



# Maryland

DEPARTMENT OF  
JUVENILE SERVICES

## Office of the Inspector General (OIG) Quality Assurance Unit – Education Audit Team

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### Backbone Mountain Youth Center School Audit

Audit Date(s): July 11, 2023

Location: Backbone Mountain Youth Center  
124 Camp 4 Road  
Swanton, MD 21561

School Principal: Joni Snyder  
Superintendent: Todd Foote

QA Education Audit Team: Ty Blackwell, Lead QA Specialist  
Chasity Leffall, QA Specialist  
Landon Saunders, QA Specialist

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*Kevin Hoefs*

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Kevin Hoefs  
Director of Quality Assurance

8.17.23

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Date



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**ENTRANCE CONFERENCE:**

On June 11, 2023, an Entrance Conference was conducted by Ty Blackwell, Lead QA Specialist. In attendance was Ms. Joni Snyder, Principal and Mr. Andy Parsley, JSEP Compliance Coordinator. The QA Audit Team discussed the audit process and addressed any questions.

**REVIEW PROCESS:**

- The school was notified 10 business days prior to the actual start of the audit. This timeframe allowed the school to gather the students files and collect requested information
- Audited the records and information for all students enrolled in the school from April 1, 2023 to June 30, 2023.

**EXIT CONFERENCE:**

In June 11, 2023 an Exit Conference was held between Mr. Blackwell, Ms. Snyder and Mr. Parsley. At the meeting preliminary findings were discussed. A list of non-compliant findings and dates was provided to Ms. Snyder.

**FINDINGS**

<b>NO.</b>	<b>Standard</b>	<b>Data Source</b>	<b>Findings</b>
<b>Assessment and Records</b>			
AR-1	Students will receive an educational assessment upon admission to the facility within 5 business days	File review	Students received the initial assessment in detention schools.
AR-2	Students will be reassessed at the 90 day mark to determine gains in reading and mathematics	File review	Fourteen students that were admitted during the audited period were reassessed, but since the information on their initial evaluations was not available the auditor was not able to determine if this occurred at the 90 day mark
AR-3	Students will be reassessed in 90 day increments to measure reading and math gains	File review	There were no students during the audited period that reached the 90 day assessment mark.
AR-4	Student records are requested upon facility admission from the LEA within 1 JSEP school day	File review	A review of the 20 files of students admitted to the school during the audit period indicated that 20 of 20 records (100%) were requested from the LEA within the first JSEP school day.
AR-5	Student records are received from the LEA within 2 school days of request	File review	A review of the 20 files of students admitted to the school during the audit period indicated that 20 of 20 records (100%) were received from the LEA within 2 days of the request
AR-6	Record review and credit audit is completed and reviewed with the student within 3 JSEP school days	<ul style="list-style-type: none"> <li>• File review</li> <li>• Review of Individual Learning Plans</li> </ul>	A review of the 20 files and ILPs of students admitted to the school during the audit period indicated that 20 of 20 records (100%) were reviewed with the student within 3 JSEP school days of records being received

NO.	Standard	Data Source	Findings
	of records being received		
<b>Schedule of instruction and Attendance</b>			
SA-1	The education program operates at least 220 school days and a minimum of 1,320 school hours during a 12-month period.	<ul style="list-style-type: none"> <li>• Review of School calendar</li> <li>• Review of facility cameras</li> </ul>	A review of school calendar indicated that the education program is scheduled to provide instruction that exceeds the 220 days and 1,320 hours minimum for instruction. During the audited period, the school was scheduled for 52 days and 312 school hours. A review of the facility cameras the school met for the prescribed days and hours.
SA-2	There is a written calendar that states the specific days and total number of days for educational programs.	Review of School calendar	The written calendar indicated that 52 school days were scheduled during the audited period. According to logbooks and camera review, school was held on each of those days.
SA-3	There is a written schedule for each school that states the beginning and end of the 6-hour school day and the specific time periods during the school day when the areas of instruction are implemented.	<ul style="list-style-type: none"> <li>• Review of School schedule</li> <li>• Review of the Facility Schedule</li> </ul>	There is a written calendar for the school year. A review of the schedule indicated that school is scheduled for 6 hours per day.
SA-4	Unit based instruction is provided at a minimum of 6 hours per week to students who are unable to attend the School because of illness or injury.	<ul style="list-style-type: none"> <li>• Review of facility cameras</li> <li>• Review of logbooks</li> <li>• Interview with the school principal</li> </ul>	Unit based instruction was provided to students unable to attend the school because of illness or injury.
SA-5	Students attend class on-time	<ul style="list-style-type: none"> <li>• Camera Review</li> </ul>	A review of cameras indicated that there were 27 incidents of units being late to

