes for all ākonga
- is a passionate educator and has deep commitment to student learning and improving outcomes for all

## POU MAHI – LEADER OF OPERATIONS

- has proven experience in the management of a school in the areas of finance, personnel, property, health, and safety

## Personal Attributes and Qualities

- has strong personal values, is humble, and models ethical behaviour
- engages with students and is relaxed but also firm

# INFORMATION FOR APPLICANTS



Thank you for applying for the position of Principal of Beachlands School.

**Please ensure you have a copy of the job description, the appointment criteria and have read all material provided, before completing the separate application form.**

1. Please fully complete the application form personally. Read it through first and then answer all questions. Make sure you sign and date where indicated.
2. Attach a *curriculum vitae* containing any additional information relevant to the position. If you include written references, please note that we may contact the writer of the reference.
3. Copies of qualification certificates should be attached. If successful in your application, you will be required to provide the originals as proof of qualifications. These will be needed to verify the copies which will be retained for the school's records.
4. If you are selected for interview, you may bring whānau/support people at your own expense. Please advise if this is your intention.
5. Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated if any information is later found to be false.
6. All applicants will be required to give consent to a Police Vet (if required).
7. a) Applicants may not be employed as a children's worker if they have been convicted of a specified offence listed in [Schedule 2 of the Children's Act 2014](#), unless they obtain an exemption. The Criminal Records (Clean Slate) Act 2004 will not apply to these specified offences and these offences will be included in your Police vetting results.  
b) The Clean Slate Act provides certain convictions do not have to be disclosed providing:
  - You have not committed any offence within 7 consecutive years of being sentenced for the offence
  - You did not serve a custodial sentence at any time
  - The offence was neither a [specified offence under the Clean Slate Act 2004](#) nor a [specified offence under the Children's Act 2014](#)
  - You have paid any fine or costs

Please note that you are not obliged to disclose convictions if you meet the above conditions but can do so if you wish. If you are uncertain as to whether you are eligible contact the Ministry of Justice.





8. Application forms and CVs of unsuccessful applicants will be held until the appointment process is completed and will then be securely destroyed after 90 days. For the successful candidate these documents will be held in their personnel file. The successful candidate may access it in accordance with the provisions of the Privacy Act 2020.
9. You are required to request referees reports from **three referees**. The report template is included in this pack as a separate attachment. It is your responsibility to contact referees and provide them with a copy of the report template and the information that they need to complete and return it. These remain confidential to The Education Group Ltd and the Board. All information collected from referees will be destroyed at the end of the selection process.
10. All information received will be confidential to the Board and The Education Group Ltd.
11. **We encourage you to visit the school. To arrange a suitable time, please contact Shannon Bremner on 09 536 6757 ext 4 or [info@beachlands.school.nz](mailto:info@beachlands.school.nz).**

If shortlisted, you will be required to bring to your interview, **the originals and copies** of the following:

1. Your current Practising Teacher Certificate
2. Two types of identification
  - If possible, this should be photo ID e.g., passport and a NZ Driver Licence
  - If you do not have one or other of the above documents, please supply a birth certificate, bank statement or IRD number



# RECRUITMENT PROCESS TIMELINE



Education Gazette Advertisement	Friday 30 August 2024
Candidates visiting Beachlands School	Appointments to be booked through: Shannon Bremner
Closing date for applications	Thursday 26 September 2024
Closing date for Referee Reports	Thursday 26 September 2024
Shortlisting completed	Wednesday 9 October 2024
Interviews with an applicant's presentation <i>The Board reserves the right for second interviews to be conducted if needed</i>	Saturday 19 October 2024
Appointment commences	Tuesday 28 January 2025

## We need to receive:

- Letter of introduction
- Completed Application for Appointment Form
- Current Curriculum Vitae
- Reports from **three** referees (applicant to organise)

**Completed applications to be received by 1:00 pm, Thursday 26 September 2024**

**Email to:** Tanya Prentice [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz)

**Subject line:** Beachlands School Principal Appointment

Or deliver to: The Education Group Ltd, Level 1, 24 Manukau Road, Epsom, Auckland

If you have any queries, please contact: Tanya Prentice, the Office Manager for The Education Group at [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz) or 09 953 0523 or Julie Schumacher, the Appointment Advisor at [jschumacher@educationgroup.co.nz](mailto:jschumacher@educationgroup.co.nz) or 021 081 07226

**We welcome applicants to visit our school and to connect with our staff and students. Please contact Shannon Bremner on (09) 536 6757 ext 4 or [info@beachlands.school.nz](mailto:info@beachlands.school.nz) to organise a suitable time.**

