

JUVENILE SERVICES EDUCATION SYSTEM RECOVERY PLAN

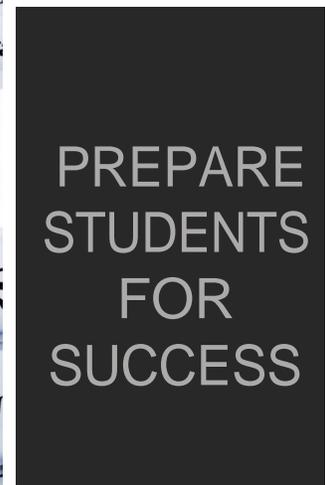
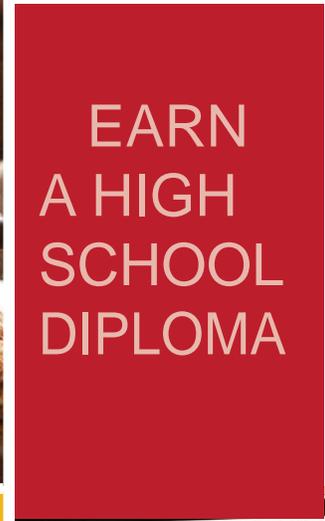
August 14, 2020

VISION & MISSION

Student growth is at the heart of our community. In JSES schools, our goal is to empower our students no matter their background or circumstances to successfully re-enter/re-engage with the community. We will prepare students to experience success in both academics and careers by connecting them to meaningful and challenging learning pathways.

Therefore, our mission is to provide:

- Relevant learning that students can apply to their lives and future goals.
- Rigorous academics that challenge them to learn and grow.
- Rewarding opportunities for post-secondary experiences.
- Respectful learning environments that support a comprehensive and holistic approach to academics and social and emotional growth that is a comprehensive approach to serving the whole child.



JSES Recovery Plan

The Juvenile Services Education System (JSES) will provide a blended approach to learning during the 2020-2021 school year while keeping in mind the safety of our students and staff, the need for consistency and equity of learning, and the inability to determine when another outbreak might occur. The JSES has developed a school schedule that provides consistency in learning through in person teacher instruction and support to all students, as well as, in a virtual environment. All students will have access to their assigned individual Chromebooks and the ability to utilize Google Classroom as the learning management system.

The JSES provides education in the Department of Juvenile Services (DJS) facilities. The DJS is responsible for the ventilation, water system, food services, and transportation of students in the facilities. All students and staff are required to wear masks, submit to temperature checks, and answer a COVID -19 questionnaire prior to JSES staff and DJS staff entering the school. (Appendix A)

System Organization:

The JSES:

- has developed a comprehensive plan that aligns with national best practices and many of the local school systems within Maryland.
- has organized the daily routine to ensure the maximum safety for the health of the students, teachers, and DJS-staff.
- has organized the collaboration of teachers to ensure that all students are provided with direct instruction from a highly qualified teacher. This prevents a vacancy at one facility from affecting the students' ability to be taught effectively.
- is collaboratively building each academic course through a model course approach. Teachers will collaborate on the master course together and then copy the master course to provide individual learning to the students at their school(s). This provides all students with access to the same basic course alignment and common learning activities and assessment. This ensures alignment of the learning with the grade level and content, as well as, equity for all students learning.
- teachers will be teaching through both live group interaction, one on one live interaction, and the use of feedback as a one on one teaching tool for meeting students' individual needs.
- has built a schedule that provides students with disabilities and English learners (EL) learning in every course with a Special Education (SPED) or EL teacher.
- has built a schedule that meets the free and appropriate education requirement and provides SPED students with time for their related services, transition activities, and additional supports as required by their IEP.

JSES Recovery Plan

STUDENT INFORMATION

Student Organization

- Students are organized into groups based on housing units.
- Students will travel to and from school with their unit.
- Students will be in one classroom for the entire school day.
- Each student will be assigned a personal Chromebook, a headset, and a bag of school supplies during their enrollment in a JSES school. When a student exits a JSES school, all materials will be sanitized in accordance with CDC guidelines prior to assigning any device to another student.
- Sample student schedules – Appendix B and Appendix C

