

Blueprint Implementation Plan Template for Juvenile Services Education Program

June 2023

Introduction

Provide an overview of the Department of Juvenile Services (JSEP). Include links to any relevant publications, data, and information to provide a contextual overview of the agency and its work.

Note: Hyperlinks may be added here. Documents may be uploaded into the shared drive provided.

Response:

During the 2021 Legislative session, the Maryland General Assembly passed and Governor Lawrence J. Hogan Jr., signed into law SB 497, Chapter 145 “Juvenile Services Education Board and Program.” The legislation transitioned the responsibility of implementing a juvenile services education program from the Maryland State Department of Education (MSDE) to the Juvenile Services Education Program (JSEP) Board. The educational program transitioned to the Juvenile Services Education Program Board on July 1, 2022.

The Juvenile Services Education Program Board (JSEP Board) has 11 members; the Governor appoints five of those members with the advice and consent of the Senate. Appointed

Board members are required to meet monthly 2 and serve four-year terms. Generally, JSEP Board responsibilities include:

- Appointing the JSEP Superintendent;
- Developing accredited education programs;
- Review quality assurance reports;
- Conducting performance reviews of the Superintendent every four years;
- Approving the education curriculum, including post-secondary education, vocational and online programs.

DJS shares the responsibility of implementing the JSEP and is required to integrate the educational services into the overall residential treatment program. Additionally, DJS provides all support services,, including information technology, human resources, budget, and research and program evaluation.

Juvenile Services Education Program Schools

JSEP provides educational services at the four DJS operated treatment programs:

Garrett County

Backbone Mountain Youth Center

Garrett Children's Center

Allegany County

Green Ridge Youth Center

Frederick County

Victor Cullen Center (VCC)

JSEP provides educational services at the six DJS operated detention facilities:

Baltimore City

Baltimore City Juvenile Justice Center (BCJJC)

Baltimore County

Charles H. Hickey, Jr. School (Hickey)

Washington County

Western Maryland Children's Center (WMCC)

Wicomico County

Lower Eastern Shore Children's Center (LESCC)

Montgomery County

Alfred D. Noyes Children's Center (Noyes)

Prince George's County

Cheltenham Youth Detention Center (CYDC)

Career and Technical Education (CTE)

The JSEP aligned all CTE classes to those offered within local school systems across the state. This alignment allowed JSEP students the ability to earn transferable course credits recognized by other school systems. Completion of some JSEP CTE courses also allowed students to earn national certifications in multiple CTE pathways.

Students enrolled in CTE courses explored potential career areas through the process of self-awareness, career awareness, career exploration, and setting academic and career-related goals.

Special Education

The JSEP provided a free and appropriate public education (FAPE) to students with disabilities in accordance with the Code of Maryland Annotated Regulations (COMAR) and the Individuals with Disabilities Education Act (IDEA). Students with disabilities received specially designed instruction geared towards closing existing achievement gaps between students with disabilities

The GED

For some students, the best path to a high school diploma is through the GED process. All JSEP Pearson VUE testing sites are managed by certified testing administrators and are operated in compliance with GED Testing Services, Pearson VUE, and the Maryland Department of Labor. This process is an alternative path for age-appropriate students to earn a high school diploma. During FY 2023, 26 JSEP students successfully obtained their high school diplomas through examination. The JSEP curriculum, which aligns with the Maryland state standards, helps students prepare for core content areas (math, science, reasoning through language arts, and social studies). In addition, students have access to supplemental instructional material, as well as, online pre-GED examinations that assist in addressing skill gaps and test readiness. Once all testing qualifications are met, students are registered at no cost to the student. Students must pass all 4 modules of the GED to obtain their diploma.

Library Media

The library media program is committed to quality library programming and personalized learning opportunities. Media specialists have taught courses in digital citizenship, media literacy, and multimedia design.

School Guidance and Counseling

Professional school counselors provided a needs-based, comprehensive, planned school counseling program. Counseling services facilitated the development of student skills to support personal and academic achievement through the incorporation of educational/career decision-making and interpersonal skills.

The counseling program follows the American School Counseling Association (ASCA) standards. Counselors offered a wide range of services to assist students, parents, and staff in making decisions regarding educational planning, career planning, and social/emotional issues. Counselors provided individual and small group counseling as needed.

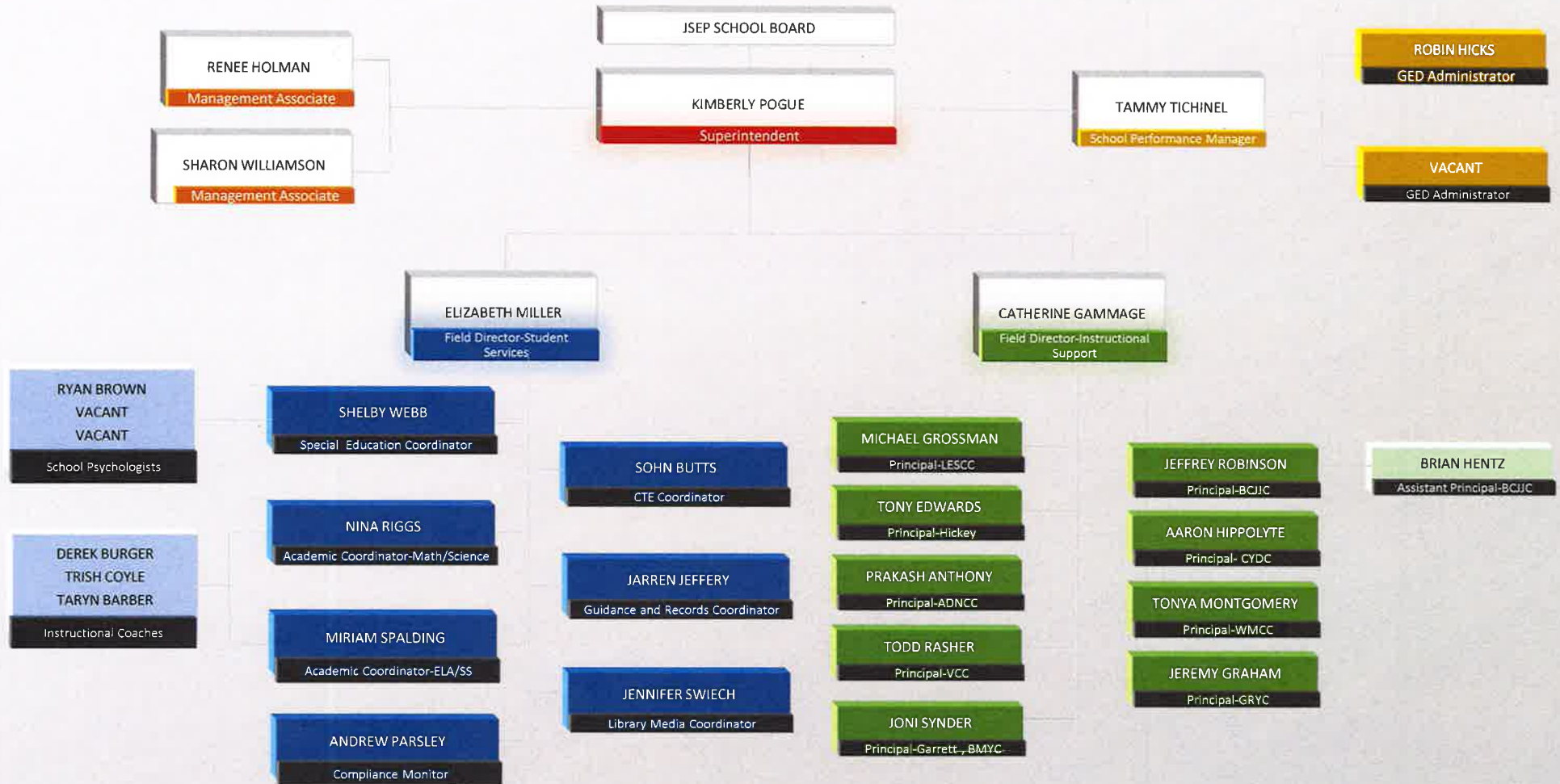
S.B 497

<https://mgaleg.maryland.gov/mgawebsite/Legislation/Details/Sb0497?ys=2021rs>

Juvenile Services Education Program Website

<https://djs.maryland.gov/Pages/JSEP/JSEP.aspx>

JUVENILE SERVICES EDUCATION PROGRAM – ORGANIZATIONAL CHART



Pillar 1 - Early Childhood Education

There are no questions in Pillar 1 that pertain to Juvenile Services.

Pillar 2- High Quality and Diverse Teachers and Leaders

Hiring, Recruiting, and Retention of High Quality and Diverse Teachers and Leaders

1. Discuss current staffing models across the state and each location. Use historical hiring data to identify the number of new teachers needed going into future years by grade and subject area. Discuss the following:
 - Staffing model by location showing number of staff, roles of staff, teaching staff credentials and assignments, number of students per grade level, etc.

Response: There are two factors that are considered when determining the educational staffing at each JSEP school. First, the number of staff at each school is determined by facility capacity. Secondly, every JSEP student must be taught by a highly qualified teacher, certified in the content area in which they are teaching. JSEP has been affected by the same teacher shortage that schools across the country are experiencing. In order to mitigate this shortage and continue to provide education to JSEP students by highly qualified teachers, JSEP created a virtual school staffed at a facility that currently has no students. Garrett Children's Center is staffed with certified teachers in every subject area who are able to teach virtually to classes in any JSEP school currently experiencing teacher vacancies in a specific content area. In recent years, the number of detained youth has decreased nationwide and in Maryland. As JSEP looks forward, new staffing needs will not often be in the content areas in which they already have positions, but in areas where programing improvements to meet JSEP students' needs necessitates new staffing. These areas are discussed later in the plan but include positions such as reading teachers and social workers. JSEP's current challenge is with filling the vacancies they already have in difficult to fill positions and locations.

Staffing Model Information

	Location by county	Student capacity	Number of staff	Staff roles with filled certified teachers- Vacant staff rolls in orange	Credentials
BMYC	Garrett	48	12	Principal-1 English-1 Math-1 Science-1 Social Studies-1 CTE-1 Special education-2 Resource-2 School Counselor-1 Records clerk-1	SPC-2 ACP-5 APC+30 -3

BCJJC	Baltimore City	120	26	Principal-2 English-2 Math-1,1 Science-1, 1 Social Studies-1, 1 CTE-1 Special education-4, 1 Resource-2 OSM-1 PE-1 School Psychologist-1 School Counselor-1, 1 Records clerk-1, 2	SPC-1 ACP-6 APC+30 -3 APCV+60 -4
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CHHC	Baltimore	72	23	Principal-1 English-1, 1 Math-1, 1 Science-1 Social Studies-2 CTE-1 Special education-4, 1 Resource-2 Library/media-1 School Counselor-1, 1 Records clerk-1, 4	Conditional-1 SPC- 1 ACP- 4 APC+30- 2 APCV+60- 4 Teacher Supervisor-1
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CYDC	Prince George	72	18	Principal-1 English-1, Math-1 Science-1 Social Studies-1 CTE-1 Special education-4 Resource-2 Library/Media-1 ELL-1 School psychologist-1 School Counselor-1 Records clerk-2	ACP-6 APC+30- 1 APCV+60- 1 Teacher Lead- 1 Teacher supervisor-1
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GCC	Garrett	Currently closed to students, operating as the virtual school	10	English-1 Math-1 Science-1 Social Studies-1 CTE-1 Special education-2 Resource-1 Library/media-1 School psychologist-1 School Counselor-1	ACP-4 APC+30- 3 APCV+60- 1 Teacher Supervisor-1
GMYC	Allegheny	21	12	Principal-1 English-1 Math-1 Science-1 Social Studies-1 CTE-1 Special education-2 Resource-2 School Counselor-1 Records clerk-1	Conditional-1 SPC- 1 ACP- 6 APC+30- 1



LESCC	Wicomico	24	10	Principal-1 English-1 Math-1 Science-1 Social Studies-1 Special education-1 Resource-1 Instructional assistant-1 School Counselor-1 Records clerk-1	ACP- 3 APC+30- 3
VCC	Frederick	48	12	Principal-1 English-1 Math-1 Science-1 Social Studies-1 CTE-1 Special education-1, 1 Resource-1, 1 School Counselor-1 Records clerk-1	SPC- 3 ACP- 3

WMCC	Washington	24	8	Principal-1 English-1 Math/Science-1 Social Studies-1 CTE-1 Special education-1 School Counselor-1 Records clerk-1	Conditional- SPC- ACP- APC+30- APCV+60 Teacher Lead-1
Additional Teachers	Across the state	N/A	5	GED administrators-2 Instructional coaches-3	
Headquarters	Baltimore City	N/A	13	Superintendent-1 Field directors-2 Coordinators-7 Data and research-1 Office managers-2	
ADNCC	Montgomery	Currently closed with students at CYDC- 13 staff when opened with 1- principal, 1 math teacher (APC+60), 1-English teacher (SPC), 1- social studies teacher (APC), and 1- office secretary currently supporting at CYDC			

*It should be noted that facilities rarely operate at full capacity.

*Students do not attend school by grade level, but by housing unit. The information about the total annual number of students is aggregated by grade level in question 3.

*ADNCC vacancies are not reported since there are currently no students enrolled.

2. Describe trends in hiring (i.e. challenges, vacancies, shortages by subject level and/or content area) and recruitment efforts and challenges to ensure a high quality and diverse workforce (with focus on teachers *and* leaders). In this response, describe the intentional efforts to recruit staffing that matches the student population.
 - Hiring practices, including interview protocols, questions, and performance tasks that reveal candidates' knowledge, strengths, and experience while mitigating and eliminating opportunities for implicit bias
 - Discuss your evaluation process of current hiring practices. Identify and discuss hiring practices and recommend changes to ensure teachers and leaders match the diversity of the student population

Response: Juvenile Service Education Program has challenges with recruiting and hiring teachers at all levels, however, the challenges are more prevalent in some content areas and locations. Compounding the hiring needs in JSEP is the national teacher shortages cause by a national decline in the number of teacher candidates enrolled and graduating from teacher education programs, the relatively low number of students in colleges of education that are electing to become certified in harder-to-fill content areas, and the large numbers of teachers leaving the profession. JSEP's challenges are compounded because JSEP salaries are not competitive with those of the LEAs in some areas, JSEP teachers follow the year round work schedule of a state employee rather than the 10 month schedule with school breaks that most LEAs follow, and a misunderstanding of the fulfilling nature of working with the JSEP student population. JSEP has taken the initiated to institute a retention bonus for teachers and principals and a sign-on bonus for school staff positions in hard to fill areas and locations. JSEP staff have reached out to local colleges and universities throughout the state to make their teacher candidates aware of opportunities in JSEP, attended teacher recruitment fairs throughout the state, and attended capstone university classes, virtually, in programs graduating students in high need areas. The Department of Juvenile Services (DJS), which provides support to JSEP in the areas of Human Resources, is working with JSEP to improve the recruiting process. Recent initiatives include an upgraded webpage on the DJS website highlighting teachers' satisfaction with working in a JSEP school, increasing and upgrading the JSEP's social media presence, looking for new, effective ways to advertise JSEP positions, and emphasizing the benefits of working as a state employee.

