

Henrietta ISD

“Commitment to
Excellence”

Instructional
Grading and
Reporting
Guidelines

2020-2021

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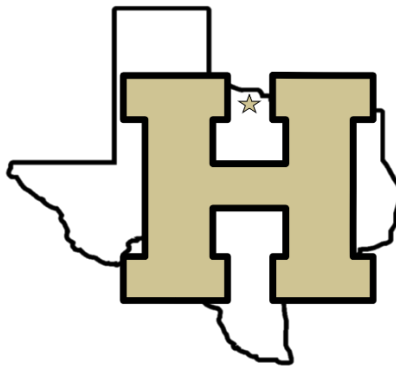
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Mission, Core Values, Vision

Mission

Henrietta Independent School District will ensure a caring community of schools staffed with sincere, dedicated professionals providing every child every chance for success.

Core Values

Henrietta Independent School District's five Core Values affirm who we are, what we stand for, how we treat each other, our priorities and the guiding principles we live by as members of the Henrietta ISD family.

It is the responsibility of **every member** of the Henrietta ISD family to ensure our Core Values are **deeply embedded** and **intentional** in our deeds, actions, decisions, priorities, conversations, and celebrations in HISD.

- We put every **child** at the heart of everything we do.
- We as a **community**, leverage individual strengths to meet challenging goals.
- We believe in a **collaborative** spirit because we are better when we are together.
- We never stop learning and growing in limitless **curiosity**.
- We are guided by a moral **compass** of strong character, ethics, and integrity.

Vision

Commitment to Excellence

Engaged

students and teachers

Efficient

use of time and resources

Effective

instruction and assessment

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FOREWARD

It is the goal of Henrietta ISD to help students become future ready. Henrietta ISD believes that all educational decisions should be based on four key questions:

- What do we want our students to learn?
- How will we know when they have learned it?
- What will we do when they have not learned it?
- What will we do when they already know it?

Procedures and guidelines that pertain to grading are necessary to establish some degree of consistency among teachers, grade levels, and campuses. Because daily activities, assignments, student needs/abilities and professional teaching styles differ, some variation in grading is to be expected.

A grade should represent a fair estimate, by the teacher, of a student's achievement and should reflect the growth each student is making in relationship to his/her performance, maturity, and ability. A grade should reflect consistent progress and convey the degree to which the student has mastered the Texas Essential Knowledge and Skills (TEKS) after introductory skills have been taught.

Grading procedures should emphasize success and should complement the programs that are tailored to the individual needs of each student. Grades should be logical, justifiable, enough in number, and should ensure that the grade is an accurate measure of the student's progress and achievement. The conduct grade is an evaluation of the student's social attitudes and behavior and shall not alter the grade in academic areas. A student's academic grade shall reflect TEKS based curriculum mastery and shall not be altered because of behavior.

Students who receive instruction below their assigned grade level shall be continuously monitored to determine if the placement and progress are appropriate.

In teaching and evaluating student progress, teachers shall use a variety of activities and strategies in order to reach children with different modality strengths and learning styles thereby providing opportunities for student success. Techniques may include portfolio assessment, cooperative learning, class participation, oral expression, written assignments, projects, presentations,

assessment results, daily grades, homework, teacher observation and a variety of other instructional activities. The student's mastery level shall be a major factor in determining the grade for a subject or course.

Grading should help the **teacher**

- appraise the effectiveness of teaching procedures
- diagnose the needs and evaluate the progress of each student
- monitor the student for grade placement

Grading should support the **student**

- evaluate his/her own progress
- attain optimum achievement
- set his/her goals for future learning

Grading should provide information to help **parents**

- guide the student in making personal and social adjustments
- encourage the student to attain maximum performance
- assist their child with his/her school work

HISD Grading Practices

Report cards are to reflect each student's individual growth and acquisition of the TEKS.

- A. Teachers are to maintain students' grades and progress in txConnect Parent Portal. Grades are to be updated in txConnect Parent Portal. Teachers are encouraged to stay current on grading and report student performance back to the students as quickly as possible.
- B. Teacher gradebooks are auditable documents and are maintained digitally by network services.
- C. Final grades for a school year are to be maintained in the student's cumulative permanent record/folder/transcript.
- D. Results from Universal Screeners will not be assigned a grade.
- E. All grades recorded are to be the actual grade the student earned. There is no required minimum grade. [See Board Policy EIA (LEGAL) and EIA (LOCAL)]
- F. Teachers shall implement and provide documentation for all modifications and accommodations outlined in a student's IEP and 504 Plan.
- G. Conduct grades are to be an evaluation of a student's attitude and behavior. It should not change the grade in the academic area. State law requires that academic grades reflect relative content mastery. Behaviors such as not writing name on a paper or other academic behavior concerns may be reflected in the conduct grade, as with other concerns of this nature.
- H. When a student changes courses or teachers, it is the first teacher's responsibility to provide the new teacher with the student's average up to the date of transfer. The only exception is if the first course is not directly related to the student's second course (e.g. Biology to Spanish I).
- I. Incomplete grades (defined as final averages for established grading periods) must be finalized within five school days of the end of the grading period in which the student received the incomplete. After that time, students will receive a zero for all missed work, except in extenuating circumstances approved by the building principal.
- J. Students are not to receive an academic grade or bonus points for bringing classroom supplies. In addition, students are not to be penalized for not bringing in classroom supplies.

K. Student grades are to be held to the confidentiality requirements outlined in the Family Educational Rights and Privacy Act (FERPA). Grades cannot be posted and can only be shared with students individually.

NOTE: Interventions will be provided to assist struggling students with these expectations. Campus policy reflects a specific process for identifying and supporting these students and parents/guardians should be a part of this process.

HISD Grading Guidelines for Formative Assessments (Category I)

The district's philosophy is to provide opportunities for students to demonstrate mastery of Texas Essential Knowledge and Skills. HISD students shall be permitted a reasonable opportunity to revise/redo an assignment in Category I. The purpose of the revision is to allow students to further demonstrate mastery to learn.

