

BOARD OF EDUCATION OF BALTIMORE COUNTY
POLICY REVIEW COMMITTEE
NOVEMBER 16, 2020 MEETING

EDUCATION TRANSPARENCY ACT DESCRIPTION

The following is a full and accurate description of the final actions taken at the meeting and is provided in accordance with the Education Transparency Act, Md. Ed. Code Ann., §3-2B-09(b)(3). If there is a discrepancy between the video and this description, the video, which constitutes the official minutes of the meeting, shall control. The video/audio recordings of the Board of Education are the official record of the meetings and can be viewed at: <https://vimeo.com/480831153>

The November 16, 2020, meeting of the Policy Review Committee of the Board of Education of Baltimore County was held online through Livestream on the BCPS Web site and was called to order at 4:32 p.m. by Chair Kathleen Causey. A quorum was present. In addition to Chair Causey, those Committee members attending were: John Offerman, Vice Chair; and MaKeda Scott, members.¹ Ms. Lily Rowe joined the meeting at 4:33 p.m.

The following Committee staff persons were present: Margaret-Ann F. Howie, Esq., General Counsel; and Patricia Clark, Policy and Compliance Officer.

The following additional staff persons were present: Dr. Mary Boswell-McComas, Chief Academic Officer; Dr. Brian W. Scriven, Chief Administrative and Operations Officer; Dr. Renard Adams, Senior Executive Director, Curriculum Operations; Ms. Barbara Burnopp, Senior Executive Director, Business Management Planning, Mr. Pradeep Dixit, Executive Director, Facilities Management and Strategic Planning; Mr. James Corns, Executive Director, Information Technology; J. Stephen Cowles, Esquire, Deputy General Counsel; Ms. Megan Shay, Executive Director, Academics; and Mr. Merrill Plait, Director, Facilities Construction and Improvement.

I. APPROVAL OF MINUTES

1. Meeting Minutes, October 19, 2020

The minutes of the October 19, 2020, meeting of the Policy Review Committee stood approved as recorded.

Mr. Joshua Muhumuza joined the meeting at 4:43 p.m.

II. UNFINISHED BUSINESS

2. Policy 8311, Meetings

On motion of Ms. Scott, seconded by Mr. Offerman, that the Policy 8311 Appendix be amended on p. 2, Paragraph III(A), Line 5, by striking the words "obtain the permission of" and inserting the word, "notify." As amended, the sentence would read, "The Board

¹ Ms. Moalie Jose, board member, was also present as of 4:30 p.m. and left the meeting at 5:15 p.m. Ms. Cheryl Pasteur, board member, was also present as of 4:40 p.m. and left the meeting at 6:45 p.m.

member shall notify the Board or the Committee chair prior to electing participation by telephone or electronic means." No vote was taken on the motion.

Board Member	Favor	Against	Abstained/ Did Not Vote	Absent
Ms. Causey				
Mr. Offerman				
Mr. Muhumuza				
Ms. Rowe				
Ms. Scott				

The agenda was amended to allow discussion of the new business items to proceed.

III. NEW BUSINESS

3. Policy 1290, Closing of School Buildings

Following presentation, and by consensus of the Committee, Policy 1290, renumbered as Policy 7610, was moved forward to the full Board for approval, as presented.

Mr. Offerman left the meeting at 5:20 p.m. and returned at 5:30 p.m.

4. Policy 6000, Curriculum and Instruction

On motion of Ms. Causey, seconded by Ms. Rowe, that Policy 6000 be amended on p. 1, Paragraph I, Line 25, by inserting a new Subparagraph D to read, "Curriculum delivery for students and staff will be balanced with printed materials as appropriate." The motion failed.

Board Member	Favor	Against	Abstained/ Did Not Vote	Absent
Ms. Causey	x			
Mr. Muhumuza			x	
Mr. Offerman			x	
Ms. Rowe	x			
Ms. Scott			x	

By consensus of the Committee, Policy 6000 was moved forward to the full Board for approval, as presented.

5. Policy 6002, Selection of Instructional Materials

Following presentation, and by consensus of the Committee, Policy 6002 was moved forward to the full Board for approval, as presented.

