



**Strategic Plan 2015–2017  
Juvenile Services  
Education Program**

**Maryland State Department  
of Education**

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## ■ Mission of MSDE/JSE

JSE schools challenge students to earn credits toward their high school diplomas, industry certifications to enhance their employability, and, when appropriate, high school diplomas by examination.

## ■ Vision of MSDE/JSE

JSE will be recognized for accelerating student achievement and preparing students for a successful transition to their communities.

## ■ Guiding Principles

1. Rigorous Instruction We deliver student-centered, rigorous, and relevant instruction that promotes continued educational progress and prepares students for career and college opportunities.
2. Alignment We ensure curriculum, instruction, and assessments are aligned with the standards for college and career readiness.
3. Personal Development We motivate students to improve their personal, behavioral, and social skills needed to successfully return to their home schools and communities.
4. Transition We are committed to meeting individual student needs to promote students' successful transitions to their home schools and communities.
5. Collaboration We collaborate with the Department of Juvenile Services, families, and community stakeholders to provide students with a disciplined and caring educational experience.
6. Accountability We ensure program accountability by focusing on established school improvement goals and achievement outcomes.
7. Advocacy We advocate on behalf of our staff and students to ensure needed resources are in place to effectively implement comprehensive instructional services.

## ■ We Believe (Belief Statements)

- All youth are capable of learning and making healthy decisions.
- All youth should have access to a quality educational program that addresses their individual needs.
- All youth deserve to be engaged with highly effective educational and support staff in our schools.

## ■ We Value (Value Statements)

- The positive potential that each of our students possesses.
- The commitment, expertise, and professionalism of our staff.
- Our current and future partnerships who work with us to engage with youth to make positive changes in their lives, inclusive of family members.
- Our quality educational programming is the single best approach to foster growth and sustain responsible citizenship in our youth.

## ■ Foreword to Strategic Plan

The Maryland State Department of Education’s Juvenile Services Education Program (MSDE/JSE) is dedicated and committed to providing opportunities for Maryland’s youth who find themselves involved in the state juvenile justice system. We accomplish this goal through ongoing partnerships with the Maryland Department of Juvenile Services (DJS) as well as numerous organizations across the state. JSE’s focus on collaborating with these agencies and a diverse group of advocacy groups ensures all youth residing at DJS facilities are provided with access to instruction designed to allow progress toward obtaining a high school diploma, as well as achieving industry recognized certifications intended to enhance their ability for future employment.

MSDE/JSE operates education programs in schools located within the 14 DJS detention and commitment facilities in Maryland. Education Article §22-301 et. seq. and Code of Maryland Regulations (COMAR) 13A.05.11.01 et. seq. provide the authority. JSE has established a systemwide program of study or curriculum that identifies course offerings and descriptions that are used in all of the schools. Core academic courses in language arts, math, social studies, and sciences are aligned with Maryland’s College and Career Readiness Standards. All JSE teachers are certified by the Maryland State Department of Education, as are other teachers in the state’s public school system. Special education and related services are provided, as needed, in each JSE/MSDE school in accordance with the youth’s Individual Education Program (IEP).

Maryland’s juvenile courts place youth into the custody of DJS “on terms that the court considers appropriate,” per the Annotated Code of Maryland, Courts and Judicial Proceedings §3-8A-19(d)(1), and DJS is responsible for determining the youth’s actual residential placement according to the Annotated Code of Maryland, Courts and Judicial Proceedings §3-8A-19. The court at any time may conduct a hearing for the purpose of reviewing the commitment order and the transfer of the child per the Courts and Judicial Proceedings §3-8A-19(IV)(4). DJS determines residential placements according to the services the juvenile requires for safety and security, inclusive of mental health status, substance abuse issues, risk and needs assessments, and other behavioral or rehabilitative needs.

JSE was established in 2004 with the adoption of §22-302 by the Maryland State Legislature with the express purpose of providing a comprehensive education program for youth in DJS residential facilities. JSE began the process of transitioning education services in DJS residential facilities with Charles H. Hickey School on July 1, 2004. Between this initial assumption in 2004 and July 2013, all (14) DJS residential facilities’ education programs were successfully transitioned under the administration of JSE.

Upon completion of the transition process, JSE’s focus shifted from the transition process to refining and enhancing educational services. The purpose of this strategic plan is to create a framework designed to guide and inform JSE’s work over the next 3 years. The strategic plan promotes JSE’s mission and vision which centers on achieving the best outcomes for the youth residing in DJS residential facilities across the state. The plan is predicated on recently released recommendations found in the jointly issued Correctional Education Guidance Package from the U.S. Departments of Education and Justice where the leadership of these two agencies shared

five overarching characteristics for providing high-quality educational services for youth who are confined in juvenile justice settings (Appendix A). The JSE strategic plan incorporates these characteristics in addition to specific strategies and action steps required given the uniqueness of operating schools within the juvenile justice settings

To achieve a robust and fully operational strategic plan, JSE worked with an independent consultant to survey students and conduct individual interviews with JSE staff. The results of these interviews and surveys serve to inform the development of many of the strategies and action steps contained within the strategic plan. Additionally, JSE solicited input from DJS, advocacy groups, and stakeholders to ensure all aspects of the plan were focused on maximizing students' abilities to receive rigorous and relevant instruction designed to prepare them for career and college opportunities.

The JSE strategic plan is divided into short-term strategies (those that are possibly achievable in 12 months or less) and long-term strategies (those that are potentially achievable in 13–36 months). JSE will review and refine the plan annually toward completing applicable strategies and action steps within the plan designed to improve educational programming and outcomes for students.

The JSE strategic plan serves as a compass directing JSE's efforts over the next 3 years—the plan will evolve and grow as the JSE education system progresses toward being recognized as a model for meeting the educational needs of youth within Maryland's state juvenile justice system.

## ■ Background

Over the past 12 years, the Maryland General Assembly has enacted several pieces of legislation transferring the responsibility to provide educational services to youth in residential placements from the Department of Juvenile Services (DJS) to the Maryland State Department of Education (MSDE).

In 2003, the General Assembly enacted legislation to require MSDE to assume control of educational programming at the Charles H. Hickey, Jr. School, currently a DJS secure detention facility. Responsibility for educational programming at residential facilities operated by DJS was expanded the next year, requiring MSDE to provide educational services in all of the residential facilities by July 1, 2012. The Budget Reconciliation and Financing Act of 2009 postponed this transfer of responsibility until July 1, 2014.

As a result of the initial legislation, MSDE began the process of assuming responsibility for educational programming in the 13 DJS residential facilities in 2004. The following timeline provides a basic overview of JSE activities related to the transition of all DJS residential educational programming from 2004 through the completion of the process in June 2013.

### **Fiscal Year (FY) 2005**

On July 1, 2004, MSDE assumed responsibility for the education program at the Charles H. Hickey, Jr. School. It consisted of three components: one for the detention population, one for the short-term Impact Program, and one for the longer-term Enhanced Security youth. The educational program offerings at Hickey included academic, occupational, life skills, special education, library/media, and career development services. In July 2005, the Administration announced the impending closures of the Impact and Enhanced Security Programs. Since November 30, 2005, MSDE has operated an expanded detention program at the facility incorporating the program elements described above to serve 72 male students on a daily basis.

### **FY 2006**

On July 1, 2005, MSDE assumed responsibility for the education program at the Lower Eastern Shore Children's Center. The facility is an 18-bed male and 6-bed female detention facility.

On January 4, 2006, MSDE assumed responsibility for the education program at the Baltimore City Juvenile Justice Center (BCJJC). The facility is a 120-bed male detention facility. Staff and instructional materials were transferred from Hickey based on the closure of two of the Hickey components to BCJJC.