School Schedule

- Student schedules include opportunities for them to take five courses based on their individual academic needs.
- All students will participate in the same subject at the same time of the day. Based on the individual student needs, each student will receive differentiated course assignments under that subject umbrella.
- Students will be placed into Google Classrooms for the teacher of record at their facility to grade their assignments and offer academic support. (If a school has a teacher vacancy, a certified teacher will be assigned to assist the Principal in the online class with grading and content).
- Students will attend live-streamed lessons by a cohort of teachers in their region.
- The students will receive instruction in all courses five days a week.
- The students will be provided time for coursework completion, additional special education services supports, ELL supports, and opportunities for tutoring or skill based supports as needed.
- Students will receive 200 minutes of teacher-based instruction daily during scheduled streaming times, for a total of 1000 minutes a week.
- Students will receive 160 minutes of teacher guided classwork and assessment time daily, for a total of 800 minutes a week.
- Students will have the ability to watch recorded live sessions within their virtual classroom for review, additional support, and/or to watch in the event of an absence.
- Student attendance will be documented in each Google Classroom. Teachers will then record attendance in the JSES PowerSchool.
- Students who are taking post-secondary classes will use their Chromebook to sign in and complete all post-secondary work during the same time as their peers within their unit.

JSES Recovery Plan

Students in Quarantine

- Upon a student being assigned quarantine, a teacher or resident assistant will download specific assignments that are available for the student to access offline in google classroom.
- The JSES will provide DJS with the student Chromebook, access information, and a schedule for the student.
- The JSES will offer DJS training in August for staff to participate and learn how to use and manage the Chromebooks within the academic setting.
- Students can attend lessons and receive teacher help through the use of a DJS phone if internet is not available.
- The DJS staff are being trained to monitor the student use of the Chromebook while attending live sessions and downloading/uploading student work.
- Should internet not be available, the student will be able to complete his/her student work that was downloaded on the Chromebook and upload his/her documents upon return to the school and with access to the internet.

Identifying Learning Gaps

JSES staff will administer the NWEA MAP Growth computer-adaptive assessment to all students upon return to schools. Each new student entering a JSES school will take the MAP Growth assessment in order to ascertain skills and knowledge. The assessment will also be administered at the end of each quarter to determine growth.

The MAP Growth is a computer-adaptive assessment for reading and mathematics to determine current student skills and knowledge. It provides teachers with accurate data to guide instruction. All educators administering the test were trained by NWEA and classroom teachers received information on how to review student data. Teachers are required to review and analyze student assessment data in order to target challenging areas.

During professional learning in summer 2020, teachers received training on data discussion protocols. These data discussions will be led by school leadership and instructional coaches for school-based data reviews in order to guide instructional practices throughout the 2020-2021 school year.

Educational Equity

Juvenile Services Education System will continue to analyze student data trends and gaps in order to provide equitable resources and use instructional strategies that support academic achievement for all students aligned with the Maryland College and Career Ready Standards (MCCRS). In addition, JSES will use evidence-based strategies to build cultural responsiveness, identify areas of inequity and provide support for the social and emotional well-being of students' and staff

JSES Recovery Plan

MD College and Career Ready Standards

JSES educators will co-plan across the system using scope and sequence documents created from the MCCRS-frameworks and other materials shared from the MSDE content specialists. JSES teachers are required to create pacing guides using the appropriate standards and aligned objectives, which are reviewed by the JSES Academic Coordinator and instructional coaching team.

JSES has teacher leads in each content area who help to develop curriculum, offer best practices, and create common instructional documents. The JSES content leads also attend supervisor meetings and briefings led by MSDE content coordinators in order to stay up-to-date on any changes, relevant information, and shared resources.

School-based leadership will be responsible for observing daily instruction to ensure alignment to the JSES curriculum. Instructional coaches will work with their assigned regional school personnel to assist with teacher re-entry into the school building by sharing best practices and resources.

Classroom Materials

JSES has purchased individual items for students to be used in each classroom, including plastic Ziploc bags for storage of instructional materials. Each school will supply bags for students that include the following: a small calculator, rubber ruler, pencils, markers, index cards, and highlighters. Additional items will be added to the bags upon teacher requests. This removes the need for students to share any materials in class.

JSES headquarters created a social distancing best practices document for teachers that include strategies for assessing student work and classroom discussion while maintaining social distance. For instance, each school received packs of index cards with different colors. The students can use a color-coded system to demonstrate knowledge. A red index could be an indication that the teacher should review the material again. These formative assessment strategies allow teachers to gain an understanding of student progress while maintaining physical distance.

Instruction

JSES will teach all current courses in a face-to-face setting in order to provide access to MCCRS-aligned courses leading to credit attainment and high school graduation. JSES offers courses in English, Mathematics, Science, Social Studies, and CTE.