# PRINCIPAL'S JOB DESCRIPTION 2024



<b>ROLE TITLE:</b>	Principal
<b>RESPONSIBLE TO:</b>	Board of Trustees
<b>DIRECTLY RESPONSIBLE FOR:</b>	The students and school staff (teachers, support, ancillary, property staff)
<b>PRIMARY OBJECTIVES:</b>	<p><b>Culture:</b> Provide professional leadership that creates a school culture of continual improvement which enhancing learning and teaching</p> <p><b>Pedagogy:</b> Ensure a learning environment in which there is an expectation that all students will experience success in learning</p> <p><b>Systems:</b> Develop and use management systems to support and enhance student learning</p> <p><b>Partnership and networks:</b> Strengthen communication and relationships to enhance student learning</p>
<b>PRIMARY FUNCTIONS:</b>	<p>Act as the Board's chief advisor on policy and strategic issues</p> <p>Implement the school's charter and policy objectives</p> <p>Ensure delivery of a balanced curriculum in line with the National Curriculum Framework and to maintain programmes of assessment and reporting of student progress</p> <p>Develop and maintain effective relationships and communications within the school and its community and appropriate agencies</p> <p>Manage the schools finance and administrative systems, staff, and resources effectively and efficiently</p>
<b>RESPONSIBLE FOR:</b>	The effective operation of the school, as per the job description and the Primary Principal's Professional Standards

## **AREAS OF AUTHORITY:**

The Board acknowledges that the Principal has the control of school day to day management, subject to policy guidelines, delegated authority policy, and accurate scheduled reports on progress against controlling documents:

- Financial Control within annual budget limits and financial control
- Responsive maintenance programme
- Employment of staff
- Management of health and safety requirements
- Personnel management applying to performance, delegations and duties
- Curriculum management
- Student welfare

# PRINCIPAL PROFESSIONAL STANDARDS AT BEACHLANDS

## 1. Culture: Provide professional leadership that focuses the school culture on enhancing teaching and learning

Professional Standards	Indicators
<p>In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to take a strategic view of the school, including its strengths and weaknesses, to plan and lead the school's on-going development to achieve excellent outcomes in children's learning</li> <li>• Demonstrates the ability to drive an idea from inception to completion engaging the community, staff, and students in achieving the vision</li> <li>• Takes the time to understand and value Beachlands School and demonstrates understanding of what makes the school unique</li> <li>• Works with the Board to develop an inspirational strategic plan ensuring it reflects identified needs and changing circumstances</li> </ul>
<p>Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning</p>	<ul style="list-style-type: none"> <li>• Shows the ability to inspire and develop all staff and promote a team approach to decisions that affect teaching and learning</li> <li>• Values and enables the potential of students to contribute and lead in our school and the broader community</li> <li>• Shows an openness and willingness to engage with new and different ideas in balance with the unique culture of the school</li> <li>• A strong partnership is evident between students, teachers, and parents in achieving improved learning outcomes for students</li> <li>• Appropriately delegates responsibilities to staff</li> </ul>
<p>Model respect for other in interactions with adults and students</p>	<ul style="list-style-type: none"> <li>• Is fair and professional with an ability to bring out the best in people</li> <li>• Acts as a role model and sets clear expectations for others</li> <li>• Ensures all staff model constructive relationships with students, with each other and with other adults</li> </ul>

Professional Standards	Indicators
Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture	<ul style="list-style-type: none"> <li>• Demonstrates a willingness to build on the unique philosophy and culture of the school</li> <li>• Ensures Tikanga Māori and Te Reo are incorporated into the day-to-day life of the school and into classroom programs</li> </ul>
Maintain a safe, learning focused environment	<ul style="list-style-type: none"> <li>• Ensures a safe physical environment</li> <li>• Ensures the class environments are conducive to teaching and learning</li> <li>• Maintains an awareness of staff workloads, challenges, and stress</li> <li>• Ensures all staff feel comfortable in identifying successes, issues or concerns with themselves or a member of the senior leadership team</li> </ul>
Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected	<ul style="list-style-type: none"> <li>• Shows a passion for all students as learners including students with special education needs, the gifted and talented, and students with different cultural backgrounds</li> <li>• Proactively builds positive, fun, friendly and professional relationships with students</li> <li>• Provides opportunities for individual success and excellence</li> <li>• Enhances the multicultural dimensions of the school.</li> </ul>
Manage conflict and other challenging situations effectively and actively work to achieve solutions	<ul style="list-style-type: none"> <li>• Identifies issues in a timely and consistent manner and promptly undertakes appropriate actions</li> <li>• Negotiates and facilitates to achieve a solution and/or a mutually acceptable resolution wherever possible</li> <li>• Encourages staff and the community to share concerns before they become big issues</li> <li>• Maintains a 'no surprises' approach with the Board</li> </ul>
Demonstrate leadership through participating in professional learning	<ul style="list-style-type: none"> <li>• Actively seeks professional development that supports personal leadership growth</li> <li>• Understands own strengths and weaknesses to inform professional development</li> <li>• Integrate professional learning and development into the leadership role</li> </ul>

## 2. Pedagogy: Create a learning environment in which there is an expectation that all students will experience success in learning