JSEP shortages occur on two fronts: critical areas and locations. Using the data outlined in the table in question 1, critical areas for JSEP are math, science, ELL, library/media, school psychologist, and school counselors. The fill rates in those positions are as follows: math 6/11 or 54.5%, science 6/11 or 54.5 %,

ELL 0/2 or 0%, library/media 1/3 or 33%, school psychologist 1/3 or 33%, and school counselors 6/11 or 54.5%. The location areas that see the greatest shortages are in the DC/Baltimore corridor where the negative pay differential between LEA teachers and JSEP teachers is the greatest. The majority of the JSEP students are educated in the schools with the greatest shortages, compounding the problem.

Staff Fill Rates by Location

School	Location County	Filled/Total	Percentage
BYMC	Garrett	12/12	100%
BCJJC	Baltimore City	17/24	71%
CHHC	Baltimore	15/23	65%
CYDC	Prince George	13/18	72%
GCC	Garrett-	8/10	80%
GMYC	Allegheny	12/12	100%
LESCC	Wicomico	9/10	90%
VCC	Frederick	7/12	58%
WMCC	Washington	6/8	75%

*Because of ADNCC uncertain future, their data is not included in the response to this question.

The chart in question 3 demonstrates the diversity of the JSEP student body. JSEP is continually working to have a JSEP staff which reflects the diversity of the student population. JSEP focuses much of its recruiting efforts and partnerships at HBCUs, including Bowie State and University of Maryland Eastern Shore. JSEP and the DJS HR department work to reduce bias and promote equity in the hiring process. Every candidate for a position is asked the same questions in a round-robin fashion, ensuring each interviewer asks the same number of questions. Interview committees for a given position consist of the same interviewers for all candidates. All interview questions are sent to EEO and reviewed for biases. Each interview is done by a diverse team of at least three interviewers. After the interview the interview documents (interview questions and answers, individual score report, interview team score report, and the selection report is sent back to the Human Resource Department).

Student Population Overview

3. Provide an overview of the annual student enrollment for school years 2021-2022 and 2022-2023, as well as an estimate for 2023-2024, with an explanation of student transitions to and from the program. Include data that disaggregate student population by gender, race/ethnicity, grade, their LEA affiliation, special education status, 504 status, homelessness status, and English Language learner status.

Response: The data contained in the response to this question will be data from the 2022-2023 school year as JSEP took over operations of the school system on July 1, 2022. Student transition is the earmark of the JSEP. JSEP operates two types of facilities where the JSEP schools are housed. Most of the facilities housing the majority of the youth are detention centers. When those students first arrive, they are usually awaiting adjudication of their cases. Depending on the nature of their legal issues, students may be in these schools from as little as a couple days up to a year or more in a few cases. Students may leave these schools and go home or to another court ordered placement. The second type of facility where the JSEP schools are located are treatment centers. Most students in the treatment centers have come from the detention centers. Students in these facilities and the JSEP schools within them are usually there for three to nine months. The demographic information for the 22-23 school year is summarized in the charts below.

Annual Student Population by Grade Level

Facility Type	Middle school	9th	10th	11th	12th	Post-secondary	Total
Detention	162	260	207	108	67	35	839
Treatment	4	12	48	48	39	21	172

- Student grade level is a reflection of their requirements toward high school graduation, not their age which explains the overrepresentation of 9th graders in detention schools
- Most of the post-secondary students came to JSEP as high school students and earned their diploma by passing the GED or meeting their LEA requirements for graduation

Demographics

Gender and Service Group (annual total)				
male	female	SWD	504	ELL
901	87	321	20	21

Race/ Ethnicity							
American Indian/Alaskan Native	Asian	Black or African American	Hispanic	Multi-racial	Native Hawaiian/Pacific Islander	White	Did not disclose
2	4	753	95	3	2	97	32

Students by LEA					
Allegheny	7	Charles	11	Prince George's	134
Anne Arundel	46	Dorchester	7	Queen Anne's	2
Baltimore County	116	Frederick	12	St. Mary's	12
Baltimore City	274	Garrett	25	Somerset	6
Calvert	5	Harford	21	Talbot	1
Caroline	5	Howard	16	Washington	11
Carroll	5	Kent	2	Wicomico	39
Cecil	7	Montgomery	90	Worcester	8

In addition there were 126 students from out of state

*JSEP does not collect data on homeless students

4. Partnerships with Institutions of Higher Education (IHEs) and Educator Preparation Programs (EPPs)-

Discussion existing and/or planned partnerships with IHEs and EPPs. This may include recruitment efforts, partnerships with student teachers/interns, college and career readiness, or any type of collaboration that addresses Blueprint policy areas.

Response: JSEP is establishing memorandums of understanding with the following institutions of higher education: Garrett Community College, Frederick Community College, Prince George County Community College, Anne Arundel Community College, Baltimore Community College, and Wor-Wic Community College, Bowie, and UMES. JSEP is currently utilizing the memorandums for students to access college courses, vocational education programs, workforce development classes and certifications. JSEP is working with many of the above institutions to recruit their graduates by speaking to classes of graduating students and attending recruitment events at these schools. JSEP is interested in partnering with teacher education programs in order to potentially have practicum students and student teachers in the JSEP schools.. This initiative is somewhat complicated by the environment in which the JSEP schools are located and issues surrounding safety and security procedures.

JSEP will establish a system to meet with each conditionally certificated teacher to develop a professional development plan for achieving certification and monitor their progress until completion. Professional Development Plans will be required for all conditionally certified staff; and ongoing support will provide information on IHE offerings for course and degree completion, and the ordering of Praxis study materials. Resources will be available for conditionally certified teachers and will be housed on the school campuses and Headquarters' office.

5. Grow Your Own and Alternative Preparation Programs- Describe current and/or planned programs and initiatives to leverage Grow Your Own strategies and Alternative Preparation Programs for staff members who are currently not certified classroom teachers. Please provide the following data for 2021-22 and 2022-23 school years:

- Number of certified classroom teachers
- Number of staff without degrees
- Number of staff with degrees in other fields
- Number of classroom teachers and staff disaggregated by race/ethnicity and gender.

Response: Only 3 JSEP teachers are conditionally certified currently and all have paths forward to full certification. JSEP will give tuition pay for classes for any teacher to become fully certified as well as for classes to add additional endorsements. All teaching staff have at least a bachelor's degree.

JSEP has approximately 76 teachers with Advanced Professional Certifications
JSEP has approximately 9 teachers with Standard Professional Certifications

JSEP has approximately 3 teachers with Conditional Certifications

Teachers by Race/Ethnicity and Gender

Gender/Race Ethnicity	Teachers	% Teachers
Female	56	63.6%
Male	31	35.2%
Not Declared	1	1.1%
Black/African American	31	35.2%
White/Caucasian	44	50.0%
Hispanic/Latino	0	0.0%
Asian	3	3.4%
American Indian/Alaska Native	1	1.1%
Native Hawaiian or Other Pacific Islander	0	0.0%
Two or More Races	1	1.1%
Unknown/Missing	8	9.1%

National Board Certification (NBC)

6. Identify the historical and current number of National Board Certified Teachers from school years 2021-2022 and 2022-2023. Discuss barriers JSEP encounters when encouraging teachers to pursue National Board Certification.

Response: JSEP currently has one National Board Certified Teacher. They are a member of the JSEP leadership team at headquarters, and have worked previously as a NBCT coach. They will act as an advisor to JSEP as JSEP initiates a program to increase the numbers in this area.

7. Identify the staff member who will serve as National Board Coordinator and their responsibilities related to NBC recruitment and support efforts. Also, include discussion of the growth of Nationally Board Certified Teachers on staff across all programs, including plans to recruit more candidates and leverage the NBC Coordinator to support them in their candidacy; current challenges to increasing the number of NBC teachers; how NBC teachers will be used to benefit students; and how they will be used as teacher leaders once certified.

Response: JSEP will assign a national board certification coordinator, and committee. JSEP, coordinator, and the committee will work on processes to recruit and support the candidates to increase the number of NBC teachers across our campuses.

8. Collaboration with Institutions of Higher Education - Describe how you will work with institutions of higher education to ensure that coursework and degree programs are aligned to:

- The curriculum and instructional program,
- College and career readiness standards, and
- Specialized coursework teachers may be responsible for teaching in post-CCR pathways.

Response: All JSEP curriculum is written to align with appropriate standards: CCR standards for English and math, NextGen Science Standards for the science courses, the Maryland Framework for the social studies courses, and the CTE curriculum is being written to meet the new Maryland graduation requirements and are aligned to the Maryland Career Development Framework for College and Career Readiness. Each curriculum contains a written alignment to the standards associated with that course.

9. Dual Enrollment - Discuss professional development or other pathways to enhance teachers' professional skills and qualifications so that they are able to teach dual-enrollment courses as adjunct faculty at institutions of higher education. What additional dual enrollment offerings will be available to students as a result.

Response: JSEP taught one dual enrollment course this past year and the school counselor at the JSEP school was qualified to be the adjunct for that course. As JSEP seeks to grow that program to other schools and other courses, they will look more closely at the requirements for that role. JSEP will provide tuition reimbursement for teachers who need to take courses to become certified as adjuncts and are interested in doing so. Once teachers are able to work in an adjunct role, dual offerings could include science, math, English, social studies, communication, art, and other electives JSEP is unable to offer due to the small number of students enrolled.

10. Teacher Compensation- The Blueprint requires that minimum teacher salaries increase to \$60,000 by July 1, 2026 in the 24 local education agencies. Discuss the teacher salary structure in JSEP (including the

current minimum teacher salary), unique considerations (i.e. 12 month employees), and what JSEP is considering in the effort to increase the compensation of the professional educators.

Response: Juvenile Service Education Program teachers work 12 months. JSEP's minimum starting conditional certification salary is \$62,928 and the maximum salary is \$68,116. The starting salary for a teacher with a standard professional certification is \$70,219 and the maximum salary is \$89,948. The starting salary for a teacher with an advanced professional certification is \$76,555 and the maximum salary is \$131,709. The starting salary for a teacher with an advanced professional certification +30 credits is \$80,060 and the maximum salary is \$140,661. The starting salary for a teacher with an advanced professional certification+60 is \$83,765 and the maximum salary is \$145,135.

The JSEP Education Board is currently reviewing options to provide JSEP teachers more flexible scheduling.

Pillar 3- College and Career Readiness

DJEP Student Program and Processes

11. Identify and discuss the unique challenges associated with the population of students who are serviced through the Department of Juvenile Services Education Program.

Response: The biggest challenge for the Juvenile Services Education Program (JSEP) is the transient nature of the student population. JSEP students may be detained for short periods of time, sometimes as short as a couple days and others stay over a year. Not only do they move back and forth between JSEP schools and their LEAs, they also change schools within the JSEP system depending on the level of treatment they are receiving. In most LEAs, new students mostly enroll at the beginning of the school year, however in JSEP schools, students move in and out of our system throughout the school year. JSEP schools have a higher than average population of students with disabilities, about 40% at any given time. One further challenge JSEP faces is what students are together in the classroom, as opposed to the students themselves. Housing units are assigned on the basis of safety and security, not educational attainment. Student movement in most of our schools restricts students to staying in these housing units throughout the school day. Consequently, when the housing unit is in math, for example, there may be students in several different math courses in that group, all of whom will need to receive instruction in their appropriate math course.

12. Discuss how JSEP coordinates with LEAs in the intake process to understand the student's academic performance and needs. Include discussion of special education services, English language learner services, and social/emotional needs as appropriate.

Response: When a student enters a JSEP school all their educational records are requested from their LEA immediately. Those records are reviewed by school counselors, special education teachers, and school principals. School counselors enroll students in the same courses they are registered for in their LEA to ensure no credit is lost as the student moves from one school to another. Grades from the LEA are entered into the JSEP student information system and JSEP teachers continue to add their grades until the end of the grading period. This allows for a weighted average for the course with no loss of credit or prior accomplishment. School counselors do a credit scrub of the incoming students' transcripts and create a written plan for the student's educational trajectory moving forward, taking into account all the graduation requirements of the student's home LEA.

Special educators review the educational records and IEPs of all students with disabilities, modifications, accommodations, and related services for the student are relayed to the teachers, counselors and related services providers to ensure no loss of service to these students. School counselors provide the same service to the students who have 504 plans. Once a student with a disability is enrolled in a JSEP school an IEP meeting is held within 20 school days to review the IEP in the JSEP school setting. School principals conduct a written records review of all those students to ensure all aspects of this procedure have been done. The same process is followed with ELL students, except instead of a special education teacher conducting the records review, the school counselor does that and then puts all services in place for the student.

An Individualized Learning Plan (ILP) is developed for every student enrolled in a JSEP school. During this process, students are asked about their strengths, challenges, educational and life goals, needs and what can be done in their current setting to help them be more successful while in a JSEP school.

JSEP became a school system on July 1, 2023 and the legislation that established the program mandated that all students entering the school system are dually enrolled in their LEA and JSEP until such time as their case is adjudicated. MOAs are in place with every LEA in the State of Maryland outlining the relationship between the LEA and JSEP ensuring a smooth transition in and out of the two systems with no loss of learning, credits, or school placement.

13. Discuss how JSEP coordinates with LEAs as students are returned to their local school system regarding student's academic performance and needs. Include discussion of special education services, English language, and social/emotional needs as appropriate.

Response: JSEP students move back to their LEAs either from a treatment program or from a detention center. If students have been sent to a treatment center, they are released upon the completion of their program. For these students both JSEP and DJS know ahead of time their release date and are able to hold enrollment meetings and set needed resources in place ahead of release. When students transfer back to their LEAs, they should, in most cases, be returning to the same school they left. The law that established JSEP requires this and JSEP advocates for it if this is what the student and their family want. JSEP sends all educational records, including ILPs, IEPs, 504 plans, and ELL assessments to the LEA. JSEP follows up with the student to ensure they have all the resources needed to stay in school and be successful once a month for 6 months following their release.

For students who return to their LEAs from detention centers, the process frequently happens without prior knowledge on the part of JSEP. Students are usually released from a court hearing. JSEP's ILP requires that the JSEP schools have had continual contact with the LEA school from the time the student is enrolled. Once JSEP knows a student has been released or is likely to be released, they contact the LEA to facilitate the student's return to their home school. This should not require re-enrollment because these students are dually enrolled in a JSEP school and the home school. The JSEP Transition Policy has the same requirement for both schools within treatment facilities and detention facilities. The JSEP school will contact the student, parent, and/or school to ensure the student is in school and has all the resources they need to be successful once a month for six months after release. As with the schools in treatment facilities all educational records are sent to the student's home school upon their release.

