

# Welcome to American Sign Language I

Teacher: Sarah Brough Email: [sarah.brough@nebo.edu](mailto:sarah.brough@nebo.edu)

Availability: Before or after school 7:30 am-7:50 am, 2:25 pm-2:55 pm. Scheduled appointments are suggested.

Required Resources: pen/pencil, ASL binder or notebook with paper for assignments/notes and space for handouts.

**Course Objectives:** Students will be able to converse about introductions, school surroundings, family relationships, surroundings within the community, calendar time concepts, animals, food, transportation, activities, places, tasks, errands and novice storytelling. They will learn and discuss basic Deaf History and Culture. Students will also discuss various methods of Deaf education and perspectives on concerns arising in the Deaf Community.

**Immersion Setting:** The fastest way to learn a visual language is through visual immersion. In order to preserve and maintain an authentic Deaf culture experience, our classroom will be a **voice-free** zone. Voicing in front of a Deaf person when you know how to sign is considered rude in the Deaf community. We often have deaf or hard of hearing students in our class or may have a Deaf guest. Using ASL consistently helps students develop both their comprehensive and expressive skills quickly and effectively. Students should communicate only in ASL or by other manual means (fingerspelling, pantomime, gestures, body language, facial expressions, or writing). The process of communicating only through manual means is challenging, but it will result in higher ASL proficiency and confidence. ASL cannot be taught effectively any other way but through visual immersion. Understand that voiced discussions are at the instructor's discretion and violations will result in loss of participation and/or immersion/voice points. Keeping the signing environment is key in cultural respect towards Deaf friends and attaining the language.

**Initials of Parent:** \_\_\_\_\_ **Student:** \_\_\_\_\_

**Expectations:** Students are expected to treat themselves and others with respect, to want to participate and learn the language. Students are expected to keep their voices off for the entire class, to follow the school attendance policy and to be honest. You are expected to do your own work. Cheating in our class will result in a zero for the day and a zero on the project, assessment or assignment. Students are expected to participate in signed dialogues with peers and also to present at select times in front of the class. Students are expected to submit filmed projects via a YouTube account. Students are expected to keep their filmed work off from the general public's access. Expect me to do everything I can to make this class a great experience for every student; to provide equity in our classroom, in order to meet each student's individual needs.

**Initials of Parent:** \_\_\_\_\_ **Student:** \_\_\_\_\_

## Grades

15%-Attendance: This portion of the grade is run through the district and is automatically calculated based on attendance. Please excuse absences through the school and contact me for makeup work regardless of excused absences.

45%-All Scores: includes class participation, homework, assignments and projects, immersion/voice off points

40%-Exams/Quizzes: Quizzes and exams must be made up within a week of missing them.

**Participation:** Participation includes but is not limited to copying the instructor's signs, watching signed presentations, not speaking or signing during student or teacher presentations and participating in class activities and dialogues.

**Immersion/Voice off Rule:** Students will start with a total of 20 immersion/voice points each term. Keeping the voice off visual immersion rule will result in a higher grade. Sticking to the signing environment helps students develop their visual reception skills. When students hear a voice or sound they look away from the signer and miss important information. Students who break the immersion/voice policy and or are speaking while the teacher or another student is presenting signed information will be docked up to 5 points a day. Immersion/Voice points cannot be made up.

**Reward:** If a student keeps all 20 immersion/voice points through the entire term and their grade falls within .5 of the next grade up they may request that .5 credit. This amount will often make the difference between a close A- to A grade, B- to B grade and so on. The student must request this .5 credit before the end of the school day; the last day of that term.

**Procedure for not following the rule:**

1<sup>st</sup> offense student gets a warning

2<sup>nd</sup> offense student incurs loss of 5 points and student signs the blue book

3<sup>rd</sup> offense student's guardian/s as well as the principal are contacted. The teacher will meet with the student and or administrator to discuss the offense. If it cannot be resolved another meeting with a guardian may be called.

**Note:** It is offensive in the Deaf community if you know some ASL and choose not to sign when a Deaf person is present. You are cutting them off from being involved in the conversation when you have the ability to include them. I want to prepare our students to have a Deaf teacher or friend, and understand cultural respect so they can enter the Deaf community. Deaf people do not expect you to be perfect, but giving your best effort even if you have to write or use gestures is appreciated. Students learn this cultural behavior by entering class each day in the target language ASL.

