

Nederland Independent School District

Grading Policy



Adopted May 2018

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Introduction

Purpose

The Nederland ISD Grading Policy Review Committee meets once during the course of the school year to consider feedback provided by stakeholders and provide input for enhancing communication among students, parents, teachers, and campus administrators. Grades serve to monitor and assess student progress, document the level of mastery, and demonstrate what has been learned by students in a quantitative format. Providing timely feedback to students and parents via grades is essential in identifying areas of strength and opportunities for growth.

A special thanks to everyone who participated in the development of this document:

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2025 Grading Policy Review Committee

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Mission Statement

The Mission of the Nederland Independent School District is to provide an educational environment that will enable all students to develop essential academic skills and knowledge for a lifetime of learning and to prepare students to be responsible, contributing citizens in a diverse and changing world.

Vision Statement

The Vision of Nederland Independent School District is to provide an environment where learning is the highest priority and students demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development.

NISD Philosophy/Beliefs

- All individuals have value
- Education includes the development of a strong work ethic, social responsibility, character education, and moral development
- Diversity is a strength
- Individual choices influence achievement and success
- Relationships are the foundation for teaching and learning
- Communication is vital to success
- Education is a family responsibility in partnership with the community and the school

Overview of NISD Grading Guidelines

Monitoring of the academic progress and feedback to students and parents is essential to foster student success. Our goal is to communicate a fair and accurate indication of the level of mastery of the subject by the student. To accomplish this goal, the district has well-established grading standards, procedures, and policies.

NISD Grading Guidelines and Responsibilities

Student

1. Complete the assigned work on time and return it to the teacher.
2. Communicate with the teacher when the student does not understand the material or needs help.
3. Evaluate his or her own work.
4. Maintain academic honesty.

Parent

1. Set and reinforce clear expectations for academic success.
2. Create an effective study environment in the home.
3. Provide school supplies and materials.
4. Monitor the student's homework and progress.
5. Help with, but do not do, homework and projects.
6. Communicate with teachers when concerns arise.

Teacher

1. Plan and provide daily instruction.
2. Monitor students' mastery of the curriculum.
3. Communicate progress through online gradebook, progress reports, report cards, and other communication as appropriate.
4. Provide additional instructional support for students who are failing or in danger of failing.
5. Provide tutoring for students who are failing or in danger of failing.
6. Provide differentiated instruction to ensure the appropriate level of instruction for all students.

Definitions

Assessment	The process of gathering information that reflects levels of student achievement.
Authentic Assessment	A demonstration of performance of skills or knowledge in a real-life context.
Evaluation	The process of judging results of assessment.
Extra Credit	Extra points given for optional academic extension activities.
Final Exam	Assessment conducted at the end of a semester or school year designed to assess achievement in a particular field of knowledge.
Group Grade	One grade given to all students in a group for their overall performance/product.
Independent Grades	Grades given for assigned student work other than tests (completed independently, without assistance) which are used for calculating grading period averages.
Independent Practice	Work/assignment given to a student to provide opportunity to reinforce skills.
Master	Verb – to become skilled or proficient in the use of, to achieve mastery or command of, to gain a thorough understanding, grasp, or knowledge of. In testing, (to master) means the student can demonstrate proficiency at a predetermined degree of success.
Performance Assessment	An assessment based on performance of a task or product to demonstrate a skill or skills that have been learned.
Portfolio	A collection of student work showing development of knowledge, understanding, and application of skills in a given curriculum area.
Project/Exhibit/Demonstration	Product used to communicate understanding of a subject or area of learning.
Quiz	A short test given with or without prior warning.
Test	An example of an assessment device.
Unit	A specific topic within a course of study.
Unit Test	An assessment conducted at the end of a unit of study.

Uniform Conduct Grading Policy

Purpose

A conduct grade is meaningful information communicated to students and parents about a student's behavior in the school setting.

Belief Statement

We believe conduct grades are as important as academic grades because a student's behavior affects his/her academic achievement and the academic achievement of the other students as well.

