



DEPARTMENT OF
JUVENILE SERVICES

POLICY

SUBJECT: Individual Learning Plans
NUMBER: ED-04-22
APPLICABLE TO: JSEP Employees

APPROVED:  _____
Sam Abed, Secretary

DATE: 5/6/2022

- I. **POLICY**
JSEP schools initiate and continually update Individual Learning Plans for all enrolled students to encourage planning, goal setting, and preparing for the future.
- II. **AUTHORITY**
A. Md. Code Ann., Human Services, §9-203, §9-204, and §9-604.
- 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 **DIRECTIVES/POLICIES RESCINDED**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.	5/6/22

PROCEDURES

SUBJECT: Individual Learning Plans

NUMBER: ED-04-22

APPLICABLE TO: JSEP employees

APPROVED: /s/ Kimberly Pogue
Kimberly Pogue, JSEP Superintendent

DATE: 5/6/22

I. PURPOSE

To allow teachers, school administrators, parents, counselors, public school liaisons, case managers, and students to collaborate to improve educational results for youth in a JSEP school.

II. DEFINITIONS

Individual Learning Plan (ILP) means a dynamic document initiated when a youth enters a JSEP school that documents student needs, goals, and challenges to be met in order for a student to reach their educational and career goals. The Plan specifically details courses, preparations, and activities needed for high school graduation, vocational training, or college course work. It is updated every 30 calendar days to reflect the ongoing needs and progress of each student.

Collaborative Planning Meetings are weekly meetings JSEP school staff use to inform decisions and improve student learning and outcomes.

Comprehensive Plan means a written plan detailing all courses and the timeline for those courses that a student may follow to graduate from high school regardless of placement.

English Learners (EL) means students who have a primary or home language other than English and who may be working toward acquiring the ability to understand, speak, read, or write English. EL are served in English Language Development (ELD) programs.

Individualized Learning Plan (ILP) is a standardized, interactive form which monitors a student's educational goals, strengths, weaknesses and progress.

Mentor Teacher means a teacher who is responsible for the ILP of a student after the information collected at the initial intake with the student. The Mentor Teacher will act as an advocate and voice for the student by discussing the student's successes and challenges in the education faculty's weekly Collaborative Planning Meeting which is held to determine the best strategies to improve student learning and ensure students follow their comprehensive plan.

Progress Report means a report issued to students, guardians or educational surrogates at the midpoint in a quarter when it appears a student is in danger of failing a course or falling two grades below their previous quarter grade in compliance with the *JSEP Grading and Reporting Policy*.

State Assigned Student Identifiers (SASID) means a unique identification number provided to every publicly funded student in Maryland. The SASID is part of the data collection used to enhance the State's ability to link higher education records with K-12 records and satisfy current expectations for data availability and use for the Maryland Longitudinal Data System.

III. PROCEDURES

A. General Responsibilities

1. The Principal shall ensure a student's ILP is implemented and completed within the within 30 calendar days.
2. The Principal shall assign mentor teachers.
3. The School Counselor shall:
 - a. complete student intakes;
 - b. update the ILP as outlined in this Policy;
 - c. meet with students every 30 calendar days to review the each student's ILP and update or develop goals and plans as needed;
 - d. meet with the student again to conduct a transcript review, if the student records have not been received by the time of the initial meeting.
4. The Mentor Teachers shall
 - a. update the ILP every 30 days to ensure the ongoing and changing educational needs of each student are met; and
 - b. bring all concerns to collaboration planning meetings where solutions for student challenges will be discussed.
5. The JSEP Academic Coordinators shall provide support and resources when contacted by principals regarding students who are not meeting academic or career goals as stated in the ILP.
6. The JSEP Coordinator for Guidance Services and Records Management shall monitor each student's ILP quarterly to ensure the plans are being written and implemented with fidelity.
7. Individual schools maintain hard copies of the ILP in their buildings, as well as on the JSEP Google Drive, for all students enrolled more than 5 consecutive days.

B. Initiation of ILP

1. School counselors collect initial information for the ILP during the initial student intake. The information shall include but is not limited to the following:
 - a. Plan Information shall include:
 - 1) Student name and SASID;
 - 2) Name of previous schools;