6. Curriculum and Instruction Presentation (Policy 5210, Grading and Reporting)

Dr. Boswell-McComas and Dr. Adams provided a presentation² to the Committee on how the grading and reporting procedures were developed and how they are being implemented.

7. Office of Law Special Education Presentation

Mr. Cowles presented an overview³ of the laws that govern special education and how Board policies intersect with special education laws.

Mr. Muhumuza left the meeting at 6:30 p.m.

Upon motion of Ms. Causey, seconded by Mr. Offerman, that further consideration of Item 3, Policy 8311, Meetings, and Item 4, May 19, 2020, Board Resolution - Waiver of Policy, be postponed and moved to the next Policy Review Committee meeting. The motion passed.

Board Member	Favor	Against	Abstained/ Did Not Vote	Absent
Ms. Causey	x			
Mr. Muhumuza				x
Mr. Offerman	x			
Ms. Rowe	x			
Ms. Scott	x			

Ms. Causey invited Committee members to e-mail recommended changes to policies prior to the next meeting and to include herself, Ms. Howie, and Ms. Clark in the e-mail correspondence.

Mr. Muhumuza returned to the meeting at 6:35 p.m.

IV. COMMITTEE GENERAL GOOD AND WELFARE

None.

V. ADJOURNMENT

The meeting was adjourned at 6:45 p.m.

Submitted for posting to the Web site on November 18, 2020

² The staff presentation slides are attached to this summary as Attachment #1

³ The staff presentation slides are attached to this summary as Attachment #2

Policy Review Committee
November 16, 2020 Meeting
Education Transparency Act Description, Attachment 1
Curriculum and Instruction Presentation



Overview of Grading and Reporting

Dr. Renard Adams, *Senior Executive Director*

Board of Education Policy Review Curriculum

November 2020

Grading and Reporting



Spring 2014

- Grading and Reporting Committee was formed to review and revise Policy and Rule 5210, *Grading and Reporting* (last revised in 1997).
 - **Guiding Question:** *How confident are we that grades assigned to students are consistent, accurate, meaningful, and supportive of learning?*
 - Committee's work was grounded in the research of Ken O'Connor and Jan Chappuis.

Revised Policy

- Adopted June 2015, to be implemented July 2016.



Grading and Reporting



Implementation

Prior to implementation:

- One year of monthly professional learning prior to policy implementation
- Principals and Staff Development Teachers → Teachers

During implementation:

- Weekly teacher tips (2016-2017)
- Grading and Reporting Steering Committee meetings
 - Bi-monthly in 2016-2017; quarterly in 2017-2018
- Monthly Staff Development Teacher PD and Q&A sessions
- Ongoing Grading and Reporting feedback via a Web portal and e-mail account
- Revisions or clarifications to the *Grading and Reporting Procedures Manual* based on steering committee work
- Eight (8) yearly reminders sent to schools (interim and end of marking periods)



