



# Coláiste Chú Chulainn

## *Digital Strategy Plan Evaluation Report and Improvement Plan*



<b>Subject</b>	<b>Digital Strategy</b>
<b>Adopted on</b>	<b>20<sup>th</sup> February 2024</b>

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# School Evaluation Report

## Introduction

### 1.1 Focus of the Evaluation

The aim of this digital framework is to provide a vision for the planning and embedding of digital technologies at Coláiste Chú Chulainn (CCC). A core concept, in line with the **Digital Strategies** document, is the use of a “*pedagogy first, technology second*” approach. This phrase refers to the use of technology to enhance teaching, learning and assessment, rather than replicating traditional practices. It also focuses on the “Why” of digital technologies rather than the “What” of digital technologies. There are three main areas that have been identified within this vision.

### 1.2 School Context

Coláiste Chú Chulainn (CCC) is a new build post primary school in the centre of Dundalk. Our students are mostly urban based. There is an enrolment of 858 students (Sept 2023) and a staff of approximately 65 teachers, 12 SNAs and 5 ancillary. Additional PMEd students and catering staff work in school. After a number of years of Covid 19 restrictions, the Junior Cycle was examined formally in June 2022.

## Evidence Gathering & Findings

We analysed data from the following sources:

- School policies and procedures
- School facilities and equipment
- Survey students as part of Census May 2022
- Peer and self-observations
- Looking At Our School (LAOS) 2022

A record of the school’s digital assets was undertaken.

The team undertook an online survey to assess the following:

- Staff use of digital technologies for teaching
- Staff perceptions of student ICT ability
- Student use of digital learning resources
- Student self-perceptions of ICT ability

A review of the ICT and Digital Media Literacy (DML) schemes of work was undertaken by the school’s ICT Department.

## School facilities and equipment

- Each classroom teacher has access to a computer and projector with speakers. Many teachers also have access to a small portable camera. Several of the technology and maths rooms additionally have access to a visualiser
- All teachers use E-Portal to record attendance for each lesson
- The Guidance team has a collection of approximately 30 Microsoft Surface laptops for use in the Guidance programme
- The Modern Foreign Language (MFL) and English departments have use of recording devices and cameras for collecting Class Based Assessment CBA information
- The Design and Communication Graphics (DCG) department has a suite of 30 computers with up-to-date software specifically for the DCG course that is used solely for DCG lessons
- An Tearmann (SNU) has access to specific digital technologies to enhance teaching, learning and the learner experience – including a suite of 5 computers for students.
- The English as an Additional Language (EAL) department has access to 25 Microsoft Surface Pros for use by students with specific language needs – especially for translation and practice
- There are 6 digital smartboards. Three of these are mobile and can be moved from room to room. The other three can be found in the board room, lecture room, and meeting room
- Each teacher can create a Teams page for each class group, which students can be added to. This can be used for communication, uploading soft copies of learning documents, collecting assessments, and many more uses both in and out of the classroom itself
- Several students identified by the SEN department use a laptop in class to support their learning

## Strengths

- The school is well serviced with two computer labs, a DCG lab, 2 sets of Surface Pros, 6 smartboards and up to date and functional servers and wi-fi networks
- Maintenance and support contracts are all in place and up to date
- All rooms have data projectors and desktop PCs with internet access
- All staff and students have access to Microsoft 365 and its suite of software
- The individual needs of our SEN students are being met with the assistive technology provided
- Students rate their familiarity with digital software highly
- Staff rate their familiarity with digital software highly

- Currently students all have access to an ICT class that follows an ICT skills-based curriculum, with links to the Wellbeing Guidelines and to the Guidance Programme  
There are two fully furnished Computer rooms with approximately 30 computers in each room
- Every student has access to the Microsoft 365 suite of products, and has a Microsoft Outlook email account with access to Teams, Word, Excel, PowerPoint, etc. This is used as the basis for learning and communication in the ICT classroom

# Subject Attainment Improvement Plan (SAIP)

## Agreed Areas for Improvement

- CPD and ICT Skills training for all staff.
- Updated digital teaching and learning plans with regards to the needs of the Junior Cycle curriculum.
- Improvement in the standard of work produced using digital technologies.
- Improvement in student ability to access and use Teams.
- Improvement in student typing speed and accuracy.