If a school needs to continue with distance learning, the teachers will provide synchronous instruction using either Google Meet or Cisco WebEx. Asynchronous instruction using Google Classroom will allow students to submit independent work for assessment and grading. Asynchronous means that students are working independently without direct teacher direction

JSES Recovery Plan

Career and Technical Education (CTE)

JSES will continue to provide students with the opportunity to earn postsecondary and/or industry credentials. In the recovery plan, CTE students will be engaged in online, blended learning, and face-to-face experiences that will reinforce core content. Additionally, some students will have the opportunity to complete online modules that will help them to achieve an industry-recognized credential.

Accelerate completion of credential requirements

JSES has implemented a compressed curriculum for CTE courses that focus on essential content. Diagnostic tests, formative assessments, or other assessment options in CTE can be implemented at the beginning of the school year to ascertain learning loss and progress. Information gathered will be used to inform curricular compression and instructional interventions.

Special Education

Juvenile Services Education System provides a free and appropriate public education (FAPE) to students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA); the Education Article, Annotated Code of Maryland; and the Code of Maryland Regulations (COMAR). JSES also adheres to guidance from MSDE's Division of Early Intervention and Special Education Services (DEI/SES).

Under the limitations placed on school personnel during the Covid-19 pandemic, to the maximum extent possible, JSES students will receive special education and related services identified in their Individualized Education Program (IEP). Special education instruction is being provided through a blended platform; this includes co-teaching in the classroom to facilitate accommodations and modifications as needed to provide support based on students' IEP needs during scheduled digital learning courses. Students also receive access to individualized student support sessions for the last half an hour of all instructional blocks, as well as, access to case managers and additional services and supports outlined in their IEPs, which includes teleservices for students who receive related services (i.e. counseling, psychological services, speech, occupational therapy, etc.)

When limitations are lifted and schools resume traditional programming, students will return to the prior in person modality of instruction. JSES instruction includes small class sizes, low student-teacher ratios, a facility-wide behavior management program, access to school counselors/school psychologists, and the support of general and special educators.

JSES Recovery Plan

English Learners (EL)

School counselors input student information to the school information system (SIS), including identification as an English Learner. The Academic Coordinator accesses student World Class Instructional Design and Assessment (WIDA) Access 2.0 scores from previous years and provides the information to teachers via the SIS and to all principals in a spreadsheet. An EL folder has been shared in a Google Drive to all JSES staff that includes best practices, “Can do” statements, WIDA resources, and professional learning materials. Teachers can use the WIDA ACCESS 2.0 scores to determine current English proficiency levels in order to guide instruction.

All JSES teachers have participated in professional learning focusing on providing instruction to English Learners. During synchronous virtual learning, EL educators provide office hours to students each week and work directly with classroom teachers to accommodate student English language proficiency levels.

Student Services

Juvenile Services Education System school counselors and school psychologists continue to address the social-emotional, developmental and academic needs of students. School counselors review student records/transcripts in order to make informed course enrollment decisions. School counselors support teachers with end of quarter and end of semester grading; input final course grades and credits into the student information system; facilitate the provision of SST and 504 supports; participate in interdisciplinary team meetings to discuss student progress; and meet virtually with students to provide academic guidance. School counselors also work in collaboration with school psychologists to provide virtual counseling services.

JSES school psychologists check in with emotionally vulnerable youth; provide either in person or teleservice counseling sessions; meet with students to conduct assessments; review student special education records and psychological assessments; consult with IEP teams and 504 teams to meet student needs; provide classroom intervention strategies to address social/emotional concerns for students; and participate in student support team meetings.

Both school counselors and school psychologists will hold office hours from 1:00-3:00 pm to support students and address any counseling needs

Library Services

Whether in a virtual or face-to-face situation, it is imperative that the critical lessons that library media specialists conduct continue for all students. These lessons ensure that students are able to effectively navigate the library’s digital resources, locate and evaluate high quality online information sources, and ethically and responsibly contribute to individually and collaboratively produced digital products.

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Considerations for face-to-face instruction:

- Library Media Specialist may conduct collaborative instruction in the classroom with the classroom teacher.
- Lessons are scheduled to address the Maryland School Library Media Standards and also to deliver point of need lessons to coincide with content area instruction.
- Library Media Specialist will develop and implement reading incentives to motivate and engage students in independent reading.
- Class visits to the library are staggered to allow entering and leaving without social contact; and staff will be allowed time between class visits for sanitizing.
- Group size when visiting the library will comply with social distancing and room capacity guidelines.
- Remind students to only touch books they want to borrow. After checkout students should sanitize their hands and maintain social distancing.