### **FY 2007**

In FY 2007, MSDE continued to administer the educational programming at Charles H. Hickey, Lower Eastern Shore, and the Baltimore City Juvenile Justice Center. During FY 2007, MSDE expanded and enhanced the educational programming at BCJJC in an effort

to deliver optimal instructional and occupational programming to the residents of the facility.

### **FY 2008**

On July 1, 2007, MSDE assumed responsibility for the educational program at J. DeWeese Carter Children's Center. At the time of the transition to MSDE JSE, Carter was a 19-bed detention facility for males. In November 2011, the Carter Center became the site of the DJS 14-bed treatment facility for girls. In July 2007, DJS reopened the Victor Cullen facility. The reopening of this location served to increase the number of DJS residential facilities which MSDE was initially mandated to assume. MSDE with DJS was able to effectively plan and staff this new residential educational program.

### **FY 2009–2010**

MSDE Juvenile Services Education Program conducted numerous physical site visits and needs assessments of the nine DJS residential education programs not yet assumed.

### **FY 2011**

On July 1, 2010, MSDE assumed responsibility for the educational program at the Western Maryland Children's Center (WMCC). WMCC is a 24-bed male detention facility.

### **FY 2012**

Legislative action during the 2011 session required that MSDE assume responsibility for the educational program at Cheltenham Youth Facility (CYF) in October 2011. MSDE and DJS collaborated in the transfer of the program to MSDE effective October 5, 2011. CYF is a 115-bed male detention facility.

### **FY 2013**

MSDE expanded its Juvenile Services Education Program by assuming responsibility for the educational programming in the final seven remaining DJS residential facilities. The assumption process employed during FY 2013 involved coordinated planning between both JSE and DJS leadership across the state. Both agencies invested significant effort and time to ensure each site was successfully transitioned to MSDE.

- Thomas J.S. Waxter Children's Center was assumed on August 22, 2012. Waxter is a 42-bed female detention facility.
- William Donald Schaefer House (WDSH) was assumed on October 20, 2012. WDSH is a 19-bed male treatment facility.
- Alfred D. Noyes Children's Center was assumed on January 9, 2013. Noyes is a 41-bed male and 16-bed female detention facility.
- Backbone Mountain Youth Center, Green Ridge Youth Center, Savage Mountain Youth Center, and Meadow Mountain Youth Center were assumed on June 26, 2013. Backbone is a 48-bed male treatment facility; Green Ridge is a 40-bed male treatment

facility; Savage Mountain Is a 36-bed male treatment facility; and Meadow Mountain is a 40-bed treatment facility.

From 2004 through 2013, MSDE JSE was engaged in ensuring each of the DJS residential educational programs was transitioned effectively and as efficiently as possible.

Upon completion of the assumption process in June 2013, the JSE system or JSES consisted of 14 schools located from Wicomico County on the Eastern Shore to Garrett County in Western Maryland. In order to ensure these schools are united into a cohesive, local school system, JSE's structure was reorganized to mirror the organizational structure of local school systems so that JSES could offer uniform and systemic support in key components, including instruction and school guidance and records. JSE replaced its identification as a program to a system of schools. Together with this reorganization, JSES diligently focused on developing a systemic approach to providing quality instruction and school support services; offering current and appropriate Career Technology Education; enhancing access to instructional technology; developing expedited and effective recruitment/staffing; and ensuring all youth receive required special education and related services. To further guide this important work, JSES has created—with input from program staff and administrators as well as numerous community stakeholders—the Strategic Plan (SP) that follows, which is designed to focus efforts over the next 3 years. It is JSES' intention to use this detailed SP to incrementally track and maintain continuous improvement toward becoming a nationally recognized provider of quality educational services for youth in the juvenile justice setting.





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Over the past 8 years, I had the unique opportunity to be involved in completing the process of establishing the Juvenile Services Education (JSE) program within the Maryland State Department of Education. My role within this process has provided me with direct and first-hand knowledge and experience with ensuring that each school was assumed in a manner which did not negatively impact educational services for youth residing in Department of Juvenile Services' (DJS') facilities across the state. Now that the assumption process is completed, the focus of JSE has shifted to ensuring these schools are molded into a cohesive system comparable to local school systems across Maryland.

To achieve and provide a framework to guide this important work, JSE has developed through consultation with staff and students a strategic plan. The use of such a strategic plan provides JSE with an effective method of organizational management activities, which serve to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the organization's direction in response to a changing environment. JSE's use of effective strategic planning articulates not only where JSE is going as a school system but also the actions needed to make progress. Specifically, the JSE strategic plan is intended to focus efforts, energies, and resources toward systemic improvements based on the five overarching characteristics for "providing high-quality educational services for youth" as outlined in the recent joint letter from the U.S. Departments of Education and Justice. JSE used these five principles as the "backbone" of the strategic plan in a deliberate and thoughtful manner. These five characteristics center on the most essential characteristics that are required in order for juvenile justice educational services to be strengthened and targeted toward providing this unique student population with optimal educational services: a safe, healthy, facility-wide climate; necessary funding, recruitment, employment, and retention of qualified educational staff; rigorous and relevant curricula; and formal processes and procedures to ensure successful, navigable transition for youth.

The creation of a strategic plan that is built on these key principles provides JSE with discreet goals and action steps needed to successfully implement systemic change over the next several years. While progress toward the full completion of all portions of the strategic plan is the ultimate goal, it is immensely important that progress toward full implementation occurs in a deliberate and effective manner. The strategic plan is intended to be a living document that can adjust and change over time as JSE achieves goals.

Sincerely,

Beth Hart  
*Director of Juvenile Services Education*  
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## ■ Overarching Characteristic One: Environment/Climate

*“A safe, healthy facility-wide climate that prioritizes education provides the conditions for learning and encourages the necessary behavioral and social support services that address the individual needs of all youth, including youth with disabilities and English learners.”*

Excerpt from the U.S. Departments of Education and Justice Memo of June 9, 2014

JSE’s primary goal is to ensure academic success of all of our students. An important consideration in achieving this goal is to ensure that the environments in which our students are educated are favorable to the teaching-learning process. The optimal conditions and environments for learning and success for students educated in the juvenile justice system—as for all students—are safe, supportive, and engaging. JSE strives to promote such environments within its schools. Additionally, JSE works collaboratively with DJS to nurture a climate where value and importance of education are modeled by all staff. Together, both agencies jointly offer the necessary instructional, behavioral, and social support services to address the individual needs of students. DJS and JSE understand that the climate in the school is not the sole responsibility of the educational authority (JSE) but also the juvenile justice authority (DJS) which oversees the operations of the facilities as well.

### Strategies:

1. Ensure all policies, procedures, and progress measures demonstrate the importance of education and student achievement.
2. Enhance existing academic and behavioral supports and services and develop new measures designed to provide a continuum of care that promotes the long-term educational outcomes desired for youth attending JSE schools.
3. Ensure equal access to instruction and services to all students regardless of housing, inclusive of youth who are confined to the infirmary, seclusion, and intensive services units.
4. Establish functional student assistance teams for students who are struggling in school in long-term facilities. Establish criteria for referral by staff and conditions that warrant automatic referral.
5. Establish and fully implement a formal mechanism for tracking the special education evaluation process in a seamless manner that factors in student mobility between facilities and the transition to community school prior to completion.
6. Implement elements of FAPE for all students with disabilities and students suspected of having a disability who are in the evaluation process.
7. Ensure a consistent partnership with DJS at the central office level and facility level which works in unison to address the needs of the youth by jointly promoting positive outcomes, especially in the instances of new programming or initiatives.