English / Language Arts

14. Describe JSEP's comprehensive literacy plan for English language arts. Include discussion on:

- The vision, mission, and goals for English/language arts/ literacy
- Alignment to the science of reading
- Preparing students for college-level credit-bearing course work upon graduation
- Continued support for struggling readers

Response: The mission and vision for the JSEP English/Language Arts/Literacy program aligns with the mission and vision of JSEP. It is the vision of JSEP to build on all aspects of a student's literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension by incorporating them into a literacy-based curriculum aligned to the CCR standards. This curriculum is responsive to the needs of both struggling readers as well as those planning for college-level credit bearing coursework after graduation.

The English curriculum is being developed based on the pillars of literacy and the CCR standards. It is a literacy rich curriculum that aligns with CCR standards in every course as well as having a direct

instruction in phonics, vocabulary, and grammar. The developing curriculum for JSEP will also have a focus on research, speaking, and writing. The curriculum is intended to promote critical thinking and an appreciation for reading. Also being written into the curriculum is one day a week to focus on and improve reading skills for all students. This instruction will be individualized for each student based on assessment data and will include a reading intervention program when needed.

JSEP is a small system with approximately 330 students spread through 8 schools across the State of Maryland. With such a small student population and corresponding teaching staff, courses offered in the English program are limited to English 9, 10, 11, and 12. English electives are offered in the summer session. JSEP is a year round school system. JSEP has support and programs embedded in the English classes as well as intensive education programs for struggling learners. The small class sizes and the presence of a special education teacher in most classrooms allows for individual attention and supports struggling learners' needs.

Half of the JSEP summer school electives are literacy-based courses. Each course is centered on a high-interest, low-Lexile novel. Support is in place in each course for low to non-readers. All novels can be downloaded so that those readers can hear the audio while following the written work in the book. In addition to the classroom teacher and special educator, the Lexia Learning system is available to students to increase their literacy skills. During the summer, there is a 70 minute daily period dedicated to providing support to students who struggle with reading.

In addition to the curriculum, small class sizes, intervention programs, special education support, and literacy rich classrooms, the JSEP Library/Media Coordinator is creating dynamic libraries for each school in JSEP. The principles that guide the development of the library system are: 1) they are Trauma Informed, 2) have Patron Driven Collections, and 3) and have programming that ignites passions. Since the JSEP library system is based on a user-driven development model it will be dynamic and adjust to the ever changing needs of JSEP students. All students have access to the school libraries and a new library system will allow them to check out as many books as they would like. The library system will also inform the JSEP Library/Media coordinator of the changing needs of the JSEP students.

In addition to the school library system, JSEP has initiated a program where students can ask for and receive books of their choice. These books are for them to keep and take home to add to their home libraries. This program is available in part due to the generous donations of outside agencies and non-profits and to a JSEP program that purchases books for students. The Library/Media Coordinator solicits, collects, and categorizes donated books and then takes them to DJS facility schools for the students to browse through and select. JSEP students also have access to an online video library where they may preview books before deciding what to request. To date, the students have been able to make unlimited requests.

JSEP students also increase their enjoyment of reading through the afterschool programs. New clubs will

be starting every six weeks beginning in July 2023. Each session will have a book club as one of the options. As JSEP students have more access to books that are interesting to them, they will read more. As they find joy in leisure reading, their fluency, vocabulary, and comprehension will organically improve. This leads to better communication skills and a better understanding of themselves and the world around them.

It is the goal of JSEP that all students exit the program with better literacy skills than when they arrived. All goals in JSEP for individual students must be tempered by the varying lengths of stay. The goal for a student that is with JSEP for 9 months would be much more robust than the goal for a student who is in a JSEP school for two weeks.

15. Discuss JSEP's training needs for faculty and staff to include:

- *Assessing when teachers new to the profession may have received the training through educator preparation programs*
- *Identifying training needs for staff when they are new to a position or assignment (e.g., moving from one grade level to another, new principals, etc.)*
- *Determining when teachers may have started a training series that was not completed for varying reasons; therefore, they require additional training opportunities (e.g., A teacher who begins training and goes on a leave of absence before it's completed)*
- Describe how ongoing, job-embedded professional development is provided to support staff in the implementation of instructional practices aligned to the science of reading.
 - Examples may include:*
 - *Daily lesson study and planning by grade level, department, or cross-curricular teams*
 - *Regular peer coaching cycles, including observations, debriefs, and planning*
 - *Support from reading specialists such as model teaching, co-planning, and instructional coaching*
- How are talent, time, and resources leveraged to support ongoing, job-embedded professional development of staff responsible for reading instruction and intervention? *Examples may include:*
 - a. *Identifying the most effective reading teachers and increasing their impact beyond their individual classrooms through lesson planning, co-teaching, peer coaching, etc.*
 - b. *Changing the daily schedule to increase collaboration time for teachers during the school day*
 - c. *Hiring district reading specialists and deploying them to campuses to model lessons, observe instruction, and coach teachers*

Response: JSEP only hires secondary certified English teachers to teach the English classes in the JSEP schools. If there is not a certified teacher available, the students are taught by teachers in a virtual

school located in Garrett County. All Garrett County teachers are certified teachers. If a student is receiving their instruction virtually, there is a teacher in the classroom who works with the Garrett teacher to facilitate the instruction in-person.

One unusual challenge faced by JSEP teachers is the composition of the class. Students travel to school in living units, not in content area cohorts, in all but two of the JSEP schools. And even in the two schools where an attempt is made to have students in content specific classrooms many things can lead to a mixing of those rooms with students who are enrolled in different courses. Teaching more than one course at the same time presents a constant challenge to the JSEP secondary teachers. Training for these teachers is needed around the practice of grouping, providing project-based independent projects and working with other teachers in the room to ensure all students' needs are met and that student learning is occurring throughout the 70-minute class period. JSEP is a small school system, having only 12 English teachers when all vacancies are filled. Assessing teacher training needs does not present as much of a challenge as it would in a larger school system.

All JSEP English teachers participate in a monthly PD which, to this point, has involved helping to create and implement the new JSEP curriculum. As JSEP reaches its one year anniversary and the curriculum nears completion, there is a plan to change these PDs to Professional Learning Communities (PLC). With the implementation of the PLC, teachers will start to use student data to look at ways to increase student learning. These PLCs will allow teachers the opportunity to collaborate with other English teachers, reflect on their current teaching practices and engage in action research in their own classrooms with the goal of improving their instruction and hence student learning. The PLC will give teachers a chance to share and refine ideas in light of data driven research from their own classrooms.

JSEP has developed an instructional coaching program based on the Jim Knight model. Teachers may request, or principals may assign, coaching in 8 week cycles. The goal of each coaching cycle is to give teachers a chance to increase student achievement or student engagement in their classrooms. Teachers partner with coaches to implement instructional strategies designed to meet this purpose. JSEP coaches are completing a four month training program with the Jim Knight Institute to hone their coaching skills. The coaches will start their second coaching cycle this summer. Besides coaches providing support to English teachers, JSEP has an academic coordinator who works with teachers on the implementation of the curriculum as well as instructional practices. The coordinator works with teachers on planning, teaching, and assessment. The coordinator will co-plan and co-teach when it is beneficial, as well as model lessons and observe classroom practices. In addition to coaching all English teachers will be attending a national conference in the upcoming year where they will receive updated information on best practice, classroom interventions, and student engagement for the English/Language Arts/Reading program.

At this time, JSEP does not have any reading teachers. JSEP is researching ways to mitigate the problem of no reading teachers in a school system with many low level readers. JSEP will cover the cost of tuition

for any teacher who would like to add a reading endorsement to their license and while this may be a good solution for one building, it does not address the lack of reading teachers across the system nor the need for reading teachers in a timely fashion. JSEP schools can be as far as five hours apart, making an itinerant teacher, which might work in many school districts, a less than ideal solution. JSEP is working with a non-profit organization who has an initiative to solve this problem in detention schools across the country as well as talking with neighboring states about how they are dealing with the same issue for their detained students.

All JSEP teachers have a common planning time in the middle of the day. Since there are at most two English teachers in any given facility, collaboration and co-planning must be done virtually. At this time, that does not happen frequently or routinely. It is hoped that the implementation of system-wide PLC will be a solution to this shortcoming.

16. Describe the process JSEP uses to select instructional materials for English language arts, including:

- Which staff participates and the types of activities used.

Examples may include: Use of committee structures, pilot programs, mechanisms for gathering stakeholder feedback, site visits to school systems implementing the materials being considered

- Ensuring high- quality and content-rich materials
- Ensuring culturally responsive materials
- Intervention materials

Response: JSEP is a small school system which currently operates eight schools with approximately 330 students. The headquarters staff consists of two field directors, seven coordinators (academic (2), special education, library/media, school counseling and records, compliance, and CTE) as well as one school performance manager. The English/social studies academic coordinator was hired for the purpose of writing the curriculum and is considered to be the expert in that area for JSEP. As it is being written, it is reviewed periodically by the Field Director for Student Services and routinely vetted by the English teachers and instructional coaches throughout JSEP. Before any curriculum is finalized, it will be reviewed by curriculum committees in each school. The curriculum currently being developed is being designed to be high quality, content-rich, and culturally responsive. Intervention measures such as Lexia Learning are embedded in the curriculum.

17. Identify the high-quality, content-rich, and culturally responsive instructional materials adopted and used for literacy in English language arts at each grade level and tier of instruction. If a particular material is under review or not yet identified, indicate its status.

Response: The English/Language Arts curriculum is being revised for implementation in the fall of 2023. The current curriculum is based on the SAVAS curriculum that JSEP inherited from MSDE. The SAVAS curriculum was used for English 9, English 10, and English 11. During last school year, 2022-2023, students taking English 12 did so on Apex. The new curriculum is being designed by the Academic Coordinator for English and Social Studies to be high-quality, content-rich and culturally responsive in all English courses, English 9, 10, 11, and 12.

18. Describe professional development and support provided to ensure the effective use of instructional materials. Discuss activities to support the implementation of newly adopted materials as well as those designed to leverage materials during instruction over time.

Response: The English Coordinator holds monthly virtual meetings designed to both introduce and vet the new curriculum with the English teachers and principals. These meetings have also served as a platform to discuss implementation strategies and the effective use of all instructional materials. The JSEP instructional coaches served as support for the designing and implementation of the curriculum during the 22-23 school year. The English coordinator will hold a two-day in-person PD prior to the start of the upcoming school year to fully introduce the new curriculum and strategies for its implementation. Teachers and principals will have a chance to review the entire curriculum and suggest changes that may lead to increased student learning before the curriculum is finalized. Once teachers are using the curriculum in the schools, the academic coordinator as well as the field directors and the school principal will monitor its implementation in the classrooms, with primary responsibility resting with the school principals.

19. Describe the systems and structures the school system has put into place to ensure rigorous monitoring of student progress in reading at each grade level.

Examples may include:

- *How the instructional schedule is developed to support teacher planning and collaboration in response to student literacy data*
- *A specific model or framework for analyzing literacy data, facilitating a professional learning community, etc.*
- *Creating schedules for ongoing assessment and tracking of student progress throughout the school year*
- *Professional development opportunities to support teachers and administrators in implementing effective progress monitoring*

Response: JSEP student progress is monitored throughout their enrollment in a JSEP school. English classes follow a curriculum aligned to the CCR standards. Students in all English classes are given a pre-test at the beginning of each semester. This allows the teacher to focus on challenging concepts and skills and to measure growth throughout the semester. All English courses include classwork and assessments which are tools used for monitoring student progress. In addition to the classroom tools, JSEP administers state assessments and uses the results of those tests to address student needs. Each JSEP student also completes the Star assessment in reading every 90 days. These assessments are used to inform instruction as well as to show growth for individual students. The results of these assessments allows JSEP to support the student on an individual level while the collective scores are used to assess the program.

JSEP has been operating as a school system since July 1, 2022. During much of this time administrative operational efforts have focused on curriculum writing, policies and procedures, process around school counseling, records, and special education, procurement of educational materials and assessments, and reducing teacher vacancies. As JSEP moves into its second year the goal will shift to how to grow and improve as a school system. Mandatory PDs which have centered on curriculum development and implementation will be replaced by Professional Learning Communities (PLC) focused on student learning and experiences. The PLCs will provide a collaborative space where JSEP teams will look at data and decide on actions which will contribute to continuous growth of not only our students, but for JSEP as a school system. The PLCs will use an action research model which will allow teachers to make data driven decisions about their classrooms and then to come back to the PLC and examine the results in terms of data.

The JSEP school system is set up with a common planning time for all teachers across all schools for an hour and a half in the middle of the day. Since there are no more than two,, and usually just one English teacher in each school the PLC allows for time for teachers to meet virtually with other English teachers and the academic coordinator. This common planning time in the middle of the day is also used one day a week for collaborative planning meetings. This is the time that teachers within a school address issues surrounding struggling students in their building. Having all JSEP teachers planning at the same time also lends itself to being able to do cross-curricular planning.

20. Describe the measures of success utilized to identify students in need of support and intervention in literacy to meet the college and career readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

Response: All JSEP courses are aligned to the CCR standards, therefore the most readily available measure is the student's success in meeting the requirements of the course and their performance on

course assessments. All courses have pre and post assessments, and formative and summative assessments throughout the course. Teachers are required to grade a minimum of three assignments per week and record those with the assessments in PowerSchool. When a student struggles, the teacher introduces interventions to help the student understand the material in the curriculum. If the supports and interventions the classroom teacher put in place are not successful, the student's lack of success in meeting the standards will be addressed in the weekly collaborative planning. In this meeting the teachers and the principals will address the ongoing concerns and create a plan to help the student succeed.

A second tool designed to identify students in need of support and intervention is the State tests. All students in JSEP take all State tests they are eligible for during the three testing windows each year. These tests are designed to measure a student's mastery of the standards at different points in their high school career. Scores from those tests are a measure of mastery of the standards and indicate a need for intervention if students cannot demonstrate proficiency on them.

A third tool used in JSEP schools is the Star assessment in reading. JSEP relies on this assessment to show student growth. A lack of growth as measured in grade level equivalency scores indicates that supports and interventions need to be put in place for that student.

21. Describe the targeted, evidence-based model for Tier 2 and Tier 3 instruction in reading. Include the following:

- The correlation between how students are identified during progress monitoring and the type of intervention the school system provides
- The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher
- How it's determined that a student no longer requires intervention
- The method(s) for evaluating the effectiveness of interventions

Note: Organize response by grade bands (i.e. Middle School, High School)

Response: JSEP has small class sizes consisting on average of 6-8 students, many times with a teacher and a special educator or resource teacher in the room. With the small class sizes, teachers are able to closely monitor students and identify those who are struggling. Other ways that JSEP has to monitor and identify struggling students are through the Star and State assessments and from the records and discussions with their home LEA. Within the classroom, teachers are effective at differentiating instruction to provide what each student needs to be successful. Differentiation is a necessary tool in JSEP classes due to the nature of the transient population, the likelihood that more than one course being taught in the same class, and the wide range of academic deficits JSEP students sometimes exhibit.