Considerations for Library Media Spaces and Materials

JSES will be following CDC and American Library Association guidelines for the maintenance and cleaning of library media materials.

Whenever possible, students will visit the library on a weekly basis to self-select reading material for personal and academic reading. Students are encouraged not to share reading materials. The following instructions will be used for books that are being returned to the library:

- Establish a quarantine area for returned materials and ensure staff knows where it is located to avoid contact.
- School staff will wear gloves while handling returned materials.
- Staff will prepare a slip for the cart for incoming materials, noting the date and time. Additional signage will be added to the cart as needed to prevent staff from accidentally handling the materials.
- Avoid contact with door handles and other contact points after materials have been touched. Move the cart to the identified quarantine area.
- Remove gloves and wash hands as needed.
- All returned books will be placed on a book cart or table for 72 hours.
- After 72 hours, books can be returned to the library shelves.

If students are not able to visit the library, they will be issued a Nook e-book reader in order to self-select reading material.

- Nook readers are assigned to individual students.
- Nook readers will be collected at the end of each day. After collection, staff should wipe the Nook and the charging cord thoroughly with a disinfectant wipe.
- Nooks should then be plugged into a charger to prepare for the next day

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Student Technology

All students will have access to their assigned individual Chromebook and utilize Google Classroom as the learning management system for all courses enrolled. Each student will be assigned a personal Chromebook and a headset during their enrollment in a JSES school. Both teachers and DJS staff are being trained on best practices for use and monitoring of the devices. When a student exits a JSES school, all materials will be sanitized in accordance with CDC guidelines prior to assigning the device to another student.

Students who are enrolled in post-secondary classes will use their Chromebook to sign-in and complete all post-secondary work during the same time as their peers within their unit. Students who are quarantined after arrival to education will be provided their Chromebook by DJS with the work downloaded for offline learning opportunities.

JSES Recovery Plan

STAFF INFORMATION

Professional Learning for Staff

JSES offers face-to-face, hybrid, and online opportunities for professional learning. The focus of professional learning is currently on using technology for instructional, best practices for digital learning, reviewing data to inform instruction, and collaborative inquiry. Below are the topics and professional learning opportunities for JSES staff.

Teacher Needs Assessment

JSES staff completed a needs assessment in April. The data showed that teachers wanted professional learning on specific digital tools to use during instruction and more training on digital learning platforms such as Google Classroom, Google Meets, and Cisco Webex. Headquarters staff shared a collection of resources through a shared Google drive with instructions, videos, resources, etc. on these programs.

The needs assessment also was used to determine what courses teachers might be interested in teaching during the summer based on the knowledge of their students. This information led to the list of courses offered for summer programming – Climate Change, Sports and the Brain, Creative Writing, Literature to Film, Basic Investing, Money Management, Sociology and Psychology.

Additional needs assessments will be sent for teacher input throughout the 2020-2021 school year in order to continuously meet the professional learning needs and interests of all JSES teachers.

Virtual Learning

JSES created a professional learning newsletter sent to all staff with information from MSDE and outside organizations on virtual professional learning offerings. These courses included free and paid opportunities, credit and non-credit, and synchronous and asynchronous.

The JSES educators have been divided into groups for a phased training and implementation of Google Chromebooks and Google Classrooms. Each phase will include appropriate, leveled professional learning on technology use, best practices, and digital tools for learning. An online course evaluation checklist was created to ensure all JSES courses are aligned with best practices.(Appendix D)

During the spring 2020, teachers were observed conducting lessons by instructional coaches and headquarters staff. The exemplar teachers were asked to share their recordings with others as models of good virtual synchronous instruction. These videos were uploaded to a shared Google Drive Folder. Instructional coaches requested that teachers review the videos and reflect on their own practices with guided questions. This practice will continue throughout the 2020-2021 school year.

JSES Recovery Plan

Job-embedded online professional learning opportunities are scheduled each week for all JSES educators. Professional learning sessions include topics from the needs assessment, best practices for digital learning, content-focused topics, supporting social emotional learning for students, etc.

Instructional Coaching

JSES currently has three instructional coaches working in different regions throughout the state. The purpose of the instructional coach is to provide job-embedded professional learning to teachers. Coaches have been observing teacher lessons, providing feedback, and developing professional learning. A survey of teachers showed that the instructional coaches communicate expectations clearly to teachers and help in guiding professional practice and teacher reflection. The instructional coaches are providing regional and content-based professional learning each week in the summer using Cisco Webex and Google Classrooms.