**Grade percentages:** A 94% - 100% A- 90% - 93% B+ 87% - 89% B 84% - 86% B- 80% - 83%  
C+ 77% - 79% C 74% - 76% C- 70% - 73% D+ 67% - 69% D 64% - 66%  
D- 60% - 63% F below 59%

**I agree to the grading policy and Immersion/Voice off rule. Initials of Parent: \_\_\_\_\_ Student: \_\_\_\_\_**

**Late assignments** will be accepted up to one week after their due date for partial credit (50-80%). Assignments are due on their due date regardless of whether or not the student is absent. Projects and written papers will take longer to post online but due dates will be announced on the homework section of the board at least a week in advance. Homework will be announced at least one to two classes before the due date. Students should record dates in their ASL notebook. See me before the due date if there is a deadline conflict.

**Initials of Parent: \_\_\_\_\_ Student: \_\_\_\_\_**

**Weekly Practice:** Students are encouraged to practice each week outside of class. Students are encouraged to attend ASL club for practice and advancement in the language. Feel free to ask for practice ideas or help reviewing.

**Deaf Culture Experiences:** Students are required to have 4 Deaf culture experiences a year; one each term. Ideas will be posted in class. Students cannot repeat the same experience twice. Students should come to class with a ½ page, typed, double spaced write up of their experience. Papers should be typed in 11-point font with no more than a 1-inch margin. Students should also have a signed summary prepared to present to the class or a group of classmates. Students may look up signs on lifeprint.com and ask me in class for help if needed. The signed summary has a limit of 50 signs. Please record these due dates in your ASL notebook. Due dates are as follows:

Oct 2<sup>nd</sup> A-day, Oct 3<sup>rd</sup> B-Day

Dec 4<sup>th</sup> A-day, Dec 5<sup>th</sup> B-day

Feb 7<sup>th</sup> A-day, Feb 8<sup>th</sup> B-day

April 18<sup>th</sup> A-day, April 19<sup>th</sup> B-day **Initials of Parent: \_\_\_\_\_ Student: \_\_\_\_\_**

### **ASL Film Clips**

Students will view Deaf cultural film clips/documentaries rated G and PG and in rare cases PG-13 (mainly from Signing Naturally, YouTube, hallmark, Love is never silent, Mr. Hollands Opus and PBS Through Deaf Eyes) this school year.

**Initials of Parent: \_\_\_\_\_ Student: \_\_\_\_\_**

**Filmed assignments:** Your student will participate in creating a film in our class and compete for entry into the annual SHS World Language Film Festival. Students may also submit selective formative and summative assessments via YouTube. In Spoken languages students practice hearing themselves pronounce the words. Since ASL is a visual language, students will need to see their pronunciation of signs; the films allow them to do that. Films also help me to quickly see where students misunderstood a grammatical concept. Students may submit work on YouTube in one of two ways: **Private**-where they need to add me as someone who may view the film or as **Unlisted**- so that the general public cannot view the films. Either option, students will send me the URL through Email.

**Initials of Parent: \_\_\_\_\_ Student: \_\_\_\_\_**

**ASL Disclaimer for pass/fail grades:** for a pass, the student must participate in manual assessments and pass off I can statements by asking and/or answering questions in the target language with the instructor. Students must pass off their manual assessments and show advancement at or near the novice low level. Students may retake quizzes as many times as they want up to one week after the quiz and students may retake tests up to one week after the test day.

**Initials of Parent: \_\_\_\_\_ Student: \_\_\_\_\_**

If there is anything I should know about your student, or if you have any questions or concerns, please email me.

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**We have read, agreed with and initialed the policies and procedures in this disclosure document.**

Student Name & Signature: \_\_\_\_\_, \_\_\_\_\_ Date \_\_\_\_\_

Parent Name & Signature: \_\_\_\_\_, \_\_\_\_\_ Date \_\_\_\_\_

**Return this signed slip to Mrs. Brough by August 31<sup>st</sup> for your first assignment. 5 points**

“Think you of the fact that a deaf person cannot hear. Then, what deafness may we not all possess? What senses do we lack that we cannot see and cannot hear another world all around us?” –Frank Herbert

## Welcome to American Sign Language II

Teacher: Sarah Brough Email: [sarah.brough@nebo.edu](mailto:sarah.brough@nebo.edu)

Availability: Before or after school 7:30 am-7:50 am, 2:25 pm-2:55 pm. Scheduled appointments are suggested.