Grades

The following letter grades will be assigned by the teacher for the student's conduct:

K - 12 Conduct Grade

E - Excellent

S - Satisfactory

N - Needs Improvement

U - Unsatisfactory

Grading Policies

Belief Statement

Grading is the reporting of meaningful information about a student's mastery of the curriculum to students, parents, other campuses, universities, and employers.

Good Grading Practices

- Teachers in 1st - 12th grades will update grades **WEEKLY** in the eSchool Teacher Gradebook, which will be reflected in Home Access Center (HAC) to inform students and parents of ongoing progress. After the first six weeks of school, Kindergarten grades will be updated weekly.
- A final grade is a collection of data that has been gathered during a grading period.
- A grade on a major unit test is to influence the final grade more than a quiz over a short assignment.
- Grades are to reflect a student's mastery of essential knowledge and skills.
- Guided practice is to precede assessments for which grades are given.

All teachers must submit a written explanation of their grading procedures to the principal for approval before the first day of the school year.

Establishing Grades within Instructional Levels

Evaluation should be planned to include a proper balance of formal and informal measures.

Formal assessments will consist of:

1. Major tests
2. Essays (rubric required)
3. Research projects or other works of applied knowledge (rubric required)
4. Labs
5. Portfolios (rubric required)
6. Major projects (rubric required)
7. Performance Assessments

Informal assessments will be derived from:

1. Daily work
2. Homework
3. Class discussions and observations
4. Group work
5. Mini Labs
6. Individual oral assessments
7. Quizzes
8. Anecdotal records
9. District Common Assessments
10. Minor projects (rubric required)

Grades should reflect the student's relative mastery of an assignment [*EIA (Legal)*]. Actual assignment grades should be recorded in the gradebook. Six-week grades should be based on recorded quantitative data that is collected at frequent intervals. **All categories used in the gradebook must have at least two grades recorded to ensure an accurate and complete representation of student performance.** Teachers should record a minimum of 10 grades during each six-week grading period, including at least two formal assessments, with the exceptions in the following areas:

- Elementary math (Grades 1-5) – Teachers should record a minimum of 10 grades, which includes at least two formal assessments each six weeks.
- Elementary ELAR (Grades 1-5) – Teachers should record a minimum of 8 reading, 6 language arts, and 5 spelling grades each six weeks.
- Elementary science/social studies (Grades 2-5) – Teachers should record a minimum of 8 grades, which includes at least two formal assessments each six weeks.

Calculation of Six-Week Averages - Elementary

Elementary - Prekindergarten

Skills-based grading will be used in assessing students.

Elementary - Kindergarten

Grades with Equal Value (ELAR and Math)

In Kindergarten, each assignment counts the same toward the six-week average. Grades will be awarded as percentage scores out of 100, and the final grade will be based on the **average** of all assignment scores.

Letter grades will be used for Science and Social Studies.

Elementary - 1st Grade

Grades with Weighted Value (ELAR)

In 1st grade, ELAR will consist of 60% Reading, 30% Language Arts, and 10% Spelling, with formal and informal assessments in all three categories.

- 1st Grade Bilingual classes grades consist of:
 - ELAR: 4 reading, 2 grammar, and 2 spelling grades
 - SLAR: 4 reading, 2 grammar, and 2 spelling grades

Grades with Equal Value (Math)

In 1st grade, each assignment counts the same toward the six-week average. Grades will be awarded as percentage scores out of 100, and the final grade will be based on the **average** of all assignment scores.

Science and Social Studies

Letter grades will be used for Science and Social Studies.

Elementary - 2nd Grade

Grades with Weighted Value (ELAR)

ELAR will consist of 60% Reading (Formal), 30% Language Arts (Informal), and 10% Spelling (Informal).

- 2nd Grade Bilingual classes grades consist of:
 - ELAR: 8 reading, 6 grammar, and 5 spelling grades
 - SLAR: 8 reading grades

Grades with Equal Value (Math, Science, and Social Studies)

In 2nd grade, each assignment counts the same toward the six-week average. Grades will be awarded as percentage scores out of 100, and the final grade will be based on the **average** of all assignment scores.

Elementary (3rd - 5th)

Grades with Weighted Value (Math, Science, and Social Studies)

In 3rd-5th grades, student grades will be based on a combination of Informal and Formal assessments across Math, Science, and Social Studies. Informal assessments will make up 60% of the overall grade. The remaining 40% will come from Formal assessments.