<b>NO.</b>	<b>Standard</b>	<b>Data Source</b>	<b>Findings</b>
	without delay due to residential staffing	<ul style="list-style-type: none"> <li>• Logbook Review</li> <li>• Attendance records</li> </ul>	school in the morning and 36 instances of units being late for the afternoon session due to residential staffing.
SA-6	Students attend class on-time without delay due to safety/security issues	<ul style="list-style-type: none"> <li>• Camera Review</li> <li>• Logbook Review</li> <li>• Attendance records</li> </ul>	A review of cameras indicated that there were 2 incidents of units being late to school in the morning and 1 instance of units being late for the afternoon session due to safety/security issues
SA-7	Students attend class on-time without delay due to education staff shortages	<ul style="list-style-type: none"> <li>• Camera Review</li> <li>• Logbook Review</li> <li>• Attendance records</li> </ul>	There were no days when school was reported late for teacher shortages
<b>Special Education Instruction and Related Services</b>			
<b>IEP</b>			
SE-A-1	The number of students identified as needing/receiving IEP services	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	There were 11 students admitted during the audited period that were identified as needing/receiving IEP services during the audited period.
SE-A-2	The percentage of IEPs that are current (received from LEA)	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	During the audit period 11 IEPs were received from the LEAs. Eleven of the eleven IEPs (100%) were current
SE-A-3	The number of IEPs that are out of compliance upon JSEP school enrollment	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	During the audit period 11 IEPs were received from the LEAs. None of the IEPs was out of compliance (0%).
SE-A-4	The number of youth who have had an initial IEP meeting within 20 days	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	During the audited period 11 out of 11 students had initial IEP meetings within 20 days of admission.
SE-A-5	Youth receive instruction as outlined by the IEP	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	A review of 11 IEPs and student files indicated that 11 of the 11 youth were receiving instruction as outlined in their IEPs

<b>NO.</b>	<b>Standard</b>	<b>Data Source</b>	<b>Findings</b>
<b>IEP Implementation</b>			
SE-B-1	Youth receive related services as outlined by the IEP	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> </ul>	A review of IEPs indicated that 6 were to receive related services. IEP documentation showed that all students received related services as outlined in their IEPs.
SE-B-2	Youth are provided supplementary aids as outlined by the IEP	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> </ul>	A review of IEPs indicated that no students were to receive supplementary aids.
<b>IEP Documentation</b>			
SE-C-1	IEPs are current and are reviewed at least annually while in continuous custody/care	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> </ul>	A review of IEPs indicated that 11 of 11 IEPs were current.
<b>Evaluations</b>			
SE-D-1	Students are evaluated at least triennially.	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> </ul>	A review of Special Education files indicated all 11 of 11 youths' evaluations were up to date.
<b>Child Find</b>			
SE-E-1	Procedures are implemented to identify students who are currently identified as students who require special education services	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> </ul>	A review of Child Find procedures indicate a process for identifying students admitted to the school who required special education services. A review of student records found no students who were receiving special education services prior to admission that were not identified by the school.
SE-E-2	Procedures are implemented to identify students who may be in need of special education services.	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	A review of Child Find procedures indicate a process for identify students who may be in need of special education. During the audited period no students were identified.
SE-E-3	The number of students identified who qualify for special education services not previously identified	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	A review of Child Find procedures outline a process to identify previously unidentified students who may qualify for special education services. During the audited period no students were identified.