Required Resources: pen/pencil, ASL binder or notebook with paper for assignments/notes and space for handouts.

**Course Objectives:** Students will be able to recognize and discuss novice low to novice mid storytelling, requests, commands, personal attributes, describe physical appearance and patterns of clothing and things, occupations and schedules as well as make requests and ask for advice, use a variety of spatial verbs, describe places, give opinions of others, discuss plans and goals and increase their own storytelling abilities. They will be able to participate in various conversational dialogues and use depicting verbs/CL in ASL. We will also dive into Deaf culture and learn more about important people, dates, and events as well as inflected verbs and using spatial mapping. Students should progress from a novice low to a novice mid or novice high in fluency.

**Immersion Setting:** The fastest way to learn a visual language is through visual immersion. In order to preserve and maintain an authentic Deaf culture experience, our classroom will be a **voice-free** zone. Voicing in front of a Deaf person when you know how to sign is considered rude in the Deaf community. We often have deaf or hard of hearing students in our class or may have a Deaf guest. Using ASL consistently helps students develop both their comprehensive and expressive skills quickly and effectively. Students should communicate only in ASL or by other manual means (fingerspelling, pantomime, gestures, body language, facial expressions, or writing). The process of communicating only through manual means is challenging, but it will result in higher ASL proficiency and confidence. ASL cannot be taught effectively any other way but through visual immersion. Understand that voiced discussions are at the instructor's discretion and violations will result in loss of participation and/or immersion/voice points. Keeping the signing environment is key in cultural respect towards Deaf friends and attaining the language.

**Initials of Parent:** \_\_\_\_\_ **Student:** \_\_\_\_\_

**Expectations:** Students, are expect to treat themselves and others with respect, to want to participate and learn the language. Students are expected to keep their voices off for the entire class, to follow the school attendance policy and to be honest. You are expected to do your own work. Cheating in our class will result in a zero for the day and a zero on the project, assessment or assignment. Students are expected to participate in signed dialogues with peers and also to present at select times in front of the class. Students are expected to submit filmed projects via a YouTube account. Students are expected to keep their filmed work off from the general public's access. Expect me to do everything I can to make this class a great experience for every student; to provide equity in our classroom, in order to meet each student's individual needs.

**Initials of Parent:** \_\_\_\_\_ **Student:** \_\_\_\_\_

### Grades

15%-Attendance: contact me for makeup work regardless of excused absences

45%-All Scores: includes class participation, homework, assignments and projects, immersion/voice off points

40%-Exams/Quizzes: Quizzes and exams must be made up within a week of missing them.

**Participation:** Participation includes but is not limited to copying the instructor's signs, watching signed presentations, not speaking or signing during student or teacher presentations and participating in class activities and dialogues.

**Immersion/Voice off Rule:** Students will start with a total of 20 immersion/voice points each term. Keeping the voice off visual immersion rule will result in a higher grade. Sticking to the signing environment helps students develop their visual reception skills. When students hear a voice or sound they look away from the signer and miss important information. Students who break the immersion/voice policy and or are speaking while the teacher or another student is presenting signed information will be docked up to 5 points a day. Immersion/Voice points cannot be made up.

**Reward:** If a student keeps all 20 immersion/voice points through the entire term and their grade falls within .5 of the next grade up they may request that .5 credit. This amount will often make the difference between a close A- to A grade, B- to B grade and so on. The student must request this .5 credit before the end of the school day; the last day of that term.

**Procedure for not following the rule:**

1<sup>st</sup> offense student gets a warning

2<sup>nd</sup> offense student incurs loss of 5 points and student signs the blue book

3<sup>rd</sup> offense student's guardian/s as well as the principal are contacted. The teacher will meet with the student and or administrator to discuss the offense. If it cannot be resolved another meeting with a guardian may be called.

**Note:** It is offensive in the Deaf community if you know some ASL and choose not to sign when a Deaf person is present. You are cutting them off from being involved in the conversation when you have the ability to include them. I want to prepare our students to have a Deaf teacher or friend, and understand cultural respect so they can enter the Deaf community. Deaf people do not expect you to be perfect, but giving your best effort even if you have to write or use gestures is appreciated. Students learn this cultural behavior by entering class each day in the target language ASL.