8. Establish methods of promoting and increasing participation in school functions by families of youth, including families with limited English proficiency.
9. Establish and implement formal school orientation for new students upon enrollment in all JSE schools.
10. Adopt school/classroom discipline policies and practices that address problematic student conduct in a way that is consistent, predictable, supportive; address the underlying social-emotional, mental, and behavioral health issues confronting many students in DJS facilities; and comply with the requirements of federal and state laws and regulations. Such policies and practices will be designed to complement the DJS discipline/behavior management policies for consistency and promote keeping children in class and learning and staying on track to receive the credits they need to be successfully integrated in their regular schools upon release.
11. Guarantee students equal access to the full range of JSE services and programming, regardless of their gender.
12. Guarantee that youth who are English language learners have equal access to the full range of JSE services and programming.

## ■ Overarching Characteristic Two: Resources

*“Necessary resources, inclusive of funding to support educational opportunities for all youth within long-term and short-term secure care facilities, including youth with disabilities and English learners, comparable to opportunities for peers who are not system-involved.”*

Excerpt from the U.S. Departments of Education and Justice Memo of June 9, 2014

Resources, both human and fiscal, are critical to the establishment of an effective, supportive, and rigorous educational environment with caring teaching, administrative, and support staff, whether in a public or private community school or a juvenile justice secure care facility. JSE ensures the provision of dedicated funding to provide comparable educational opportunities for youth in juvenile justice long-term secure-care settings when compared to educational services for non-system involved youth in the state of Maryland. Furthermore, JSE ensures the provision of literacy, numeracy, and social skill development for students who are confined in DJS detention short-term settings.

### **Strategies:**

1. Develop and implement a statewide quality assurance plan for JSE schools and central office that focuses on quality instruction, sustainable policies and procedures, and meaningful programming for all students.
2. Develop methods of providing for credit recovery options for students.
3. Develop methods of providing instruction in a foreign language.
4. Establish a short- and long-term technology plan for the system.
5. Ensure course work in short-term detention settings is focused on reengaging students in school and improving literacy, numeracy, and social skill development.
6. Develop methods of providing art, physical education, and other electives.
7. Conduct an annual assessment of needs necessary for JSE to implement the strategic plan, ensure effective instructional programming, and meet its mission.
8. Pursue private and foundation grants and financial support to supplement public funding of JSE’s educational programming.
9. Develop JSE’s annual budget in accordance with state guidelines and based heavily on an analysis of teaching staff and the educational needs of detained and committed youth.

## ■ Overarching Characteristic Three: Recruitment/Staffing

*“Recruitment, employment, and retention of qualified educational staff with skills relevant to juvenile justice settings who can positively impact long-term student outcomes through demonstrated abilities to create and sustain effective teaching and learning environments.”*

Excerpt from the U.S. Departments of Education and Justice Memo of June 9, 2014

Many students in our secure care educational settings are often behind their peers academically. Additionally, a large portion of these youth require specialized educational services based on documented learning disabilities and emotional/behavioral disorders. These factors necessitate the need for JSE instructional staff to have the skills and tools necessary to close achievement gaps and motivate all students to seek opportunities for educational success. Assembling personnel equipped to create and sustain effective teaching/learning environments for our unique student population is essential to establishing an effective and high-quality secure-care educational program.

### **Strategies:**

1. Require educational personnel, including special education and related service providers to hold valid educational credentials comparable to those required of any educator in the state and consistent with teaching assignments with preference given to those applicants with experience that qualifies them to work with JSE’s student population.
2. Provide specialized professional development opportunities for juvenile justice teachers and education support staff designed to develop skills to address the unique needs of students in JSE.
3. Revise and refine the teacher evaluation process to ensure that the continuous assessment of teacher performance incorporates accepted standards for highly effective teachers and instruction.
4. Establish an expedited system or process for recruiting and hiring to fill vacant or new positions in the JSE.
5. Create a professional learning community or community of practice for JSE principals and teacher supervisors focused on increasing their capacities as instructional leaders in such areas as special education, teacher evaluation, behavior management, and effective instructional practices, as led by consultant(s).
6. Establish a leadership team composed of staff from each school who will assist in the development of sound school-based efforts to ensure full implementation of JSE’s initiatives.

## ■ Overarching Characteristic Four: Rigorous/Relevant Curriculum

*“Rigorous and relevant curricula aligned with State academic and career/technical standards that utilizes instructional methods, tools, materials and practice that promote college and career readiness.”*

Excerpt from the U.S. Departments of Education and Justice Memo of June 9, 2014

JSE believes students’ temporary circumstances (i.e., placement in detention or long-term secure care) should not dictate the curricula available to him or her and strives to ensure that all youth within DJS’ residential facilities receive comparable access to instruction as their peers attending community schools. JSE understands the unique nature of a juvenile justice setting poses significant challenges—for example, the composition of classes is based on security or safety requirements and results in youth of varying ages, grades, abilities, and academic needs being grouped together. Thus, it is JSE’s mission to ensure that each youth receives instruction comparable to that of their peers in the local school system. As a result, JSE provides youth with the ability to pursue individual goals—high school diploma, college preparation, GED, career or technical training—through a curriculum that is based on college and career readiness standards and allows students to effectively transition to their community school settings and make appropriate gains.

### **Strategies:**

1. Ensure availability of current instructional methods and materials appropriate to students’ age, grade placement, development, and culture.
2. Promote student engagement through high educational expectations for all students in the juvenile justice system.
3. Provide all students in juvenile secure settings with access to instruction that is based on college and career readiness standards and conforms to coursework offered in other local school systems in the state.
4. Ensure that data are collected and monitored to promote student academic progress, make data-driven decisions, and continuously evaluate and improve educational services.
5. Provide access to postsecondary programming, including college and career/technical education, that prepares students for a successful transition to adulthood.
6. Implement career technology education (CTE) courses based on state-approved curricula and programs of study.
7. Incorporate and implement the JSE individual learning plan (ILP) document and processes in all long-term settings.
8. Devise methods, agreements, and/or policies for effectively sharing student records with local school systems to promote student transition.
9. Ensure access to library services for all youth in JSE schools.

10. Establish methods of providing short- and long-term coverage of instruction that do not impact educational delivery.
11. Establish for students in short-term detention programs a concentrated and focused curriculum that is designed to assess student's needs, get them reacquainted and connected with school, determine credits, and provide literacy and numeracy instruction.
12. Provide ongoing and connected professional development opportunities for administrators and teaching staff on key MSDE initiatives with a juvenile justice theme embedded throughout the activity. Utilize highly trained consultants and recognized juvenile justice correctional education teachers/administrators, and researchers (including those with a special education background) on practices and methods that best address the needs of this population.
13. Devise program committees composed mainly of direct instructional staff who review and select annually textbooks, resources, and materials for instruction in JSE schools.

## ■ Overarching Characteristic Five: Reentry

*“Formal processes and procedures—through statute, memoranda of understanding, and practices—that ensure successful, navigable transitions across multiple child-serving systems, and smooth reentry into the community.”*

Excerpt from the U.S. Departments of Education and Justice Memo of June 9, 2014

Traditionally, youth involved with the juvenile justice system often must work to overcome many barriers to success. A single agency, school, facility, or individual working in isolation to help them, even with the best of intentions, is almost certain to be unable to completely meet all of the youth’s needs. Collaborations among agencies, facilities, families, and community stakeholders strengthen the transition process and create the safety net necessary to help prevent youth from reentering the juvenile justice system. Equipping youth with the tools and skills necessary to succeed in transitioning back into the community, especially the school community, is imperative to students’ success. JSE’s staff is committed to working with partners in a coordinated manner that is designed to promote successful movement from the community school to the secure-care setting and back to the community.

### **Strategies:**

1. Create individualized prerelease plans in partnership with DJS, youth, and family that identify action steps and support services to ensure reenrollment in a community school and reduce the likelihood of re-arrest/reoffending immediately upon enrollment into the juvenile justice education program.
2. Provide for youth prior to release, especially for youth with significant mental health challenges, formal transitional learning opportunities that are grounded in evidence- and practice-based service models and focus on social, emotional, and behavioral skill development.
3. Establish an automated system to request records of youth who enter the facility schools and include a “tickler” system to remind staff of whose records are outstanding for more in-depth follow-up. A procedure should be established and enforced consistently across the schools.
4. Devise routine measures to ensure that parents and families are informed of students’ progress and educational accomplishments.