Grading Guidance

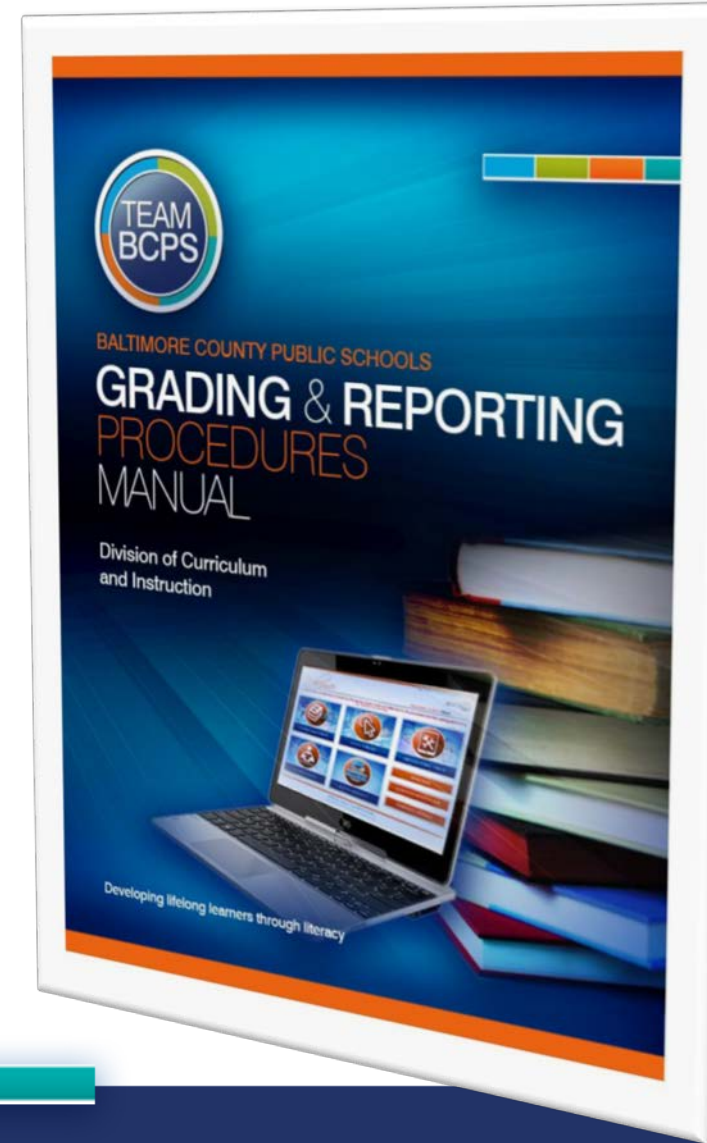


Policy 5210

- Grades will have consistent meaning throughout the school system and be based on grade-level and course expectations as outlined in the curriculum.
- Grades are an essential way to communicate student progress. As such, grading and reporting practices shall include meaningful feedback on student achievement.
- Grades shall be aligned to content standards and based on a body of evidence.

Rule 5210

- Permissible grade symbols, scales, and procedures used for grades and grade reporting are set forth in the *BCPS Grading and Reporting Procedures Manual*.



Grading and Reporting



Equitable

The same work completed in two different classrooms, should receive the same grade.

Accurate

Grades are based solely on achievement, which means other factors like behavior and attendance are not used to calculate the grade.

Specific

Grading practices should be so clear that students should be able to tell teachers what grade they have earned, even before the teacher calculates it.

Timely

Feedback to students is so timely that students can actually use that feedback right away to improve their performance on tests and assignments.



Grading and Reporting

Our Guiding Practices



1. Grading practices must be supportive of learning.
2. Marking period grades will be based solely on achievement and course or grade-level standards. Classroom conduct, work completion, and ability to work with others will be reported separately.
3. Students will have multiple opportunities to demonstrate proficiency.
4. Grades will be based on a body of evidence.
5. A consistent grading scale will be used to score assignments and assessments in the learning management system.
6. Accommodations and modifications will be provided for exceptional learners.