At this time, JSEP does not have RIT teachers and therefore relies on the expertise of their classroom teachers, resource teacher, and principals to identify and provide resources to their struggling students who are not students with a disability. JSEP is looking for ways to acquire reading teachers who could act as the RIT teacher for the building and the system and develop a robust reading intervention program. While students tend to do well in JSEP schools due in part to their small class size and mandatory attendance, JSEP realizes that many of the gains made will not continue if students leave without proficient reading skills. Developing a reading program that works for the JSEP school system will be a primary focus of the upcoming school year.

Currently, Tier 2 interventions can be done in the classrooms which are essentially small groups. These interventions include differentiating student work to make it accessible, scaffolding, providing listening centers where struggling and non-readers can use audio text and have access to reading intervention programs. The listening centers are available in every English classroom.

Tier 3 interventions can also be done inside the classroom in many cases. The presence of a second instructor allows for individual instruction within the classroom. There are also spaces in every school where students can have one on one tutoring outside of the classroom. Options for Tier 3 interventions include working individually with a teacher or working with a teacher on a computer intervention program such as Lexia Learning.

JSEP uses the Star Reading Assessment. This assessment provides JSEP with several types of data that are useful in identifying students' areas of need and monitoring their progress. When a student takes the assessment, Star provides achievement reports. Reports are also generated that address specific instructional interventions and strategies to use with students. The results of the Star assessment can be used to look at overall program deficits as well as on the individual student level. Since every JSEP student takes the assessment every 90 days, the teacher is able to monitor the progress of the student overall as well as on individual reading skills. This tool along with the teacher observation and classroom assessments are used to determine when a student is no longer in need of intervention. These same tools can be used to monitor the effectiveness of the intervention. JSEP uses the same tools at both the middle and high school levels.

As JSEP and its teachers move out of the curriculum writing phase, necessitated with starting a new school system, they will now turn their focus to the use of student data to monitor student progress, the effectiveness of the curriculum, the effectiveness of student interventions, and the overall effectiveness of the JSEP program. Much of this work will be done in PLCs with input from the School Performance Manager as well as headquarters staff and school principals.

22. Describe how teachers are supported in their implementation of intervention at Tiers 2 and 3 so that every student receives reading instruction that is responsive to their individual needs as determined through data collected during progress monitoring.

Considerations should include, but are not limited to, the following:

- A framework for intervention that includes evidence-based, high-yield strategies
- Staffing such as campus-based instructional coaches, intervention teachers, etc.
- Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

Response: JSEP teachers are supported in their implementation of interventions at many levels. All schools have collaborative planning meetings weekly where student needs and interventions are discussed with the education staff. The entire JSEP staff in any school takes ownership in the success of all their students. In addition to collaborative planning meetings, the teacher is supported and mentored by the school principal. The principal is considered the instructional leader in the building and is responsible for monitoring the students in their building as well as supporting teachers. If a teacher is not satisfied with the success they are having with a student, the principals should be able to supply some evidence-based, high-yield strategies to work on with a specific student or group of students. Content area teachers, such as English teachers, have formal meetings with the academic coordinator in their certification area at least once a month. This is another forum where a teacher can reach out for support. In addition to the monthly meeting, the academic coordinator is always available for one on one meetings or to go to the school to support the classroom teacher with establishing strategies that will provide the student(s) with the interventions they need. JSEP also has three instructional coaches. Each of them travels between three JSEP schools and provides instructional coaching, under the Jim Knight model, to teachers. Currently, the coaches along with their supervisors and other members of the educational staff are developing an instructional playbook with highly effective instructional strategies that can be used with the people they are coaching as well as being accessed by all members of the educational staff. As mentioned in other questions, JSEP does not have reading intervention teachers at this time, but are working with other organizations and states to find a path forward with this program. Without a reading specialist in each building effective tutoring is left to classroom resources and facilitating teachers in the classrooms. In the absence of an RIT, academic coordinators, instructional coaches and school principals fill that role.

23. How are time, partnerships, and resources leveraged to support the implementation of the high-leverage strategy, high-quality school day tutoring, to accelerate instruction in reading? How does JSEP evaluate the effectiveness of this intervention?

Response: As previously mentioned, at this point much of this falls to JSEP English teachers, special educators, resource teachers, instructional coaches, academic coordinators and principals. JSEP is working on developing and implementing a reading program that would improve the reading skills of all students but focus on providing high quality interventions for the JSEP struggling readers. Our current monitoring tools include classroom assessment, classwork, teacher observations and the Star Reading Assessment.

24. Describe how barriers are eliminated to meet the needs of students who have been underserved. Consider the learning loss caused by the pandemic for specific student groups as well as groups who have been historically underserved. How will JSEP minimize or prevent students from continuing to be underserved?

Response: The majority of the JSEP students would fall into the category of students who have historically been underserved. They are also part of the student population that was further marginalized during the pandemic. A very small percentage of our students met the intern standard for CCR in English. JSEP has found a number of things that help students to achieve disproportional gains in achievement while in a JSEP school. The most significant difference between attending school in their LEA as opposed to a JSEP is that they must come to school every day. Once they are in the school, they are placed in small classes often with more than one educator. While students are taught from a curriculum based on the standards, there is also room to meet student's individual needs. In these small classes teachers have an opportunity to form mutually respectful relationships with students. Students are seen and their voices are heard in these small settings. Students seem more willing to take risks if they consider the JSEP classrooms safe spaces and with those risks comes increased learning. Many students come to JSEP just going through the school motions; they may have been to school but they do not have many credits and exhibit no buy-in. As they experience success, these students begin to look at themselves as scholars and capable and they look forward to going back to their schools. Unfortunately, all schools do not look forward to getting them back. Many LEAs try to put these students in alternative settings when they return, regardless of need. This again serves to further marginal them. The law that created JSEP has very specific provisions about returning students to their home school upon release and JSEP's transition policy addressed ways to prevent students from being relegated to schools other than their home school. JSEP is working toward having all students welcomed back to their home school to seamlessly finish their high school education.

25. How are parents/guardians included and engaged in their children's academic success, particularly when students are identified for intervention in reading? Discuss how parents/guardians are notified and included in the development and implementation of individual student's learning plans.

Response: JSEP believes that parent engagement is a key component in the academic success of the students. From the time a student enters a JSEP school, parents are part of the process. Contact information for parents is gathered in the first days of a student's enrollment and parents are contacted within 4 days as part of the ILP. Parents are given contact information for the school principal and the school counselor. It is explained that they are free to contact the school at any time. Quarterly progress reports and semester report cards are mailed to parents and parents are contacted any time there is a change in their child's educational plan or academic interventions are put in place. Periodic contact is required in the ILP to keep parents updated on their child's progress in between progress reports. JSEP schools often engage parents in trying to motivate and encourage their children. Parent engagement activities in the evening such as back to school nights, resource fairs, and book fairs seek to engage parents in the whole academic process and give parents a chance to interact face to face with their children's teachers. The JSEP transition plan also requires that schools contact parents once a month for the six months after the student is released to ensure they are remaining on track with their academics and to put in place any resources that students need.

Mathematics

26. Describe JSEP's comprehensive mathematics plan. Include discussion on:

- The vision, mission, and goals for mathematics
- Preparing students for college-level credit-bearing course work upon graduation
- Continued support for struggling students
- Training needs for faculty and staff to include
 - *Assessing when teachers new to the profession may have received the training through educator preparation programs*
 - *Identifying training needs for staff when they are new to a position or assignment (e.g., moving from one grade level to another, new principals, etc.)*
 - *Determining when teachers may have started a training series that was not completed for varying reasons; therefore, they require additional training opportunities (e.g., A teacher who begins training and goes on a leave of absence before it's completed)*

Response: The vision and mission for the JSEP Mathematics program aligns to JSEP's mission and vision as well as that of MSDE's Office of Mathematics. This vision is to build on our students' procedural skills and conceptual understandings, and strengthen their ability to apply their understandings to solve real world problems, in order to be successful in the future they aspire to realize. It is our mission to provide a mathematics program that is accessible and achievable for all students; one that enhances strengths while targeting needs.

JSEP is building a coherent mathematics program to ensure a student's mathematics education grows and strengthens as they move towards high school graduation and higher education. The JSEP high school geometry course is based on the van Hiele model of geometric thinking. This research based model structures learning on a five-level hierarchy. Each level of learning focuses on the characteristics of the thinking process. The van Hiele model asserts that the learner moves sequentially from visual learning to analysis to informal deduction to formal deduction, and lastly, to rigor. Inspired by this method for teaching geometry, the JSEP Algebra I curriculum and the JSEP Algebra II curriculum have been developed following the same tiered instructional process. This design assures that every student will have an entry point into the day's mathematics lesson, and every student's learning will be taken to a new level every day. Additional acceleration strategies and support for students with special needs are embedded in daily lessons to support struggling learners.

The van Hiele model for building mathematical thinking and understanding is a new approach to teaching mathematics. The curriculums will be finalized over summer 2023. Full implementation will take place in the 2023-2024 school year. Teachers, both novice and experienced, will need training and support. From November 2022 through June 2023, teachers participated in a weekly professional development focused on growing their pedagogy. Teachers learned methods for making mathematics instruction student centered, engaging, and hands-on. These weekly professional developments will continue throughout the 2023-2024 school year, with the goal of learning how to move students through the van Hiele levels of mathematical thinking in student-centered and student-focused classrooms. Teachers will learn how to give students the opportunity to engage in mathematics through inquiry and problem solving in order to learn mathematics.

Students who master the core mathematics program (Algebra I, Geometry, and Algebra II) have the opportunity to take higher level courses via online courses facilitated by a mathematics instructor. Students who graduate while enrolled in JSEP have the opportunity to take college courses at the local community colleges or online college courses with accredited colleges.

JSEP continues to build a comprehensive plan for mathematics to ensure the program aligns to all elements and expectations of the Blueprint for Maryland's Future. JSEP continues to create partnerships

with surrounding colleges and universities to recruit highly effective and highly qualified educators. The goal is to have all mathematics classrooms fully staffed with certified mathematics teachers by the end of the 2023-2024 school year. With funds from the N&D grant, the mathematics intervention program MATH180 will be purchased and implemented in the 2023-2024 school year to support struggling students. The transient nature of the student population makes identifying students who are CCR difficult. The JSEP comprehensive plan for mathematics will design an approach for identifying students who are not yet CCR, by the summer of 2024, in order to provide an individualized plan and a program of study that allows all students to graduate college and career ready. JSEP has a legacy program for supporting students to graduate via a GED pathway; it continues to be a goal of JSEP to identify individual student pathways towards graduation, and to support students towards graduation via the pathway that best meets the needs of the individual student.

27. Describe how ongoing, job-embedded professional development is provided to support staff in the implementation of instructional practices.

Examples may include:

- *Daily lesson study and planning by grade level, department, or cross-curricular teams*
- *Regular peer coaching cycles, including observations, debriefs, and planning*
- *Support from reading specialists such as model teaching, co-planning, and instructional coaching*

Response: JSEP has three academic coaches assigned to three facilities each. The academic coaches are finishing the Jim Knight coaching institute, and will fully implement 8-week coaching cycles beginning in summer 2023. Coaches will follow the Jim Knight coaching model with fidelity. Teachers can self-elect to be coached, or be assigned by their principals to be coached. Coaches use dialogue, modeling, co-teaching, co-planning, shared research, videos, and other available tools to provide teachers with authentic learning opportunities designed to facilitate improved classroom practices and student learning.

Bimonthly mathematics meetings are held virtually. All mathematics teachers, mathematics resource teachers, mathematics special educators, coaches, and, at times, principals, attend the meetings. During

the 2023-2024 school year, the goals of these meetings will be comprehensive. Firstly, the meetings will provide collaboration time for teachers to share best practices and to problem solve instructional issues. Secondly, these meetings will focus on pedagogy and content knowledge with respect to implementing the van Hiele model for mathematical and geometric thinking. Thirdly, these meetings will provide the opportunity for keynote speakers whose knowledge and expertise can grow JSEP educators. For example, many JSEP facilities employ the one-room-schoolhouse model. JSEP teachers traditionally struggle to make this model effective. During the 2023-2024 school year, effective and highly qualified educators from operative one-room-schoolhouses across the United States (specifically Montana) will be invited to speak to share pedagogical strategies.

The Academic Coordinator for Mathematics and Science regularly visits the JSEP schools. During the 2023-2024 school year, this coordinator will engage in lesson planning and modeling lessons for teachers. The coordinator will work with teachers on managing small group instruction effectively and strategies to safely implement hands-on and kinesthetic instruction. During these school visits, common teacher needs will be assessed, and in turn, will be the focus during the bimonthly mathematics meetings. In addition, lesson strategies, model lessons and common assessments will be embedded in the mathematics curriculum.

28. How are talent, time, and resources leveraged to support ongoing, job-embedded professional development of staff responsible for mathematics instruction and intervention? *Examples may include:*

- *Identifying the most effective reading teachers and increasing their impact beyond their individual classrooms through lesson planning, co-teaching, peer coaching, etc.*
- *Changing the daily schedule to increase collaboration time for teachers during the school day*
- *Hiring district reading specialists and deploying them to campuses to model lessons, observe instruction, and coach teachers*

Response: The secondary mathematics team consists of one academic coordinator and 3 instructional coaches to provide system wide training and direct support to six detention centers and four treatment centers. All facilities are assigned one of the three instructional coaches. Coaches prioritize their support to teachers who have elected to be coached and/or teachers who are assigned to be coached by their principal. The academic coordinator and the instructional coaches provide collaborative planning, co-teach lessons, provide feedback on daily instruction, provide content development, etc.

29. Describe the process JSEP uses to select instructional materials for mathematics, including:

- Which staff participates and the types of activities used.

Examples may include: Use of committee structures, pilot programs, mechanisms for gathering stakeholder feedback, site visits to school systems implementing the materials being considered

- Ensuring high-quality and content-rich materials
- Ensuring culturally responsive materials
- Intervention materials

The JSEP Mathematics program currently uses the SAVVAS textbooks for Algebra I, Geometry, and Algebra II. APEX courses are used for any other courses students may be enrolled in. The SAVVAS and APEX materials will continue to be used in the 2023-2024 school year; alternate resources may be pursued in subsequent years.

The JSEP Mathematics procedure for procuring and adopting core resources is as follows:

1. The mathematics coordinator, academic field director, and JSEP superintendent will be responsible for coordinating with the purchasing department to write a letter of interest (LOI) for the purchase of new textbooks and/or core instructional resources.
2. The mathematics coordinator will form a review committee of content specialists to review sample textbooks and instructional resources provided by vendors. This committee will select books/resources for recommendation to the mathematics coordinator. The mathematics coordinator may pilot textbooks and instructional materials in collaboration with select certified mathematics teachers.
3. Based on any results from a pilot and decision from the mathematics review committee, the mathematics coordinator will recommend the purchase of textbooks and/or core instructional materials to the academic field director and JSEP superintendent.
4. Based on the decision from the academic field director and JSEP superintendent, the textbooks and/or instructional materials are presented to the JSEP Board of Education upon recommendation.