## Action Plan

Target 1:				
<u>Domain 1: Learner Outcomes</u> <u>Standard 1:</u> Students enjoy their learning, are motivated to learn and expect to achieve as learners		Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes		
<u>Domain 1: Learner Outcomes</u> <u>Standard 2:</u> Students have the necessary knowledge, skills and attitudes to understand themselves and their relationships		Students have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations Students understand the potential risks and threats in the digital environment		
<u>Domain 2: Learner Experience</u> <u>Standard 1:</u> Students engage purposefully in meaningful learning experiences		Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation		
ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS RESPONSIBLE (Who will do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
<ul style="list-style-type: none"> <li>- New schemes of work for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year DML</li> <li>- New schemes of work for TY, 5<sup>th</sup> and 6<sup>th</sup> Year</li> <li>- Consistent approach to teaching of ICT and DML</li> <li>- Allowing students to practice touch-typing</li> </ul>	Schemes complete by end of Term 2 in the academic year 2022-2023  Ongoing	ICT Department	<ul style="list-style-type: none"> <li>- A new scheme of work for each year group with specific learning outcomes linked to the relevant course.</li> <li>- All teachers using the same approach to teaching and learning in ICT.</li> <li>- Improvement of average typing speed in each year group.</li> <li>- Explicit teaching of the use of headings, page numbers, table of</li> </ul>	Regular ICT Department Meetings

<p>- Structuring guidance into 2nd and 3rd year for producing high quality research reports in line with the quality of CBA we expect from students</p>			<p>contents, paraphrasing, spell check and bibliographies in Word and PowerPoint, and their use across the curriculum.</p>	
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**Evaluation (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)**

- The ICT department implemented a policy of setting, outlining, and collecting all DML classwork using the Teams assignments feature. This means that in every lesson of DML, students are required to log into their Microsoft 365 account, access the DML Teams page, go to their list of assignments, follow the instructions for work, and submit work when complete. This also means that explanations were no longer given orally only - instructions are demonstrated on the projector screen, discussed orally and given in the form of typed instructions. The teacher is also on hand for one-to-one assistance by circulating constantly in the room during lessons. This helps scaffold those less familiar with ICT so that they can reach the learning objectives. Feedback is given on submitted work using the Teams Feedback function to help students improve their work over the course of the year.
- The department agreed on units of learning teaching specific skills in Word, PowerPoint, and Excel. Each "skills" lesson, students are given a brief introduction to new skills or concepts, and then asked to apply them using a working document and a set of instructions. These skills-based lessons at Junior Cycle are based on the DML course learning outcomes and cover the DML learning course with a specific focus on personal wellbeing, how to deal with stressful online situations and how technology can impact our personal lives, social lives, and professional lives.
- Lessons have been implemented in 2<sup>nd</sup> year for CBA practice projects in Microsoft word and PowerPoint, to explicitly teach skills used in developing digital presentations similar to what is needed in CBAs at Junior Cycle.
- The ICT Department also implemented consistent access to a touch-typing programme called "typing.com". This is a free web-based classroom that teaches students how to type quickly and accurately - as this was one of the learning points from the student ICT survey.
- Further improvements to the schemes of work to be made, considering TY work experience and the progression of the new 5<sup>th</sup> and 6<sup>th</sup> year plans.