Grades with Weighted Value (ELAR) *need number of grades per category*

ELAR will consist of 60% Reading (Formal), 30% Language Arts (Informal), and 10% Spelling (Informal.)

- 60% Informal assessments (Math, Science, Social Studies)
- 40% Formal assessments (Math, Science, Social Studies)

Calculation of Six-Week Averages - Secondary

Grades with Weighted Value (Secondary)

All six-week averages shall be calculated on a percentage system for each type (category) of assignment. All grades shall be reported and recorded as a percentage score out of 100 and shall not be scored or reported on the accumulation of points.

Middle School (6th - 8th)

Grades accumulated at the Middle School level will follow these guidelines:

- 50% Informal assessments
- 50% Formal assessments
- **NOTE:** Courses, such as Algebra I, taken for High School credit will be weighted according to the district-approved weighted category system of 60% Formal assessments / 40% Informal assessments.

High School (9th - 12th)

- 60% Formal assessments
- 40% Informal assessments
- **NOTE:**
 - High School Advanced Academic (AP and Honors) or Academic Co-Enrolled courses may be weighted 70% Formal assessments / 30% Informal assessments with **principal approval**.

Grading Policy for Weighted Categories for Grades 6–12:

- **Formal assessments** may include major tests, projects, essays, and other summative assessments.
- The **Formal category must not be subdivided** into additional weighted components. All formal grades must be recorded within the single formal category.
- **Informal assessments** may include classwork, homework, quizzes, participation, and other formative tasks.
- Campuses or teachers may choose to **subdivide the Informal category** (e.g., Informal A, Informal B) **as long as the total remains equal to the percentage in** the district grading policy. Each informal category must have at least **four** grades.
- **All assignment weights within the gradebook must be set to 1.**

Assigning Grades

PreKindergarten	Kindergarten - 1st Grade	2nd Grade	3rd - 5th Grades	6th - 12th Grades
Skills-based grading will be used in assessing students. M Most of the time S Some of the time N Not consistently demonstrating knowledge of the skill	Numerical grades will be used for ELAR, SLAR, and math. Letter grades will be used for science, social studies, handwriting, and physical education/health. E Excellent S Satisfactory N Needs Improvement U Unsatisfactory	Numerical grades will be used for ELAR, SLAR, math, science, and social studies. Letter grades will be used for physical education/health. E Excellent S Satisfactory N Needs Improvement U Unsatisfactory	Numerical grades will be used for ELAR, math, science, and social studies. Letter grades will be used for physical education/health. E Excellent S Satisfactory N Needs Improvement U Unsatisfactory	Numerical grades will be used for all subjects.

Numerical Grade Conversion:

A = 90-100
 B = 80-89
 C = 75-79
 D = 70-74
 F = 69 and below

Letter Grade Conversion:

E = Excellent	Mastered all taught skills
S = Satisfactory	Mastered most taught skills
N = Needs Improvement	Mastered some taught skills
U = Unsatisfactory	Has not mastered most taught skills

Homework Guidelines

PreKindergarten

Homework is reviewing daily work and listening to oral stories with an adult.

Kindergarten - Grade 1

Homework includes reviewing assignments from the day and work assigned for practice and reinforcement of learned skills.

Grades 2 - 12

Homework may consist of incomplete classwork **or** specific work for practice and reinforcement of learned skills.

Determining the Semester or Yearly Average

Kindergarten - Grade 5

Average the six grading period grades for the yearly average.

Grades 6 - 8

- Average the first, second, and third six-week grades to determine the first semester average.
- Average the fourth, fifth, and sixth six-week grades to determine the second semester average.
- Average the first semester average and the second semester average to determine the final average for the year.

Grades 9 - 12

- Average the first, second, and third six-week grades to determine the first semester average.
- Average the fourth, fifth, and sixth six-week grades to determine the second semester average.
- Average the first semester average and the second semester average to determine the final average for the year.

NOTE: Semester final exam grades will count 20% of the 3rd six weeks grade and 20% of the 6th six weeks grade if students are required to take the exam.