**Grading Scale:** A 94% - 100% A- 90% - 93% B+ 87% - 89% B 84% - 86% B- 80% - 83% C+ 77% - 79% C 74% - 76% C- 70% - 73% D+ 67% - 69% D 64% - 66% D- 60% - 63% F below 59%

**I agree to the grading policy, participation and Immersion/Voice off rule.**

**Initials of Parent:** \_\_\_\_\_ **Student:** \_\_\_\_\_

**Late assignments** will be accepted up to one week after their due date for partial credit (50-80%). Assignments are due on their due date regardless of whether or not the student is absent. Projects and written papers will take longer to post online but due dates will be announced on the homework section of the board at least a week in advance. Homework will be announced at least one to two classes before the due date. Students should record dates in their ASL notebook. See me before the due date if there is a deadline conflict.

**Initials of Parent:** \_\_\_\_\_ **Student:** \_\_\_\_\_

**Weekly Practice:** Students are encouraged to practice each week outside of class. Students are encouraged to attend ASL club for practice and advancement in the language. Feel free to ask for practice ideas or help reviewing.

**Deaf Culture Experiences:** Students are required to have 4 Deaf culture experiences a year; one each term. Ideas will be posted in class. Students cannot repeat the same experience twice. Students should come to class with a ½ page, typed, double spaced write up of their experience. Papers should be typed in 11-point font with no more than a 1-inch margin. Students should also have a signed summary prepared to present to the class or a group of classmates. Students may look up signs on lifeprint.com and ask me in class for help if needed. The signed summary has a limit of 70. Please record these due dates in your ASL notebook. Due dates are as follows:

Oct 2<sup>nd</sup> A-day, Oct 3<sup>rd</sup> B-Day

Dec 4<sup>th</sup> A-day, Dec 5<sup>th</sup> B-day

Feb 7<sup>th</sup> A-day, Feb 8<sup>th</sup> B-day

April 18<sup>th</sup> A-day, April 19<sup>th</sup> B-day **Initials of Parent:** \_\_\_\_\_ **Student:** \_\_\_\_\_

### **ASL Film Clips**

Students will view Deaf cultural film clips/documentaries rated G and PG and in rare cases PG-13 (mainly from Signing Naturally, YouTube, hallmark films and documentaries including PBS) this school year.

**Initials of Parent:** \_\_\_\_\_ **Student:** \_\_\_\_\_

**Filmed assignments:** Your student will participate in creating a film in our class and compete for entry into the annual SHS World Language Film Festival. Students may also submit selective formative and summative assessments via YouTube. In Spoken languages students practice hearing themselves pronounce the words. Since ASL is a visual language, students will need to see their pronunciation of signs; the films allow them to do that. Films also help me to quickly see where students misunderstood a grammatical concept. Students may submit work on YouTube in one of two ways: **Private**-where they need to add me as someone who may view the film or as **Unlisted**- so that the general public cannot view the films. Either option, students will send me the URL through Email.

**Initials of Parent:** \_\_\_\_\_ **Student:** \_\_\_\_\_

**ASL Disclaimer for pass/fail grades:** for a pass, the student must participate in manual assessments and pass off I can statements by asking and/or answering questions in the target language with the instructor. Students must pass off their manual assessments and show advancement at or near the novice low level. Students may retake quizzes as many times as they want up to one week after the quiz and students may retake tests up to one week after the test day.

**Initials of Parent:** \_\_\_\_\_ **Student:** \_\_\_\_\_

If there is anything I should know about your student, or if you have any questions or concerns, please email me.

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**We have read, agreed with and initialed the policies and procedures in this disclosure document.**

Student Name & Signature: \_\_\_\_\_, \_\_\_\_\_ Date \_\_\_\_\_

Parent Name & Signature: \_\_\_\_\_, \_\_\_\_\_ Date \_\_\_\_\_

**Return this signed slip to Mrs. Brough by August 30<sup>th</sup> for your first assignment. 5 points**

“Think you of the fact that a deaf person cannot hear. Then, what deafness may we not all possess? What senses do we lack that we cannot see and cannot hear another world all around us?” –Frank Herbert

# Welcome to American Sign Language III/ CE ASL 1020

Teacher: Sarah Brough Email: [sarah.brough@nebo.edu](mailto:sarah.brough@nebo.edu)

Availability: Before or after school 7:30 am-7:50 am, 2:25 pm-2:55 pm. Scheduled appointments are suggested.