Student work quality and mastery of assignment/skill/learning must be reflected in the grade given to the student. Students that take advantage of this opportunity shall earn back half of the point difference between the original score and the revision.

- **Revision Eligibility:** Revision is available to all students on a Category I assignment. All revisions must be completed prior to grade submission deadlines for any given grading period.
- **Procedures (Grades 6-12):** The student must notify the teacher that he or she wishes to revise an assignment. Since the goal is to re-teach and revise, the student must consult with his/her teacher prior to the revision. A tutorial or intervention session must be required as part of the consultation.
- **Timeframe:** After a student receives notice of their assignment grade, he/she has three (3) school days in which to complete a revision. At the secondary level, it is a shared responsibility between student and teacher to schedule the revision. Revising can be conducted during, before school, and after school.
- **Frequency:** Students can revise only once on each Category I assignment.
- **Resulting Grade:** Students that choose to revise an assignment in Category I will receive half of the point difference between the original grade and the revision. Thus, if a student scores an 80 on the revision and the original grade was a 70, the student's grade will be improved to a 75. If the revision grade is lower than the original grade, the original grade will be retained.

HISD Grading Guidelines for Summative Assessments (Category II)

The district's philosophy is to provide opportunities for students to demonstrate mastery of Texas Essential Knowledge and Skills. If a student fails to achieve a 70 on a Category II assessment, he or she may request a retest/revision (see page 37). A timely scheduled retest/revision will be offered **after teacher consultation, intervention, and additional student preparation**. In doing so, students are allowed the opportunity to improve grades.

- **Retest Eligibility:** Retesting is available to students who score lower than 70 on eligible Category II assessments. All retesting must be completed prior to grade submission deadlines for any given grading period.
 - **Exception:** Assessments developed by dual credit institutions or the College Board are not eligible for retests.
- **Procedures:** The student must notify the teacher that he or she wishes to retest. Since the goal is to re-teach and retest, the student must consult with his/her teacher prior to the retest. A tutorial or intervention session must be required as part of the consultation.
- **Timeframe:** After a student receives notice of a failing test grade he/she has five (5) school days in which to complete a retest. At the secondary level, it is a shared responsibility between student and teacher to schedule the retest. Retesting can be conducted during, before school, and after school tutorials.
- **Frequency:** Students can retest only once for a failing grade on a Category II assessment.
- **Resulting Grade:** A 70% is the maximum grade a student can earn via a retest. Thus, if a student scores an 80 on the retest, the original grade will be replaced with a 70. A student's grade can only be improved through the retest process. If the retest grade is lower than the original grade, the original grade will be retained.

Academic Achievement: Retention and Promotion

TEKS (Curriculum) Mastery

A student will be promoted only based on

- academic achievement or demonstrated proficiency in the subject matter of the course or grade level,
- the recommendation of the student's teacher,
- the score received on any criterion-referenced or state-mandated assessment, and
- any other necessary academic information as determined by the district.

Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See Board Policy EHBC (LEGAL) and EHBC (LOCAL)].

Promotion, grade-level advancement, and course credit shall be based on mastery of the TEKS (curriculum.) [See Board Policy EIE (LEGAL) and EIE (LOCAL)].

Standards for Mastery (Promotion and Retention)

Mastery shall be determined as follows:

- Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, six weeks, and final exams, or may be administered separately. Mastery of at least 70% of the TEKS shall be required.

Official Grade Reports

Interim Progress Reports

The purpose of the Interim Progress Report (IPR) is to inform students, parents/guardians, and campus administrators regarding progress in a subject. The IPR will be posted in txGradebook.

- Interim progress reports shall be issued for all students after the third week of each grading period. Supplemental progress reports may be issued at the teacher's discretion. [See Board Policy EIA (LEGAL) and EIA (LOCAL)]
- Students who are failing at the time that the IPR is created will have access to an itemized list of grades (in txConnect Parent Portal) for that three-week grading period.

Report Cards

The report card is a communication tool for parents/guardians and students. Report cards provide information regarding academic progress as well as attendance information.

- Report cards are issued no later than the fifth school day following the end of each six weeks grading period.
- Report cards are sent home with the student each six weeks.

Online Records—txConnect Parent Portal

- Parents/guardians may also access student progress information through txConnect Parent Portal at www.henrietta-isd.net.
- The txConnect Parent Portal displays current subject averages and individual assignment grades in the teacher gradebook.
- Parents/guardians may contact the school for additional access information.

Academic Dishonesty

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and/or disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating, plagiarism of any kind, including the use of electronic media, 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 employee, taking into consideration written materials, observation, or information from students. [See Board Policy CY (LEGAL) and CY (LOCAL)]

Behaviors defined as cheating include, but are not limited to:

- Giving or receiving information, looking on someone else's work, or allowing someone else to see or copy one's work for an assignment or during an exam, test or quiz.
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key.
- Use of unauthorized resources such as notes, cell phones, or other electronic devices during an exam.
- Taking an exam, producing a project, paper or assignment for another student or asking someone to take an exam or produce a project, paper or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one's work.

Behaviors defined as plagiarism include, but are not limited to:

Any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, and other similar works.

According to plagiarism.org, to “plagiarize” means:

- to steal and pass off (the ideas or words of another) as one’s own.
- to use (another’s production) without crediting the source.
- to commit literary theft.
- to present as new and original an idea or product derived from an existing source.

Copyright Infringement

The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection if they are recorded in some way (such as a book or computer file).

All the following are considered plagiarism:

- turning in someone else’s work as your own.
- copying words or ideas from someone else without giving credit.
- failing to put a quotation in quotation marks.
- giving incorrect information about the source of a quotation.
- changing words but copying the sentence structure of a source without giving credit.
- copying so many words or ideas from a source that it makes up most of your work, whether you give credit or not.

Common Concepts and Explanations

Return of Assignments/Graded Work

Students shall have the opportunity to review all graded work. Daily work should be returned in a timely manner. This should allow the teacher and/or student to identify any areas of weakness and arrange for tutorials or extra study sessions. Larger projects may require extended time for students to complete and likewise require extended time for teacher review. The teacher may reserve the right to retain the original work for documentation.

Tutorials

The purpose of a tutorial session is to provide instruction to assist students who have not mastered the TEKS currently being taught. Tutorials also serve as an instructional reinforcement for students needing assistance. All HISD students are welcomed and encouraged to attend tutorial sessions; however, students who have not mastered the TEKS (or are currently failing) should be given priority during scheduled tutorial times.

- Each campus will set day and time of scheduled tutorials. Some campuses may also have mandatory tutorials within the school day. Tutorials may also be offered outside of the school day.
- Teachers must be available to students during scheduled tutorial time.

Types of Assessments

General

Student mastery of subject matter may be assessed in a variety of ways. It is not necessary for all grades to have written paper work as their source. Nor is it always necessary to receive a grade for every assignment produced. Assessment should always follow a period of guided practice and/or independent practice. Student's work may be evaluated for more than one subject area as appropriate.

Formative Assignments/Assessments

Formative assessments are progress monitoring tools that determine how students can be helped in the learning process. These assessments are FOR learning. Formative assessments can be taken as grades but do not have to be recorded as a grade in the gradebook (i.e.: thumbs up/down, exit tickets, four corners, gallery walks, labs, observations, questioning, discussions, learning/response logs, graphic organizers, self-assessments, practice presentations, individual responses [written/digital], spelling tests, homework, editing, record thinking while reading, think/pair/share, portfolios, anecdotal records, participation, etc.). Formative assessment is the monitoring that occurs throughout the process of learning, providing students with feedback on how they are doing and what their next learning steps are.

Classwork/Homework

- Classwork is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There could be occasions where classwork becomes homework.
- Homework and classwork should never be assigned as punishment.
- Homework is work that is assigned to be completed at home and is an extension of concepts that were covered through guided practice in class. The exception would be a flipped classroom in which new concepts will be introduced for future classroom instruction. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully.

Quizzes

A quiz is a formative assessment that is designed to assess student knowledge. It is not intended to take the entire class period to complete. Quizzes usually can be given without prior notification to the student.

Summative Assignments/Assessments

Summative assessments measure how much students have learned over time. These assessments are OF learning. Summative assessments determine mastery of the curriculum standards and help determine effectiveness of instruction. Summative assessments should be created prior to instruction to capture and identify both content and process of learning that represent the desired outcomes (i.e.: end of unit tests or project, standardized assessments, labs, completed compositions, completed portfolios). Major tests/projects and examinations are a culminating assessment/assignment, which give information on student's mastery of content, knowledge, or skills. Major tests must be scheduled and announced in advance.

Chapter Tests

Chapter tests are summative assessments designed to test incremental skills and objectives from the curriculum utilizing a sampling of problems from a chapter in the textbook or novel.

Unit Tests

Unit tests are summative assessments designed to assess student knowledge over a unit of study in the curriculum. Units of study contain manageable numbers of relevant content standards that are addressed around a concept, issue, problem, or theme that contains the essential understandings and questions. The unit test poses essential questions that address selected content strands, promote students thinking, and result in active application of learning.

Curriculum-Based Assessment (CBA)

(Six Weeks/Benchmark Tests/Semester Exams/Final Exams)

Curriculum-based assessments (six weeks/benchmark tests/semester exams/final exams) are summative assessments that are designed to assess student performance mastery of the prescribed curriculum objectives. These assessments are developed through district and/or campus collaborative efforts. They cover

the TEKS addressed in the scope and sequence for a specified period of the course.

Special Projects/Term Papers

- Term papers or projects are lengthy classwork or homework assignments that may take up to several weeks for a student or group of students to complete.
- Teachers may assign term papers or projects to an individual or to a group of students as determined by the teacher.

Compositions

In writing, compositions are formal writing assignments. Compositions often take a longer time to complete and are graded for many components. The evaluation of the writing process is the major purpose of the average.

Performance-Based Courses

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include courses within the Fine Arts, Career and Technical Education, Athletics and Physical Education departments.

In many of these courses, the grading and assignments must reflect the TEKS and a measure of the student's performance, and a higher percentage of the grade may come from successful participation.

Performance-Based Assessments

Performance assessments are measures of a student's progress toward mastery of the TEKS and District curriculum objectives. There are many forms of assessment that may or may not be utilized by individual teachers. Types of performance assessments include, but are not limited to:

- Classroom participation
- Public performances
- Oral responses
- Experiments
- Checklists of skills
- Enrichment
- Teacher observation
- Anecdotal notes
- Homework assignments
- Classroom discussions
- Written responses (including notebook/journal entries)
- Research project
- Portfolios
- Collaborative group work/projects
- Chapter/unit tests

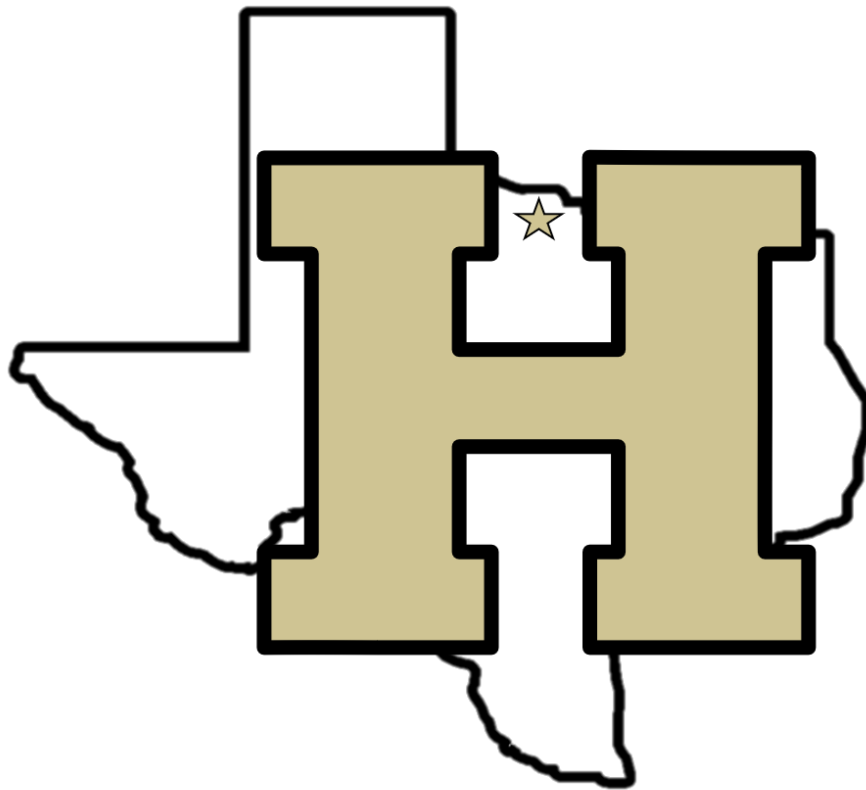
Transfer Grades

Transcript Recording from Non-HISD Schools

A student who transfers into the District shall receive the grades that were earned in courses at other schools. Higher-level course credits earned shall receive grade points according to the list of higher-level courses offered in the District and the grade point scale used for credit earned in the District. Students shall not receive weighted grade points for courses not available in HISD, except for International Baccalaureate courses. Letter grades will be converted as follows:

Communication Grade	Numeric Grade
A+	98
A	95
A-	90
B+	88
B	85
B-	80
C+	78
C	75
C-	70
D+, D, D-	70
F	69

Elementary (PK-5) Grading and Reporting Procedures



Calculating Six Weeks Averages

Kindergarten and Grade 1

Kindergarten and Grade 1 students receive a TEKS standards-based report card each six weeks. Grades will be documented in the txConnect gradebook using the table below.

In kindergarten and grade 1, grades will include a minimum of ten (10) different assignments in reading and math. For science and social studies, the minimum number of assignments will be eight (8).

E	97-100
S+	93-96
S	85-92
S-	80-84
N	70-79
U	Below 70

In health, fine arts, and physical education, students will receive one of the following designations: E (excellent), S (satisfactory), N (needs improvement), or U (unsatisfactory) based on skill mastery of the appropriate TEKS.

Citizenship

For Kindergarten, Grade 1, and Grade 2 students, a citizenship grade of E, S, N, or U is given.

E = Excellent	S = Satisfactory
N = Needs Improvement	U = Unsatisfactory

For Grade 3, Grade 4, and Grade 5 students, a numerical grade will be given for citizenship based off their Pride Folder grades.

The citizenship grade will be determined by:

- Following classroom rules
- Following handbook guidelines
- Exhibiting overall appropriate behavior
- Citizenship grades of N or U should only be given after parent contact has been made, documented by the teacher, and time for remediation has occurred.

Weight of Grades

All numeric averages reported on progress reports and report cards will be determined using a percentage grading system.

Elementary Grades 2-3

Category	Product Description	Weight
Category I Formative*	Daily assignments (classwork, homework, quizzes, weekly tests, participation, etc.)	80%
Category II Summative	Major assessments (chapter/unit tests, CBAs, performance tasks), Six Weeks Tests**	20%

*When practical, graded assignments are to be finished in class and not sent home to be completed as homework.

**Six weeks tests and/or semester tests will NOT be reassessed.

These guidelines shall ensure that grading reflects a student’s relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned, [See Board Policy EIA (LEGAL) and EIA (LOCAL): *Guidelines for grading shall be clearly communicated to students and parents. The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment for which the student received a failing grade.*]

Grades 2-3

Numerical grades are used for reporting progress in reading, language arts, mathematics, science, and social studies. Category I numerical grades will include a minimum of ten (10) different assignments for reading, language arts, and math. For science and social studies, the minimum number of assignments will be eight (8).

Specific values are indicated below. Letter grades may be used on daily work.

90-100	A
80-89	B
70-79	C
Below 70	F

In health, fine arts, and physical education, students will receive one of the following designations: E (excellent), S (satisfactory), N (needs improvement), or U (unsatisfactory) based on skill mastery of the appropriate TEKS.

Elementary Grades 4-5

Category	Product Description	Weight
Category I Formative*	Daily assignments (classwork, homework, quizzes, participation, etc.)	80%
Category II Summative	Major assessments (chapter/unit tests, CBAs, performance tasks), Six Weeks Tests**	20%

*When practical, graded assignments are to be finished in class and not sent home to be completed as homework.

**Six weeks tests and/or semester tests will NOT be reassessed.

Grades 4-5

In grades 4-5, numerical grades are used for reporting progress in reading, language arts, mathematics, science, social studies, music, and physical education. Category I numerical grades for reading, language arts, and math, will include a minimum ten (10) different assignments. For grades 4-5, a minimum of ten (10) assignments for social studies and ten (10) assignments for science are included in Category I each six weeks.

Maximum Weight of a Grade

When calculating a six weeks average, no single assignment/assessment grade may count more than 20% of the total average regardless of the grade Category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on Report Cards may not exceed 100%.

Maximum/Minimum Grade Reported

Grades for assignments will be based on TEKS mastery. Teachers are not required to assign a minimum grade for an assignment without regard to the student's quality of work. [See Board Policy EIA (LEGAL) and EIA (LOCAL)]. The actual grade earned on any assignment may exceed 100%; however, the calculated average on an Interim Progress Report and/or Report Card may not exceed 100%.

Citizenship

For Kindergarten, Grade 1, and Grade 2 students, a citizenship grade of E, S, N, or U is given.

E = Excellent	S = Satisfactory
N = Needs Improvement	U = Unsatisfactory

For Grade 3, Grade 4, and Grade 5 students, a numerical grade will be given for citizenship based off their Pride Folder grades.

The citizenship grade will be determined by:

- Following classroom rules
- Following handbook guidelines
- Exhibiting overall appropriate behavior
- Citizenship grades of N or U should only be given after parent contact has been made, documented by the teacher, and time for remediation has occurred.

Late Work

- Late work is graded in the same manner in all classes at the elementary level.
- Chronic abuse, more than three (3) late assignments during any one (1) six weeks grading period, may result in additional consequences.

Make Up Work

Students shall be permitted to make up assignments and tests following any absence. All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school. For students at the elementary level, the District shall not impose a grade penalty for makeup work after an unexcused absence.

- A student will be given as many days as he/she was absent to make up tests and other missed assignments.
- Students should not be required, on the day of returning to school to take a quiz or test that was announced during the student's absence.

Extra Credit

- All extra credit is to be academic.
- The intent of extra credit is for enrichment in a class.
- Extra credit may be offered at the discretion of the grade level/department.
- If extra credit is offered, it must be offered to all students in the grade level or subject area.
- Extra credit will not cause an excessive financial burden on the student or given for bringing in basic school supplies.
- Extra credit awarded will not account for more than 5% of the six weeks average.

Secondary (6-12) Grading and Reporting Procedures



Semester/Final Exam (Secondary Courses 9-12)

All students may be exempt from taking a semester exam if they meet the following requirements:

- Each class subject will be considered separately.
- If a student has a 90 or above average:
 - No more than four (4) absences (whether excused or unexcused)
 - No more than three (3) tardies
- If a student has an 80 or above average:
 - No more than two (2) absences (whether excused or unexcused)
 - No more than three (3) tardies
- Absences will be counted for all three six weeks within the current semester. Absences up to the day of the exam will count against students. The office record of absences will serve as the official absentee record for exemption purposes. (Students need to remember that if they are over 10 minutes late to class, they will be counted absent.)
- A student receiving more than two discipline placements in In-School Suspension (ISS) within that semester or any discipline placements in Out-of-School Suspension or an Alternative School Placement will not be exempt from any semester average.
- Students may choose to take an exam in a class they are exempt from in order to improve their semester average or improve their test-taking skills. The semester exam grade, for students that are exempt and choose to take an exam, will only be calculated if it will improve the student's semester average.

Calculating Six Weeks Averages

Weight of Grades (Grades 6-8)

All numeric averages reported on progress reports and report cards will be determined using a percentage grading system.

Category	Product Description	Weight
Category I Formative*	Daily Work (classwork, homework, quizzes, participation, etc.) Science Lab (process skills)	60%
Category II Summative	Major Assessments, CBAs, Six Weeks Tests**, Science Major Assessments	40%

*When practical, graded assignments are to be finished in class and not sent home to be completed as homework.

**Projects, long-term assignments, six weeks tests, and/or semester tests assessments will NOT be reassessed.

***Students enrolled in Algebra I will follow the guidelines at HHS (see page 34).

Minimum Number of Assignments

There must be a minimum of twelve (12) assignments for each grading period.

Category I will have a minimum of nine (9) assignments.

Category II will have a minimum of three (3) assignments (spaced appropriately) per reporting period, per subject.

Maximum Weight of a Grade

No single assignment or assessment grade may count more than 20% of the total average regardless of grading category. However, some major projects may include multiple assignments and/or assessments.

Teachers use a system of grading based on a numerical scale of 100 points.

90-100	A
80-89	B
70-79	C
Below 70	F

Citizenship

A citizenship grade of E, S, N, or U is given.

E = Excellent	S = Satisfactory
N = Needs Improvement	U = Unsatisfactory

The citizenship grade will be determined by:

- Following classroom rules
- Following handbook guidelines
- Exhibiting overall appropriate behavior
- Citizenship grades of N or U should only be given after parent contact has been made and documented and time for remediation has occurred.

Citizenship grades have a bearing on participation in Student Council, UIL, and some elected honors and/or organization memberships.

Weight of Grades (Grades 9-12)

All numeric averages reported on Interim Progress Reports (IPRs) and report cards will be determined using a percentage grading system.

When averaging grades for each six weeks, the following percentages are given to each category of grade(s) for courses.

Category	Product Description
Category I Formative*	Daily Work (classwork, homework, quizzes, participation, etc.)
Category II Summative	Major Assessments, CBAs, Science Lab (process skills), Long-term Assignments**, Projects**, Six Weeks Tests**

*When practical, graded assignments are to be finished in class and not sent home to be completed as homework.

**Projects, long-term assignments, six weeks tests, and/or semester tests assessments will NOT be reassessed.

Grades 9-12 Course Table

Course Description		English, Social Studies, CTE, Fine Arts, Electives	Science, Math, LOTE
Category			
Category I Formative*	Daily Assignments	60%	40%
Category II Summative**	Major Assessments	40%	60%

*When practical, graded assignments are to be finished in class and not sent home to be completed as homework.

**Major assignments, labs, diagnostic assessments, six-week tests and/or semester tests will NOT be reassessed.

Maximum Weight of a Grade

When calculating a six weeks average, no single assignment/assessment grade may count more than 20% of the total average regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. The actual grade earned on any assignment may exceed 100%; however, the calculated average on an Interim Progress Report and/or report card may not exceed 100%.

Minimum Number of Assignments (Grades 9-12)

- Teachers will allow multiple opportunities for students to demonstrate mastery of the TEKS. Benchmark tests may replace the six weeks CBAs at the discretion of the curriculum team.
- Teachers are required to take a minimum of nine (9) Category I formative assignments for each six weeks period.
- In addition, teachers must take a minimum of three (3) Category II assignments per six weeks grading period.

Maximum/Minimum Grade Reported

Grades for assignments will be based on TEKS mastery. Teachers are not required to assign a minimum grade for an assignment without regard to the student's quality of work. [See Board Policy EIA (LEGAL) and EIA (LOCAL)].

Reteach and Reassess for Mastery

Reteach/Retest/Reassess for Mastery

- The students who do not demonstrate mastery will be given the opportunity to be reevaluated after they are retaught or after different activities are provided. Reassessment may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, or test corrections.
- *Reassessment is the student's responsibility; time allotted for reassessment will be done at the teacher's discretion. It may be done either before school, after school, during tutorials, or by prior arrangement with the teacher.*

Late Work

Daily work (i.e. homework, classwork, drills, worksheets, etc.) will be penalized ten (10) points for each day (up to three (3) days) past the posted assignment date. After three school days, the grade will be recorded no higher than a 50. If major work (end products, reports, projects, major essays, research papers) or long-term assignments (those with advanced notice of ten (10) or more days) is not received on time, it will only be accepted one day after the posted due date for a grade no higher than a 70. Both major work and long-term assignments should be turned in on the due date regardless of any absences, including if the student is absent on the actual due date.

Make-Up Work

Students are expected to make up any work missed due to an excused absence. Students will have the same number of days to make up work as they were absent. The only exception will be due to extenuating circumstances. It is the student or parent's responsibility to request makeup work and turn it in.

If the work is not made up on time, it will fall into the "late work" category.

Calculation of Semester Average

All secondary courses will calculate and report a semester average. Calculated averages reported on Interim Progress Reports (IPRs) or report cards may not exceed 100%. Grades recorded in a gradebook represent a confidential record for assessment of student performance.

Middle School Credit Courses

The semester average will be the average of three six weeks grading periods.

1st Six Weeks Average 33.34%
2nd Six Weeks Average 33.33%
3rd Six Weeks Average 33.33%

Middle school students taking high school credit courses will follow the high school calculations.

High School Credit Courses

1 st Six Weeks Average	30%	4 th Six Weeks Average	30%
2 nd Six Weeks Average	30%	5 th Six Weeks Average	30%
3 rd Six Weeks Average	30%	6 th Six Weeks Average	30%
Semester/Final Exam	10%	Semester/Final Exam	10%
Semester Average	100%	Semester Average	100%

In courses where the Semester/Final Exam are not administered, the semester average will be the average of the six weeks grading periods.

1 st Six Weeks Average	33.34%	4 th Six Weeks Average	33.34%
2 nd Six Weeks Average	33.33%	5 th Six Weeks Average	33.33%
3 rd Six Weeks Average	33.33%	6 th Six Weeks Average	33.33%
Semester Average	100.00%	Semester Average	100.00%

Average of Year-Long Courses

Middle School Credit Course

Middle school credit courses that are a full year in length will calculate a year-long average. This year-long average (with required attendance) will determine credit for retention and promotion. The average will be determined using the six weeks average (not the semester averages).

Average	Percent of Year-Long Average
1 st Semester Average	50%
2 nd Semester Average	50%
Year Average	100.00%

High School Credit Course

1 st Semester Average	50%
2 nd Semester Average	50%
Year Average	100%

Averaging Semester Grades for High School Course Work

Students in high school credit courses receive separate and independent grades for each semester for a year-long course. However, semesters will be averaged to calculate an overall yearly average for accredited courses of the same course credit.

Appendix

Appendix A: Extracurricular Activities and UIL Eligibility

Grades and Extracurricular Activities

Grades shall not be increased or reduced for participation or lack of participation in any extracurricular activity. [See Board Policy EIA (LEGAL) and EIA (LOCAL)]. Teachers, coaches, directors, and sponsors should refer to Texas Education Code §76.1 for definition of extracurricular activities. Sponsors of extracurricular clubs and groups are responsible for ensuring that participating students are eligible through confirmation of the individual designated to as keeper of the grades.

Henrietta ISD Eligibility Calendar

HISD publishes an official eligibility calendar annually. See www.henrietta-isd.org or campus extracurricular sponsor. This calendar is strictly enforced. Please maintain a copy for your reference.

Official Eligibility Grade Check Date

This is the established calendar date for the official grade check.

Gain/Lose Dates

Students will gain eligibility if they are passing in ALL classes or lose eligibility if they fail ANY class (excluding those identified as Advanced classes).

Gain Only Dates

Ineligible students can regain eligibility if they are passing ALL classes, not just the ones they were failing (excluding those identified as Advanced classes).

Grade Period Dates

This is the effective date that students regain or lose eligibility at the end of the school day. It is seven (7) calendar days after the official eligibility check.

Advanced Class Waivers

A student who receives at the end of a grading period a grade below 70 in any academic class, other than an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, may not participate in extracurricular activities for at least three school weeks. [TEA/UII Side-by-Side page 3-4]

Extracurricular Absences

A student is allowed in a school year up to ten (10) absences not related to post-district competition, approved absences for post-district competition prior to state, and approved absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.

University Interscholastic League (UIL) Eligibility

(Refer to UIL website <http://www.utexas.edu/admkin/uil/admin/side/acad.html>)

1. A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any academic class (other than an identified advanced class) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. However, an ineligible student may practice or rehearse. The student regains eligibility when the principal and teachers determine that he/she has:
 - a. Earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and
 - b. Completed the three school weeks of ineligibility.
2. All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of each six weeks grading period. Students who pass remain eligible until the end of the next grading period.
3. All activity coaches and directors are responsible for obtaining official grade reports from the individual that the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three school week evaluation periods for ineligible students.

Appendix B: HISD Dual Credit Guidelines

Students enrolled in grades 9-12 are eligible to be awarded credit toward high school graduation for completing college-level courses. This process is called Dual Credit and HISD has agreement with Vernon College for Dual Credit opportunities [See Board Policy EDHH (LEGAL) and EDHH (LOCAL)]. Vernon College has different guidelines and criteria for admission. Admission is contingent upon the student meeting these requirements.

HISD has determined the courses for which Dual Credit is awarded. These courses provide advanced academic instruction beyond or in greater depth than the Texas Essential Knowledge and Skills (TEKS). In order to receive the high school credit portion of Dual Credit, the course grade must be at least a 70 on the college grading scale. Although a grade of 60 is considered “passing” on the college level, high school Dual Credit is not awarded. If a student earns a college grade of 69 or below, he/she must recover the high school credit if the course or credit is required for high school graduation.

The Dual Credit course, numeric grade, and high school credit earned are posted on the high school transcript. Courses taken by Dual Credit do not earn grade points and are not considered in the grade point average at the high school per Policy EIC (LEGAL) and EIC (LOCAL). The course does have a letter grade and grade point posted on the **college** transcript.

Should the student withdraw from a one-semester college level course (i.e. Government) that is a requirement for graduation, the campus will accept the withdrawal grade and place the student in the comparable high school course. Should the student withdraw from a year-long course (i.e. English IV or U.S. History) that is required for graduation, the campus will accept the withdrawal grade and place the student in the high school course. If the student chooses to not transfer in the withdrawal grade, they must complete the full semester of an equivalent credit recovery course before the end of the enrolled semester.

Students must complete the process for admissions. Once admitted, students must obtain an Endorsement Form located in the Counseling Office at Henrietta High School. Both the student and the parent/guardian must affirm this request. The student must provide the college with a copy of this endorsement. The

student is responsible for costs associated with taking college courses, including the purchase of the college-level test, ancillary materials, and parking (if applicable). Students enrolled in Dual Credit courses are eligible for student services, including tutoring and library access, on the respective college campus.

Appendix C: Grading Policies for Students with Disabilities

Students with disabilities receive instruction in a variety of settings as determined by the Admission, Review, and Dismissal (ARD) Committee. Each student with a disability must have an Individualized Education Plan (IEP) that is properly developed, implemented, and maintained in the least restrictive environment that is appropriate to meet the student's educational needs.

The Texas Education Code Section 28.002 states that all students shall participate actively in a balanced curriculum designed to meet individual needs. The TEKS represent the core knowledge, skill, and competencies all students should learn, in order to be effective and productive members of society. Students with disabilities shall be instructed in the TEKS in a manner appropriate to their needs.

The student's IEP must include a statement of measurable annual goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general curriculum. For students taking alternate assessments aligned to alternate achievement standards, the IEP must also include a description of benchmarks or short term objectives. The following guidelines are meant to ensure that grades convey meaningful information to parents regarding their child's progress.

1. *Students participating in the general education classroom without curriculum accommodations:*

The ARD Committee may determine that a student with a disability will be responsible for mastering the entire general education curriculum with accommodations only in the instructional strategies.

Accommodations in instructional strategies alone, such as extra time or large-print textbooks, are not curriculum accommodations and are not coded on the report card. Documentation reflecting the implementation of modifications is required. District grading policies will apply to students participating in the general education curriculum without curriculum modifications unless determined otherwise by the student's ARD Committee.

2. *Students participating in the general education classroom with curriculum modifications:*

The ARD Committee may determine that a student with a disability is responsible for mastering only specific TEKS of a course and not the entire District curriculum. This is a modification to the curriculum and will be documented in the IEP, with a copy provided to the teacher.

Although students receiving curriculum modifications in a general education course will receive instruction in the entire curriculum, the student's grade will not reflect his/her performance on curriculum objectives not included in the student's IEP. Notwithstanding, the student with a disability must be provided with the same opportunities to earn grades as non-disabled students such as extra credit points or non-content related points such as participation grades.

Students receiving a modified curriculum in general education classrooms will receive their grade from the general classroom teacher or jointly with special education teachers as determined by ARD Committee.

3. *Students participating in the general education classroom for reasons other than mastery of course curriculum:*

Some students with disabilities may participate in general education courses for reasons other than mastery of the course content. Classes taken for no credit as part of the IEP will be graded solely based upon criteria outlined in the particular student's IEP such as progress in social skills or classroom participation.

4. *Students participating in special education courses:*

Students who receive instruction in special education classes shall receive the grade from the appropriate special education teacher. The student's grade is not strictly a function of the student's ability to demonstrate progress on the goals/objectives selected by the ARD Committee but may include other measures as determined by the ARD Committee. The ARD Committee must determine how progress toward the IEP goals will be measured and how that progress will be reported to the parents.

In addition to considering how grades will be determined for students in categories 2, 3, and 4 with content area IEPs, the ARD Committee also determines how the child's progress toward the IEP goals/objectives will be measured and how that progress will be reported to the parents. The report card may not be used as a substitute for reporting progress on IEP goals/objectives. Teachers are responsible for collecting data to aid ARD Committees in determining student progress on IEP goals/objectives.

Appendix D: Students Protected Under Section 504

Section 504 of the Rehabilitation Act of 1973 states: “no qualified individual with disability shall, solely by reason of her or his disability, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

A qualified individual is any person who:

- Has a physical or mental impairment which substantially limits one or more major life activities,
- Has a record of such an impairment, or
- Is regarded as having such impairment.

A Section 504 Committee will determine appropriate accommodations to enable qualified students to receive a free and appropriate education. These accommodations may change the presentation of material, the method of student response, or the setting, timing or scheduling of instruction. Students under Section 504 must still master the TEKS of a course. It is the classroom teacher’s responsibility to ensure that the accommodations are being implemented.

In summary, students who fall under the protection of Section 504 should be graded in such a way that their disability does not affect their ability to demonstrate their knowledge of the subject matter.

Student with Dyslexia

A student with dyslexia may be eligible for protection under Section 504 or special education services. Accommodations will be determined by the appropriate committee for these students. Some students with dyslexia may not be eligible for any of these services, and regular grading policies and procedures should be followed.