5. During the Board review period, the mathematics coordinator will make textbooks and core instructional materials available to the public for review. The Board will make the final decision regarding the purchase of recommended textbooks.

6. Curricular resources are updated to support the chosen resources. JSEP teachers are selected to support this curriculum development process.

30. Identify the high-quality, content-rich, and culturally responsive instructional materials adopted and used for literacy in mathematics at each grade level and tier of instruction. If a particular material is under review or not yet identified, indicate its status.

Response: JSEP mathematics uses SAVVAS as the core text resources. SAVVAS has a green rating from EdReports in both Alignment and

According to NCTM, “By understanding our students’ cultures, languages, interests, and traditions, teachers create the meaningful classroom learning experiences students need to connect with content and build understanding in mathematics.” Furthermore, culturally responsive teaching situates knowledge and skills in ways that are learned more easily and thoroughly (Geneva Gay). The newly written JSEP curriculums, to be adopted in the fall 2023, follows the van Hiele model for mathematical and geometric thinking. The stages of thinking and learning development as outlined in this model chunk the learning into manageable experiences in which every student can find an entry point into the learning objectives. The visual stage and the analysis stage allow for connections to prior knowledge and for application of learning relevant to each student. The JSEP curriculum is written towards the juveniles within and across all ten JSEP facilities. Curricular resources include Math Talks, language routines, open-ended real world problems, three act tasks, etc. The bimonthly professional development sessions focus on these culturally responsive practices to support teacher learning and classroom implementation.

31. Describe professional development and support provided to ensure the effective use of instructional materials. Discuss activities to support the implementation of newly adopted materials as well as those designed to leverage materials during instruction over time.

Response: JSEP provides system-wide professional development workshops three to four times per year. These professional development workshops focus on systemic changes, both curricular as well as programmatic. Analysis of data, such as STAR data, MCAP data, GED data, and benchmark data, show

common standards where students are performing at the beginning or developing levels. The academic coordinator for mathematics focuses professional development around these standards and provides teachers with effective teaching strategies that target students' needs. Aligned with adult learning theory, professional development sessions focus on the teachers' learning by doing, by engaging in, and by experiencing the learning. Teachers engage in the van Hiele levels to ensure effective implementation of curriculum instructional materials. During the 2023-2024 school year, teachers will support the development of common JSEP assessments. Through this, the teachers will be given the opportunity to set goals and guide development of themselves and their classrooms. In addition, the continual incorporation of teacher choice during the mandatory bimonthly professional development sessions will be included throughout the upcoming school year.

32. Describe the systems and structures JSEP has put into place to ensure rigorous monitoring of student progress in mathematics at each grade level.

Examples may include:

- *How the instructional schedule is developed to support teacher planning and collaboration in response to student mathematics data*
- *A specific model or framework for analyzing mathematics data, facilitating a professional learning community, etc.*
- *Creating schedules for ongoing assessment and tracking of student progress throughout the school year*
- *Professional development opportunities to support teachers and administrators in implementing effective progress monitoring*

Response: JSEP uses Renaissance STAR Mathematics assessments on a 90-day cycle. These assessments provide the average grade equivalent for individual students, and show the growth between subsequent testing cycles. Teachers as well as the academic coordinator use this data to design instructional supports and select curricular supports to best meet the needs of the students. The goal is to provide rigorous accelerated support to bring students to on-grade level performance and understanding. Again, the leveling design of the van Hiele model and the JSEP curricular design provides daily lesson strategies to support teacher instruction to support student learning.

Teachers are provided with a scope and sequence in each curriculum, which includes the pacing and target timeline for assessments. It is the goal to have common benchmark assessments for the 2023-2024 school year. The benchmark assessments will align to the College and Career Ready

standards, and teachers can analyze students' strengths and weaknesses by this direct alignment. Just in time remediation can be implemented within daily lessons to target these areas of weakness. Effective just in time remediation remains a focus of professional development for JSEP for the 2023-2024 school year.

The school counselor and records coordinator provides the academic coordinators with MCAP test reports downloaded from PearsonAccess. This data provides the performance level of each student as well as the demographic performance level of each student. While this data is large scale, the academic coordinator and teachers can use this data to identify systemic patterns of weakness and implement targeted professional development. When the MCAP data from the 2024 spring assessment is released, analysis of the data will be conducted, and target professional development will be designed and implemented (largely taking place in the bimonthly academic professional developments).

33. Describe the measures of success JSEP uses to identify students in need of support and intervention in mathematics to meet the college and career readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

Response: JSEP uses Renaissance STAR Mathematics diagnostic assessments on a 90-day cycle. All students are tested with the STAR assessment. These assessments provide the average grade equivalent for individual students, and show the grade level growth between subsequent testing cycles. JSEP will implement the MATH180 intervention program for all students consistently performing below grade level as determined by the STAR program.

34. Describe the targeted, evidence-based model for Tier 2 and Tier 3 instruction in mathematics. Include the following:

- The correlation between how students are identified during progress monitoring and the type of intervention the school system provides
- The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher

- How it's determined that a student no longer requires intervention
- The method(s) for evaluating the effectiveness of interventions

Note: Organize response by grade bands (i.e. middle school, high school)

Response: Common assessments will be developed and implemented in the 2023-2024 school year. Students will be consistently assessed through common district formative and summative assessments through the curriculum portal. Students who are identified as performing below level receive interventions embedded in the curriculum. If needed, student instruction is supported with the mathematics intervention program, Math 180, and students are monitored to evaluate the effectiveness of the intervention. Additional instructional strategies will be provided during the bimonthly professional developments, specifically just-in-time remediation strategies to be incorporated into the daily 70-minute instructional period.

35. Describe how teachers are supported in their implementation of intervention at Tiers 2 and 3 so that every student receives mathematics instruction that is responsive to their individual needs as determined through data collected during progress monitoring.

Response: System-wide and bimonthly on-going, job-embedded professional learning sessions are provided through the JSEP central office and focus on evidence-based strategies that can be safely instituted into the facilities. District instructional coaches provide ongoing support to all classroom instructors. Math teachers utilize evidence-based strategies such as concrete manipulatives, visual representations of math concepts, strategy-based fact practice, daily problem solving, anchor charts, discussion structures, guided practice, corrective feedback, progress monitoring and small group instruction, as identified in the curriculum guides. Class sizes are limited to usually no more than 10 students, which allows for small group instruction and focused one-on-one instruction.

36. How are time, partnerships, and resources leveraged to support the implementation of the high-leverage strategy, high-quality school day tutoring to accelerate instruction in mathematics? How does JSEP evaluate the effectiveness of this intervention?

Response: Students taking courses through the APEX and ALVS programs have access to the TutorMe service, which provides on-demand tutoring for students. Course passing percentages and course grade

point average increases are evaluated to determine effectiveness of the program. Students participate in clubs during the summer, which provide embedded tutoring and one-on-one remediation. Teachers provide small group instruction and pull-out sessions to provide additional structured tutoring during the school day. Volunteers from various organizations and universities donate their time to provide tutoring services. Again, increase in passing rates and course grades are used to evaluate the tutoring effectiveness.

37. Describe how barriers are eliminated to meet the needs of students who have been underserved. Consider the learning loss caused by the pandemic for specific student groups as well as groups who have been historically underserved. How will the JSEP minimize or prevent students from continuing to be underserved?

Response: JSEP continually works to eliminate barriers by putting in place processes, practices, and programs for all students that are supported by research and statistics. The JSEP mathematics curriculums provide research-based instructional materials vetted by Ed Reports, What Works Clearinghouse, NCTM, local universities programs, and renowned mathematics educators. JSEP has purposely chosen instructional strategies and materials that have shown effective impact on underserved populations. The JSEP academic coordinator for mathematics regularly provides educators with professional development throughout the school year (e.g., regular school visits, district-wide and school-based PD) focused on how to meet the needs of all students. The JSEP superintendent, field coordinator, academic coordinator, and instructional coaches conduct frequent walkthroughs and provide constructive feedback and instructional strategies to support all students. Summer school opportunities are designed to address gaps in learning as well as gaps in credits towards graduation.

38. How are parents/guardians included and engaged in their children's academic success, particularly when students are identified for intervention in math? Discuss how parents/guardians are notified and included in the development and implementation of individual student's learning plans.

Response: When a student enters a JSEP school, the ILP is developed. The ILP is reviewed with the parent when it is developed and anytime a change is made to it after that point. If the student happens to be a student with a disability, their parents will be included in the ILP process as well as all meetings and reviews of the student's IEP. Parents are mailed all report cards and quarterly progress reports. Parent input is sought throughout the student's time in a JSEP school and for six months after they leave. Parents are called within 5 days of their child's enrollment and given all contact information for school counselors, secretaries and the principal. Parents are encouraged to contact the school with any concerns or suggestions on how to best serve their child.

College and Career Readiness (CCR)

39. Provide data from the 2021-2022 and 2022-2023 school years that show the following:

- Student data showing what number/percentage of students who met or will meet the interim standard for college and career readiness (CCR) in English, math, or both by the end of 10th grade, 11th grade, and 12th grade
- Disaggregate each data set by gender, socioeconomic status, race/ethnicity, and service group. *To be considered ready for college and career, students must meet the interim standard for both English and math.*

Response: JSEP started operating the schools in the DJS facilities on July 1, 2022 and therefore only have baseline data for the 22-23 school year to include in the following chart.

Algebra I		
	Not Proficient	Proficient
Number (%)	123 (99%)	1 (1%)
male	123	1
female	0	
African American	100	1
Hispanic	12	
White	9	
Asian	1	
2 or more races	1	
SWD	39	

Geometry		
	Not Proficient	Proficient
Number (%)	6 (100%)	0 (0%)
male	6	
female	0	
African American	5	
Hispanic	0	
White	1	
Asian	0	
2 or more races	0	
SWD	0	

English 10		
	Not Proficient	Proficient
Number (%)	94 (96%)	4 (4%)
male	94	4
female	0	0

African American	76	3
Hispanic	7	1
White	10	0
Asian	1	0
2 or more races		
SWD	21	0

JSEP does not collect student SES information

40. A freshman who is on track to graduate:

- Earns at least five credits at the end of the 9th grade year,
- Fails no more than one semester of a core course, and
- Attends school more than 90% of the time.¹

Using these criteria, indicate in a table the current number of students who are on or off track to graduate. In three subsequent tables, provide current numbers for each of the on-track criteria (listed above) individually. All tables should disaggregate the information by gender, socioeconomic status, race/ethnicity, and service group.

Response:

<p>Freshman on track to graduate</p> <ul style="list-style-type: none"> · Earns at least 5 credits by the end of 9th grade · Fails no more than one semester of a core course, <i>and</i> · Attends school more than 90% of the time 				
	Overall	Gender	Race/ethnicity	SWD
On track	12 (19%)	Male- 6 (21%) Female-6 (100%)	A.A.-10 (19%) Hispanic-1 (14%) White - 1 (25%)	3 (25%)

Off track	52 (81%)	Male-52 (100%) Female 0 (0%)	A.A. 43 (81%) Hispanic 6 (86%) White 3 (75%)	23 (44%)
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Did not earn at least five credits at the end of 9 th grade				
	Overall	Gender	Race/ethnicity	SWD
Off track	38 (59%)	Male-38 Female-0	A.A.-30 Hispanic- 6 White-2	15

Fails no more than one semester of a core course				
	Overall	Gender	Race/ethnicity	SWD
Off track	35 (55%)	Male- 35 Female-0	A.A.-28 Hispanic-3 White-3	17

Attends school more than 90% of the time				
	Overall	Gender	Race/ethnicity	SWD
All JSEP students attend school more than 90% of the time				

¹The On-Track Indicator as a Predictor of High School Graduation. Elaine M. Allensworth. Consortium on Chicago School Research at the University of Chicago. 2005. <https://consortium.uchicago.edu/sites/default/files/2018-10/p78.pdf>

41. Freshmen on Track to Graduate: Discuss current and planets strategies/activities to ensure all freshmen are on track to graduate. Discuss related challenges and the strategies that will be leveraged to increase the number of freshmen who are on track to graduate.

Response: Educational records of all freshman students are screened when they enter a JSEP school. Every student is continued in the core courses they were enrolled in at their home LEA so there is no loss of credit or student learning as they pursue their high school diploma. JSEP school counselors complete a comprehensive plan of study which articulates the student's path to an online graduation. Students complete core courses during the school year and electives during the summer. If a student were to fail or not complete a course the plan of study is revisited and revised to make certain the student still has a path forward for their graduation.

42. Services and Support: Describe the individualized services, support, and instruction that will be provided to students who did not meet the CCR standard on time, including culturally responsive lessons, project-based and problem-based pedagogy, and/or varied instructional timing.

Examples may include:

- *Developing CCR support courses in English language arts and mathematics that students are concurrently enrolled in while taking grade level, credit-bearing courses*
- *Instituting a CCR support tutoring program embedded in the school day or through an extended day model*
- *Leveraging elective courses to reinforce CCR skills*

Response: All JSEP English and math courses are linked to the CCR standards and passage of the courses with a 60% in each course indicates mastery of the standards aligned to that course. Due to the small class sizes, teachers are able to work with students individually in the regular classroom settings. Additionally, the summer school program (this is a year round school system) is set up to address the needs of struggling students in the CCR standards areas. Specifically, both social studies and language arts electives are novel based, with supports in place to help low level readers. The courses use low-lexile, high-interest novels allowing teachers to focus on fluency, comprehension, grammar and decoding skills. In math the STEM elective is a project-based course which teaches then utilizes many skills that are necessary to meet the CCR standards. Summer programs also allow time to focus on remedial skills using one of the remediation programs JSEP has and allows time for tutoring in all subject areas from the teachers in the virtual school.

43. Student Support Pathways: Discuss how student support pathways will be designed and implemented to ensure students meet the CCR standard prior to graduation while also meeting graduation requirements. Provide examples of support pathways that include required high school coursework as well as needed CCR support. In developing pathways, consider:

- Students who arrive to JSEP with a pathway designated from their home school
- Developing pathways for students who arrive without a designed pathway
- Students who may not meet the CCR standard in one or more subject areas
- Opportunities for students to access support during the school day, after school, in the summer, and/or through a fifth year of high school
- Pathways to provide students with access to post-college and career readiness opportunities such as CTE and dual credit while still working to meet the CCR standard

Response: All JSEP core courses are aligned to standards and mastering those standards are required to pass every course. English and math courses, in particular, are aligned to the CCR standards and many of the standards are met in more than one course. See link below for the full tables of standard alignment for the English and math courses.