## ■ JSE Annual Goals Chart

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
<b>Climate</b>						
<b>1. Ensure all policies, procedures, and progress measures demonstrate the importance of education and student achievement.</b>						
a. Review and revise (as needed) existing JSE policy and procedures manual annually to ensure education of youth is our number one priority.	✓					
b. Post JSE policies and procedures on the JSE web site.		✓				
c. Conduct formal quarterly data review meetings with school administrators to discuss student achievement and progress toward outcome measures.	✓					
d. Establish data rooms/areas for use in each school to serve as space for school improvement meetings and data review sessions.			✓			
e. Continue using the School Improvement process at the school level to monitor student achievement.	✓					
f. Review/revise Individual Learning Plan policies to ensure plans are completed in a meaningful manner and monitored routinely concerning student achievement/progress.	✓					

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
<b>2. Enhance existing academic and behavioral supports and services and develop new measures designed to provide a continuum of care that promotes the long-term educational outcomes desired for youth attending JSE schools.</b>						
a. Collaborate with DJS on facility-based treatment team meetings and ensure education staff are integral to treatment team decision-making (has an established role on team that needs to be defined).	✓					
b. Ensure that all teachers have a copy of the MSDE curriculum for the subject areas they teach.	✓					
c. Ensure that teachers' lesson plans align with the appropriate subject area benchmarks.		✓				
d. Administrators review teachers' lesson plans, utilizing the JSE Lesson Plan Matrix, and maintain documentation of positive and critical reviews, as well as actions taken for improvement.		✓				
e. School administrators and central office staff conduct environmental contextual observations to measure school climate.				✓		
f. Ensure modifications and accommodations are being fully implemented for youth who need them to be successful in school.	✓					
g. Implement student information system to document student data, including attendance, grades, and credits.	✓					
h. Implement teacher planning portion of student information system.		✓				

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
i. Devise additional programmatic monitoring systems to ensure data within student information are analyzed and used to inform School Improvement and Student Assistance Team processes.			✓			
j. Refine and implement clear and concise process to ensure accurate, effective maintenance and transfer of records.	✓					
k. Establish regional options for GED testing for Western Region-Youth Centers.	✓					
l. Establish regional options for GED testing for Eastern Shore-Carter Center.	✓					
m. Explore options to apply for grant funding to assist with program technology needs.			✓			
n. Apply for e-rate funding and other technology grants to enhance technology and digital learning within JSE.				✓		
o. Complete installation process for Promethean boards in all schools.	✓					
p. Train key school-based staff in the use of Promethean boards.		✓				
q. Develop and integrate digital learning as a means of enhancing student access to instruction during weekends and evenings.			✓			
r. Enhance career technology educational offerings to provide a continuum of courses as youth move from detention to treatment.				✓		
s. Develop and implement a dedicated GED curriculum that can be embedded in regular credit-bearing courses or stand alone for use statewide		✓				

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
<b>3. Ensure equal access to instruction and services to all students regardless of housing, inclusive of youth who are confined to the infirmary, seclusion, and intensive services units.</b>						
a. Collaborate with DJS to pilot scheduling of student classes based on educational needs of students, not simply on dorm assignment.		✓				
b. Implement expanded class scheduling once pilot is complete based on student educational needs within all treatment locations-phased in across the system.				✓		
c. Collaborate with DJS on instituting pull-out classes based on students' specialized educational needs.	✓					
d. Collaborate with DJS to provide web-based solutions to instructor-led instruction for youth in the infirmary, seclusion, and intensive services units through the use of tablets, adjustment in staffing, use of Chrome notebooks, etc.				✓		
<b>4. Establish functional student assistance teams for students who are struggling in school in long-term facilities. Establish criteria for referral by staff and conditions that warrant automatic referral.</b>						
a. Review and revise current Child Find policies and procedures and establish the Student Assistance Team's policies based on the revisions and expansions. The new policies will include specific criteria to be used as indicators of Child Find/SAT in order to support youth who are having difficulty and/or refer them for evaluation, additional supports, services, and interventions, if warranted.		✓				

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
b. Implement revised Child Find/SAT policies within all schools.				✓		
c. Train staff on the importance of Child Find/SAT policies to assist youth who are struggling with learning.			✓			
d. Incorporate monitoring of youth identified through Child Find /SAT process to ensure additional supports are provided commensurate with their needs.				✓		
<b>5. Establish and fully implement a formal mechanism for tracking the special education evaluation process in a seamless manner that factors in student mobility between facilities and the transition to community school prior to completion.</b>						
a. Refine special education monthly reporting requirements to include indicators that improve the quality of offerings for students with disabilities and promotes appropriate delivery of FAPE and ultimately informs long-term decisions for special education programming in JSE.	✓					
b. Devise and institute a tracking sheet designed to detail where students are within the evaluation process for use when youth are released or transferred to other facilities, local education agencies, or group homes and share the up-to-date evaluation information or assessments with receiving schools or jurisdictions.		✓				
c. Review and refine monthly school-based special education monitoring tool for completion by principals (submitted with school monthly reports).		✓				

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
d. Recruit for and designate regional lead special education teachers who will assist with Maryland Online IEP processing and professional development activities for special educators.		✓				
e. Design and implement a special education services programmatic monitoring tool for use in annual reviews of each site.		✓				
f. Design and implement an evaluation system that tracks student placements within and upon release to ensure that special education records and ongoing IEP process (if applicable) are transferred.			✓			
g. Devise and implement new staff orientation for special educators to be conducted upon starting employment with JSE.		✓				
h. Review and revise all special education policies and procedures for inclusion in special education manual on an annual basis.	✓					
<b>6. Implement elements of FAPE for all students with disabilities and students suspected of having a disability who are in the evaluation process.</b>						
a. Instructional and related services are provided that conform with the student's IEP.	✓					
b. Establish a committee of central office and school staff, MSDE special education staff, and advocates who annually review policies, procedures, and practices related to the provision of FAPE for youth with disabilities and update said policies and procedures accordingly.		✓				

Quality and Performance Strategies	Timeline					Notes
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c. School leadership and central office staff ensure an accurate and fair review of each student's entry IEP by an official IEP committee inclusive of youth and parent/family member to determine appropriateness of IEP for student's current level of functioning, instructional placement, and support services prior to making any alterations to the youth's IEP.	✓					
d. On a monthly basis, the central office special education office reviews IEP committee decisions on the provision of FAPE by reviewing at least 15% of all JSE IEP's held within the past 30 days on newly enrolled and existing students utilizing a matrix focused on elements of FAPE approved by JSE Director and designed with the assistance of a special education or correctional education consultant.		✓				
e. IEP committee decisions, specifically the provision of instructional and related services, are based on the youth's needs that will promote achievable short- and long-term outcomes and not on availability of JSE support and services.	✓					
<b>7. Ensure a consistent partnership with DJS at the central office level and facility level which works in unison to address the needs of the youth by jointly promoting positive outcomes, especially in the instances of new programming or initiatives.</b>						
a. Join DJS as members of the facility-based treatment team meetings	✓					
b. Implement a schedule and tracking system to capture school-based attendance and participation in facility treatment teams.			✓			

