



DEPARTMENT OF
JUVENILE SERVICES

POLICY

SUBJECT: Curriculum Development and Implementation

NUMBER: ED-10-23

APPLICABLE TO: JSEP Employees

APPROVED: _____ /s/ Sam Abed

Sam Abed, Secretary

DATE: _____ 1/13/2023

JSEP BOARD APPROVAL DATE: _____ 1/4/2023

I. POLICY

The DJS Juvenile Services Education Program (JSEP) shall establish and implement a curriculum that promotes academic excellence for all students and ensures all students have equitable access to meet career and college readiness standards.

II. AUTHORITY

A. Md. Code Ann., Human Services, §9-203 and §9-204.

B. COMAR 13A.04.12.01, 13A.04.14.01

III. DIRECTIVES/POLICIES RESCINDED

None

IV. FAILURE TO COMPLY

Failure to comply with the Department's Policy and Procedures shall be grounds for disciplinary action up to and including termination of employment.

V. STANDARD OPERATING PROCEDURES

Standard operating procedures have been developed.

VI. REVISION HISTORY

SUMMARY OF REVISION	DATE OF REVISION
New policy issued.	1/13/2023

VII. BOARD APPROVAL

The policy and procedures were approved by the JSEP Board on 1/4/2023.

PROCEDURES

SUBJECT: Curriculum Development and Implementation

NUMBER: ED-10-22

APPLICABLE TO: JSEP Employees

APPROVED: _____ /s/ Kimberly Pogue

Kimberly Pogue
Superintendent

DATE: _____ 1/12/2023

I. PURPOSE

To define the procedures for development and implementation of high-quality curriculum and learning programs that will enable all DJS students to meet the Maryland College and Career Readiness Standards.

II. DEFINITIONS

Maryland College and Career Readiness Standards means the standards developed to define the knowledge and skills all students should master by the end of each grade level so that they can graduate from high school prepared to enter college and the workforce.

JSEP Curriculum means the standards-based document that defines what is to be taught and learned in each subject or learning program in JSEP schools.

Curriculum Development means the process of writing an educational plan for each JSEP course which aligns with all career and college readiness standards for a given course and includes goals, objectives, scope, sequence, assessments, instructional materials and resources, and suggested instructional activities for each unit of study.

Implementation means how the JSEP curriculum is taught or presented in JSEP classrooms.

III. PROCEDURES

A. Responsibilities

1. The JSEP superintendent shall oversee the development of an engaging, student-focused, accessible curriculum that aligns with the Maryland College and Career Readiness Standards for each course and learning program taught in JSEP schools.
2. The JSEP academic coordinators shall develop and provide the above curriculum to all JSEP schools and ensure the curriculum is being implemented in all JSEP schools and all students have access to the curriculum.

3. The JSEP academic coordinators shall develop an end of course assessment that is valid and reliable, and a grading rubric that aligns with the course objectives, the Maryland Career and College Readiness Standards, and the course curriculum.
4. All JSEP principals shall ensure the JSEP curriculum is being implemented with fidelity by all teachers in their schools and report any issues with implementation to the appropriate academic coordinator if the issue cannot be resolved at the building level.
5. All JSEP teachers shall implement the JSEP curriculum in their classrooms. Teachers are responsible for creating and teaching engaging, differentiated lessons that provide all students access to the full curriculum and the opportunity to meet all course standards.
6. JSEP administration, teachers, and staff are responsible for student learning.

B. Curriculum Development

1. JSEP academic coordinators shall develop or obtain a written curriculum for each course in their academic area that meets all the criteria in the definition above.
2. JSEP coordinators shall provide the curriculum to JSEP principals and to those teachers who are responsible for implementing the curriculum.
3. JSEP coordinators shall review the curriculum with principals and teachers, answering any questions about the curriculum or implementation.
4. JSEP academic coordinators shall develop an end of course assessment and rubric to ensure students have met the course objectives as defined in the Maryland Career and College Readiness Standards.
5. JSEP academic coordinators shall revise the curriculum as needed if it is not meeting the needs of the students.

C. Curriculum Implementation

1. JSEP teachers shall write lesson plans that meet all the goals and objectives of the course curriculum and allow for differentiation that makes the curriculum accessible to all students.
2. JSEP teachers shall use teaching resources, both from the curriculum and teacher-initiated, that accommodate student learning styles and meet the needs of diverse learners in their classes.
3. JSEP teachers shall use formative assessments to inform their decision-making regarding student learning and what changes need to be made to the implementation of the curriculum for their students.
4. JSEP principals shall monitor curriculum implementation on a weekly basis and provide guidance on implementation when needed. If a principal is unable to effectively help a teacher, they will contact the JSEP academic coordinator.
5. JSEP teachers shall assess students' attainment of course goals both through formative and summative assessments. Teachers will provide feedback to students on their coursework and communicate to the students what they have achieved and what they still need to work on to successfully complete a course.
6. JSEP teachers shall communicate to the JSEP principal any problems students have in meeting course goals to ensure additional help may be provided to

students by resource teachers, computer instruction, special educators, or any other resource available.

7. JSEP teachers shall use course assessment data to improve delivery of the course curriculum in subsequent semesters.

D. Assessment of the Curriculum

JSEP academic coordinators and the JSEP school performance and data monitor shall make decisions about the need for curriculum revisions every semester based on data provided by the schools, the teachers, and the end of course assessment results. All curriculum decisions will be data-driven with student learning as the focus.

IV. RESPONSIBILITY

Facility Administrators and Regional Directors are responsible for implementation and compliance with this procedure.

V. INTERPRETATION

The Deputy Secretary for Operations shall be responsible for interpreting and granting any exceptions to these procedures.

VI. LOCAL OPERATING PROCEDURES REQUIRED

No

VII. DIRECTIVES/POLICIES REFERENCED

No policies referenced.

VIII. APPENDICES

None.



DJS POLICY AND STANDARD OPERATING PROCEDURES

Statement of Receipt and Acknowledgment of Review and Understanding

POLICY: Curriculum Development and Implementation

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APPLICABLE TO: JSEP Employees

I have received and reviewed a copy (electronic or paper) of the above titled policy and procedures. I understand the contents of the policy and procedures.

I understand that failure to sign this acknowledgment form within five working days of receipt of the policy shall be grounds for disciplinary action up to and including termination of employment.

I understand that I will be held accountable for implementing this policy even if I fail to sign this acknowledgment form.

SIGNATURE

PRINT FULL NAME

DATE

WORK LOCATION

***SEND THE SIGNED COPY TO YOUR SUPERVISOR
FOR PLACEMENT IN YOUR PERSONNEL FILE.***