Formative Assessment for Maryland Educators (FAME)

The instructional coaches and Academic Coordinator are participating in training to be MSDE FAME facilitators. Teachers are registering to participate in FAME for the fall semester. Implementation will be systemic and is aligned to initiatives on data discussions and Charlotte Danielson Training. FAME is a 5-month course and includes classroom practices and the development of Communities of Practice. A second cohort will run in the spring semester.

Charlotte Danielson Training

JSES leadership in headquarters, school administrators, and teacher leaders are participating in virtual sessions with the Danielson Group. This professional learning includes examining the Danielson Framework, calibrating observation expectations, and providing feedback to teachers. JSES teachers will also participate in this professional learning opportunity in the fall.

Considerations for Remote/Distance Learning

Distance learning is the term for a variety of learning modalities involving virtual experiences whether they are asynchronous or synchronous. As decisions are made, a full understanding of the benefits, limitations, and considerations of each modality is important.

- Synchronous learning – learning that happens in real time with interaction between the teacher and students that occurs in a face to face environment or in a virtual classroom setting.
- Asynchronous learning – learning that occurs online without real-time interaction or instruction by an educator.

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- Blended Learning is a combination of synchronous and asynchronous teaching and learning that requires access to the internet, web conferencing tools, and a learning platform.

JSES Online Learning Options via Apex

Option 1: Asynchronous learning can be delivered virtually for original credit or credit recovery through the Apex Virtual Learning vendor. JSES maintains a contract with Apex Virtual Learning to deliver instruction, support, and grading in an online platform. Apex classes that are offered to students are MSDE approved.

- Student progress will be monitored on a regular basis by classroom teachers, administrators, and the Coordinator of Personalized Learning.
- Students will be assessed on the completion of the assignments, quality of work, and grades from quizzes and tests within the learning platform.

Option 2: Blended Learning can be delivered through the partial asynchronous use Apex Virtual Learning and/or resources complimented by synchronous (at least 20% of the instructional time) provided by the educator to students in the classroom and/or remote locations.

- In JSES school facilities, students will attend classes while meeting social distancing requirements. These face-to-face classes will fulfill the 20% requirement for blended learning classes.
- The additional coursework will be completed in the Apex Virtual Learning platform.

Option 3: Blended Learning can be delivered virtually through synchronous instruction (Apex Virtual Learning) to students by the educator and supported by asynchronous lessons and resources aligned with the school curriculum.

- If students are unable to attend face-to-face classes, teachers will ensure that in-person class instruction is shared with students through live virtual streaming or recordings of lessons for students to view at another time.
- Resources and assignments will be accessible through the Google Classroom learning management system.

Students will have access to individual Chromebooks in order to meet virtually for teacher instruction and to access and complete assignments and resources through the Google Classroom.

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Roles and Responsibilities in Distance Learning

- Teachers:
 - plan instruction
 - deliver lessons using best practices either in person, virtual live streaming, or recording sessions for students to view at a future date
 - monitor student progress in the Apex platform or Google Classroom
 - give frequent feedback to students
 - maintain student grades
 - maintain regular contact with students through phone, video, or email

- School Counselor
 - plan student schedule
 - enroll students in the virtual learning courses (Apex)
 - ensure grades and credits are included on the student's transcript
 - maintain regular contact with students through phone, video or email

- Coordinator of Personalized Learning
 - provide professional development and support to teachers in using the virtual learning platform (Apex), the learning management system (Google Classroom), and using virtual teaching tools such as Google Meet, and Google Apps for Education.
 - maintain the Apex platform by reviewing enrollments for students and teachers, manage requests by contacting Apex Virtual Learning Support, and troubleshooting technical issues.
 - ensure student progress by communicating with school administrators, teachers, and guidance counselors.

JSES Recovery Plan

Appendix A: Facility Entry Screening Questionnaire for Staff and Visitors



Facility Entry Screening Questionnaire for Staff & Visitors

Any person wanting entry to this building must answer the following questions.

For DJS Residential Facilities, no visitors are currently allowed, and all employees, vendors, or contractors on official business must also submit to a temperature check in order to gain entry. Staff conducting the screening and temperature checks on others shall wear personal protective equipment.