Quality and Performance Strategies	Timeline					Notes
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c. Continue collaboration with DJS on the Central Review Committee (CRC).	✓					
d. Institute a cohesive JSE team that participates in CRC meetings by providing feedback on CRC decisions, sharing information with CRC members, and sharing CRC information with school colleagues.				✓		
e. Continue collaboration with DJS headquarters on monthly interagency meetings to discuss programmatic issues, concerns, and initiatives.	✓					
f. Continue collaboration with DJS facility-based supervisors on routinely scheduled facility visits at all school sites	✓					
g. Initiate attendance and participation in monthly DJS facility administrative meetings with facility administrators.		✓				
h. Collaborate with DJS on CHAMPS events occurring across the facilities.	✓					
i. Work with DJS to ensure education staff representatives participate on all committees or work groups within DJS that are focused on new programs or initiatives.			✓			
<b>8. Establish methods of promoting and increasing participation in school functions by families of youth, including families with limited English proficiency.</b>						
a. Hold school-based graduation ceremonies and invite family members.	✓					
b. Plan and conduct marking period kick-off activities with students.	✓					

Quality and Performance Strategies	Timeline					Notes
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c. With DJS facility staff as partners, plan and conduct quarterly parent conference meetings that are designed to encourage parents to visit the schools.			✓			
d. Routinely mail to parents copies of students' report cards and IEP progress reports at each grading period and upon release. In addition, routinely mail to parents copies of students' IEP/504 plans when changes are made by their IEP/504 team.	✓					
e. Schedule and document teacher phone calls to students' parents concerning the students' progress and educational activities and collect these data in the monthly report.		✓				
f. Create and disseminate to parents at the time of admission or enrollment brochures that are designed to provide an overview of school and educational services and include school staff contact information.		✓				
g. Arrange for interpretation and translation of materials to ensure meaningful communication with parents and legal guardians with limited English proficiency.		✓				
<b>9. Establish and implement formal school orientation for new students upon enrollment in all JSE schools.</b>						
a. Design a general JSE program overview document that will serve as basis for school-specific handbooks		✓				
b. Incorporate into each general JSE program overview document information about school schedules, staffing, etc.		✓				

Quality and Performance Strategies	Timeline					Notes
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c. Devise a schedule for implementing new student orientation conducted by JSE staff who will review orientation documents and introduce each student to his/her teacher.		✓				
<b>10. Adopt school/classroom discipline policies and practices that address problematic student conduct in a way that is consistent, predictable, and supportive; address the underlying social-emotional, mental, and behavioral health issues confronting many students in DJS facilities; and comply with the requirements of federal and state laws and regulations. Such policies and practices will be designed to complement the DJS discipline/behavior management policies for consistency and promote keeping children in class and learning and staying on track to receive the credits they need to be successfully integrated in their regular schools upon release.</b>						
a. Collect and report discipline data as other Maryland local education agencies are required to do.		✓				
b. Establish systemwide discipline policies and procedures that align with DJS programming and adhere to best practices for the population served by JSE.		✓				

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
<b>11. Guarantee students equal access to the full range of JSE services and programming, regardless of their gender.</b>						
a. Develop benchmarks in the quality assurance instrument to ensure that both females and males have access to the full range of services offered by JSE.		✓				
<b>12. Guarantee that youth who are English language learners have equal access to the full range of JSE services and programming.</b>						
a. Develop benchmarks in the quality assurance instrument to ensure that students who are ELL have access to the full range of services offered by JSE.		✓				

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
<b>Resources</b>						
<b>1. Develop and implement a statewide quality assurance plan for JSE schools and central office that focuses on quality instruction, sustainable policies and procedures, and meaningful programming for all students.</b>						
a. JSE will collaborate and participate with DJS on their quality assurance team and jointly monitor facility programming.	✓					
b. JSE central office staff, together with designated school-based staff (leadership team), will develop program-specific monitoring tools.		✓				
c. JSE program-specific monitoring tools will be reviewed and refined to create a general program monitoring tool annually.		✓				
d. Designated program staff, as well as school-based leaders and staff, will be trained on the monitoring process.		✓				
e. Quality assurance monitoring schedule will be devised and implemented utilizing the new tools and processes.			✓			
<b>2. Develop methods of providing for credit recovery options for students.</b>						
a. APEX credit recovery program will be piloted at Charles H. Hickey School.		✓				
b. APEX pilot will be monitored and results reviewed to determine if full implementation is appropriate.			✓			

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
c. Policies and procedures will be developed to ensure youth requiring credit recovery receive access, time, and support to complete the requirements.				✓		
d. APEX or comparable credit recovery system will be implemented at all JSE sites.					✓	
<b>3. Develop methods of providing instruction in a foreign language.</b>						
a. Options for providing foreign language online courses will be explored.		✓				
b. Online foreign language course will be piloted and results reviewed to determine if full implementation is warranted.		✓				
c. Online foreign language courses will be implemented at all JSE sites.				✓		
<b>4. Establish a short- and long-term technology plan for the system.</b>						
a. Current technology plan will be reviewed and revised annually. The plan will contain both short- and long-range goals and create opportunities for all JSE teachers and students to easily access instructional materials and educational programs (e.g., online college courses).		✓				
b. Technology plan will be implemented.			✓			
c. A technology plan matrix created by JSE and MSDE technology staff will be utilized when reviewing and revising the technology plan.				✓		

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
<b>5. Ensure course work in short-term detention settings is focused on re-engaging students in school and improving literacy, numeracy, and social skill development.</b>						
a. The JSE curriculum will be reviewed and aligned with the MSDE/college and career readiness standards. The curriculum will be divided to ensure focus on literacy and numeracy at detention sites (short term). NOTE: The exception is for students who are detained for more than 30 days (they will begin the long-term or treatment site curriculum). The treatment site (long term) curriculum will be focused on credit obtainment and skill improvement.	✓					
b. JSE curriculum will include scope and sequencing, as well as pacing guides that provide options for focused instruction.			✓			
c. JSE curriculum will be fully implemented.			✓			
d. Dedicated reading teachers will continue to focus on literacy skills at designated detention sites.	✓					
e. Individual Learning Plans will be used to document student progress on key skills involving literacy and numeracy, if student is enrolled for a minimum of five (5) consecutive school days.		✓				

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
<b>6. Develop methods of providing art, physical education, and other electives.</b>						
a. Determine how other correctional education programs are implementing electives to enhance curriculum offerings.		✓				
b. Explore options inclusive of the use of technology to increase the number of electives offered in JSE schools.			✓			
c. Implement, through a phased-in approach, the offering of electives by adding one or two new course offerings per school year.					✓	
<b>7. Conduct an annual assessment of needs necessary for JSE to implement the strategic plan, ensure effective instructional programming, and meet its mission.</b>						
a. In the spring of each year, the JSE team will draft a document that further defines the strategic plan's action steps for the upcoming school year and guides the system through achievement of strategies.			✓			
b. Leadership will ensure that the document includes necessary resources, collaborations, and improvements to the operation of JSE that are associated with implementing services for system-involved youth that are comparable with those provided to non-system-involved youth.				✓		

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
<b>8. Pursue private and foundation grants and financial support to supplement public funding of JSE's educational programming.</b>						
a. Investigate private foundation-based grant opportunities to enhance state-operated programs				✓		
<b>9. Develop JSE's annual budget in accordance with state guidelines and based heavily on an analysis of teaching staff and the educational needs of detained and committed youth.</b>						
a. Utilize annual quality assurance monitoring results to inform budget projections that are based on student and program needs.				✓		

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
<b>Recruitment/Staffing</b>						
<b>1. Require educational personnel, including special education and related service providers, to hold valid educational credentials comparable to those required of any educator in the state and consistent with teaching assignments with preference given to those applicants with experience that qualifies them to work with JSE's student population.</b>						
a. Collaborate with MSDE's Human Resources Department to ensure that recruitment practices for highly qualified teachers are systemic and routine.	✓					
b. Ensure current staff who are teaching core content areas are certified in those applicable content areas.				✓		
c. Devise and implement PRAXIS options for staff to obtain additional endorsements in designated content areas.		✓				
d. Create a program by which staff with significant experience providing instruction in secure settings mentor less experienced staff in such areas as (1) methods to effectively teach youth who are disengaged in school or at high risk for drop out; (2) effective behavior management techniques; and (3) the ability to address individual student needs, including disabilities or limited English proficiency.		✓				