NO.	Standard	Data Source	Findings
<b>Teacher Certification</b>			
TC-1	All Education staff have valid certifications	Review information from the Superintendent and DJS HR Certification Manager	A review of certifications indicated that 21 of 21 education staff members hold current valid certifications.
<b>Instruction</b>			
I-1	Instruction is provided to students to achieve credit requirements and assessments necessary to progress towards the standards for graduation from a public high school in Maryland	<ul style="list-style-type: none"> <li>• File review</li> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	A review of grade reports and transcripts the students earned credits and assessments allow the students to progress toward graduations.
I-2a	The number of core credits issued towards graduation requirements versus attempted during the semester	<ul style="list-style-type: none"> <li>• Powerschool</li> <li>• File review</li> </ul>	Students were offered core credit classes: <ul style="list-style-type: none"> <li>• Math: Algebra 1, Algebra 2, Geometry and College Prep Math</li> <li>• ELA: English 9-12</li> <li>• Science: Biology and Chemistry</li> <li>• Social Studies: American Government, US History and World History</li> </ul>
I-2b	The number of elective credits issued towards graduation requirements versus attempted during the semester	<ul style="list-style-type: none"> <li>• Powerschool</li> <li>• File review</li> </ul>	Students were offered the follow elective credits classes: <ul style="list-style-type: none"> <li>• Foundations of Computer Science</li> <li>• Entrepreneurship</li> </ul>
I-3	The number of students who completed their course of study and were issued a MD High School Diploma	<ul style="list-style-type: none"> <li>• Powerschool</li> <li>• File review</li> </ul>	A review of student files indicated that one student received his MD High School Diploma while enrolled at the school

<b>NO.</b>	<b>Standard</b>	<b>Data Source</b>	<b>Findings</b>
I-4	The number of students who obtained GED waiver	<ul style="list-style-type: none"> <li>• Powerschool</li> <li>• File review</li> </ul>	A review of student files and Powerschool indicated that no youth obtained GED waivers during the audited period.
I-5	The program offers students preparation courses for the GED examination	<ul style="list-style-type: none"> <li>• Review of education policy and procedures</li> <li>• Interview with Principal</li> </ul>	A review of the program that the school does provided GED preparation courses. Nineteen students were enrolled in GED courses during the audited period.
I-6	The number of GED sections passed per student versus The number attempted	<ul style="list-style-type: none"> <li>• File review</li> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	A review of information provided by the principal did not indicate that any students sat for the GED exam.
I-7	The number of GEDs obtained	<ul style="list-style-type: none"> <li>• File review</li> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	A review of student files and information provided the principal indicated there were no GEDs obtained during the audited period
I-8	The program offers vocational education programs	Review of school schedule and class offerings	<p>A review of program materials indicate that the school offered the following vocational programs:</p> <ul style="list-style-type: none"> <li>• Consumer Economics</li> <li>• Entrepreneurship</li> <li>• ServSafe</li> <li>• OSHA 10</li> <li>• CTE 7</li> <li>• CTE 8</li> <li>• Flagger Certification</li> </ul>
I-9	The number of youth enrolled in vocational program	<ul style="list-style-type: none"> <li>• File review</li> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	A review of student files information provided by the principal indicated that 36 students were enrolled in vocational programs during the audited period