Required Resources: pen/pencil, ASL binder or notebook with paper for assignments/notes and space for handouts.

**Course Objectives:** Students will be able to recognize and make complaints, suggestions and requests regarding health, family, friends and pets as, discuss their family background/nationality, give and receive addresses and phone numbers and will be able to recognize state signs. Students will be able to recognize and discuss weekend and seasonal signs, use homonyms, pronominalization-present and non-present referents, various conversational dialogs and depicting verbs/CL in ASL. Students will be able to recognize and discuss weekend and seasonal signs, English idioms, sign formation and variation. They will also study ASL Literature and storytelling, Deaf culture discourse, directional verbs, depicting verbs/CL, ASL Phrases and Role shifting. Students will participate a Deaf day and peer teaching.

**Immersion Setting:** This is a college level course and students are expected to stay immersed in the target language ASL.

The fastest way to learn a world language is through immersion. In order to preserve and maintain an authentic Deaf culture experience, our classroom will be a **voice-free** zone. Using ASL consistently helps students develop both their comprehensive and expressive skills quickly and effectively. During class students will communicate in ASL or by other manual means (fingerspelling, pantomime, gestures, body language, facial expressions, or writing). The process of communicating only through manual means is challenging, but it will result in higher ASL proficiency and confidence. ASL cannot be taught effectively any other way but through visual immersion. Understand that voiced discussions are at the instructor's discretion and violations will result in loss of participation and/or immersion/voice points. (Students may choose to take the class for high school credit only or Concurrent Enrollment ASL 1020 Credit at UVU. This grade will post to their college transcript.).

**Initials of Parent:** \_\_\_\_\_ **Student:** \_\_\_\_\_

**Expectations:** Students, are expect to treat themselves and others with respect, to want to participate and learn the language. Students are expected to keep their voices off for the entire class, to follow the school attendance policy and to be honest. You are expected to do your own work. Cheating in our class will result in a zero for the day and a zero on the project, assessment or assignment. Students are expected to participate in signed dialogues with peers and also to present in front of the class. Students are expected to submit filmed projects via a YouTube account. Students are expected to keep their filmed work off from the general public's access. Expect me to do everything I can to make this class a great experience for every student. Expect me to provide equity in our classroom, in order to meet individual needs.

**Initials of Parent:** \_\_\_\_\_ **Student:** \_\_\_\_\_

## Grades

15%-Attendance: contact me for makeup work regardless of excused absences

45%-All Scores: includes class participation, homework, assignments and projects, immersion/voice off points

40%-Exams/Quizzes: Quizzes and exams must be made up within a week of missing them.

**Participation:** Participation includes but is not limited to copying the instructor's signs, watching signed presentations, not speaking or signing during student or teacher presentations and participating in class activities and dialogues.

**Immersion/Voice off Rule:** Students will start with a total of 20 immersion/voice points each term. Keeping the voice off visual immersion rule will result in a higher grade. Sticking to the signing environment helps students develop their visual reception skills. When students hear a voice or sound they look away from the signer and miss important information.

Students who break the immersion/voice policy and or are speaking while the teacher or another student is presenting signed information will be docked up to 5 points a day. Immersion/Voice points cannot be made up.

Reward: If a student keeps all 20 immersion/voice points through the entire term and their grade falls within .5 of the next grade up they may request that .5 credit. This amount will often make the difference between a close A- to A grade, B- to B grade and so on. The student must request this .5 credit before the end of the school day; the last day of that term.

Procedure for not following the rule:

1<sup>st</sup> offense student gets a warning

2<sup>nd</sup> offense student incurs loss of 5 points and student signs the blue book

3<sup>rd</sup> offense student's guardian/s as well as the principal are contacted. The teacher will meet with the student and or administrator to discuss the offense. If it cannot be resolved another meeting with a guardian may be called.

Note: It is offensive in the Deaf community if you know some ASL and choose not to sign when a Deaf person is present.

You are cutting them off from being involved in the conversation when you have the ability to include them. I want to prepare our students to have a Deaf teacher or friend, and understand cultural respect so they can enter the Deaf community. Deaf people do not expect you to be perfect, but giving your best effort even if you have to write or use gestures is appreciated. Students learn this cultural behavior by entering class each day in the target language ASL.

