



Maryland

DEPARTMENT OF
JUVENILE SERVICES

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

Cheltenham Youth Detention Center School Audit

Audit Date(s): December 5, 2023

Location: Cheltenham Youth Detention Center
11003 Frank Tippet Rd
Cheltenham, MD 20623

School Principal: Aaron Hippolyte
Superintendent: Christian Munoz

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

Kevin Hoefs

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Director of Quality Assurance

1.4.24

Date



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ENTRANCE CONFERENCE:

On December 5, 2023 an Entrance Conference was conducted by Ty Blackwell, Lead QA Specialist. In attendance was Mr. Aaron Hippolyte, Principal. 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 gather the student files and collect requested information
- Audited the records and information for all students enrolled in the school from June 1, 2023 to August 31, 2023 (Summer) and September 5 to October 30, 2023 (1st Quarter)

EXIT CONFERENCE

On December 5, 2023 an exit conference was conducted with Mr. Aaron Hippolyte and Candace Wilkerson. Preliminary findings of the audit were discussed with Mr. Hippolyte and Ms. Wilkerson.

NO.	Standard	Data Source	Findings
Assessment and Records			
AR-1	Students will receive an educational assessment upon admission to the facility within 5 business days	File review	A review of the 97 files of students admitted to the school during the audit period indicated that 6 of 57 (10%) students received an educational assessment upon admission within 5 business days.
AR-2	Students will be reassessed at the 90 day mark to determine gains in reading and mathematics	File review	There were no students during the audited period that reached the 90 day assessment 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 97 files of students admitted to the school during the audit period indicated that 84 of 97 records (87%) 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 97 files of students admitted to the school during the audit period indicated that 54 of 97 records (43%) 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 of records being received	<ul style="list-style-type: none"> • File review • Review of Individual Learning Plans 	<p>A review of the 97 files and ILPs of students admitted to the school during the audit period indicated that 14 of 97 records were reviewed with the student within 3 JSEP school days of records being received</p> <p>Note that 3 students refused to participate for the ILP assessment.</p>

NO.	Standard	Data Source	Findings
Schedule of instruction and Attendance			
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"> • Review of School calendar • Review of facility cameras 	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 85 days and 510 school hour's total. During the summer semester school was scheduled for 41 days. During the 1 st semester school was scheduled for 44 days. A review of the facility cameras shows that 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 85 school days were scheduled during the audited period. According to logbooks and camera review, school was held on each of those days. During the summer semester school was scheduled for 41 days. During the 1 st semester school was scheduled for 44 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"> • Review of School schedule • Review of the Facility Schedule 	A review of the school schedule indicated that there was a schedule outlining a six hour school day. The facility schedule indicated that school began at 8:15am. The faculty schedule indicated that lunch is at 11:15. The second half of school starts at 12:50pm. The school day ends at 3:50pm.
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"> • Review of facility cameras • Review of logbooks • Interview with the school principal 	Unit based instruction was provided to students unable to attend the school because of illness or injury.

NO.	Standard	Data Source	Findings
SA-5	Students attend class on-time without delay due to residential staffing	<ul style="list-style-type: none"> • Camera Review • Logbook Review • Attendance records 	<p>Students were late to school for thirty-three separate dates during the audited period.</p> <p>Note that the audit team did not receive documentation of the reason for lateness during the entire time of this audit. Therefore, the reason for lateness is unknown.</p>
SA-6	Students attend class on-time without delay due to safety/security issues	<ul style="list-style-type: none"> • Camera Review • Logbook Review • Attendance records 	<p>The audit team did not receive documentation of the reason for lateness during the entire time of this audit. Therefore, the reason for lateness is unknown.</p>
SA-7	Students attend class on-time without delay due to education staff shortages	<ul style="list-style-type: none"> • Camera Review • Logbook Review • Attendance records 	<p>A review of facility cameras did not indicate any instances of lateness due to shortages of the educational staff. There was a teacher to receive each class that came to the classrooms.</p>
Special Education Instruction and Related Services			
IEP			
SE-A-1	The number of students identified as needing/receiving IEP services	<ul style="list-style-type: none"> • MD Online IEP • File Review • Interview with staff 	<p>There were 18 students admitted during the audited period that were identified as needing/receiving IEP services during the audited period.</p>
SE-A-2	The percentage of IEPs that are current (received from LEA)	<ul style="list-style-type: none"> • MD Online IEP • File Review • Interview with staff 	<p>During the audit period 18 IEPs were received from LEAs. 16 of 18 (88%) IEPs were current.</p> <p>Note that two students were released prior to their scheduled IEP meeting being held.</p>
SE-A-3	The number of IEPs that are out of compliance upon JSEP school enrollment	<ul style="list-style-type: none"> • MD Online IEP • File Review • Interview with staff 	<p>During the audit period no IEP's were out of compliance upon JSEP school enrollment.</p>