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
<b>2. Provide specialized professional development opportunities for juvenile justice teachers and education support staff designed to develop skills to address the unique needs of students in JSE.</b>						
a. Annual professional development schedules will continue to incorporate topics centered on the special needs of our student population. In addition to MSDE statewide initiatives, these may include effective classroom behavior management, individualized instruction, culturally responsive instructional techniques, instructional practices that account for the needs of transient populations, implementing comprehensive curriculum to the fullest extent possible in secure settings, addressing the needs of students engaged in multiple courses in one class period, and setting high expectations and creating positive conditions for learning in a secure-care facility classroom.)	✓					
b. All JSE staff will continue to be provided opportunities to receive facility-based DJS training in designated topics that support facilitywide initiatives.	✓					
c. New staff orientation program will incorporate a session on unique student populations.		✓				
d. Staff will be provided access to conferences and training that are directly		✓				

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
applicable to student populations, including those held off site.						
<b>3. Revise and refine the teacher evaluation process to ensure that the continuous assessment of teacher performance incorporates accepted standards for highly effective teachers and instruction.</b>						
a. Current teacher observation process will be reviewed and revised by the efforts of the central office and leadership team, and aligned to Maryland’s college and career readiness standards and best practices for instruction in juvenile justice facilities.	✓					
b. New teacher observation process will be fully implemented.		✓				
c. Current teacher evaluation instrument will be reviewed and revised to incorporate Student Learning Objectives designed to evaluate teacher performance as it relates to student outcomes	✓					
d. Revised teacher evaluation tool will be fully implemented.		✓				
<b>4. Establish an expedited system or process for recruiting and hiring to fill vacant or new positions in the JSE.</b>						
a. Collaborate with Human Resources to ensure recruitment is systemic and routine based on JSE needs.	✓					

Quality and Performance Strategies	Timeline					Notes
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b. Collaborate with Human Resources to develop expedited screening process.		✓				
c. Ensure JSE-initiated first and second interviews are conducted in a seamless manner.	✓					
d. Designate central office contact to handle all JSE recruitment paperwork.	✓					
e. Reassess and maintain a pool of interview-trained staff for use in the interview process.	✓					
f. Hold standing monthly meetings with Human Resources-designated staff to discuss active and future recruitments.	✓					
g. The JSE central office will maintain records on the length of time it takes to fill vacancies and report findings on a quarterly basis to the assistant superintendent.	✓					
<b>5. Create a professional learning community or community of practice for JSE principals and teacher supervisors focused on increasing their capacities as instructional leaders in such areas as special education, teacher evaluation, behavior management, and effective instructional practices, as led by consultant(s).</b>						
a. School improvement teams will serve as vehicles to inform and refine instruction at the school level.		✓				

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b. Field directors and designated consultants or agency experts will design discreet training or professional development on the development of professional learning communities.			✓			
c. Routine scheduled meetings of professional learning communities will be formulated and implemented by role or discipline.				✓		
<b>6. Establish a leadership team composed of staff from each school who will assist in the development of sound school-based efforts to ensure full implementation of JSE's initiatives.</b>						
a. Leadership team meetings will occur no less frequently than every 2 months.		✓				
b. An agenda will be established by central office staff with input from the JSE director and school leadership team members.			✓			
c. Leadership teams will devise methods and guidance for disseminating information about initiatives across the system to ensure knowledge and understanding by school-based administrators and staff.				✓		

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
<b>Rigorous/Relevant Curriculum</b>						
<b>1. Ensure availability of current instructional methods and materials appropriate to students' age, grade placement, development, and culture.</b>						
a. Adoption review committee comprised of central office instructional area staff and field staff, including teachers, will be designated.		✓				
b. Committee will meet on a regularly scheduled cycle to review and approve for purchase new resources, materials, and textbooks.		✓				
c. Criteria for textbook adoption will be devised by the committee for implementation.		✓				
d. Centralized purchasing process will be developed to ensure only materials and resources approved by the review committee are purchased.			✓			
e. Staff will be provided professional development on new programs, materials, and resources prior to dissemination and implementation.		✓				
<b>2. Promote student engagement through high educational expectations for all students in the juvenile justice system.</b>						
a. Individual Learning Plan process will include significant participation from youth to plan educational goals.		✓				
b. Teacher observation process or tool will incorporate student engagement as a required observable measure.		✓				

Quality and Performance Strategies	Timeline					Notes
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c. Incentives will be supported and encouraged for use in acknowledging student engagement and progress.	✓					
d. JSE will collaborate with DJS to incorporate educational engagement goals into the behavioral management system or tool.		✓				
e. JSE will develop a tool to analyze whether a student should be placed in a pre-GED or GED program as an alternative to regular coursework, and will establish policies and practices of enrolling students in GED or pre-GED programs only where application of the tool supports that approach based on the student's individual needs and desires.		✓				
<b>3. Provide all students in juvenile-secure settings with access to instruction that is based on college and career readiness standards and conforms to coursework offered in other local school systems in the state.</b>						
a. JSE curriculum offerings will adopt course codes aligned with local school systems and Maryland's college and career readiness standards.	✓					
b. JSE's curriculum will be reviewed and alignment with college and career readiness standards.	✓					
c. Teachers will receive professional development on transitioning to the college and career readiness standards or JSE curriculum.	✓					

Quality and Performance Strategies	Timeline					Notes
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d. JSE will develop Student Learning Objectives and use them within the teacher evaluation system to monitor student outcomes.		✓				
e. JSE will provide instruction that is comparable to the instruction found in Maryland public schools.		✓				
<b>4. Ensure that data are collected and monitored to promote student academic progress, make data-driven decisions, and continuously evaluate and improve educational services.</b>						
a. Conduct quarterly data review meetings with school administrators to discuss student achievement and progress toward outcome measures, as part of the SIP/SAT efforts.	✓					
b. Establish data rooms or areas for use in each school to serve as spaces for school improvement meetings and data review sessions.		✓				
c. Designate staff at central office to ensure student information system data entry is accurate and entered according to established timelines.	✓					
d. Ensure school improvement process is implemented at each school, as documented with meeting notes, sign in logs, etc.	✓					

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
<b>5. Provide access to postsecondary programming, including college and career/technical education, that prepares students for a successful transition to adulthood.</b>						
a. Continue collaboration with DJS to fiscally support Backbone College program.	✓					
b. Establish partnerships with applicable local community colleges or universities to provide student learning opportunities across the state based on lessons learned with the Backbone College program.		✓				
c. Explore online postsecondary options for instruction.		✓				
d. Implement postsecondary online course options for all sites.			✓			
<b>6. Implement career technology education (CTE) courses based on state-approved curricula and programs of study.</b>						
a. Continue to provide CTE instruction that meets state-approved programs of study	✓					
b. Explore options for providing expanded CTE offerings through adoption of additional programming dependent upon sites/funding, student interest, and job market needs.		✓				
c. Pilot expanded CTE offerings and monitor student success rate to determine if courses should be implemented across the system or at select sites.			✓			

Quality and Performance Strategies	Timeline					Notes
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<b>7. Incorporate and implement the JSE individual learning plan (ILP) document and processes in all long-term settings.</b>						
a. Provide in-depth professional development on Individual Learning Plan for educational staff.		✓				
b. Review and modify Individual Learning Plan to provide long-term goals for youth, including transition related information.			✓			
c. Implement Individual Learning Plans in all long-term school-based facilities.				✓		
d. Ensure parents are provided with a copy of the Individual Learning Plan and parent conferences are conducted to discuss students' goals.					✓	
e. Ensure that the youth's record is reviewed and clearly establishes needed credits for progress toward high school diploma and the Individual Learning Plan reflects those required courses.					✓	
<b>8. Devise methods, agreements, and/or policies for effectively sharing student records with local school systems to promote student transition.</b>						
a. Collaborate with DJS to develop and implement agreed upon process to expedite the transfer of youth's education records upon release from detention or long-term facilities.	✓					