Target 2:				
<u>Domain 3: Teachers individual Practice</u> <u>Standard 2:</u> The teacher selects and uses planning, preparation and assessment practices that progress student learning		Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning		
<u>Domain 4: Teachers Collective/Collaborative Practice</u> <u>Standard 1:</u> Teachers value and engage in Professional development and professional collaboration		Teachers engage in Professional development and work with colleagues to help them select and align digital technologies with effective teaching strategies to expand learning opportunities for all students		
<u>Domain1: Leading Learning and Teaching</u> <u>Standard 1:</u> Promote a culture of improvement, collaboration, innovation and creativity in learning teaching and assessment		The Principal and other leaders in the school encourage teachers to use digital technologies to enhance their learning, teaching and assessment practices, and to share their practice		
ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS RESPONSIBLE (Who will do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
- Training provided (external or internal) to ensure all teachers are aware and trained in the use of digital technologies for teaching and learning.	Ongoing	ICT Department ICT Coordinator	- All staff members are able to create and maintain a Teams page for each class group, where resources can be uploaded and accessed by students. - All staff members rate their confidence with digital technologies for teaching and learning “very highly”.	External CPD Presentations at staff meetings Regular check-in surveys to assess staff confidence.
Evaluation (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
<ul style="list-style-type: none"> <li>All staff were linked to training videos established by LMETB and videos produced by CCC staff on how to use Teams and the Microsoft Office suite of products (11/1/2021). This information was also accessible through the Staff Teams page and SharePoint.</li> <li>An “IT Drop-In Clinic” was run for teachers on the 8/9/2021 and 22/9/2021 for staff to attend in person with any IT queries or concerns, and to provide assistance in setting up Teams pages.</li> </ul>				



- An ICT Department Teams page was set up and regular links to CPD events are posted to encourage teachers to avail of them.
- Coordination suggested with Home School Liaison to provide ICT classes to parents, to improve understanding and awareness of the importance of digital technologies in teaching and learning today.

<b>Target 3:</b>				
<b><u>Domain1: Leading Learning and Teaching</u></b> <b><u>Standard 1:</u></b> Promote a culture of improvement, collaboration, innovation and creativity in learning teaching and assessment		The Principal and other leaders in the school encourage teachers to use digital technologies to enhance their learning, teaching and assessment practices, and to share their practice		
<b><u>Domain 1: Leading Teaching and Learning</u></b> <b><u>Standard 2:</u></b> Foster a commitment to inclusion, equality of opportunity and the holistic development of each student		The school understands how access to digital technologies can create divides and how students social and economic conditions can impact on the way technology is used		
<b><u>Domain 2: Managing the organisation</u></b> <b><u>Standard 2:</u></b> Manage the schools human, physical and financial resources so as to create and maintain a learning organisation		The Principal and other leaders in the school ensure that processes are in place for the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment		
<b>ACTIONS (What needs to be done?)</b>	<b>TIMEFRAME (When is it to be done by?)</b>	<b>PERSONS RESPONSIBLE (Who will do it?)</b>	<b>CRITERIA FOR SUCCESS (What are the desired outcomes?)</b>	<b>RESOURCES (What resources are needed?)</b>
<ul style="list-style-type: none"> <li>- Encourage an ICT club to be started in the school.</li> <li>- Organise access to ICT rooms outside of class time during CBAs.</li> <li>- Roll out the use of a booking system for Surface Pro laptops.</li> <li>- Maintain ICT maintenance contract</li> </ul>	Ongoing	Principal/ Management ICT Coordinator Other teachers	<ul style="list-style-type: none"> <li>- ICT Club attended by students during school time</li> <li>- Scheduled access available to an ICT suite for 2<sup>nd</sup> and 3<sup>rd</sup> year students</li> <li>- Functioning booking system for teachers to use digital technologies for their teaching</li> <li>- ICT Maintenance uninterrupted</li> </ul>	Surface Pro Policy document Surface Pro trolley ICT room access at lunchtime/after school ICT Maintenance contract
<b>Evaluation (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)</b>				

- A “Computer Club” for students is currently running on a Tuesday (13:10-13:50) each week. It is attended by a mix of students, and currently focuses on coding, Scratch animation and Minecraft For Education.
- In Term 2, the ICT suite F218 will be available for 2<sup>nd</sup> and 3<sup>rd</sup> year students on a Wednesday (13:10 – 13:50) to complete/get help with CBA presentations.
- Surface Pro Policy has been developed. Laptop trolley has been procured and the Surfaces are being booked regularly by teachers. An assessment of subjects that regularly rely on the Surface laptops is needed to see whether these subjects could be scheduled for the ICT suites in future. Also, an error on the Surface laptops means that User Profiles must be wiped, and the laptops reimaged every few months – this has to be addressed for future use.
- LMETB’s ICT maintenance scheme continues uninterrupted.