Professional Standards	Indicators
Promote, participate in and support ongoing professional learning linked to student progress	<ul style="list-style-type: none"> <li>• Keeps abreast of current thinking and research via professional reading, professional learning groups, and personal learning</li> <li>• Drives innovative learning practices within the school</li> </ul>
Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents	<ul style="list-style-type: none"> <li>• Demonstrates the ability to lead learning, with a clear focus on excellent outcomes for students, through effective, up to date and evidence-based teaching and learning principles and pedagogy</li> <li>• Ensures all staff are actively involved in professional learning and development, with goals based on effective teaching and learning practices, leading to improved learning outcomes for students</li> </ul>
Ensure staff members engage in professional learning to establish and sustain effective teacher/learner relationships with all students, with a particular focus on Māori students	<ul style="list-style-type: none"> <li>• Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with students</li> <li>• Demonstrates the ability to ensure effective relationships with Māori and Pacific students</li> </ul>
Ensure that the review and design of school programmes is informed by school-based and other evidence.	<ul style="list-style-type: none"> <li>• Ensures decisions are data and evidence driven</li> <li>• Links professional learning and development is to student achievement</li> <li>• Reviews and considers innovative practices for inclusion in school programmes</li> </ul>
Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice.	<ul style="list-style-type: none"> <li>• Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with staff</li> <li>• Ensures staff are provided with individual feedback, coaching, encouragement, and support</li> <li>• Supports and oversees staff as they observe and mentor each other regarding best practice in teaching and learning</li> </ul>
Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students.	<ul style="list-style-type: none"> <li>• Shows a passion for education, and demonstrates a thorough understanding of teaching and learning for diverse students</li> <li>• Has a clear focus in classrooms, teams, and professional discussions on ongoing student achievement improvement</li> </ul>

### 3. Systems: Develop and use management systems to support and enhance student learning

Professional Standards	Indicators
Exhibit leadership that results in the effective day-to-day operation of the school	<ul style="list-style-type: none"> <li>• Is a strong, confident, committed, and passionate leader with an honest and clear communication style</li> <li>• Always demonstrates professionalism</li> <li>• Implements best practice systems for leadership and management</li> <li>• Ensures quality day to day management systems for a highly effective school operation</li> </ul>
Operate within board policy and in accordance with legislative requirements	<ul style="list-style-type: none"> <li>• Adheres to current legislation and deadlines are met</li> <li>• Understands and operates within Board policy</li> </ul>
Provide the Board with timely and accurate information and advice on student learning and school operation	<ul style="list-style-type: none"> <li>• The Board is informed of all areas of the school's operation and student learning</li> </ul>
Effectively manage and administer finance, property and health and safety systems	<ul style="list-style-type: none"> <li>• Highly effective management systems are in place for finance, property and for health and safety</li> <li>• Ensures school buildings and facilities meet all Health &amp; Safety regulations</li> </ul>
Effectively manage personnel with a focus on maximizing the effectiveness of all staff members	<ul style="list-style-type: none"> <li>• Performance management systems are in place that ensure a highly effective and motivated staff</li> </ul>
Use school/external evidence to inform planning for future action monitor progress and manage change	<ul style="list-style-type: none"> <li>• Is proactive in identifying, monitoring, and informing Board and staff of future changes, then instigates and coordinates agreed and/or required actions</li> </ul>
Prioritise resource allocation on the basis of the school's annual and strategic objectives	<ul style="list-style-type: none"> <li>• The school budget is based on charter goals and the annual and strategic plans</li> </ul>



#### 4. Partnerships and Networks: Strengthen communication and relationships to enhance student learning

Professional Standards	Indicators
Work with the Board to facilitate strategic decision making	<ul style="list-style-type: none"> <li>• Proactively builds positive, respectful, and professional relationships with the Board</li> <li>• Plays a proactive role on the Board as the educational leader</li> <li>• Supports the Board to focus on future thinking, strategic planning</li> </ul>
Actively foster relationships with the school's community and local iwi	<ul style="list-style-type: none"> <li>• Proactively builds positive, respectful, friendly, and professional relationships with students and parents/whānau</li> <li>• Positively builds trust between home and school to positively influence student learning and engagement</li> </ul>
Actively foster professional relationships, with, and between colleagues, and with government agencies and others with expertise in the wider education community	<ul style="list-style-type: none"> <li>• Passionately and confidently represents the school with other educators and government agencies</li> </ul>
Interact regularly with parents and the school community on student progress and other school-related matters	<ul style="list-style-type: none"> <li>• Passionately and confidently represents the school in the local community and with prospective parents/whānau</li> <li>• Is seen to be a 'visible' principal by the school community</li> <li>• Keeps parents/whānau well informed about student achievement and school related matters</li> <li>• Demonstrates an approachable, caring, fun, and respectful demeanour which encourages interaction with children and parents/whānau</li> </ul>
Actively foster relationships with other schools and participate in appropriate school networks	<ul style="list-style-type: none"> <li>• Passionately and confidently represents the school in our Kāhui Ako, and with other schools</li> <li>• Attends a variety of relevant principal and community networking opportunities and meetings</li> </ul>

**SIGNATURES:**

\_\_\_\_\_ (Principal)

\_\_\_\_\_ (Board Presiding Member)

Date: