

Timonium Family Night Q & A

With the emphasis on the Skills and Conduct portion of the report card, how does this affect those with special needs in those areas (emotionally disturbed, autism, development delay...)?

Teachers take into consideration student accommodations when rating students on their success in the Skills and Conduct indicators. If a student has behavior goals on their Individualized Education Plan (IEP) or a Behavior Intervention Plan, their progress is tracked through those plans.

How do accommodations and disabilities factor into grades?

The new grading policy does not change how accommodations and/or disabilities are factored into grades. As stated on page 30 of the Grading & Reporting Procedures Manual:

- “Accommodations are adaptations that ‘level the playing field’ for a student. Accommodations do not change the learning goals/grade-level standards for the student but allow the student to participate in and demonstrate mastery of the standards. It is mandatory to document accommodations for students with a 504 or Individualized Education Program (IEP). Accommodations do not alter a student’s grade.
- “Modifications are changes in content and assessment based on the recommendations from the student’s individual educational team. Modifications change the grade-level standards. The decision to modify standards is a formal individual educational team process that includes parents and students, as appropriate.”

What percentage of children who were not tracked into GT in 6th grade took AP Calculus and/or Statistics by 12th grade?

This question is not a question we can answer here at Timonium. We suggest calling Baltimore County’s Secondary Math Office to see if they track this data.

Are the “extension activities” in math taught to groups of students in the classroom or are they assigned to individual students only?

The math skill being taught determines whether the extension activity is taught to a group of students in the classroom or assigned to individual students. If there is a group of students who has been successful with the skills leading up to the topic, then the teacher will give the extension activity to the group. If there is only an individual student who needs an extension activity, the teacher will work with the student or give the student an extension activity.

Why is math the exception in 1st and 2nd grade with heterogeneous grouping? Is it too developmentally early to level/switch based on skill? I do not know other elementary schools that switch this early.

We have a wide range of ability levels in mathematics. Our students in 1st and 2nd grade switch in math to ensure the gap among students’ skill level is less. It is developmentally appropriate to switch at this age. Other elementary schools in Baltimore County switch in 1st and 2nd grade.