QUESTIONS	Yes	No
1. Have you had a fever in the past 7 days? (Fever may be subjective or temperature 100 degrees or above)	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you had any of the following <u>new or worsening</u> symptoms <u>in the past 7 days</u>: <input type="checkbox"/> chills, <input type="checkbox"/> cough, <input type="checkbox"/> shortness of breath, <input type="checkbox"/> sore throat, <input type="checkbox"/> vomiting, <input type="checkbox"/> diarrhea, <input type="checkbox"/> loss of taste or smell, or <input type="checkbox"/> other flu-like symptoms?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you feel ill now?	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you been outside of Maryland in the past 14 days? (This does not include travel for work over the border to Maryland from home in a neighboring jurisdiction) If yes, where? _____ *(If yes, consult with Ms. Jackson or Dr. Maehr)	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you been diagnosed with Coronavirus (COVID-19) in the past 14 days or the flu (influenza) in the past 5 days?	<input type="checkbox"/>	<input type="checkbox"/>
6. In the past 14 days, have you had physical contact with or been in close proximity (within 6 feet for more than 2-3 minutes) to someone with suspected or confirmed COVID-19 without the use of personal protective equipment?	<input type="checkbox"/>	<input type="checkbox"/>
FOR DJS RESIDENTIAL FACILITIES: Check individual's temperature 7. Is temperature 100 degrees or above? Record temperature check here: _____ Temperature done by: <input type="checkbox"/> Forehead scanner <input type="checkbox"/> Oral/Mouth thermometer <input type="checkbox"/> Ear thermometer	<input type="checkbox"/>	<input type="checkbox"/>

Check off *Yes* or *No* for the questions below:

If the answer to any of the above questions is yes OR the individual refuses to complete the screening process, then the person may not enter the building.

*For questions, clarifications, or exceptions, call Keva Jackson (DJS Health Administrator) at 410-230-3256, Dr. Jennifer Maehr (DJS Medical Director) at 410-262-0623, or Laura White (DJS Acting Director of Nursing) at 240-675-4208 and notify the Superintendent or designee for denied access.

Name of Individual Seeking Access (Print): _____

Access Determination: Approved Denied

Document if further consultation obtained in determination:

Name of Staff performing the screening (Print): _____

Date: _____ Time: _____ Facility: _____

Appendix B: Sample Student Schedule (General Education Student)

General Education Student	Monday	Tuesday	Wednesday	Thursday	FRIDAY
Sample Schedules	Unit A/Room 1				
CLASS A-8:00-9:10 Teacher led instruction- 8:00-8:40 Student work time 8:40-9:10	Student A: Chemistry Student B- Biology Student C- M.S. Sci	Student A: Chemistry Student B- Biology Student C- M.S. Sci	Student A: Chemistry Student B- Biology Student C- M.S. Sci	Student A: Chemistry Student B- Biology Student C- M.S. Sci	Student A: Chemistry Student B- Biology Student C- M.S. Sci
CLASS B-9:10-10:20 Teacher led instruction- 9:10-9:50 Student work time 9:50-10:20	Student A: English II Student B- English 9 Student C- M.S. ELA	Student A: English II Student B- English 9 Student C- M.S. ELA	Student A: English II Student B- English 9 Student C- M.S. ELA	Student A: English II Student B- English 9 Student C- M.S. ELA	Student A: English II Student B- English 9 Student C- M.S. ELA
CLASS C-10:20-11:00 Teacher led instruction- 10:20-11:00	Student A: Cons Econ Student B- CRD I Student C- M.S. CTE	Student A: Cons Econ Student B- CRD I Student C- M.S. CTE	Student A: Cons Econ Student B- CRD I Student C- M.S. CTE	Student A: Cons Econ Student B- CRD I Student C- M.S. CTE	Student A: Cons Econ Student B- CRD I Student C- M.S. CTE
CLASS C-1:00-1:40 Student work time 1:00-1:40 OGE Teachers 1:00-1:40	Student A: Cons Econ Student B- CRD I Student C- M.S. CTE	Student A: Cons Econ Student B- CRD I Student C- M.S. CTE	Student A: Cons Econ Student B- CRD I Student C- M.S. CTE	Student A: Cons Econ Student B- CRD I Student C- M.S. CTE	Student A: Cons Econ Student B- CRD I Student C- M.S. CTE
CLASS D-1:40-2:50 Teacher led instruction- 1:40-2:20 Student work time 2:20-2:50 OGE Teachers 2:20-2:50	Student A: Am. History Student B- World History Student C- M.S. SS	Student A: Am. History Student B- World History Student C- M.S. SS	Student A: Am. History Student B- World History Student C- M.S. SS	Student A: Am. History Student B- World History Student C- M.S. SS	Student A: Am. History Student B- World History Student C- M.S. SS
CLASS E-2:50-4:00 Teacher led instruction- 2:50-3:30 Student work time 3:30-4:00 OGE Teachers 3:30-4:00	Student A: Algebra 2 Student B- Algebra 1 Student C- M.S. Math	Student A: Algebra 2 Student B- Algebra 1 Student C- M.S. Math	Student A: Algebra 2 Student B- Algebra 1 Student C- M.S. Math	Student A: Algebra 2 Student B- Algebra 1 Student C- M.S. Math	Student A: Algebra 2 Student B- Algebra 1 Student C- M.S. Math