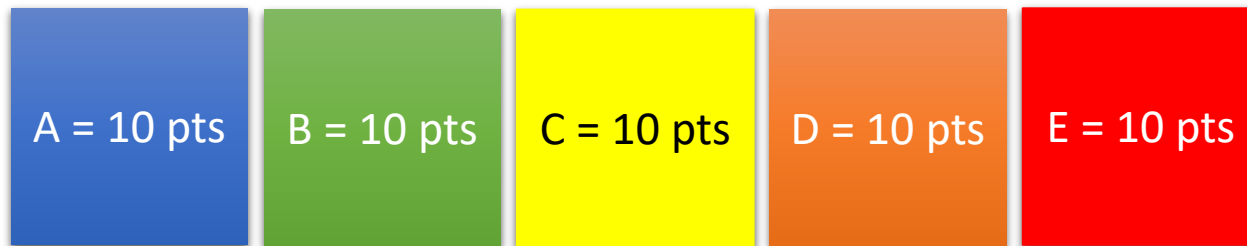


Grading Scales

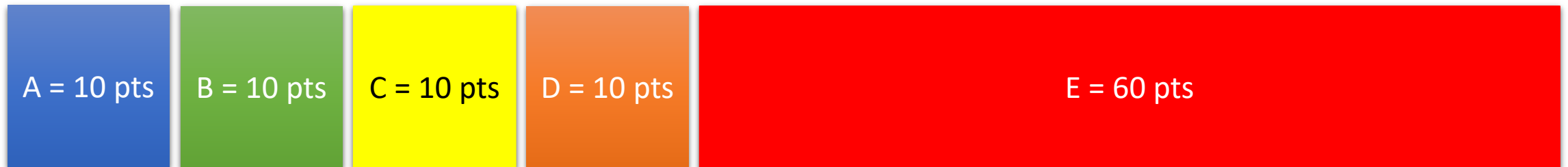


A consistent grading scale will be used to score assignments and assessments in the learning management system.

The 50-point scale has equal intervals. Lowest possible score equals 50 or 50%.



The 100-point scale has unequal intervals. Lowest possible score equals 0 or 0%.



Grades, Attendance, and Behavior



Marking period grades will be based solely on achievement and course or grade-level standards. Classroom conduct, work completion, and ability to work with others will be reported separately.

Sample Student

BALTIMORE COUNTY PUBLIC SCHOOLS
HIGH SCHOOL REPORT CARD

Course Name	Course No	Sec	Teacher	Inst Level	Sem	MP 1	MP 2	MP 3	MP 4	Final Eval	Final Grade	Credits	Quality Points	Absences	Skills and Conduct	Conference Desired				
ENGLISH 11 HON	1011004	04	Teacher A	H	1	E	E	E	E	C	E	0.0	0.00	20	42	0	1	0	0	Yes
CREATIVE WRITING	1013700	01	Teacher B	ST	1	C	C	C	C	C	E	0.5	1.00	0	3	1	1	1	1	Yes
US HISTORY HON	1511004	02	Teacher C	H	1	A	A	A	A	B	D	1.0	4.00	3	6	3	1	1	1	2
AP PSYCHOLOGY	1513506	04	Teacher D	AP	1	A	B	A	B	C	C	0.5	1.00	0	3	1	1	1	1	2
ALGEBRA COLLEGE HON	2028004	03	Teacher E	H	1	A	A	B	A	C	C	1.0	5.00	2	6	3	3	3	3	3
PHYSICS HON	2512004	09	Teacher F	H	1	D	C	D	D	D	D	1.0	1.00	3	6	3	3	3	3	3
AQUATIC SCIENCE HON	2560100	03	Teacher G	H	1	B	B	A	B	B	D	1.0	4.00	2	6	2	1	2	3	3
SPANISH 3 HON	3030304	03	Teacher H	H	1	C	C	C	C	C	C	1.0	3.00	3	6	3	3	3	3	3
WEIGHT TRAINING	5041100	01	Teacher I	ST	2	B	A	A	A	A	A	1.0	5.00	3	6	0	1	2	3	2
								C	C	C	C	0.5	1.00	2	6	2	2	2	2	2

Achievement Grades	Grade Point Average (GPA) GPA is the unweighted numerical representation of a grade measuring a student's overall performance across courses taken for a specific period of time. There are two marking periods of cumulative.	Instructional Level AP Advanced Placement COL College Dual Credit IB International Baccalaureate GT/AA Gifted and Talented / Advanced Academics H Honors ST Standard	Credits A credit is the unit of achievement awarded for the completion of a course and the successful demonstration of established standards for the course. Current Year Credits: 7.0 Cumulative Credits: 21.0	High School Assessments Status as of 1/15/2017 Algebra Met Biology Met English Met Government Not Met	Student Service Learning Status as of 1/15/2017 Total Hours: 107 Requirement: Met	Classroom Conduct Work Completion Working With Adults Working With Students
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To the Parents of Sample Student 1303 Meeting House Lane Towson, MD 21456	School	Principal	Grade
	Any High School	Mrs. Principal	11
	School Year	Marking Period	MP Ending
	2017-2018	4	June 17, 2018
Total Days of School		Days Absent	Days Tardy
2017-2018		46	23
Marking Period	Year to Date	Marking Period	Year to Date
46	180	5	12

For more information on BCPS' Student Records visit www.bcps.org to review Policy 5230.