NO.	Standard	Data Source	Findings
SE-A-4	The number of youth who have had an initial IEP meeting within 20 days	<ul style="list-style-type: none"> • MD Online IEP • File Review • Interview with staff 	<p>During the audited period 14 of 19 (18%) students had initial IEP meetings within 20 days of admission meeting are still within the time.</p> <p>Note that 2 meetings were scheduled. However, they were cancelled due to student being discharged. Three students information was not applicable.</p>
SE-A-5	Youth receive instruction as outlined by the IEP	<ul style="list-style-type: none"> • MD Online IEP • File Review • Interview with staff 	A review of 19 IEPs and student files indicated the 15 youth were receiving instruction as outlined in their IEPs. Two students were released prior to IEP meeting. One students IEP meeting was not scheduled
IEP Implementation			
SE-B-1	Youth receive related services as outlined by the IEP	<ul style="list-style-type: none"> • MD Online IEP • File Review 	A review of 19 IEPs and student files indicated the 12 youth were receiving related services as outlined in their IEPs. Two students were released prior to IEP meeting. One students IEP meeting was not scheduled.
SE-B-2	Youth are provided supplementary aids as outlined by the IEP	<ul style="list-style-type: none"> • MD Online IEP • File Review 	A review of 19 IEPs and student files indicated the 13 youth were receiving supplementary aids as outlined in their IEPs. Two students were released prior to IEP meeting. One students IEP meeting was not scheduled.
IEP Documentation			
SE-C-1	IEPs are current and are reviewed at least annually while in continuous custody/care	<ul style="list-style-type: none"> • MD Online IEP • File Review 	<p>A review of IEPs indicated that 15 of 19 IEPs were current.</p> <p>Note that two students were released prior to their scheduled IEP meeting. One IEP was out of date. One IEP meeting was not scheduled</p>
Evaluations			
SE-D-1	Students are evaluated at least triennially.	<ul style="list-style-type: none"> • MD Online IEP • File Review 	<p>A review of Special Education files indicated that 17 of 19 evaluations were up to date</p> <p>Note: One student exited the program prior to his scheduled IEP date. One meeting was not scheduled.</p>
Child Find			

NO.	Standard	Data Source	Findings
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"> • MD Online IEP • File Review 	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"> • MD Online IEP • File Review • Interview with staff 	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"> • MD Online IEP • File Review • Interview with staff 	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.
Teacher Certification			
TC-1	All Education staff have valid certifications	Review information from the Superintendent and DJS HR Certification Manager	A review of certifications indicated that 7 of 8 teachers hold valid certifications. One teacher's certification expired on June 30, 2023.
Instruction			
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"> • File review • Review of Monthly Reports • Interview with the principal 	A review of grade reports and transcripts show that the students earned credits and assessments allowing 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"> • Powerschool • File review 	Twenty-four of 37 core credits were issued towards graduation requirements