JSES Recovery Plan

Appendix C: Sample Student Schedule (Special Education)

Special Education Student	Monday	Tuesday	Wednesday	Thursday	FRIDAY
Sample Schedules	Unit A/Room 1	Unit A/Room 1	Unit A/Room 1	Unit A/Room 1	Unit A/Room 1
CLASS A-8:00-9:10 Teacher led instruction- 8:00-8:40 Student work time 8:40-9:10 OGE Teachers 8:40-9:10	Student D: Chemistry Student E- Biology	Student D: Chemistry Student E- Biology	Student D: Chemistry Student E- Biology	Student D: Chemistry Student E- Biology	Student D: Chemistry Student E- Biology
CLASS B-9:10-10:20 Teacher led instruction- 9:10-9:50 Student work time 9:50-10:20 OGE Teachers 9:50-10:20	Student D: English II Student E- English 9	Student D: English II Student E- English 9	Student D: English II Student E- English 9	Student D: English II Student E- English 9	Student D: English II Student E- English 9
CLASS C-10:20-11:00 Teacher led instruction- 10:20-11:00	Student D: Cons Econ Student E- CRD I	Student D: Cons Econ Student E- CRD I	Student D: Cons Econ Student E- CRD I	Student D: Cons Econ Student E- CRD I	Student D: Cons Econ Student E- CRD I
CLASS C-1:00-1:40 Student work time 1:00-1:40 OGE Teachers 1:00-1:40	Student D: Cons Econ Student D: Related Services Student E- CRD I	Student D: Cons Econ Student E- CRD I Student E- Related Services	Student D: Cons Econ Student E- CRD I Student D & E- Transition Services	Student D: Cons Econ Student E- CRD I	Student D: Cons Econ Student E- CRD I
CLASS D-1:40-2:50 Teacher led instruction- 1:40-2:20 Student work time 2:20-2:50 OGE Teachers 2:20-2:50	Student D: Am. History Student E- World History	Student D: Am. History Student E- World History	Student D: Am. History Student E- World History	Student D: Am. History Student E- World History	Student D: Am. History Student E- World History
CLASS E-2:50-4:00 Teacher led instruction- 2:50-3:30 Student work time 3:30-4:00 OGE Teachers 3:30-4:00	Student D: Algebra 2 Student E- Algebra 1	Student D: Algebra 2 Student E- Algebra 1	Student D: Algebra 2 Student E- Algebra 1	Student D: Algebra 2 Student E- Algebra 1	Student D: Algebra 2 Student E- Algebra 1

JSES Recovery Plan

Appendix D: Online Course Evaluation Checklist

Juvenile Services Education System Online Course Evaluation Checklist

(Updated 8/5/20)

Through research and collaboration, the JSES has developed an online course rubric and checklist to assist teachers in creating high quality online courses. This rubric will also assist school-based administrators in observing the level of instruction and implementation across the JSES.

The Online Course Evaluation Checklist is divided into four main areas:

1. **Course Design** – This area includes course navigation and ease of use for students, setting class expectations, organization of content, and course etiquette.
2. **Course Content** – This area includes chunking and scaffolding of information, use of resources, personalized learning evidence, classroom interactions, copyright, etc.
3. **Assessment of Learning** – This area includes the variety of assessments used to determine student growth, alignment of assessments to course objectives and standards, multi-modal opportunities for assessment, instructions for assessments, and use of rubrics.
4. **Technology and Accessibility** – This area includes accessibility of course content, using appropriate accessibility guidelines, ensuring correct hyperlinks, etc.

[How to Use This Checklist](#)

Each area indicates three levels of course implementation:

- **Essential** – These components of the course are **required** as minimum for course creation. Each Essential component is worth 1 point on the rubric system.
- **Best Practice** – These components add instructional value to the course. Each Best Practice component is worth 2 points on the rubric system.
- **Exemplary** – These components elevate student learning. Each Exemplary component is worth 3 points on the rubric system.