During the records review conducted when a student first enters a JSEP school, the school counselor notes all state assessments a student will need for graduation. JSEP utilizes all three testing windows during the course of a school year and tests all students who are qualified in each test they still need. Many students come to JSEP missing state tests and policy dictates that we catch them up. If a student has no pathway noted in their educational records, JSEP provides one. Upon intake, the school counselor creates a comprehensive plan for demonstrating exactly what each student needs for graduation (including state tests, service learning hours, and all course work) as well as when they student will complete each. That plan is adhered to while the student is in a JSEP school and sent to the receiving school when a student leaves.

There is an enhanced focus on the CCR standards in all math classes. Mid-semester each class does a JSEP -generated practice test. This allows students to practice in the testing environment as well as letting the teaching staff know where there may be areas that need more work.

Note: See MSDE's Report: College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) as a reference.

44. Reassessment Opportunities: How will you ensure that students have ongoing opportunities for CCR reassessment throughout 11th and 12th grade?

Response: In the summer all JSEP students have the opportunity to take credit recovery courses which allows students to focus on their areas of weakness through a prescriptive Apex course. In addition, all JSEP students are assessed every 90 days through the star assessment in English and math. Diagnostic

reports are generated from these assessments which allows teachers to plan instruction that addresses student needs. JSEP administers state assessments three times a year during the state testing windows. At each of these administrations, students are assigned to take any state assessment that they are eligible for or any test they have previously taken but not scored high enough on for high school graduation.

45. Partner Institutions: The Blueprint requires school systems to collaborate with institutions of higher education, particularly community colleges, to develop and implement a program of study in the 11th and 12th grade for each student who has not demonstrated progress in meeting the CCR readiness standard by the end of 10th grade. Describe if JSEP plans to identify the organizations it will partner with and describe how it will work with partners to accomplish this, including the evaluation of implementation and ongoing revision to ensure student success.

Response: JSEP is a new organization having just completed their first year of operations on July 1, 2023. From the beginning, JSEP has focused on community partnership with community colleges. JSEP has either completed or is in the process of finalizing MOAs with 8 schools throughout the state. Dual enrollment programs for older high school students will be part of these agreements with some of the community colleges. JSEP and Frederick Community College (FCC) completed one dual enrollment course with a class of students at Victor Cullen Center. The FCC class was taught by the school counselor at Cullen who was named by FCC as the teacher of record. It was a highly popular course. This class was available to all JSEP 11th and 12th graders. With the new MOAs in place, JSEP will be able to further benefit from their relationships with the community colleges in the areas of meeting deficits in students' academic progress with dual enrollment courses, as well as vocational courses, credit-bearing college courses, workforce development courses, remedial high school courses and GED preparation courses. JSEP has entered into MOAs with community colleges across the state to work to ensure a continuum of services to the students when they are released from the DJS facilities.

46. Individualized Plans: Describe how you will develop an individualized College and Career Readiness Plan for each student who has not met the CCR standard by the end of 10th grade. Identify a process to ensure that students who come into and leave from Juvenile Services will have this plan in place from the sending LEA and that it will travel back to them for continuity of implementation. Consider the following for any students for whom a plan will need to be developed while they are placed at JSEP. What are the key components of the plan? When and how will it be customized for each student? Discuss inclusion and considerations for student service groups such as Special Education, English learners, and Economically Disadvantaged.

Response: Individual Learning Plans (ILP) are developed for every student who enters a JSEP school. ILPs are not only part of the student's plan for their stay in a DJJ facility school, but also serve as their transition plan back to their LEA. The JSEP philosophy is that transition begins the day the student enters the school, not when they are released. The ILP requires that JSEP schools contact the student's home school and parents upon entrance and remain in communication with them throughout the student's stay. This is required for students whether they are dually enrolled or not. It is also required for all students, even if they have a separate IEP.

The ILP/Transition process ensures that the progress of all students, including those who have not met CCR standards by the end of 10th grade, is constantly monitored and revised so they can successfully meet all standards in all courses. When a student enters a JSEP school, their records are requested from their previous school. All school and family contact information is recorded on the IPL form (kept electronically). School counselors then enroll students in the same classes they were enrolled in at their home school, ensuring no loss of credit or academic progress. Their course grades are a weighted average of the grades they earned in their home school and the grades they earn in the JSEP school(s). The school counselor reviews the student's transcript and develops an academic plan showing the student's path to a timely graduation. This plan takes into account the graduation requirements of the student's LEA, state testing requirements, and service learning hours. The plan is shared with the student so they know exactly what they need to do for graduation and can take ownership in their education. It is also shared with the parents and the LEA.

Once the comprehensive educational plan is developed, the student is assigned a mentor teacher who continues to monitor the student's progress. Once a week a collaborative planning meeting is held in each school. At these meetings each teacher discusses their mentee student's progress and any challenges they may be having meeting the CCR standards. Interventions are put in place to reduce the student's struggles and help them to successfully meet their academic challenges. If school level interventions are not successful, the school contacts appropriate headquarters staff in an effort to get more resources to the student.

The ILP and the comprehensive graduation plan is revisited and revised at the end of each semester or whenever there is an occurrence that would alter the plan. For example, the student's educational goals may change or a student may not successfully complete a course in the plan.

Other components of the ILP include: student's educational as well as career goals; lists of student's skills, talents and aspirations; each student's learning styles; updated notes from all collaboration meetings; logs of parent conversations; logs of contacts with the home school; quarterly progress reports and report cards, and transition information.

The JSEP school stays in contact with the LEA and the parents by reporting and sending progress reports and report cards. When it is likely that a student will be released, JSEP works with the LEA to ensure a

timely enrollment back into the student's home school. They send the student's educational records and a copy of the ILP which includes the comprehensive graduation plan to the student's home school.

An IPL is created for every student regardless of service group. Students with Disabilities will still have their IEPs with all rights, responsibilities, accommodations, and related services associated with those plans remaining in place. The ILP does not take the place of any other educational or behavioral plan a student may have. It is an additional safeguard for students with those plans to ensure all CCR standards are being met, they are on track for a timely graduation, and they experience a smooth transition back to their home school.

47. Teacher Support and Student Monitoring: How will JSEP monitor student progress using their individualized College and Career Readiness Plans? Identify the team of individuals responsible as well as the process they will use for monitoring, including:

- Identifying individual teachers to lead and facilitate teams,
- Training and support provided to teachers, and
- The process for revising the plan in response to a student's individual needs.

Response: Student progress is monitored on many fronts in JSEP. Students each have an ILP which serves as a planning and monitoring tool. Class sizes are small (6-8 students) which allows for in-depth daily monitoring of an individual's progress. Each student is assigned a mentor who monitors the student's progress in all their courses, has continued discussions with the student about their goals, strengths and challenges, and brings all concerns to the weekly collaborative planning meeting. At the collaborative planning meeting, school personnel work to introduce interventions designed to meet the needs of the individual students. Collaborative planning meetings are conducted by the school principal who is the instructional leader in the building. Mentor teachers are certified teachers and understand instructional strategies, as well as learning styles, motivational techniques, educational psychology and behavior management. Students in service groups also receive all the services and monitoring applicable to the students in those groups. School counselors are part of the collaborative planning team and bring expertise in all aspects of school counseling and related services. Schools also have access to headquarters coordinators who have an expertise in specific areas of student progress. ILPs are monitored and revised on a continual basis with special attention being given when report cards are issued by both the mentor teacher and the school counselor. The school principal has the ultimate responsibility for making sure all the appropriate monitoring and support are in place for each student.

48. Family Engagement in CCR Success: What does JSEP do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are still struggling to meet the CCR standard in 11th and 12th grade? Discuss how parents are notified and included in the

development and implementation of students' College and Career Readiness Plans. What resources will the school system share with families, including resources from public and private agencies?

Response: It is the belief of JSEP that although the students are not living in their family homes while they are in a JSEP school, the family is a vital part of a student's educational progress. As such, JSEP schools are in touch with parents on a continual basis. It is JSEP policy that all parents are contacted and given contact information for the school principal and counselor within four days of a student's arrival at a DJS facility. School counselors give parents copies of the comprehensive educational plan for their student and an additional copy every time it is revised. Parents are asked for information that might help the school to provide meaningful services to their students. Parents are mailed report cards within five days of the ending of each semester and mailed progress reports at the end of each quarter. Parents of all students are contacted when a student is struggling and in danger of not meeting CCR standards as shown by the lack of progress in a course linked to those standards. JSEP shares parent reports on all state testing and Star testing for each student.

Additionally, JSEP is looking into ways in which student's daily grades can be shared through the school information system (PowerSchool). This would give parents continual information on their student's progress as is done in most LEAs. This allows for conversations between the parent and student during visits and phone calls pertaining to the student's academic growth as well as shares information which the parent may want to discuss with someone from the school.

In addition to reports cards and school records, JSEP allocates each school funds for parent engagement events four times a year. School principals have discretion over these events but may include things such as back to school nights to meet teachers and find out about school programs, community resources available when their child is released, celebrations of holiday or community groups, or family fun days. For these events, schools may bring in community resource people to share information about their resources, community colleges, apprenticeship programs, or they may include a book fair, art show or career fair.

49. Post-CCR Exploration Activities: Describe the activities the JSEP will use to ensure all students are aware of the post-CCR pathways, including career counseling. What experiences will students have to explore and engage in college and career activities that will help them choose the best post-CCR pathway for them, including:

- Students have experiences that are individualized based on their interests,
- Students have ample opportunities to explore their options firsthand before they must choose a post-CCR pathway,
- Parents/guardians are included in the process, and

- Students who have not met the CCR standard can access post-CCR pathways?

Examples may include:

- *Experiences designed to connect students with real-world opportunities such as college and career fairs, guest speakers, field trips to visit different types of institutions of higher education and workplaces across a multitude of industries*
- *Programs to facilitate mentoring, college-bound advising, and career counseling*
- *Specialized coursework in middle school to explore career clusters and practical life skills such as financial literacy, effective organization and study skills, communication and conflict resolution, etc.*
- *Partnering with LEAs and LWDBs for students who enter JSEP to continue their access to career counseling while they are with JSEP.*

Response: JSEP students start their career exploration path as soon as they are in a JSEP school. The ILP includes a section on career, as well as, academic interests and goals. It challenges students to look at their skills and talents. During this process, students take a career interest inventory and the results of the inventory are shared with the student and discussed in relation to what they feel are their skills and interests. This information is shared with parents when the ILP is discussed with them and their input is welcomed and appreciated. As the student moves closer to release, resources are put in place to help students and families with the student's continued pursuit of their post CCR goals.

The JSEP CTE program includes intensive career exploration for students. Next year students will be able to explore up to 400 different careers through the use of a virtual reality (VR) program JSEP is purchasing. This VR system allows students the opportunity for career exploration all the way through training programs for those careers. Students are able to choose which path they do the training in based on the exploration activities in which they engage. These are career paths that lead to high paying jobs of high interest to the students. All students also have access to Zello, a career tool that helps students identify their areas of interest, as well as jobs associated with those areas and the paths to entering those fields. Students can use the program for resume writing, cover letters, and gathering the information to fill out a job application. JSEP students are able to complete programs to earn industry certificates throughout their time in JSEP. Some of these include ServSafe, ServSafe manager, OSHA 10 and 30, CRP, and Flagger. There are also many workforce development courses available through our community college partners.

In addition to these specific programs, JSEP courses include CRD I and II. See question 55 for a full list of these offerings.

Many JSEP schools have annual career fairs. In one held recently at BCJJC, students were not only able to speak with people from many surrounding industries, but they were also able to sign up for the Baltimore summer jobs program as well as fill out admissions paperwork for the Baltimore Fire

Departments Cadet Program. JSEP encourages these programs in all its schools. In some cases, such as parent engagement evenings, families are also invited to the career fairs.

JSEP in partnership with DJS has a Speakers Series where guest speakers from certain industries are brought in once every month to speak to the students across JSEP about their field, the reality their career is like, and the paths to entering that field. These speakers span a variety of fields speaking to the interests of many different groups of students. Students also have an opportunity to hear from people in different fields through programs in their schools and at parent engagement nights.

When a student leaves a JSEP school to return to their home school the ILP is transferred to that school with their educational records. The home school then has a record of the path the student is pursuing in relation to the post-CCR goals.

50. Career Counseling: Discuss the key components of the career counseling program and how activities and support will be aligned to a student's educational and career goals. Identify the role(s) responsible for providing the career counseling and the type of training and support JSEP will provide.

Response: Much of the answer to this question is addressed in question 49. School counselors, the CTE teachers and the CTE coordinator with input from the mentor teachers and the student's parents are mainly responsible for providing career counseling and the training and support the students receive.

In addition to the career exploration, training, certifications and workforce development courses the students receive in school, school counselors work with all students who wish to pursue college programs. They help students choose schools and programs, fill out college applications and file FASTA forms for financial aid. If a student is more interested in a non-college path, the JSEP CTE coordinator ensures that they have taken the right certificate and certifications to make them marketable when they are released. The CTE coordinator works to ensure students have a soft landing and have a clear path to employment and furthering credentialing upon their release.

College Preparatory Programs

51. Discuss if and how JSEP will allow students to have access to at least one of the college preparatory programs listed below? Describe the process for identifying any programs students were involved in at their prior school and how JSEP will collaborate to provide access to similar programming. In addition, describe how JSEP will transition the student's learning/progress and status update back to the LEA the student returns to.

- International Baccalaureate (IB) Diploma Programme

- Cambridge AICE Diploma Program
- A comparable program consisting of Advanced Placement courses specified by the College Board

Response: JSEP is a small education program with about 330 transient students enrolled in eight schools across the state of Maryland. It is not feasible for JSEP to operate an International Baccalaureate or Cambridge Diploma Program. JSEP does offer all courses required in a college preparatory program. One purpose of the review of a student's records when they first enter the JSEP system is to put students in the same courses they were enrolled in at their home school. If during that record review, it is found that a student was taking a core course that JSEP does not offer, such as an AP or honors course, the student can be placed in that course in Apex and be allowed to continue in the course online with the support of JSEP teachers. JSEP remains in contact with the student's home school and will continue any plan of study the student is pursuing. When a student transfers back to their home school, JSEP sends the records showing all courses in which the student is enrolled so that they may be placed back into those same courses without any loss of credits or learning. Students who are dually enrolled in a high school college program can continue their courses from the college online with the approval of the community college where they are enrolled.

52. Enrollment and Support in College Preparatory Programs: Describe how students may access the above named college preparatory programs, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate and successfully earn college credits and diplomas?

Response: As answered in question 51, students do not have access to those specific programs while they are in a JSEP school, but do have access to the core courses in those programs. Students will be identified as needing AP or honors courses during their initial credit scrub, done within three days of their arrival in a JSEP school. Students enrolled in those courses in their home school which are not available in their JSEP school as in-person classes, will be enrolled in them as online courses and will be able to continue with their college prep program.

Students who have not met the CCR standards when they enter a JSEP school will be placed in courses aligned with the CCR standards and would be considered courses for a student wishing to pursue college after high school graduation. In these small classes (average class size 6-8 students) with the support of the classroom teacher and in most cases a special education teacher, students will continue to receive

support to meet the CCR standards while still pursuing the college goals. Students may receive support outside of a regular class, but no student is restricted from any courses due to proximity or scheduling changes.