A 94% - 100% A- 90% - 93% B+ 87% - 89% B 84% - 86% B- 80% - 83%

C+ 77% - 79% C 74% - 76% C- 70% - 73% D+ 67% - 69% D 64% - 66% D- 60% - 63% F below 59%

**I agree to the grading policy and Immersion/Voice off rule. Initials of Parent: \_\_\_\_\_ Student: \_\_\_\_\_**

**Late assignments** will be accepted up to one week after their due date for partial credit (50-80%). Assignments are due on their due date regardless of whether or not the student is absent. Projects and written papers will take longer to post online but due dates will be announced on the homework section of the board at least a week in advance. Homework will be announced at least one to two classes before the due date. Students should record dates in their ASL notebook. See me before the due date if there is a deadline conflict.

**Initials of Parent: \_\_\_\_\_ Student: \_\_\_\_\_**

**Weekly Practice:** Students are encouraged to practice each week outside of class. Students are encouraged to attend ASL club for practice and advancement in the language. Feel free to ask for practice ideas or help reviewing.

**Deaf Culture Experiences:** Students are required to have 4 Deaf culture experiences a year; one each term. Ideas will be posted in class. Students cannot repeat the same experience twice. Students should come to class with a ½ page, typed, double spaced write up of their experience. Papers should be typed in 11-point font with no more than a 1-inch margin. Students should also have a signed summary prepared to present to the class or a group of classmates. Students may look up signs on lifeprint.com and ask me in class for help if needed. The signed summary has a minimum of 100 words.

Please record these due dates in your ASL notebook. Due dates are as follows:

First Term: Oct 2<sup>nd</sup> A-day, Oct 3<sup>rd</sup> B-Day                      Second Term: Dec 4<sup>th</sup> A-day, Dec 5<sup>th</sup> B-day

Third Term: Feb 7<sup>th</sup> A-day, Feb 8<sup>th</sup> B-day                      Fourth Term: April 18<sup>th</sup> A-day, April 19<sup>th</sup> B-day

**Initials of Parent: \_\_\_\_\_ Student: \_\_\_\_\_**

**Culture Readings:** You will be required to read two books in this class; one each term. One is required by the college and one will be a book of your choice. First term: pick a book of your choice. It must be written by a Deaf person or a hearing person with a Deaf family member (CODA, SODA, Parent). You must approve the book with me. You cannot pick Helen Keller=)! Second Term we will be reading *Seeing Voices* by Oliver Sacks. Please bring these books to class. You may be given some time to read if you finish your work quickly. You may use your write up about your book to replace one of your Deaf Culture experiences.

**Read to Deaf students:** Your student may travel in a school vehicle once or twice this year to sign books to Deaf children.

**Initials of Parent: \_\_\_\_\_ Student: \_\_\_\_\_**

### **ASL Film Clips**

Students will view Deaf cultural film clips/documentaries rated G and PG and in rare cases PG-13 (mainly from Signing Naturally, YouTube, hallmark films and documentaries including PBS) this school year.

**Initials of Parent: \_\_\_\_\_ Student: \_\_\_\_\_**

**Filmed assignments:** Your student will participate in creating a film in our class and compete for entry into the annual SHS World Language Film Festival. Students may also submit selective formative and summative assessments via YouTube. In Spoken languages students practice hearing themselves pronounce the words. Since ASL is a visual language, students will need to see their pronunciation of signs; the films allow them to do that. Films also help me to quickly see where students misunderstood a grammatical concept. Students may submit work on YouTube in one of two ways: **Private**-where they need to add me as someone who may view the film or as **Unlisted**- so that the general public cannot view the films. Either option, students will send me the URL through Email.

**Initials of Parent: \_\_\_\_\_ Student: \_\_\_\_\_**

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**Initials of Parent: \_\_\_\_\_ Student: \_\_\_\_\_**

If there is anything I should know about your student, or if you have any questions or concerns, please email me.

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**We have read, agreed with and initialed the policies and procedures in this disclosure document.**

Student Name & Signature: \_\_\_\_\_, \_\_\_\_\_ Date \_\_\_\_\_

Parent Name & Signature: \_\_\_\_\_, \_\_\_\_\_ Date \_\_\_\_\_

**Return this signed slip to Mrs. Brough by August 30<sup>th</sup> for your first assignment. 5 points**

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