BCPS Skills and Conduct Indicators

		Classroom Conduct			
Meeting	3	The Student:	Work Completion	Working With Adults	Working With Students
Meeting	3	<ul style="list-style-type: none"> Consistently arrives on time. Is consistently prepared for class. Consistently participates in class. Consistently accepts responsibility for actions. Consistently behaves appropriately as outlined in classroom rules. 	The Student: <ul style="list-style-type: none"> Consistently completes classwork as assigned. Consistently submits homework on time. Consistently uses available instructional supports. Takes advantage of retake/redo opportunities. 	The Student: <ul style="list-style-type: none"> Consistently responds to and communicates positively with adults. Consistently follows directions from adults and asks questions when needed. Consistently interacts cooperatively with adults. 	The Student: <ul style="list-style-type: none"> Consistently communicates positively with other students. Consistently avoids or resolves conflict with other students. Consistently demonstrates tolerance of multiple perspectives. Consistently interacts cooperatively with other students.
Developing	2	The Student: <ul style="list-style-type: none"> Sometimes arrives on time. Sometimes is prepared for class. Sometimes participates in class. Sometimes accepts responsibility for actions. Sometimes behaves appropriately as outlined in classroom rules. 	The Student: <ul style="list-style-type: none"> Sometimes completes classwork as assigned. Sometimes submits homework on time. Sometimes uses available instructional supports. Sometimes takes advantage of retake/redo opportunities. 	The Student: <ul style="list-style-type: none"> Sometimes responds to and communicates positively with adults. Sometimes follows directions from adults and asks questions when needed. Sometimes interacts cooperatively with adults. 	The Student: <ul style="list-style-type: none"> Sometimes responds positively with other students. Sometimes avoids or resolves conflict with other students. Sometimes demonstrates tolerance of multiple perspectives. Sometimes interacts cooperatively with other students.
Insufficient Progress	1	The Student: <ul style="list-style-type: none"> Rarely arrives on time. Rarely is prepared for class. Rarely participates in class. Rarely accepts responsibility for actions. Rarely behaves appropriately as outlined in classroom rules. 	The Student: <ul style="list-style-type: none"> Rarely completes classwork as assigned. Rarely submits homework on time. Rarely uses available instructional supports. Rarely takes advantage of retake/redo opportunities and support. 	The Student: <ul style="list-style-type: none"> Rarely responds to and communicates positively with adults. Rarely follows directions from adults. Rarely seeks help from adults or asks questions when needed. Rarely interacts cooperatively with adults. 	The Student: <ul style="list-style-type: none"> Rarely communicates positively with other students. Rarely avoids or resolves conflict with other students. Rarely demonstrates tolerance of multiple perspectives. Rarely interacts cooperatively with other students.
No Evidence	0	Even with help, the student: <ul style="list-style-type: none"> Does not arrive on time. Is not prepared for class. Does not participate. Does not accept responsibility for actions. Does not behave appropriately as outlined in classroom rules. 	Even with help, the student: <ul style="list-style-type: none"> Does not complete classwork as assigned. Does not submit homework on time. Does not use available instructional supports. Does not take advantage of retake/redo opportunities. 	Even with help, the student: <ul style="list-style-type: none"> Does not respond to and communicate positively with adults. Does not follow directions from adults. Does not seek help or ask questions when needed from adults. Does not interact cooperatively with adults. 	The Student: <ul style="list-style-type: none"> Does not communicate positively with other students. Does not avoid or resolve conflict with other students. Does not demonstrate tolerance of multiple perspectives. Does not interact cooperatively with other students.

*All bullet points are indicators for the level. Not all indicators must be met in order to score a student at a particular level in each category.



Reassessment (Re-dos)



Students will have multiple opportunities to demonstrate proficiency.

School administrators should establish consistent schoolwide parameters for reassessment.