53. GED Program: Describe the current and anticipated GED program offerings and participation data available through JSEP.

Response: Students in JSEP have the option of earning their high school diploma by passing the GED. This option is particularly attractive to students who are over-aged and under-credited. It is not unusual for JSEP to enroll a student who might be 16 or 17 years old with fewer than 5 credits toward graduation. No one is put into a GED program unless they choose to do it and have permission from their parents. JSEP has a waiver that allows students to take the GED at 17 instead of waiting until they are 18 as they would if they were attending school in an LEA school. Students who choose to try to earn their diploma through the GED stay enrolled in their high school courses while they pursue their GED. The reason for this is twofold. First, the GED items align with the content taught in their high school courses. By continuing to take core courses the student is learning content they will need on the GED. Each JSEP curriculum shows the alignment of each unit to concepts tested on the GED. Teachers use this alignment to help students prepare for their GED. Secondly, if a student leaves the JSEP school before qualifying to take a GED test or changes their mind sometime during the process, they will still have been making progress toward earning their high school diploma in the more traditional way.

Once a student expresses an interest in taking the GED the school counselor informs the rest of the educational staff. The teachers can then provide support to these students in their classrooms. The student will also take the GED Official Practice Test (OPT). The OPT is a diagnostic tool which projects how likely a student is to pass the GED at that point in time. It also generates a list of skills needed for that particular student to work on in order to improve their GED score. Teachers, counselors, and principals provide support and practice in those specified areas.

In addition to the support the students receive in school, JSEP has equipped each housing unit with practice books and flashcards so students may study in the evening. In the summer the students have an extra 70 minute period daily for GED practice. During this time a certified teacher in each subject area is available through JSEP's online school to offer individual help to students. JSEP is facilitating after school programs that will run year-round beginning this summer. In each session there will be a GED math and GED English club to provide extra tutoring and practice for the GED. Each session runs 6 weeks with the option of signing up again for continued help or for another content area.

Since JSEP became a program in July, 2022, they have had 28 students graduate through the GED program. Many more have taken some sections while in a JSEP school, with the plan to complete the GED once they return home. Students are not always enrolled in JSEP schools long enough to complete

the entire test. An advantage JSEP students have is that if they had taken at least one section of the GED under JSEP's 17 year old waiver, they may continue with other sections once they are home. They do not need to wait until they turn 18 to finish the GED. When a student is released without completing the GED, JSEP finds a program for a student where they can continue to study for the GED. All tests, practice tests, and sign-on information goes home with the student so they do not need to start the process over.

54. Dual Enrollment Program: Describe the current and anticipated Dual Enrollment program, including the number of college credits available if students were to take every course offered and whether courses are completed in a coherent sequence to support a particular area of concentration. Describe the challenges associated with implementing a dual enrollment program or launching a new one and how they will be overcome.

Response: While the option is open for JSEP to pair with their many community college partners to have dual enrollment courses, there are none planned at this time. The pilot with FCC was successful last year and JSEP looks forward to making dual enrollment a part of their normal program of study at some point in the near future.

Career Technical Education (CTE) Programming

55. Describe the Career and Technical Education (CTE), work-based learning or apprenticeship, and Industry-Recognized Credential earning opportunities available for students while attending JSEP.

Consider the following for each available:

- Current and planned opportunities
- Student interests and strengths
- Recruitment
- Student enrollment process
- Support available to students to increase success
- Progress monitoring of students in each time of opportunity
- Staffing needs and staff training needs
- Collaboration with higher education, business, and community partners

Response:

Current and Planned Opportunities

The JSEP CTE program offers secondary students MSDE graduation required courses, electives and Career and Technical Education programs.

JSEP offers Foundations of Computer Science and Foundations of Technology, both of which are offered in many LEAs and serve to satisfy the MSDE Technology Education or Computer Science graduation requirement. Additionally, several elective courses are offered via the JSEP CTE program. These elective courses include Consumer Economics and Personal Finance, and Principles of Entrepreneurship and Business Management.

The primary JSEP CTE program that will be implemented state-wide in 2023-24 SY will be Career Research and Development (CRD). CRD is designed to prepare students with the requisites academic and technical knowledge, skills and abilities necessary to make informed career choices and decisions, seek further education or training, or enter the workforce. The CRD program will consist of two courses CRD I and CRD II.

CRD I will focus on the acquisitions and development of soft-skills, as well as career exploration and inquiry. Some of the industries explored in CRD I will include manufacturing, skilled trades, warehousing and logistics, public safety, hospitality and automotive. CRD I will highlight the regional significance of these industries, as well as their roles in globalization.

CRD II will focus on the acquisition of specialized training in student identified career areas via hands-on learning experience and virtual reality simulations. Students will be able to learn entry level advanced skills in industries such as automotive, hospitality, manufacturing and construction, electrical construction, aviation maintenance, and diesel technology. Additionally, CRD II will prepare students to enter the workplace through activities such as resume writing, mock interviews, and career planning.

Additionally, the JSEP CTE programs at Green Ridge Youth Center (GRYC) and Backbone Mountain Youth Center (BMYC) will house additional CTE programming. CTE at GRYC will include Construction Trades featuring two courses, Introduction to Construction and Foundational Topics in the Construction Trades. BMYC will offer its students C-Tech, a two course sequence (CPS I and CPS II).

JSEP CTE students have the opportunity to earn a number of industry certifications. These certifications include OSHA-10, OSHA-30, ServSafe, Flagger, and CPR/First Aid. Future certification opportunities may include Microsoft Office, Google, forklift and others based on student interest and regional workforce needs.

Student Interest and Strengths

JSEP CTE students regularly express an interest in participating in apprenticeship programs and acquiring skills that will lead to greater employability. Students have articulated interests in many different career areas. Some of these careers include commercial driving/trucking, real estate, HVAC, as well as

entrepreneurial endeavors. Generally speaking, JSEP CTE students want to have practical, hands-on, real-world learning experiences that connect directly to the workforce or workforce development and training.

Student Enrollment Process

The JSEP CTE enrollment process is the same as the general enrollment process.

Support Available to Students to Increase Success

JSEP CTE students have access to support via CTE Teachers, school Guidance Counselors, the school administrator, facility superintendents, residential advisors, the CTE Coordinator, the JSEP leadership team, and the JSEP partners.

Progress Monitoring of Students in Each Time of Opportunity

JSEP CTE student progress will be monitored by CTE Teachers, school Guidance Counselors, the school administration and the CTE Coordinator. Additionally, all certificate program participant progress will be reported monthly to the CTE Coordinator.

Staffing Needs and Staff Training Needs

The JSEP CTE program currently has 12 teachers, with one existing vacancy (Noyes). Additionally, one school (LESCC) does not have a dedicated CTE teacher. All JSEP CTE teachers require annual training in academic content (computer programming and engineering design), certification credentialing (Flagger, CPR/First Aid), classroom management, industry standards and trends, as well as in pedagogy and instructional best-practices.

Collaboration with Higher Education, Business, and Community Partners

The JSEP CTE program works to collaborate with community partners in higher education, local businesses and nonprofits, as well as other government agencies.

Pillar 4 - More Resources to Ensure All Students are Successful

Multilingual Learners/ English Language Learners

56. Parent & Family Engagement Discuss how parents/families are involved in their child's education, goal setting, and progress. Include challenges, successful strategies, current and future practices, and any unique components.

Responses: Please see the following current strategies:

- The DJS Office of Family Engagement and Office of Equity and Inclusion to increase fairness and equity for families and youth of color.
- Office of Equity and Inclusion holds quarterly live streams with DJS leadership, webinars explaining aspects of the youth justice system, and a monthly support group for families experiencing different phases of the system. The goal is for all families to feel empowered to move forward successfully, without DJS, once all system involvement has ended.
- Parent and Family Engagement Nights
- JSEP is currently recruiting for two vacant ESOL teachers
- Translation of all vital student information into student's home languages.
- Access to translators in parents and families language

Please see the following strategies that will be implemented in the future:

- Utilize surveys and parent focus groups to consistently gather input and utilize it to inform decisions.
- A Parent Resource Guide translated into multiple languages that explains the educational services provided.

57. Multilingual Family Engagement and Communication Discuss how you communicate with and engage with English language learner families. Explain the strategies used, opportunities provided, and supports available. Also, discuss any support staff who are designated to support English language learners.

Response:

- Telephone and in-person interpretation
- Translation of all material sent home to the parent

58. Language Acquisition and Reclassification: Provide the data for English Language Learner students from the 2022-2023 school year to include language level. Describe the individual strategies and support provided to increase the number of students eligible for reclassification and ensure the level of language acquisition necessary for academic success. Include specific strategies for long-term English learners.

Response:

JSEP English Language Learners

School Year	English Language Learners	ESOL Teachers
2022-2023	13	2 vacant positions

JSEP Strategies and Support

59. Alignment and Investment of Resources: Discuss how the JSEP leverages funding to meet the needs of English Language Learners, including the results of the efforts and how they will inform future actions.

Response: Please see the following future actions that JSEP will implement with additional funding:

- Hire additional ESOL certified teachers to make caseloads manageable
- Implement additional recruiting measures that will include attendance at job fairs. JSEP will work with the local university teacher preparation programs that have ESOL certification programs and professional development to recruit future teachers.
- Increasing training and professional development for all teachers related to the assets of multilingualism and improving academic outcomes for English learners

Students who Receive Special Education Services

60. Alignment and Investment of Resources: Discuss how the JSEP leverages funding to meet the needs of students who received special education services, including the results of the efforts and how they will inform future actions.

Response: JSEP is a recipient of the IDEA grants which include the LAFF grant and LIR grants in Access and Equity and Secondary Transition. This funding provides professional development opportunities to special education and general education teachers who provide services to students with disabilities. Professional Development topics include teacher collaboration between special education and general education teachers in the classroom and in planning, understanding components of Maryland Online IEP, understanding and implementing strategies to address social emotional behaviors in the classroom and understanding secondary transition assessments and developing a secondary transition plan for students. The professional development topics will provide teachers the opportunities to individualize education plans for students and plan and implement those plans. It will also provide teachers with a

better understanding of how to write IEPs that reflect very specific individualized accommodations and supports for students with disabilities. These grants also provide for contracted services to meet the needs of students with disabilities. These services include but are not limited to Psychological and Counseling Services, Speech Services, Occupational and Physical Therapy Services and Vision and Hearing Services. Finally, there is funding for supplies and materials to supplement services for special education. These supplies and materials include assessment materials to determine student levels and re-teaching materials to scaffold student instruction to close achievement gaps for students with disabilities.

61. Identification of Students: Provide the data for students who receive special education services from the 2022-2023 school year including level of services needed, disaggregated by race/ethnicity and gender. Discuss the systems and structures the JSEP uses or will use to mitigate the opportunities for under- or over-identification of special education students, particularly as it relates to individual demographic groups.

Response: JSEP provides opportunities for weekly collaboration to ensure all teachers are part of the planning and instruction process for students with disabilities. By using a co-teaching model in the classroom teachers share the responsibilities and using various team teaching models in the classroom to address student needs. On-going professional development is being offered to support teachers in differentiating instruction. Future professional development is being planned with local university special education departments to educate and support teachers on various collaboration and co-planning models and strategies.

62. Effective Classroom Instruction: Discuss the strategies the JSEP uses to ensure all teachers of special education students (general education and special education) can provide instruction effectively for this service group. Include references to Pillar 3: College and Career Readiness as needed.

Examples may include:

- *Strategic staffing to implement a co-teaching model that allows for two teachers to share all responsibilities for a single classroom*
- *Professional development to support all teachers in differentiating instruction effectively*
- *Scheduling models to support collaboration and co-planning between general and special education teachers*

Response: Classes are staffed with a general educator and special educator and are co-taught using one of the following models: parallel teaching, station teaching, alternative teaching, one teach--one assist or one teach--one observe. One hour of common planning time is provided every day to ensure collaborative planning occurs regularly between general educators, special educators, academic

coordinators and/or the special education coordinator. These planning sessions include discussion of individualized strategies such as small groups, creating classroom centers, sharing of strategies to accelerate skills and address gaps with targeted and more specialized instruction, thematic instruction and providing different levels of books and materials. This discussion also includes how the special educator will use the push in model to assist in the classroom. All teachers are provided professional development opportunities within the JSEP system regarding collaborative, tiered teaching models. They are also provided with resources that define and describe various collaborative teaching models. System-wide professional development sessions focus on building student-centered classrooms with research-based and evidence-based strategies, i.e. implementing various recommendations from What Works Clearinghouse.

63. Disciplinary Data and Practices: What policies, procedures, or systems will be used to mitigate discriminatory discipline practices for special education students? What data will be used to monitor and evaluate disciplinary practices?

Response: Monthly collection of restraint data provides information about school disciplinary practices and the need to address repeated incidents in the classroom. This data allows the system to look at students with disabilities who may have repeated incidents and implement a positive intervention plan to address behaviors.

Behavioral Health Services

64. Behavioral Health Services Coordinator: Identify the name and contact information of the individual(s) serving as the Behavioral Health Services Coordinator. Discuss the roles and responsibilities of this person/people.

Laura Estupinan-Kane, Ph.D.

Director of Behavioral Health

Department of Juvenile Services

217 E. Redwood Street, 1524

laura.estupinan-kane@maryland.gov

(410) 230-3480 (O)

(240) 675-6323 (M)

65. Supporting Students' Behavioral Health: Discuss the challenges that exist in meeting students' behavioral health needs and the plans to overcome these challenges. Include strategies related to funding, specialized staff, community partnerships, etc.

Response: JSEP students are in a stressful situation; they are teenagers away from their homes with little contact with their families, they have likely suffered traumatic experiences, have uncertain futures, are surrounded by people they do not know and have no reason to trust, and living in an unnatural environment while detained. They have very little control over anything in their lives including things as simple as what to eat or when to go to bed. In addition, many of the students have mental health needs that are compounded under stress. It is not surprising that these students have behavioral challenges while in school in this setting. The biggest challenges faced by the JSEP schools is the lack of mental health professionals to deal with the mental health challenges behind these behaviors when they occur. JSEP has historically relied on the school counselor and the DJS mental health staff. There are critical shortages in both these areas. The DJS mental health staff is not always located in the school building and they often are not available during the school day as they provide treatment when the students are not in school. One solution JSEP is working on is hiring social workers who work for JSEP and would be available to students in all during the school day. These social workers could provide assistance to the students in real time, helping to mitigate the behaviors and their causes and get the students back to school. JSEP has a limited number of positions available in which to hire social workers. As a state agency, JSEP would have to position the state to increase the number of positions allotted to JSEP in order to provide a social worker at all schools.

School staff are also being trained in DBT so they can work in conjunction with the trained DJS staff to decrease the likelihood of the need for behavioral interventions. See question 69. JSEP school staff also participate with DJS staff in the facilities behavioral programs.