## Appendix 1: Wellbeing in DML

The DML course in Coláiste Chú Chulainn focuses on student wellbeing. Young people are actively manipulating digital media to participate in social and cultural life. Making and sharing media has become an increasingly important feature of how young people communicate and engage with each other and with the wider world. For them, posting, linking, sharing and searching are among the ways they participate in their communities and socialise.

The DML short course offers students opportunities to explore and discover the information and knowledge accessible online, enabling them to pursue their interests, to express themselves online and solve problems relevant to their lives. In studying digital media, students learn to use digital technology, communication tools and the internet to engage in self-directed enquiry.

As students develop their digital literacy skills, they improve their capacity to know what they are looking for, what information to ignore or discard, and how to identify what can be useful or significant. They learn to discriminate between the multiple sources of information available online and to challenge the views they find there. They learn how to create, collaborate and communicate effectively and to understand how and when digital technologies can best be used to support these processes.

This is directly in line with the Junior Cycle Indicators of Wellbeing (see below).



## Quality Framework for Post-primary Schools – Overview

	Domains	Standards
Teaching and Learning	Learner outcomes	<p>Students:</p> <ul style="list-style-type: none"> <li>enjoy their learning, are motivated to learn, and expect to achieve as learners</li> <li>have the necessary knowledge, skills and attitudes to understand themselves and their relationships</li> <li>demonstrate the knowledge, skills and understanding required by the post-primary curriculum</li> <li>attain the stated learning outcomes for each subject, course and programme</li> </ul>
	Learner experiences	<p>Students:</p> <ul style="list-style-type: none"> <li>engage purposefully in meaningful learning activities</li> <li>grow as learners through respectful interactions and experiences that are challenging and supportive</li> <li>reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</li> <li>experience opportunities to develop the skills and attitudes necessary for lifelong learning</li> </ul>
	Teachers' individual practice	<p>The teacher:</p> <ul style="list-style-type: none"> <li>has the requisite subject knowledge, pedagogical knowledge and classroom management skills</li> <li>selects and uses planning, preparation and assessment practices that progress students' learning</li> <li>selects and uses teaching approaches appropriate to the learning intention and to students' learning needs</li> <li>responds to individual learning needs and differentiates learning and teaching activities as necessary</li> </ul>
	Teachers' collective / collaborative practice	<p>Teachers:</p> <ul style="list-style-type: none"> <li>value and engage in professional learning and professional collaboration</li> <li>work together to devise learning opportunities for students across and beyond the curriculum</li> <li>collectively develop and implement consistent and dependable formative and summative assessment practices</li> <li>contribute to building whole-staff capacity by sharing their expertise</li> </ul>

## Appendix 2: Surface Pro Policy

### Surface Pro Policy

#### Rationale and Aims

The new Junior Cycle Specifications focus heavily on developing Key Skills among the Junior Cycle cohort of students. Among these skills, the use of digital technology is heavily emphasised. Using digital technology as a means of communication, as a means of managing information and as a means of being creative are important aspects of the central key skills within the Junior Cycle course.

In Coláiste Chú Chulainn, we have high expectations of student achievement and attainment in all aspects of their schooling. In line with these aims, students are encouraged to engage with digital learning during their ICT short course (Digital Media Literacy) and through

communications with their teacher (Teams platform). However, it has been identified that students would greatly benefit from cross-curricular digital access. This is especially seen in subjects where students complete a CBA (Classroom Based Assessment), where research and presentation tools would improve the standard of work produced.

To this end, a plan has been developed for the distribution of the collection of Surface Pro tablet laptops owned by the school. This distribution will be on a short-term (class by class) basis and will be regulated to ensure that the laptops are kept in good condition.