Given the importance of establishing and communicating consistent **parameters around student reassessment and deadlines**, the following is a non-inclusive list of considerations that could be included in a school's reassessment procedures and timelines:

1. Teachers and/or school teams should work to carefully consider the nature of an assignment to **determine if that assignment is eligible to be redone**.
2. An assignment's eligibility for being redone should be **clearly communicated** by the teacher.
3. Assignments should be **submitted on time** (by the deadline) and **show a reasonable effort** in order for the assignment to be eligible to be redone.
4. Teachers should **provide students with feedback and additional opportunities to learn** prior to students' resubmission of assignments.
5. Summative **unit assessments can not be retaken** or redone. This includes end-of-unit and end-of-semester/marking period assessments in all courses.
6. In accordance with Rule 5120, **teachers are not required to provide make-up work to students absent for unlawful reasons**, but may do so at their discretion and in accordance with their school's established procedures.



Questions



Policy Review Committee
November 16, 2020 Meeting
Education Transparency Act Description, Attachment 2
Special Education Presentation

INTRODUCTION TO SPECIAL EDUCATION LAW: REQUIREMENTS UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Presentation to the Policy Review Committee

November 16, 2020

J. Stephen Cowles, Deputy General Counsel

WHAT IS SPECIAL EDUCATION?

- Special education includes the entire system of legal procedures, programs and/or services that are required by the Individuals with Disabilities Education Act (IDEA).

KEY CONCEPTS UNDER IDEA

- **Child Find** – affirmative obligation to identify students for eligibility
- **Free, appropriate public education (FAPE)** – provision of services to ensure that the student makes progress
- **Least Restrictive Environment (LRE)**– consideration of interaction with nondisabled peers to maximum extent appropriate

INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM

- **§ 300.321 IEP Team.**

(a) *General.* The public agency must ensure that the IEP Team for each child with a disability includes—

- (1) The parents of the child;
- (2) Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- (3) Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child

PUBLIC AGENCY REPRESENTATIVE- IEP TEAM CHAIRPERSON

- (4) A representative of the public agency who—
 - (i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (ii) Is knowledgeable about the general education curriculum; and
 - (iii) Is knowledgeable about the availability of resources of the public agency.

PARENT CONSENT

- **FEDERAL REQUIREMENTS (34 CFR 300.300)**
 - Initial Evaluation
 - Initial Provision of Services
 - Reevaluation/Continued Eligibility

PARENT CONSENT

- **MARYLAND REQUIREMENTS (EDUCATION ARTICLE 8-405)**
 - **Consent required to include**
 - Restraint/Seclusion
 - Alternative Education Standards
 - Certificate Program

SCHOOL SYSTEM OBLIGATION TO OFFER AND PROVIDE FAPE

- After the initiation of special education and related services, parental consent is not required to implement the student's IEP.
 - COMAR 13A.05.01.13B(6)

DISPUTE RESOLUTION

- IF DISAGREEMENTS ARISE, PARENTS MAY CHALLENGE THE INDIVIDUALIZED EDUCATION PROGRAM TEAM DECISION BY:
 - Initiating Mediation
 - Initiating Due Process
 - IF DUE PROCESS IS FILED, A RESOLUTION MEETING MUST BE HELD UNLESS BOTH PARTIES WAIVE THE MEETING
 - Filing a complaint with the Maryland State Department of Education

EDUCATION ARTICLE – §8-413

(d)Hearing -- Limitations of actions; administrative law judge; interim placement of child.

- (1) A parent of a child with disabilities shall file a due process complaint with the Office of Administrative Hearings and the public agency. . .
- (6) Unless the parent and the public agency otherwise agree . . . the child must remain in the last approved placement until the hearings have been completed.

COMAR 13A.05.01.15

- Due Process Complaint.
 - A parent or a public agency may file a due process complaint on any matter related to the identification, evaluation, or educational placement, or the provision of FAPE to a student with a disability, in accordance with 34 CFR §300.507 and Education Article, §8-413, Annotated Code of Maryland.
 - A party's due process complaint shall be made in writing to the other party and the Office of Administrative Hearings.



THANK YOU

- If there are additional questions, please contact me:
 - J. Stephen Cowles
 - 443-809-2990
 - jcowles@bcps.org