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Course Design	
Item Present	Criteria for Essential Components (1 point)
1 point	Course Navigation is clear and consistent. Navigation links include a title and description.
1 point	Course Description and Syllabus is shared with students and can be easily accessed as reference during the entirety of the course.
1 point	Start Here area includes some information about navigating the course and how to contact a teacher if needed.
1 point	Class Expectations are set with participation rules, grading information, response time, etiquette expectations.
Criteria for Best Practices (2 points)	
2 points	Syllabus can easily be understood by students. It sets expectations, lists due dates, and provides useful information for students.
2 points	Class Expectations include consequences when actions are not met, sets a tone for etiquette.
2 points	Integration of Multimedia includes “how to” tutorials and documents to assist students in navigating the course.
Points scored: / 10	Notes from Observer:

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Course Content	
Item Present	Criteria for Essential Component (1 point)
1 point	Copyright law is followed.
1 point	Course Objectives are shared for each lesson and aligned to course standards. Learning Objectives are specific, measurable, and clear. Learning objectives should be different each day.
1 point	Content is chunked into manageable pieces by using modules. Teacher should take into consideration the change in format from face-to-face and time needed for each lesson objective.
1 point	Accommodations for special education, 504s and ELs are outlined in lesson plans and evident during instruction.
1 point	Learning activities are aligned to course objectives and serve a purpose. They include opportunities for students to self-assess and engage with the content. All learning activities and resources are grade level appropriate.
Criteria for Best Practices (2 points)	
△ 2 points	Personalized Learning is evident throughout the course through opportunities for student choice, multi-modes of presentation, and student interest.
△ 2 points	A Sense of Community has been built within the class. The teachers had a positive rapport with the students. This may include a student interest survey or “getting to know you” activity.
△ 2 points	Start and End with important information. Each module or unit should start with an introduction and end with a summary.
△ 2 points	Digital tools are chosen to provide individualized accommodations to students. These may include text-to-speech, screen reader, and ability to highlight text on device.
△ 2 points	External Resources are relevant to the course content and support active learning. These resources may include digital tools such as Khan Academy, Padlet, NearPod, etc.
Criteria for Exemplary Components (3 points)	
△ 3 points	Module/Unit Requirements such as prerequisites and pre-assessments are used to provide structure, pacing, and flow to the course.
△ 3 points	Instructional Resources used to meet each student’s individual accommodations are purposeful and provide access to instruction to close achievement gaps. These may include Google translate, manipulatives, multi-leveled texts.
△ 3 points	Learning Objectives and Activities include real world connections. The teacher provides purpose for each activity and objective.
△ 3 points	Content includes opportunities for differentiation and reflects a variety of social perspectives and life experiences.
Points scored: / 21	Notes from Observer:

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Assessment of Learning	
Item Present	Criteria for Essential Component (1 point)
1 point	Detailed instructions are clearly shared to ensure understanding of student expectations.
1 point	A Variety of Assessments is used for both formative and summative assessments. Some of these may include discussions, quizzes, projects, writing tasks, etc).
1 point	Clear Success Criteria is shared with students for each graded assignment. Teachers should have a relevant rubric, checklist, or model provided for each assignment.
	Criteria for Best Practices (2 points)
2 points	Formative Assessments occur frequently throughout the course to measure student knowledge, skills and attitude before summative assessments.
2 points	Timely and Relevant Feedback is given to students in order to increase student knowledge.
2 points	Summative Assessments are aligned to course standards and learning objectives. Grading of summative assessments is based on mastery of student skills and knowledge.
	Criteria for Exemplary Components (3 points)
3 points	Academic Integrity Requirements are built into the course processes. Explicit instruction on citing work, copyright, and plagiarism is provided to students.
3 points	Grading Procedures are not biased and are true representations of student work.
3 points	Summative Assessments are used to backward map course objectives and success criteria. Summative assessments include real world application.
Points scored: / 18	Notes from Observer:

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Technology & Accessibility Features	
Item Present	Criteria for Essential Component (1 point)
1 point	Accommodation Statement is present and easily located.
1 point	Web tools and software are used to correct accessibility issues within the course.
1 point	Accessibility Features for color, images, styles, audio, and hyperlinks are incorporated into the course. This includes providing text descriptions, context for screen-readers, and closed-captioning.
Criteria for Best Practices (2 points)	
2 points	Course Hyperlinks are all correctly linked and working appropriately.
2 points	A Naming Convention System is used for easy navigation.
Points scored: / 7	Notes from Observer:

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Thank you to the following internal stakeholders for your collaboration.

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