#### Booking the Surface Pros

Teachers will be responsible for the booking, use, and return of these devices. At all times, teachers should have a clear intended use for the laptops and should maintain constant vigilance as to their use by students. Tasks such as “typing up a report” or “researching a topic” are not good uses of class time – these types of tasks should be done as homework.

#### **To make a booking**

Bookings will be made through Aisling White, who will maintain a log for the Surface Pros. An email should be sent to Aisling detailing:

- When the Surface Pros are needed (Date/Time)
- What they are to be used for (Typing/Research/Other)
- How many Surface Pros are required (Exact Number)?

Aisling will check the calendar for conflicts, as the bookings will be on a first-come, first-served basis. If there are no clashes, you will receive a confirmation email. The laptops will be placed in the Mobile Charging Unit, and an arrangement can be made over collecting the unit on the day it is needed.

#### **Using the Surface Pros**

At all times, it is the teacher's responsibility to maintain the excellent working condition of the Surface Pros.

At the beginning of the lesson, the teacher should distribute the Surface Pros to students in the class while recording the laptop number and student name on the Sign-Out sheet. The Sign-Out sheets are located on the inner door of the Mobile Charging Unit (see Appendix A).

During the lesson, the teacher should consistently monitor student activity with the laptops. If a student misuses a laptop (causes damage/not on task/etc.), the laptop should be immediately removed from them.

At the conclusion of the lesson, the teacher should collect the laptops and inspect for any issues/damage. Make sure all laptops are fully shut down/turned off. Place the laptops back into the MCU and make sure each is plugged in on a separate shelf (not on top of one another). The Sign-Out sheet should then be signed at the bottom of the sheet, and the MCU will be collected from your room.

The Sign-Out sheets will be collected and maintained in a folder so that any damage/issues with the laptops can be recorded and assessed. It is very important that these are filled out each time you use the laptops.

#### **Returning the Surface Pros/Reporting a problem**

Depending on how much the laptops are in use, the trolley will either be picked up by Aisling or by the next teacher to book them. It is important that the laptops are ready for collection before the bell rings at the end of the lesson – each laptop should be placed, fully shut down, flat onto the shelves of the MCU and plugged into their respective plugs.

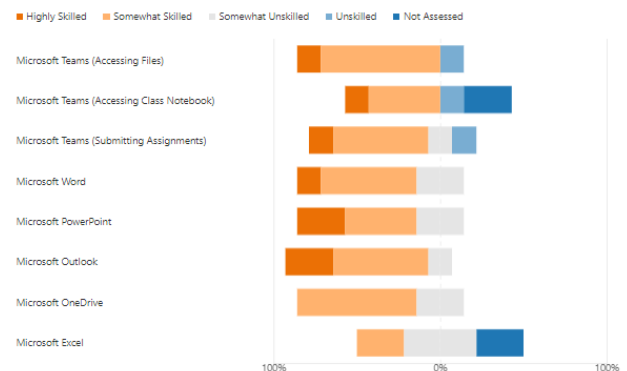
If there are any issues with the Surface Pros, including (but not limited to) physical damage, software issues, log-in issues, or port issues, it is important to immediately log a ticket with LAN so that the issue can be dealt with. Issues should also be recorded via the Issue Report Sheet that can be found inside the door of the MCU (see Appendix A).

## Appendix 3: Analysing and Making Judgements

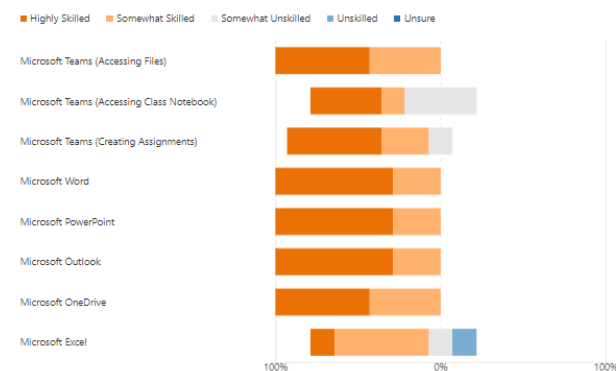
### Results of teacher survey

#### QUESTION 1: RATING STUDENT ABILITY

Student confidence with basic software was assessed by staff, and the results show that while some students are highly skilled with some basic software, the majority range from somewhat skilled to somewhat unskilled. This question also highlighted the fact that the “Class Notebook” feature of Teams and Microsoft Excel were not assessed in ICT classes.