Second Chances and Reteaching

Nederland ISD expects continuous reteaching to occur at all levels.

A district shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. A district grading policy:

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

[EIA (Legal) Education Code 28.0216]

Note: For a makeup or redo of a class assignment or examination, a student may earn a maximum score of 70.

Absences and Make-up Work

Grades K - 12

Students are required to complete work that is missed due to absences. Students will be allowed a **minimum** of one day for each day absent to make up work. High school students on a block schedule will be allowed a **minimum** of one class period day to make up work for every class period day absent. **Example:** Student is absent on Gold Day (Monday), student returns to class on the next Gold Day (Wednesday), make-up work from Monday is due Friday.

A teacher may use discretion in extenuating circumstances for absences and make-up work.

Excessive absences should be addressed according to state guidelines and administrative decisions concerning the overall education of the student.

Student Activity Absences

Students participating in school activities should make every effort to obtain and complete any assignments prior to their absence. Assignment arrangements should be discussed with the teacher of record prior to the student activity absence.

Extra Credit – All Grades

Extra credit may be assigned at the individual teacher's discretion and must be academic. If extra credit is offered, it must be offered to all students and only for enrichment. It is **not** a substitute for required work. Extra credit shall only count for a **maximum** of 5% of the overall six-week

average.

Bonus point questions on a test will be included on a test only if they are challenging, subject area relevant, and within the ability of a significant number of students.

Group Assignments, Individual Projects, and Cooperative Learning

All students benefit from instructional arrangements incorporating group activities and cooperative learning. When a group or individual project is assigned, clearly described criteria/rubrics are to be established and provided for each student. Grades may reflect the amount of work completed by each student according to the established criteria/rubric, or grades may reflect one grade for the entire group based on the quality of work.

Academic Dishonesty

Policy EIA (LOCAL) states that:

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials.

Parents and campus administrators shall be notified when a student is found to have engaged in academic dishonesty.

Grading Penalties

Late assignments may result in the maximum allowed credit listed below:

(Not applicable for Pre-K, K, or Grade 1)

(Grades 2 - 5)

Day 1 = -10 points

Day 2 = -20 points

Day 3 = -30 points

Extenuating circumstances may be left to the discretion of the individual teacher.

Secondary (Grades 6 - 12)

Day 1 = -15 points

Day 2 = -30 points

Required Curriculum

NISD will provide instruction in the essential knowledge and skills of the appropriate grade levels in the foundation curriculum and the enrichment curriculum.

NISD will use the **TEKS RESOURCE SYSTEM** tools and resources.

Foundation Curriculum

- English Language Arts and Reading
- SLAR
- Mathematics
- Science
- Social Studies

Enrichment Curriculum

- Career and Technology Education
- Fine Arts
- Health Education
- Languages other than English (LOTE)
- Physical Education
- Technology Applications

Nederland High School Exemption Policy 2025-2026

This is the exemption plan for students attending Nederland High School Grades 9, 10, 11 & 12. The plan is designed to assist in meeting the established campus goals of high achievement expectations, improved regular attendance, and increased student awareness of personal responsibility and behavior.

Regular attendance promotes more effective teaching and learning. It is generally agreed and supported by research that regular school attendance enhances the chance for academic achievement. Teachers are better able to maintain instructional focus and a positive learning environment in a classroom when students are in class on a regular basis.

The following eligibility criteria are within reach of all 9th, 10th, 11th, and 12th-grade students, regardless of his/her academic ability.

1. Students may be exempt from semester tests if they meet the following semester grade and semester absence criteria for each class
 - 80-100 in a class with no more than 3 excused absences
 - 70-79 in a class with no more than 2 excused absences
2. Absences are counted up to the day the exam is administered. School related absences will not count for the purpose of this rule.
3. Unexcused absences or truancy will result in the loss of exemption privileges. This includes the Monday after prom. There is no Senior Skip Day at NHS.
4. An exemption will not be granted if, during the semester, the student violates the campus tardy policy. Upon the 9th total tardy of the semester, the student will forfeit ALL class exemptions.
5. Additionally, if the student receives discipline resulting in DAEP placement and/or two OCS placements in one semester, the student will forfeit ALL class exemptions.
6. Any student who qualifies for an exemption has the option to take a semester exam without fear of lowering their final average. The numerical average for the three six-week periods will be the semester grade if the student is exempt and does not take a semester exam.
7. Students must have a passing grade in the final six weeks of each semester in order to be exempt.
8. The semester exam will count 20% of the last six weeks' grade per semester.
9. The exam will be a comprehensive semester test.