NO.	Standard	Data Source	Findings
I-10	The number of youth obtaining certification versus attempt	<ul style="list-style-type: none"> <li>• File review</li> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	Information provided by the principal indicated that no students earned certifications during the audited period
I-11	The percentage of youth passing their courses upon discharge and return to the community	<ul style="list-style-type: none"> <li>• File review</li> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	A review of the data indicated that of 238 classes attempted 249 classes were passed (96%).
<b>Post-Secondary Education</b>			
PE-1	The program offers students with diplomas or GED to take college courses	<ul style="list-style-type: none"> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	Program information provided by the principal indicated that students are provided virtual classes offered through Frederick Community College (FCC) and in-person classes through Garrett College (GCC). One student was also enrolled in a virtual class at Penn State University.
PE-2	Course offerings are a minimum of 2.5 hours per school day	<ul style="list-style-type: none"> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	A review of a list of post-secondary options provided by the JSEP Superintendent indicates that there are a combination of offerings from local colleges and online certification classes to provide at least 2.5 hours of classes per day.
PE-3	The number of students enrolled in credit bearing college courses	<ul style="list-style-type: none"> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	There were 4 students enrolled in credit bearing college courses.
PE-4	The number of college credits obtained while in placement versus those attempted	<ul style="list-style-type: none"> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	<p>Two students were enrolled in credit bearing college course through GCC from April 23, 2023 to May 10, 2023.</p> <ul style="list-style-type: none"> <li>• One of the students who was attempted 6 credits was released during the session.</li> </ul>

NO.	Standard	Data Source	Findings
			<ul style="list-style-type: none"> <li>• One student attempted and obtained 6 credits</li> </ul> <p>One student was enrolled in FCC from January 21, 20223 and May 12, 2023 attempted and obtained 9 credits.</p>
<b>Re-Entry</b>			
RE-1	The number of students who had a re-entry/transition meeting (Committed Only)	<ul style="list-style-type: none"> <li>• Review of the Re-entry Committed or Detention Youth Log</li> <li>• Review of ASSIST</li> <li>• Student file review</li> </ul>	<p>Thirteen students were released from the program during the audited period. Of those students, 4 had diplomas and were not returning to a school program.</p> <p>A review if the Re-entry Committed Youth Log indicated that 3 of the remaining 9 students had re-retry/transition meetings.</p>
RE-2	The number of students whose re-entry meeting was held prior to release from commitment. (Committed Only)	<ul style="list-style-type: none"> <li>• Review of the Re-entry Committed or Detention Youth Log</li> <li>• Review of ASSIST</li> <li>• Student file review</li> </ul>	<p>A review if the Re-entry Committed Youth Log indicated that 9 students had re-entry meetings prior to their release from commitment</p>
RE-3	The number of eligible students who returned to their “home school” within their LEA	<ul style="list-style-type: none"> <li>• Review of the Re-entry Committed or Detention Youth Log</li> <li>• Review of ASSIST</li> <li>• Student file review</li> </ul>	<p>A review if the Re-entry Committed Youth Log indicated that 8 students were returned to their ‘home school’ within their LEA</p>
RE-4	The number of students enrolled in an alternative educational placement	<ul style="list-style-type: none"> <li>• Review of the Re-entry Committed or Detention Youth Log</li> <li>• Review of ASSIST</li> <li>• Student file review</li> </ul>	<p>A review if the Re-entry Committed Youth Log indicated that one student was enrolled in an alternative education placement. A note indicated that the student’s parent requested the alternative placement.</p>

<b>NO.</b>	<b>Standard</b>	<b>Data Source</b>	<b>Findings</b>
RE-5	The number of students who remained engaged with their LEA 90 days post release	<ul style="list-style-type: none"> <li>• Review of the Re-entry Committed or Detention Youth Log</li> <li>• Review of ASSIST</li> <li>• Student file review</li> </ul>	None of the students had been released for a period of 90 days.
RE-6	The number of credits obtained when transfer occurred mid-quarter or mid-semester	<ul style="list-style-type: none"> <li>• Review of the Re-entry Committed or Detention Youth Log</li> <li>• Review of ASSIST</li> <li>• Student file review</li> </ul>	A review of the Re-entry Committed Youth Log indicated that 3 students transferred mid-quarter or mid-semester. In total, 85.5 credits were obtained.