- 3) Special Education/504/EL Status;
 - 4) Date of initial plan development;
 - 5) Dates of each update and/or ensuing meetings; and
 - 6) Participants in each development meeting listed (*e.g.*, student, family member or advocate, advisor/mentor, core teacher(s), etc.)
- b. Student Profile shall include:
- 1) Student strengths, abilities, and skills (such as relationships, positive characteristics, leadership, communication, etc.);
 - 2) Student input such as learning styles and educational barriers;
 - 3) Student core values (*e.g.*, what do you stand for? What is important to you? Why? Who inspires and influences you? Why? What do you value?); and
 - 4) Baseline Assessment data including academic assessments, and career and interest assessments/inventories to use as a basis for measuring student growth.
- c. Student Goals shall include:
- 1) Secondary school goals which are: long and short term goals, the school's common learning expectations, the student's proposed pathway to meeting those expectations, and the integration of the student's personal core values and interests.
 - 2) Post-secondary goals which are what students want to do after graduation from high school as well as what they need to do to prepare for those after-graduation goals; these could include attending a two or four-year college, enlisting in the military, enrolling in certificate-granting training programs, or employment.
- d. ILP Action Steps shall include:
- 1) Student goals action steps, which are the action steps that include what students will do both immediately and over time, the overall timeline, and evidence that demonstrates progress. Action steps shall indicate clearly the relationship between short-term and long-term goals (*e.g.*, maintaining a certain academic performance level will allow students to meet specific higher-education institutions' eligibility requirements).
 - 2) Post-secondary goals action steps, which are action steps that include what students will do both immediately and over time, the overall timeline, and evidence that will demonstrate progress.
- e. The school counselor shall use the above information as part of the student's transition plan.
- f. JSEP staff shall link transition plans and ILP throughout a student's enrollment in a JSEP school.
2. JSEP staff shall ensure special education students have an IEP and an ILP.
 3. JSEP schools shall ensure the ILP of a student transferring to another JSEP school is included in the student transfer record. The principal of the new school assigns a mentor teacher who will then be responsible for updating the ILP.
 4. Each mentor teacher acts as an advocate for their students, ensuring students are receiving the education outlined in the ILP and are ready to return to home school

on an educational equivalence with their classmates or properly prepared to enter college or vocational programs.

C. Weekly Collaborative Meetings

1. JSEP schools shall hold weekly Collaborative Planning Meetings and the student's mentor teacher shall lead the discussion on the following for each student:
 - a. Achievement of Action Steps;
 - b. Progress toward meeting student goals;
 - c. Progress toward meeting common learning expectations and goals as a means to measure student growth, achievement of action steps, and goal attainment; and
 - d. Assessments which include:
 - 1) baseline assessment results;
 - 2) evidence of student learning;
 - 3) benchmark assessments;
 - 4) performance assessment;
 - 5) self-assessment;
 - 6) formative assessments;
 - 7) grade; and
 - 8) academic credit reviews.
2. The School Counselor shall meet every 30 calendar days with students, parent/guardians, and teachers to discuss and document the student's academic progress by guiding:
 - a. Student Self-evaluations to include questions and generate thinking to inform the revision process (e.g., Why and how did I complete my action steps and/or meet my goals? What were obstacles or barriers to completing my action steps or meeting my goals?);
 - b. Parent/Guardian Reflection to ensure parent/guardians have an opportunity to provide feedback and an external reflection for their child to consider when reflecting on their own academic progress; and
 - c. Teacher Reflection to ensure teachers have an opportunity to provide feedback and an external reflection for the student to consider when reflecting on their own academic progress.
3. The School Counselor, shall
 - a. Update the ILP, at least every 30 calendar days, including quarterly grades, interim grades, report cards, information about strengths and challenges from collaborative meetings, interventions, and changes to the student's comprehensive plan or goals;
 - b. Document the revision including:
 - 1) Edits, amendments, improvements, alterations, etc.; and
 - 2) Correspondence of revisions with reflections, etc.
 - c. Finalize the revisions and include the following in the goals and action steps:
 - 1) Updated short term and long-term goals,
 - 2) Updated Action Steps, and

- 3) A Transition Plan.
4. When a mentor or any education staff is concerned about a student's progress and suggestions from the collaborative meetings do not resolve the issue, the counselor shall meet with the student to determine what interventions should be implemented. If the student continues to struggle, the school counselor, Principal, or the student's Special Education teacher shall notify the JSEP administration. Special Education teachers shall notify the Special Education Coordinator. Principals or counselors of general education students shall notify the appropriate academic coordinator. Upon notification, JSEP staff may provide additional assistance to the student if needed.

D. Transition Services

The Records Clerk shall

- a. ensure when a student transfers from one JSEP program to another, the electronic ILP shall be forwarded to the new JSEP School to facilitate a seamless continuation of the student's education plan and services;
- b. send the ILP of a student leaving the JSEP program to return to the community to be used at the new school intake meeting for the purposes of transitioning to the new school, assisting in college enrollment or entering a vocational or apprenticeship program;
- c. send the ILP of a student leaving a JSEP school for a setting other than a home school to the new placement;
- d. when necessary, any needed or additional resources shall be made available to students with disabilities or unique academic considerations and, if necessary, the JSEP Administration should be contacted to identify and provide additional assistance to the student if needed; and
- e. document home contact information for the student in the ILP before the student is released.

IV. RESPONSIBILITY

The JSEP Field Director is responsible for implementation and compliance with this procedure.

V. INTERPRETATION

The JSEP Superintendent shall be responsible for interpreting and granting any exceptions to these procedures.

VI. LOCAL OPERATING PROCEDURES REQUIRED

No

VII. DIRECTIVES/POLICIES REFERENCED

1. JSEP Grading and Reporting Policy

VIII. APPENDICES

None



DJS Policy and Standard Operating Procedures

Statement of Receipt and Acknowledgment of Review and Understanding

SUBJECT: Individual Learning Plans
NUMBER: ED-04-22
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 ELECTRONICALLY SIGNED COPY TO YOUR SUPERVISOR FOR
PLACEMENT IN YOUR PERSONNEL FILE.***