Appendix E: Special Education/Section 504 Accommodations— Pre-AP/AP

The following guidelines are intended to apply to eligible special education and Section 504 students who enroll in Pre-AP or AP courses. While Pre-AP/AP courses are open to any student wishing to enroll, including special education and Section 504 students; counselor, parents, ARD Committees and Section 504 Committees should be aware that these are high-level academic classes. In order to be eligible for accommodations in a Pre-AP/AP class, the student must be eligible for the same accommodation in a general education classroom. Accommodations will not be implemented if they alter the content of standards of the course. The following guidelines shall be applicable to all special education and Section 504 students who enroll in Pre-AP courses:

1. Special education or Section 504 students must have equal opportunity to participate in Pre-AP or AP courses.
2. While ARD and Section 504 Committees may wish to consider Pre-AP or AP courses in connection with transition plans for students who will be attending college, ARD Committees and Section 504 Committees are not required to place students in Pre-AP or AP classes unless they can be reasonably expected to be successful there with the allowable accommodations described in the guidelines referred below.
3. Accommodations for special education and Section 504 students may not alter the content or academic standards of the Pre-AP or AP course. Thus, certain allowable accommodations may include, but are not necessarily limited to the following:
 - Extended time for testing
 - Preferred seating
 - Opportunity to repeat and explain instructions
 - Assignment notebook
 - Minimal distractions
 - Large print, Braille/peer to read aloud
 - Behavior intervention plan
 - Assistive technology as defined by the committee

- Altered format of exams, such as highlighted instructions or alternative spacing of questions
 - Altered assignments as needed for person with motoric or visual impairment
4. The following are examples of accommodations which would alter the content or the standards of the course, and are not allowed.
- Reduced assignments
 - Special projects in lieu of assignments
 - Exams of reduced length
 - Open book exams
 - Peer tutoring/paired work arrangement (is not allowed except when offered to the entire class.)
 - Any reduction of content or standards of the course
 - Reduced mastery

While the decision to enroll in a Pre-AP/AP class is ultimately to be made by the parent or student, the ARD or Section 504 Committees may meet and recommend removal of the student from the classroom if the student is not meeting the standards applicable to students in the program and, as a result, is failing or at risk of failure.

Appendix F: Expectations and Guidelines for All English Language Learners and Recent Immigrants

All academic and performance expectations apply equally to second language learners; however, it is imperative to recognize critical processes and feature of second language acquisition including the affective, linguistic, and cognitive needs as described in Section 89.1210(e) of 19 TAC Chapter 89, Subchapter BB:

1. *Affective*. Limited English Proficient students shall be provided instruction using second language methods in English to introduce basic concepts of the school environment which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the student's home language and the United States.
2. *Linguistic*. Limited English Proficient students shall be provided intensive instruction to develop proficiency in the comprehension, speaking, reading, and composition of the English language. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.
3. *Cognitive*. Limited English Proficient students shall be provided instruction in English, Mathematics, Science, Health, and Social Studies using second language methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

It is also imperative to modify the **instruction, pacing, and materials** to ensure that English Language Learners have a full opportunity to meet these expectations. The expectations apply to the second language learner at his/her level of proficiency in English. **Students who have waived the services of the Bilingual/ELL program will be graded according to HISD Instructional, Grading, and Reporting Guidelines with consideration given to the student's English language proficiency level.**

English as a Second Language

Promotions and Retention of English Language Learners

Students will be promoted or retained as specified below:

English Language Learners making satisfactory progress in academic skills for their grade level should be promoted to the next grade level.

The expectation of meeting the state and local curriculum as outlined by the TEKS apply to the second language learner at his or her level of proficiency in English [Texas Administrative Code Chapter 128]. An English Language Learner may not be retained due to lack of academic progress if the student is making progress in learning English. If the student has made progress as documented by required district testing instruments then the student should not be retained regardless of academic progress.

Students who fail to make academic progress and fail to make progress in English could be retained provided that documentation of adaptations, pacing, and the use of appropriate English as a Second Language strategies including sheltered instruction and materials support the decision to retain. Retention should only be considered when extensive adaptations, instructional pacing, the use of appropriate materials and use of ESL methodologies have been unsuccessful as documented through the campus student success (CARE) team.

Teachers will report grades and conduct following HISD Grading and Reporting Procedures in all skill areas during each grading period. Parent-teacher conferences are scheduled to address individual student needs.

English as a Second Language (ESL) Program Grading (Elementary)

ELLs in the ESL program are to be assessed for progress and achievement through English language instruction in accordance with programmatic organization and state mandates, the Bilingual/ESL Department is currently implementing only an ESL program for elementary (PreK-5). The ESL program provides instruction in English through sheltered instruction strategies to support comprehensive input and to accelerate language acquisition.

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

English as a Second Language (ESL) Program Grading (Secondary)

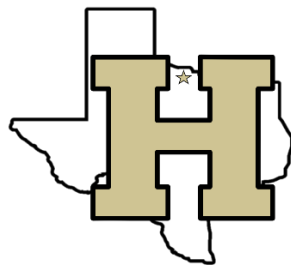
It is very important for teachers of English Language Learners (ELLs) to differentiate between academic achievement and language proficiency. The students may be unfamiliar with the specialized English language that is unique to each subject area and will have little practice in using English as a medium of thought with the subject matter. The students may have more difficulty in mastering the content area because of the language demands required of the actual content material.

Some assessment instruments are not appropriate for assessing academic knowledge of an ELL. A large number of assessment instruments for content mastery assume native proficiency in English, in addition to knowledge of the content area. Limited English Proficiency (LEP) students may score low on exams for the following reasons:

- Students may be unable to use English as a medium of thought;
- Students may require extra response time due to conceptual processing requirements in English;
- Students may be unable to understand the content-area vocabulary or syntax;
- Students may not have knowledge of the content area required to obtain a correct response.

Therefore, the teacher can design tests for LEP students that have reduced demands on English by:

- Simplifying the language used in the test by substituting less difficult words for demanding vocabulary the student may not know. (The teacher will not make substitutions for vocabulary words that are required by the content since these are taught during instruction.)
- Ensuring that grammatical constructions are uncomplicated by lengthy sentences. (Students can concentrate more on the curriculum if they are not required to process long and complicated syntactical structures.)
- Being aware of cultural differences that might make a difference.



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