66. Behavioral Health Screening: Describe how students are screened to identify and provide services to meet their behavioral health needs as it impacts their education and learning, including how it ensures services have been provided and if additional services are needed.

Response: Upon admission to a detention center, each youth is screened by a qualified mental health professional. The screening consists of an interview, the administration of tests as appropriate, and the review of any prior assessments or records (e.g., psychosocial or clinical assessments). If the initial mental health screen reveals mental health concerns, more in-depth assessments or additional services are recommended. These assessments, conducted by psychiatrists or licensed psychologists, examine the emotional, adaptive, and cognitive functioning of detained youth with greater mental health issues. Additionally, certified addictions counselors screen and assess youth in detention and determine appropriate levels of substance abuse treatment. This information assists case managers in linking youth with appropriate community and residential services. Addictions counselors work closely with the Department's medical director for those youth requiring medication management as a result of their drug addiction.

67. Behavioral Health Services: Discuss the behavioral health services available to students and indicate services provided directly through the school system and those that are provided through community partners and wraparound services.

Response: DJS Behavioral Health Services (BHS) establishes and implements policies concerning the delivery of mental health, substance abuse, and evidence-based treatment services to youth under DJS supervision. BHS-licensed and certified staff counselors and contractors provide complete assessments and necessary services. BHS provides integrated mental health and substance use disorder screening, assessments, and short-term crisis services in DJS detention facilities.

DJS Behavioral Health Services (BHS) provides integrated mental health and substance use treatment in DJS-operated treatment programs. Behavioral Health Services include the following: substance use services, suicide assessment and prevention, crisis intervention and stabilization, medication evaluation and monitoring, and individual, group, and family therapies. All youth participate in the TAMAR-Y (Trauma, Addiction, Mental Health, and Recovery – Youth) curriculum, which combines psychoeducation with cognitive behavioral interventions and expressive art therapy. START (Social Skills Training and Aggression Replacement Techniques) is also provided by case management staff at all treatment programs to youth identified as in need of this service. Based on Aggressive Replacement Training (ART®), START is an evidence-based cognitive behavioral program. Case Management staff also work with youth in the Forward Thinking interactive journaling program, which uses cognitive behavioral strategies to assist youth in making positive changes in their thoughts, feelings and behaviors. Telepsychiatry services are available to all youth as needed. Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), an evidence-based cognitive behavioral program, is available to all youth identified to need trauma specific treatment. Trauma Informed Care (TIC): DJS has implemented TIC since March 2017. The National Association for the States of Mental Health Program Directors (NASMHPD) trained all DJS treatment program staff in a TIC model that was originally developed for the Substance Abuse and Mental Health Services Administration (SAMHSA), a nationally recognized leader in Trauma Informed Care. TIC teaches staff to recognize the signs, symptoms, and common reactions to trauma. It also teaches staff about the impact of trauma on the developing brain, and how it impacts the behaviors, reactions, and lives of youth. Through training with the NASMHPD trauma trainers, DJS staff have developed and implemented specific strategies to help youth address their reactions to trauma triggers, and programs have developed more trauma-informed environments. In 2021, DJS began the process of training all staff in the Think Trauma curriculum, which is specifically designed to assist juvenile justice staff in creating a trauma-informed juvenile justice residential setting. This training includes four modules: Trauma and Delinquency; Trauma's Impact on Development; Coping Strategies; and Vicarious Trauma, Organizational Stress, and Self-Care. Substance Use Services: All DJS treatment programs offer Seven Challenges substance use treatment, an evidence-based program implemented in 2009. Seven Challenges adopts a decision-making model, encouraging youth to make well-informed decisions by weighing the costs (e.g., physical, psychological, and social harm) and benefits of drug use. All programs provide substance use services to youth at the needed American Society of Addiction Medicine (ASAM) level ranging from early

intervention to clinically managed medium intensity residential services. In 2021, DJS achieved accreditation through the Council on Accreditation (COA) for all the state-operated treatment programs. Positive Behavioral Interventions and Supports (PBIS): Implemented in all DJS-operated treatment programs (see table on page 157) since January 2018, PBIS is an evidence-based framework that is designed to facilitate the development of prosocial youth behavior and maintain safety and security in the programs. For DJS, the PBIS framework includes a behavior motivation system, STARR, which is grounded in the principles of positive reinforcement and modeling. STARR helps youth learn problem-solving and leadership skills, as well as accept responsibility for their behavior. Program staff are trained to teach and model problem-solving and social skills.

68. Family Engagement in Supporting Student's Behavioral Health: How are families engaged in identifying and providing behavioral health supports for students?

Response: JSEP works with DJS to identify and provide behavioral health supports in the following ways:

- Behavioral Health staff shall meet with the youth individually on a scheduled basis at least once a month, and more frequently either through group interventions, individual sessions based upon the youth's request or need, and/or family sessions when appropriate.
- The DJS Office of Family Engagement and Office of Equity and Inclusion to increase fairness and equity for families and youth of color.
- Office of Equity and Inclusion holds quarterly live streams with DJS leadership, webinars explaining aspects of the youth justice system, and a monthly support group for families experiencing different phases of the system. The goal is for all families to feel empowered to move forward successfully, without DJS, once all system involvement has ended.
- Parent and Family Engagement Nights

69. Behavioral Health Training: Discuss the process to ensure that all certificated school personnel who have direct contact with students receive behavioral health training annually. Discuss how the training is provided and the systems used to monitor completion by individual employees.

Response: The Professional Training and Education Unit (PTEU) contributes to the agency's goal to build, value, and retain a diverse, competent, and professional workforce by providing opportunities for staff to enhance their knowledge, skills, and abilities. Through in-person and virtual training, PTEU's work is youth centered and aims to equip staff so that residential and community service delivery to our youth is effective. PTEU trains staff at all levels of the agency, including Entry Level Training (ELT) for its newest employees, in-service professional development for existing staff, as well as supervisor and management training for its emerging leaders. Our training programs provide learning environments that encourage upward mobility within the Department

Skills Manager is an all-in-one employee training tracking software that addresses the unique challenges of today's Law enforcement agencies. This software is tailored to fit the needs of various industries in the public safety domain agencies to maintain accurate, up-to-date training records is crucial for regulatory compliance and employee safety. Skills Manager's robust reporting features enable DJS to easily generate queries and reports, providing us with accurate, real-time information on employee training and compliance.

JSEP staff have participated in the following training sessions:

Dialectical Behavior Therapy - Dialectical Behavior Therapy, or DBT, is an effective treatment for high-risk, complex emotional and behavioral concerns. The JSEP staff were provided training in a set of healthy coping skills to replace ineffective behaviors and manage intense emotions that will be implemented with our students.

Suicide Prevention - The training includes guidelines for performing screening at admission, identifying and supervising suicide-prone youth, behavioral health interventions, and responding to the death of a youth, staff, or visitor. Staff annual training requirements are identified. Procedures for the notification of death of a youth, staff, or visitor are enumerated.

Comprehensive Treatment Model - The DJS Comprehensive Treatment Model establishes that dialectical behavioral therapy is DJS' overall treatment model and that the intensity of services a youth receives is determined by the youth's risk of recidivism and treatment needs.

Pillar 5- Governance and Accountability

70. Blueprint Plan Development - Describe how the Juvenile Services Education Program developed this Blueprint Implementation Plan. Included the following information:

- Identify the individuals in the organization who are responsible for developing and writing the plan. Share their position, experience, expertise, and membership in particular stakeholder groups.
- Identify those on the team who represent the principal and teacher voice.
- Describe the quality control and project management structures in place for the development of the plan.
- Identify stakeholders who are involved in the development and approval of the plan.

Kimberly Pogue, Superintendent

Catherine Gammage, Field Director for Instructional Programs
 Elizabeth Miller, Field Director for Student Support Services
 Nina Riggs, Academic Coordinator
 Sohn Butts, CTE Coordinator
 Shelby Webb, Special Education Coordinator

71. Blueprint Plan Development - As the plan is implemented, identify the monitoring plan. Include:

- Who will be responsible for monitoring the Blueprint Implementation Plan
- Annual progress monitoring
- The process for identifying, making, and tracking revisions/amendments as needed.
- Support structures in place for those responsible for monitoring the implementation (workgroups, regular meetings, protocols for collaboration/communication), project management tools, etc).

Kimberly Pogue, Superintendent
 Catherine Gammage, Field Director for Instructional Programs
 Elizabeth Miller, Field Director for Student Support Services
 Nina Riggs, Academic Coordinator
 Shun Butts, CTE Coordinator
 Shelby Webb, Special Education Coordinator
 Jennifer Swiech, Library/Media Coordinator

72. Blueprint Plan Approval - Discuss the process required at the JSEP to gain approval for the Blueprint Implementation Plan internally. Include information about:

- The Board and its process to approve the plan, if required
- Any relevant policies related to plan approval
- Important timelines
- The date it will be approved
- Discuss any activities that occurred/will occur to recommend the plan to the board for approval

Response: The JSEP School Board's approval procedure will involve a two-step process. The Blueprint Implementation Plan will be submitted to the Standards Subcommittee when they meet on Tuesday, June 25th. If the subcommittee approves the Blueprint, it will move on for approval for the full Board at the next full school board meeting. That meeting will take place on September 6, 2023. The Board will

decide whether to approve the plan at that meeting or if they need more information and further discussions. In this case they would vote for approval at a later meeting. Approval will require a board vote when a quorum is present at the board meeting.

There are no policy changes that need to take place in order for this Blueprint to be approved. The JSEP Superintendent will present the plan to both the Subcommittee and the full Board. The Superintendent will answer questions the Subcommittee and the Board may have about the Blueprint. Many of the initiatives in the Blueprint include items the Board has previously discussed.

If there are no revisions required from AIB and both the Standards Subcommittee and the full JSEP School Board approve the Blueprint on the first reading, the Blueprint could be approved by August 2, 2023. If further discussion or information is required by either AIB, the Subcommittee, or the Board, approval will be delayed at least one month.

If approval is denied by the JSEP School Board, revision of this plan will start immediately.

Note: If the Implementation Plan needs to be revised as a result of the Board approval process after the June 2023 submission, submit the new plan as soon as possible.

73. Funding the Blueprint Implementation - Describe the funding sources, expected expenses, and fiscal considerations that arise from Blueprint Implementation. Include a preliminary estimated budget outlining Blueprint costs, per-student costs, and any other pertinent information.

With the transfer of JSEP, the program received 173.0 regular positions and a proposed budget of \$22.4 million in fiscal 2023. Costs associated with JSEP.

Teacher Salaries

In-school Social Workers (new positions)
Itinerant Reading Teachers (new positions)
RIT for the System (new position)

Training and Materials for Reading Program

A JSEP goal is to develop a strong reading program. There are many low-level and non-readers who enter the JSEP schools. JSEP feels strongly that students who re-enter their communities and schools who are not proficient readers will not succeed educationally and will be limited in their ability to function successfully in the community. This outcome is contrary to the JSEP mission and vision. For JSEP to develop a strong reading program for their transient student population, they will need not only resources in terms of teachers, but training for all secondary English teachers as well as educational resources to put the program in place in all eight schools.

Resources for Vocational Programs

JSEP is working toward providing more vocational programs for their students. These are currently limited to a few treatment facilities. JSEP would like to expand these opportunities to all students in all

facilities across the state. These programs would require a large influx of resources to the schools. In the initial phase of this endeavor, JSEP would like to bring career exploration and training to the larger facilities through the platform of virtual reality. This would require JSEP to acquire not only the tools but also, the technology to support virtual reality in the schools.

ELL training for Non-ELL teachers

Given JSEP's staffing shortage in many critical areas, but particularly ELL, it is imperative to find a path to ensure the needs of the ELL students are being met. While JSEP continues to recruit ELL teachers, the current JSEP teachers should be trained to work with the ELL students. This training is essential if JSEP is going to meet the educational needs of the ELL students. These trainings could involve professional developments, conferences, classes, in-service providers or any number of resources that JSEP could pursue given appropriate funding.

National Board Certification

JSEP would like to take advantage of Maryland National Board Certification State and Local Incentive Program Authorized through Maryland Education Article §6-1012. The legislature requires that each LEA reimburse to the State one-third of the cost for each teacher sponsored through this program.

NBCTs receive a \$10,000 salary increase if they are actively teaching in Maryland public schools. Teachers staying or moving to a low performing school will receive an additional \$7,000 salary increase.

74. Revisions/Waivers of COMAR Discuss whether any revisions or waivers are needed from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

Pillar 1 N/A

Pillar 2: None Needed

Pillar 3: None needed

Pillar 4: None needed

Pillar 5: None Needed

75. Stakeholders - Identify the key stakeholders and stakeholder groups that are/will be engaged in the JSEP Blueprint Implementation Plan. Consider each pillar and the related stakeholders. Identify the

person/group, their role, and the anticipated contributions of each group and how frequently the team will meet with each.

Pillar	List the Names/Group of Stakeholders	Role	Anticipated Contributions	Frequency of Interaction
Pillar 1				
Pillar 2	Maryland State Department of Education	Support	Funding and Support for National Board Certification	Monthly
	Assistant Manager of the Contract Unit	Support and Outreach	Development and monitoring of Memorandum of Understandings with Colleges and Universities	Weekly
	Students	Consumers	Feedback, statistical data	Daily
	Parents	Advisors	Information about students, student supports	Monthly
	Teachers	Education providers	Implementation and feedback	Daily
Pillar 3	Students	Consumers	Feedback, statistical data	Daily
	Parents	Advisors	Information about students, student supports	Monthly



	Teachers	Education providers	Implementation and feedback	Daily
	School counselors and records clerks	requests , record, class placement, ILP	Students receive proper credit, timely graduations, services	Daily
	School Principals	Instructional leader	Supports teachers, monitors implementation	Weekly
	JSEP Coordinators	Program development and evaluation	Program writing and implementation, monitoring, communication	Weekly
	JSEP School Board JSEP School	Policy approval	Feedback and advisory	Monthly
	Compliance Manager	Monitoring	Compliance	Daily
	JSEP superintendent	Program operations	Oversees all education operations, decision making	Daily
Pillar 4	JSEP Board Members	Approval and Monitoring	Feedback and advisory	Monthly
	JSEP Instructional Staff	Education providers	Implementation and feedback	Daily
	School Principals	Instructional leader	Supports teachers, monitors implementation	Daily
	Statewide Program Services Coordinator	Community Engagement	Connect JSEP with community partners and supports	Monthly
	School Performance Manager	Data Manager	Provide data for monitoring and reporting	Weekly



**Accountability &
Implementation
Board**

BLUEPRINT FOR MARYLAND'S FUTURE

Pillar 5	JSEP Board Members	Approval and Monitoring	Feedback and advisory	Monthly
	JSEP Leadership Team	Monitor and Implement	Ongoing Monitoring	Daily
	Department of Juvenile Services Leadership	Support	Provide Human Resource	Daily
	JSEP Superintendent	Oversite, Implementation and Monitoring	Coordination and Monitoring	Daily