NO.	Standard	Data Source	Findings
I-2b	The number of elective credits issued towards graduation requirements versus attempted during the semester	<ul style="list-style-type: none"> • Powerschool • File review 	Fifty four of 55 elective credits were issued towards graduation requirements
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"> • Powerschool • File review 	A review of student files indicated that five students were issued a Maryland High School diploma during the audited period
I-4	The number of students who obtained GED waiver	<ul style="list-style-type: none"> • Powerschool • File review 	A review of student files and Powerschool indicated that no students 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"> • Review of education policy and procedures • Interview with Principal 	A review of the program indicates that the school does provide GED preparation courses.
I-6	The number of GED sections passed per student versus The number attempted	<ul style="list-style-type: none"> • File review • Review of Monthly Reports • Interview with the principal 	<p>During the audited period three student sat for the GED examination.</p> <p>Two students passed the Math. One students failed the Math. Two students attempted the Science section. One student passed the science section and one student failed. Two students attempted the Social Studies section. One student passed and one student failed</p>
I-7	The number of GEDs obtained	<ul style="list-style-type: none"> • File review • Review of Monthly Reports • Interview with the principal 	A review of student files and information provided the principal indicated that five GEDs were 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"> • CPR/ FA • Flagger

NO.	Standard	Data Source	Findings
			<ul style="list-style-type: none"> • Servsafe • CRD • Driver's Permit (Learners) • Google IT certification • Python Coding certification
I-9	The number of youth enrolled in vocational program	<ul style="list-style-type: none"> • File review • Review of Monthly Reports • Interview with the principal 	A review of student files information provided by the principal indicated that no students were enrolled in vocational programs during the audited period
I-10	The number of youth obtaining certification versus attempt	<ul style="list-style-type: none"> • File review • Review of Monthly Reports • Interview with the principal 	A review of student records and the Certificate databases indicated that no students obtained or attempted a vocational certification 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"> • File review • Review of Monthly Reports • Interview with the principal 	Information for this standard was provided for the entire JSEP system. A review of the data indicated that 84.50% of credits were being passed upon discharge and return to the community.
Post-Secondary Education			
PE-1	The program offers students with diplomas or GED to take college courses	<ul style="list-style-type: none"> • Review of Monthly Reports • Interview with the principal 	Program information provided by the principal indicated that the school offers the following college options: <ul style="list-style-type: none"> • Vocational Certifications • Credit and Non-Credit classes through Frederick Community College • Accuplacer Training
PE-2	Course offerings are a minimum of 2.5 hours per school day	<ul style="list-style-type: none"> • Review of Monthly Reports • Interview with the principal 	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"> • Review of Monthly Reports 	An interview with the school principal indicated that five students were enrolled in college credits while in the placement

NO.	Standard	Data Source	Findings
		<ul style="list-style-type: none"> • Interview with the principal 	
PE-4	The number of college credits obtained while in placement versus those attempted	<ul style="list-style-type: none"> • Review of Monthly Reports • Interview with the principal 	An interview with the school principal indicated that no students obtained college credits during this audited period.
Re-Entry			
RE-1	The number of students who had a re-entry/transition meeting (Committed Only)	<ul style="list-style-type: none"> • Review of the Re-entry Committed or Detention Youth Log • Review of ASSIST • Student file review 	N/A
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"> • Review of the Re-entry Committed or Detention Youth Log • Review of ASSIST • Student file review 	N/A
RE-3	The number of eligible students who returned to their “home school” within their LEA	<ul style="list-style-type: none"> • Review of the Re-entry Committed or Detention Youth Log • Review of ASSIST • Student file review 	N/A
RE-4	The number of students enrolled in an alternative educational placement	<ul style="list-style-type: none"> • Review of the Re-entry Committed or Detention Youth Log • Review of ASSIST • Student file review 	N/A

NO.	Standard	Data Source	Findings
RE-5	The number of students who remained engaged with their LEA 90 days post release	<ul style="list-style-type: none"> • Review of the Re-entry Committed or Detention Youth Log • Review of ASSIST • Student file review 	N/A
RE-6	The number of credits obtained when transfer occurred mid-quarter or mid-semester	<ul style="list-style-type: none"> • Review of the Re-entry Committed or Detention Youth Log • Review of ASSIST • Student file review 	N/A