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
b. Collaborate with local school systems' pupil personnel staff on students' seamless entry and reentry through attending and scheduling statewide or local meetings with pupil personnel staff from local education agencies, establishing acceptable expedited record dissemination and personal contact on each student.	✓					
c. Develop and implement a program of study that outlines JSE course offerings and emphasizes alignment with Maryland's college and career readiness standards.	✓					
<b>9. Ensure access to library services for all youth in JSE schools.</b>						
a. Ensure a library media center is located at each school site.	✓					
b. Schedule and ensure youth are provided access to a library on a weekly basis for purposes of recreational reading.	✓					
c. Ensure library media specialist is integrated into core content instruction as a resource and partner in providing instruction.		✓				
d. Expand library's ability to support digital learning through procurement and deployment of tablets.			✓			
e. Enhance instructional technology supported by library media specialist within all JSE classrooms.				✓		

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
f. Develop and implement a biannual survey for youth that solicits their input on reading interests for instruction, career, and leisure use.		✓				
<b>10. Establish methods of providing short- and long-term coverage of instruction that do not impact educational delivery.</b>						
a. Continue to provide schools with an onsite resource teacher to provide coverage as needed.	✓					
b. Each school will devise a specified plan to cover classes for various possibilities, ranging from one to three staff members being absent without impacting instructional integrity.		✓				
c. Isolate and implement Itinerant Resources positions regionally for use in specialized areas to provide coverage.			✓			
d. Explore options for creating a substitute pool based on regions.				✓		
e. Explore options for contracting with vendors to provide certified teaching staff in specialized areas in the event of vacancy or long-term leave.				✓		
f. Implement most feasible approach to provide systemic option for coverage of classes.					✓	

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
<b>11. Establish for students in short-term detention programs a concentrated and focused curriculum that is designed to assess students' needs, get them reacquainted and connected with school, determine credits, and provide literacy and numeracy instruction.</b>						
a. Review and align JSE curriculum with college and career readiness standards and ensure focus on screening, assessment, literacy, numeracy, school re-engagement, and establishment of short- and long-term educational goals.		✓				
b. JSE curriculum will include scope and sequencing or pacing guides that focus on instruction for detention and long-term facilities.			✓			
c. JSE will develop options for credit recovery.		✓				

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
<b>12. Provide ongoing and connected professional development opportunities for administrators and teaching staff on key MSDE initiatives with a juvenile justice theme embedded throughout the activity. Utilize highly trained consultants and recognized juvenile justice correctional education teachers/administrators, and researchers (including those with a special education background) on practices and methods that best address the needs of this population.</b>						
a. Annual professional development schedule will continue to incorporate topics centered on the special needs of populations and program initiatives based on discipline.	✓					
b. School based professional development will be completed based on identified needs of staff related to outcome measures.		✓				
<b>13. Devise program committees composed mainly of direct instructional staff who review and select annually textbooks, resources, and materials for instruction in JSE schools.</b>						
a. Adoption review committee will be designated that is comprised of central office instructional area staff and field staff, including teachers.		✓				
b. Committee will meet on a regularly scheduled cycle to review and approve materials, textbooks, etc.		✓				

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
c. Criteria for textbooks adoption will be devised by the committee for implementation.		✓				
d. Centralized purchasing approval for all instructional materials and resources will be developed to ensure materials are appropriate for population and instructional needs.			✓			
e. Professional development will be provided to staff based on current state and national trends in instruction and access to professional conferences to help align thinking, actions, and decisions about selecting textbooks and resources to support instruction.	✓					

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
<b>Rigorous/Relevant Curriculum</b>						
<b>1. Create individualized prerelease plans in partnership with DJS, youth, and family that identify action steps and support services to ensure reenrollment in a community school and reduce the likelihood of re-arrest/reoffending immediately upon enrollment into the juvenile justice education program.</b>						
a. Work with DJS to devise and implement transition policies and processes for youth being released that provide advanced notice of projected students' release date.	✓					
b. Continue collaboration at facility level treatment team meetings where transition or aftercare plans are drafted and finalized. Individuals involved in development of the transition or aftercare plan should include, in addition to the youth and his or her parent or guardian, the DJS reentry coordinator; JSE education staff; facility substance abuse, mental health, or other treatment provider if appropriate; probation officer or other community liaison familiar with programs in youth's community; and for youth with IEPs, IEP team members, transition specialist, and vocational rehabilitation counselor, if appropriate.	✓					

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
c. Devise document designed to provide guidance to parents regarding the steps related to re-enrollment of their child.		✓				
d. Create and provide detailed list of community resources regionally situated that can provide assistance to youth returning to their communities (resource mapping).			✓			
e. Schedule and implement a parent conference call for parents of youth who are slated to be released to provide guidance and support regarding youth returning to local school systems.			✓			
f. JSE staff will maintain accurate and current records while youth are attending school to ensure readiness of records when notification of the youth's impending release is received.		✓				
g. Collaborate with local education agencies and other divisions within MSDE to promote re-entering youths' enrollment in mainstream public schools, rather than alternative schools or educational programs.		✓				
h. Create plans with each local education agency designed to promote successful transfer of full credits earned while enrolled in JSE schools and reintegration into regular or home school programs.		✓				

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
i. Collect data on successful transfer of full credits earned and reintegration of children back to regular schools. Share such data with stakeholder groups, and based on feedback from same, create plans to improve process if necessary.		✓				
<b>2. Provide for youth prior to release, especially for youth with significant mental health challenges, formal transitional learning opportunities that are grounded in evidence- and practice-based service models and focus on social, emotional, and behavioral skill development.</b>						
a. All schools will participate in and use the DJS behavioral management system to assist with youth behavioral skill development and social and emotional enhancement.	✓					
b. Guidance counselors and school psychologists will develop and implement small group and large group lessons that focus on social skills key topics.		✓				
c. DJS mental health staff will assist school staff in understanding and supporting the social, emotional, and behavioral needs of youth by integrating into the school setting the sharing of reports or evaluations, participation in treatment team meetings, and professional development at the school.		✓				

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
d. Incentives for optimal school performance by youth will be encouraged and supported through full integration of school and the Challenge Program, student of the week/month, and other school-based or created incentives.	✓					
<b>3. Establish an automated system to request records of youth who enter the facility schools and include a “tickler” system, to remind staff of whose records are outstanding for more in-depth follow-up. A procedure should be established and enforced consistently across the schools.</b>						
a. JSE student information system will document records requests and records obtainment.	✓					
b. Documentation or logs will be maintained, both electronically and within student files, to provide clear and concise record of requests.	✓					
c. Student information system will “flag” students whose records are not received. These issues will be brought to the attention of the school principal who will then call the appropriate local education agency within one day of being notified by the school records staff or registrar. The school principal will inform the coordinator of guidance and student records within 24 hours of his/her contact with the local education agency if the records are not provided.		✓				

Quality and Performance Strategies	Timeline					Notes
	Jul.-Dec. 2015	Jan.-Jun. 2016	Jul.-Dec. 2016	Jan.-Jun. 2017	Jul.-Dec. 2017	
<b>4. Devise routine measures to ensure that parents and families are informed of students' progress and accomplishments.</b>						
a. Schedule and implement a scheduled conference for parents of youth.			✓			
b. Formalize the invitation process for parents to attend such events as graduation or recognition ceremonies.			✓			
c. Institute a policy for having routine correspondence—including progress reports and report cards sent home to parents—that document student progress and associated school-related activities.		✓				
d. Develop and disseminate a tip sheet that describes to families how they might help with the re-enrollment of their child in school following release.		✓				

This chart can be used many ways. It is designed as a planning document or matrix that identifies all of the strategies of the strategic plan and expected dates to address and complete achievements. It can serve as an annual report card on quality and performance strategies. It can help to inform a school improvement plan. It can serve as the basis for the systemwide quality assurance plan and monitoring efforts. It can serve as an excellent way to explain the JSE program priorities for each year to staff and individuals who are not familiar with JSE programming.