PROCEDURE FOR EXEMPT STUDENTS

1. There will be two final exam days per semester. (1 black day, 1 gold day)
2. Semester exams will be given in every class.
3. Students who are exempt from taking exams will be released from school for the second half of the day during exams. Example: Students who are exempt from taking final exams must be in attendance at school for the first half of exam day. Although exempt students must be in school and in class the first half of the day, these students do not have to take the semester exams. Students who are not exempt from exams must be in class and take exams.
4. Any non-exempt student who does not take an exam will receive a zero for the exam grade and an office referral. Excused absences are the only exception to this rule.

Emergent Bilingual

Introduction:

Students who are emergent bilingual (EBs) are at different stages of English language acquisition. While EB students, as all other students, are responsible for mastery of the Texas Essential Knowledge and Skills (TEKS), *it is imperative to recognize the critical processes and features of second language acquisition*, including the cognitive, affective, and linguistic domains, that impact academic success. Teachers of EB students must provide appropriate instruction, which will enable students to meet the state's expectations.

Nederland ISD and its teachers will be flexible with methods, allowing emergent bilingual (EB) students to demonstrate knowledge or competency regardless of their oral or written fluency and skills in English. In assessing EB students for mastery of the TEKS, teachers **will accommodate the instructional methods, pacing, and materials**, allowing emergent bilingual (EBs) to demonstrate knowledge or competency regardless of their oral or written fluency and skills in English.

New Immigrant Students (Elementary and Middle School Only):

During the first two grading periods of school in the U.S., when assigning a numeric grade for a content area is based on accommodated work due to the language barrier, a sticker will be placed on the student's report card to indicate the grade is modified due to participation in the ESL program.

After an ESL student has been in attendance in a U.S. school for two grading periods, grades are given for all subjects, and comments must be written about the student's progress according to district benchmarks.

When receiving accommodated grades in content areas, ESL students should have equitable access to grade-level TEKS commensurate with their level of academic English. All ESL students are expected to receive linguistic accommodations to make content area instruction meaningful and comprehensible.

Grade Placement for Students Entering U.S. Schools:

Students who enter U.S. schools late in the academic year *and* are *Non-English* speaking do not have to automatically be placed in the age-appropriate grade. When making placement decisions, administrators should use data from the TEA-approved oral language proficiency test and the English reading and English language arts sections from a TEA-approved norm-referenced assessment, and consultation with the Language Proficiency Assessment Committee (LPAC) should be considered.

Parent Denials for Participation in Bilingual/ESL Programs:

Expectations for the Emergent Bilingual students, whose parents have waived the right to participate in the ESL or Bilingual Program, are to be the same as regular education students. The waived students will be graded according to regular education grading guidelines, not EB grading guidelines. Waived students will also participate in all TELPAS assessment processes and assessments.

Nederland ISD Emergent Bilingual Grading Policy

Based on: Texas Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students, Chapter 89, Subchapter BB, February 2025 Update

Purpose

This policy ensures equitable, consistent, and culturally responsive grading practices for Emergent Bilingual (EB) students, also referred to as English as a Second Language (ESL) learners. It aligns with Texas Education Code (TEC) and Chapter 89, Subchapter BB, Commissioner's Rules for the Education of Emergent Bilingual Students, specifically sections §89.1201, §89.1210, §89.1220, and §89.1226.

Guiding Principles

- Grading reflects both academic content mastery and progress in English language acquisition (§89.1210(b)).
- Assessment practices are fair, individualized, and support language development (§89.1210(b)(2)(B), §89.1226(i)).
- Grading should promote motivation, engagement, and academic inclusion for EB students (§89.1210(b)(1)(B)).