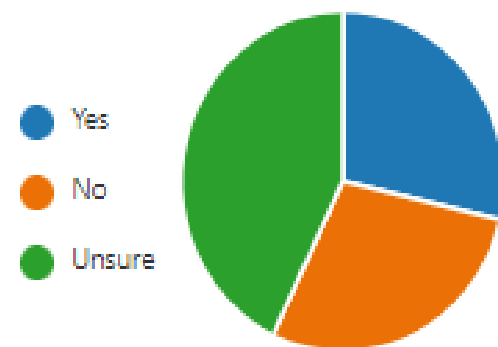


#### QUESTION 2: RATING TEACHER ABILITY



Staff confidence with the same range of basic software was assessed, and the results show that while most teachers are comfortable with the basic software packages, Teams (specifically the Class Notebook and creating assignments) and Microsoft Excel both are highlighted as areas where teachers feel they could improve their ability.

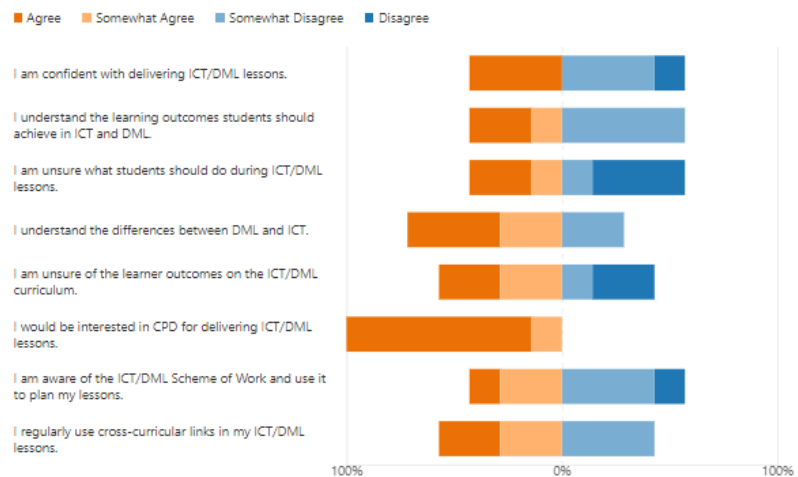
#### QUESTION 3: AWARENESS OF LEARNER OUTCOMES



The learner outcomes associated with the DML (Digital Media Literacy) course are important to know for both teachers of DML and for teachers in general, so that they know the extent of student skills in this area and can manage expectations for digital work. The results show that a large proportion of teachers are unaware of these Learner Outcomes, highlighting the need for specific guidance in this area.

#### QUESTION 4: DESCRIPTIVE STATEMENTS (LIKERT SCALE)

The responses to statement 1 show a split in the confidence of teachers in delivering ICT lessons. This highlights a need for support and professional learning for staff teaching these subjects. This is supported by the responses to statement 6 where the majority of respondents indicated an interest in CPD for delivering ICT/DML lessons. The responses to statements 2 and 5 show that the DML learner outcomes are not widely known by staff. Statement 7 also highlights that the current Scheme of Work for the ICT department is not used practically by the majority of teachers when planning DML/ICT lessons.



#### CONCLUSIONS

These results highlight a need for CPD for teachers involved in the delivery of the ICT curriculum in Coláiste Chú Chulainn. CPD can be delivered using the skills already present on staff, as is the current practice. It also highlights the need for the Learner Outcomes from the Digital Media Literacy course to be presented and discussed within the department in more detail. The current Scheme of Work could be reworked to make it easier to use to deliver and assess useful content to students – this would also give teachers more confidence with their delivery and assessment of the ICT curriculum.