## ■ Appendix A ■





UNITED STATES DEPARTMENT OF JUSTICE  
UNITED STATES DEPARTMENT OF EDUCATION



June 9, 2014

Dear Chief State School Officers and State Attorneys General:

For youth who come into contact with our juvenile justice systems, it is imperative that they obtain the skills and competencies necessary for a smooth transition back into their communities. The academic and career outcomes of our youth in confinement make clear, however, that most have not received the supports and services necessary for their success. Thus, in recent years, the U.S. Departments of Education (ED) and Justice (DOJ) have partnered to promote improved supports for adults and juveniles who are, or who have been, in confinement. In an effort to encourage both juvenile justice and educational agencies to strengthen educational services for these youth, we are pleased to share our latest efforts to clarify the approaches and practices that are needed to appropriately serve these youth.

While incarcerated youth, many of whom are students with disabilities, are among those in greatest need of academic, emotional, and behavioral supports, they often lack access to high quality educational services. A significant number of these youth are below grade level in both reading and mathematics at the time they enter correctional facilities, and few make meaningful educational progress during their confinement. During the 2011-2012 school year, only 47 percent of the youth served by ED's Title I, Part D program who were between the ages of 13 and 21 in juvenile correctional facilities (for an average stay of 4 months) earned high school course credits. Moreover, among those aged 14-21, only 8.2 percent of the youth were enrolled in a General Educational Development (GED) program, and only 6.6 percent earned a GED or obtained a high school diploma. For more information about the Title I, Part D data, please see [http://www.neglected-delinquent.org/sites/default/files/NDTAC\\_Ann\\_Perf\\_2011-12\\_2\\_508.pdf](http://www.neglected-delinquent.org/sites/default/files/NDTAC_Ann_Perf_2011-12_2_508.pdf).

To address the educational challenges faced by these youth, ED and DOJ are working together to help communities reduce the number of youth entering the justice system and to ensure that those who have entered the system return to their communities with dignity, skills, and viable educational and employment opportunities. A number of notable actions reflect our recent and ongoing commitment to these goals:

- In 2014, ED and DOJ jointly released a School Discipline Guidance Package to (a) clarify schools' civil rights obligation to not discriminate on the basis of race, color, or national origin in the administration of school discipline, and (b) provide a set of principles to help schools improve school climate and discipline practice. (Please see [www.ed.gov/school-discipline](http://www.ed.gov/school-discipline).)
- In 2014, ED released the results of the 2011-2012 Civil Rights Data Collection, which includes school discipline data from every school in the country and certain juvenile justice facilities (including long-term secure facilities), and announced plans for future collection of juvenile justice data regarding facility type, school year length, educational program duration, and the number of students participating in the educational program for varying lengths of time.

- ED and DOJ have engaged \With various philanthropies to commission a School Discipline Consensus Project, led by the Council of State Governments, to bring together practitioners from the fields of education, juvenile justice, behavioral health, and law enforcement, to develop recommendations to address the school-to-prison pipeline, including recommendations for strengthening services to youth in confinement. (See <http://Icsgjusticecenter.org/youth/school-discipline-consensus-report/>.)
- DOJ sponsored a 2013 National Academy of Sciences report, *Reforming Juvenile Justice: A Developmental Approach*, which clarified that the harsh, punitive practices that characterize most juvenile facilities do not meet the developmental needs of the youth in their care and often interrupt the provision of effective correctional education.
- In 2012, ED published *A Reentry Education Model*, which outlined strategies designed to meet the educational needs of adults in, and returning from, correctional confinement that are currently in use by several demonstration projects, funded by DOJ and administered by ED (see <http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/reentry-model.pdf>). ED is also planning to make a new round of correctional education grants to help develop evidence of effectiveness in a variety of institutional contexts. ED and DOJ are also developing a pilot youth aftercare/reentry education model for use in several sites in 2015.
- ED funded three model demonstration projects in 2012 to improve the reentry of youth with disabilities from juvenile justice facilities into education, employment, and community programs.

While it is imperative that communities strengthen school, family, and community supports to prevent youth from having any contact with the justice system in the first place, educational and juvenile justice agencies must also ensure that youth who are already confined receive the services they need to meet their educational goals, obtain employment, and avoid recidivism. ED and DOJ both administer programs to support improved educational services in juvenile justice facilities. ED administers the Title I, Part D State agency and local education agency programs under the Elementary and Secondary Education Act of 1965, as amended, which provide youth in confinement with increased access to educational services. These programs also support the provision of reentry services for youth returning from confinement. During the 2011-2012 school year, ED-funded programs helped to provide educational services to over 187,474 youth in juvenile detention facilities, and nearly 60,000 youth in juvenile correctional facilities (see [http://www.neglected-delinquent.org/sites/default/files/NDTAC\\_Ann\\_Perf\\_2011-12\\_2\\_508.pdf](http://www.neglected-delinquent.org/sites/default/files/NDTAC_Ann_Perf_2011-12_2_508.pdf)). States may also use DOJ funding for aftercare/reentry and education programs through its formula grant appropriations. DOJ has used its Second Chance Act funds to support comprehensive educational programs in juvenile facilities to help participants obtain a high school diploma, its recognized equivalent, a vocational certificate, or a postsecondary degree or credential.

It is also important to note that, with regard to students with disabilities, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 (as amended) obligate specific public agencies, in certain instances, to provide educational services to eligible youth in confinement. In addition,

Title VI of the Civil Rights Act of 1964 requires facilities to provide services to English language learners to ensure that they can fully participate in educational programs.

To strengthen educational services for youth in confinement, we are engaging with communities and practitioners to develop a set of overarching characteristics for providing high-quality educational services for youth in long-term secure care facilities. We will focus on the following characteristics in a forthcoming joint resource guide that will include core activities related to each characteristic and offer additional information to aid implementation:

1. A safe, healthy facility-wide climate that prioritizes education, provides the conditions for learning, and encourages the necessary behavioral and social support services that address the individual needs of all youth, including youth with disabilities and English learners.
2. Necessary funding to support educational opportunities for all youth within long-term secure care facilities, including youth with disabilities and English learners, comparable to opportunities for peers who are not system-involved.
3. Recruitment, employment, and retention of qualified educational staff with skills relevant to juvenile justice settings who can positively impact long-term student outcomes through demonstrated abilities to create and sustain effective teaching and learning environments.
4. Rigorous and relevant curricula aligned with State academic and career/technical standards that utilize instructional methods, tools, materials, and practices that promote college and career readiness.
5. Formal processes and procedures—through statute, memoranda of understanding, and practice—that ensure successful, navigable transitions across multiple child-serving systems, and smooth reentry into communities.

We look forward to collaborating with you to implement these principles so that we can provide all youth, across the country, with high-quality educational services.

Sincerely,



Eric H. Holder, Jr.  
*Attorney General of the United States*



Arne Duncan  
*Secretary of Education*

cc: ESEA Title I, Part D State Directors; State Directors of Special Education; Office of Juvenile Justice and Delinquency Prevention State Program Managers; Second Chance Act Project Directors; State Planning Agency Directors; State Advisory Group Chairs; Juvenile Justice Specialists