General Grading Guidelines

- Grades are based on modified expectations aligned with students' English proficiency levels (Beginning, Intermediate, Advanced, Advanced High) (§89.1226(f)).
- EB students shall not receive failing grades solely due to language limitations (§89.1210(b)(2)(B)).
- Growth, participation, and demonstrated effort shall be considered essential components of grading (§89.1210(b)).

Accommodations

- Assignments and assessments shall be linguistically accommodated and may include:
 - Simplified language and visual supports (§89.1210(b)(2)(B))
 - Use of bilingual dictionaries or resources

- Oral responses and alternative project formats
- Extended time on assessments
- Rubrics shall focus on content understanding and communication clarity, not just grammar and syntax (§89.1210(b)).

Inclusive Assessment Practices

- Utilize a variety of assessments to measure learning, including:
 - Formative assessments
 - Performance tasks
 - Summative assessments adapted to English proficiency (§89.1210(b)(2)(B))
- Allow demonstration of understanding in the home or partner language when appropriate (§89.1210(a)).

Collaboration and Co-Planning

- ESL specialists and general education/content teachers must collaborate to:
 - Develop equitable grading rubrics
 - Accommodate assignments and tests
 - Monitor progress toward language and academic goals (§89.1220(g)(3)(B))
- LPAC (Language Proficiency Assessment Committee) guidance shall be followed for reclassification and assessment alignment (§89.1220, §89.1226(i)).

Reporting and Communication

- Progress reports and report cards must reflect:
 - Academic achievement
 - English language development progress (§89.1220(g)(3)(E))

- Provide translated versions of reports and grading explanations when possible (§89.1240).
- Communicate with families using interpreters or translated materials to ensure clarity and inclusion (§89.1240).

Promotion and Retention of Emergent Bilingual Students

- Promotion decisions for EB students shall be based on academic performance with linguistic accommodations, as outlined in the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) (§89.1210(b)).
- A student's English proficiency level shall not be the sole reason for retention (§89.1210(b)(2)(B)).
- The LPAC must be involved in decisions regarding the promotion or retention of EB students, considering multiple linguistic and academic data points (§89.1220(k)).
- Instruction must be linguistically accommodated to ensure equitable access to grade-level curriculum before any retention is recommended (§89.1210(b)).
- Documentation of student progress, instructional accommodations, and LPAC recommendations must be retained and reviewed as part of the retention decision-making process (§89.1220(l)).

Bilingual Program Grading (Elementary)

The following procedures and expectations will be utilized for students in Bilingual or EB Programs. EB students in the bilingual program are to be assessed for progress and achievement through native language instruction, as well as assessing progress in learning English.

In accordance with programmatic organization and state mandates, the District is implementing a Bilingual program for elementary (PreK-5). The Bilingual program provides academic instruction in the native language as well as instructional time for the development of academic English language acquisition, with the amount of instruction in each language being commensurate with the students' level of proficiency in each language and their level of academic achievement.

1. Teachers will report grades following District guidelines in all skill areas during each grading period.
2. Teachers will report conduct grades in accordance with District procedures for all grade levels.
3. Parent/Guardian teacher conferences are scheduled to address individual student needs.

For bilingual students newly enrolled in a U.S. school, a modified grade will be recorded on the report card for any subject in which the student is not yet successful during the first grading period in which enrolled. This allows time for language acquisition and adjustment to the academic

environment. The grade reflects a modified evaluation based on the student's participation in the bilingual program, and a designated sticker will be placed on the report card to indicate that the grade has been adjusted according to this policy.

Appendix A: Teacher Acknowledgement Form

Nederland Independent School District **_____ Grading Policy Teacher Acknowledgement Form**

My signature acknowledges receipt of my personal copy of the Grading Policy. I agree to read the document and abide by the standards, policies, and procedures defined or referenced herein. I am aware that the Grading Policy is available to me online at the district's website, located at www.nederlandisd.org. I understand that changes in district policies may supersede, modify, or eliminate the information summarized in this handbook. As the District provides updated policy or procedures information, I accept responsibility for reading and abiding by the changes.

Printed Name _____

Signature _____

Campus/Department _____

Date _____

Signed forms are due to your campus principal on or before August 30, of the current school year.