## Results of Student survey

### QUESTION 1: SCREEN VS. KEYBOARD

The majority of respondents reported their confidence typing with a keyboard as less than typing with a screen, with the average response on a scale of 1(not confident) to 5 (very confident) being 3.5. This reflects the fact that students do not regularly have access to a keyboard to practice typing on outside the school setting.



### QUESTION 2: ACCESSING MICROSOFT TEAMS

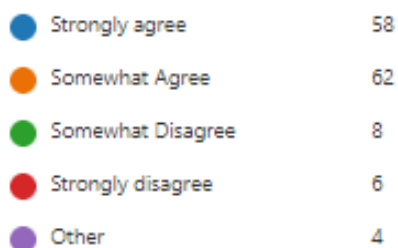


● yes  
● no

Of the students surveyed, 92% responded that they were confident in accessing Microsoft Teams to find work for their subjects. Only 11 students responded that they were not able to access Teams. This highlights that Teams has been implemented well by staff in the school already, but that further reinforcement in ICT lessons might be necessary.

### QUESTION 3: CONFIDENCE WITH WORD AND POWERPOINT

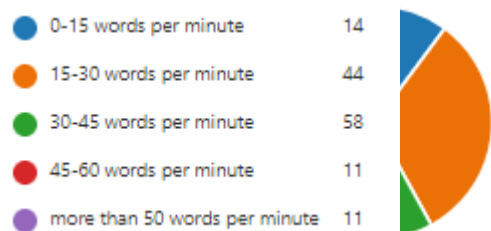
Of the students surveyed, 87% agreed that they were confident using Word and PowerPoint in



ICT/DML class and for cross curricular projects. Only 18 students disagreed with this statement.

### QUESTION 4: WORDS PER MINUTE

Students were asked to access a “words per minute” assessment tool and record their result. 32% of students have a word count between 15-30 words per minute and 42% have a word count of between 30-45 words per minute. The average person types between 38 and 40 words per minute. This result shows that typing speed should be a skill that is improved in the ICT/DML classroom. This would be beneficial both as a life skill and to any students intending on using ICT to do classwork, project work or to sit exams.



## CONCLUSIONS

While students tend to rate their ability higher than it is, the results from this survey are in line with what is reported by teachers. Students are confident with basic software but lack the speed/accuracy in preparing digital work. This is especially crucial for CBA assessments now included in the Junior Cycle. This highlights the need for a structured approach to developing these skills in the ICT classroom. The DML scheme of work includes a thematic and structured approach to skills acquisition.

## Results of scheme of work analysis

The ICT curriculum for Junior Cycle was discussed and re-planned based on the results of the Whole School ICT survey carried out in November 2020. It was established that a greater focus on the use of Teams was needed in class, and that students needed to engage more with Word and PowerPoint in order to improve their engagement with CBAs across the curriculum. It was also established that the scheme of work did not go into enough detail as to the lesson content so as to ensure consistency, and that many of the learning outcomes for Senior Cycle ICT were outdated and in need of an overhaul.

In summary:

- Scheme of Work is vague and outdated in places and in need of an update to include specific DML short course learning outcomes.
- More emphasis to be placed on applying Digital skills across the curriculum (CBAs).
- A new ICT course will be developed for Senior Cycle and implementation will start in September 2024.

**BOM & LMETB Ratification/Resolution Process for This Policy**

**BOM Ratification**

<b><i>Date Ratified by the Board of Management:</i></b>	
<b><i>Proposed By:</i></b>	
<b><i>Seconded By:</i></b>	
<b><i>Signed:</i></b>	<b><i>(Chairperson, BOM)</i></b>
<b><i>Scheduled Date for Review of the Policy:</i></b>	

**LMETB Ratification/Resolution of the ETB Board**

<b><i>Date of Resolution of ETB Board</i></b>	
<b><i>Signed</i></b>	<b><i>(Chairperson)</i></b>