



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): April 26, 2024

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

5.20.24

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ENTRANCE CONFERENCE:

On April 26, 2024 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 February 5, 2024 until April 10, 2024.

EXIT CONFERENCE

On April 26, 2024 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	<p>A review of the 60 files of students admitted to the school during the audit period indicated that 27 of 60 (45%) students received an educational assessment upon admission within 5 business days.</p> <p>Note:</p> <ul style="list-style-type: none"> • Nine students exited early from Quarantine. • Eight students refused • Two exited early from the infirmary
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 60 files of students admitted to the school during the audit period indicated that 53 of 61 records (88%) 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 60 files of students admitted to the school during the audit period indicated that 34 of 60 records (57%) were received from the LEA within 2 days of the request

NO.	Standard	Data Source	Findings
			Note: <ul style="list-style-type: none"> • One student exited in one day • Two records were never received
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 	A review of the 60 files and ILPs of students admitted to the school during the audit period indicated that 18 of 60 records were reviewed with the student within 3 JSEP school days of records being received Note: <ul style="list-style-type: none"> • Nine students exited prior to starting school. • Ten students refused to participate for the ILP assessment. • Two remained in the infirmary prior to exiting the facility.
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 46 days during the third quarter. 276 school hours. A review of the facility cameras indicated 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 the school was scheduled for a total of 46 days for the third quarter.
SA-3	There is a written schedule for each school that states the	<ul style="list-style-type: none"> • Review of School schedule 	A review of the school schedule indicated that there was a schedule outlining a six hour school day. The

NO.	Standard	Data Source	Findings
	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 the Facility Schedule 	facility schedule indicated that school began at 8:15am. The facility 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.
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 	Students were late to school for thirty-five separate dates during the audited period due to residential staffing.
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 	A review of facility cameras did not indicate that school was delayed due to safety/security issues during this audited period.
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 	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.
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 	There were 16 students admitted during the audited period that were identified as needing/receiving IEP services during the audited period.

NO.	Standard	Data Source	Findings
		<ul style="list-style-type: none"> • Interview with staff 	
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 	During the audit period 16 IEPs were received from LEAs. Fifteen of 16 (94%) IEPs were current.
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 	During the audit period one students IEP was out of compliance. However, the student exited prior to his scheduled IEP meeting.
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 12 of 16 (75%) students had initial IEP meetings within 20 days of admission.</p> <p>Note: Four students exited prior to their meetings.</p> <p>During the audited period 4 out of 4 students had initial IEP meetings within 20 days of admission.</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 16 IEPs and student files indicated the 12 youth were receiving instruction as outlined in their IEPs. Four students were released prior to IEP meeting.
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 16 IEPs and student files indicated the 5 youth were receiving related services as outlined in their IEPs. Four students were released prior to IEP meeting. Three students were not in school long enough to receive services.
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 16 IEPs and student files indicated the 12 youth were receiving supplementary aids as outlined in their IEPs. Four students were released prior to IEP meeting.
IEP Documentation			

NO.	Standard	Data Source	Findings
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 16 IEPs were current.</p> <p>Note that one students was released prior to their scheduled IEP meeting.</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 14 of 16 evaluations were up to date</p> <p>Note: Two student exited the program prior to their scheduled IEP date.</p>
Child Find			
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 all teachers hold valid certifications.
Instruction			
I-1	Instruction is provided to students	<ul style="list-style-type: none"> File review 	A review of grade reports and transcripts show that the students earned credits and

NO.	Standard	Data Source	Findings
	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"> • Review of Monthly Reports • Interview with the principal 	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 	Of the 181 core credits attempted, 118.5 were issued towards graduation requirements
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 	Of the 53 elective credits attempted, 31 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 no 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 two 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 provided 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 	The number of GED sections passed per student versus the number attempted during the audited period was: Match Section: 1/1

NO.	Standard	Data Source	Findings
		<ul style="list-style-type: none"> • Interview with the principal 	Science Section: 1/1 Social Studies Section: 1/1 RLA: 1/2
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 one GED was obtained during the audited period
I-8	The program offers vocational education programs	Review of school schedule and class offerings	A review of program materials indicate that the school offered the following vocational programs: <ul style="list-style-type: none"> • CPR/ FA • Flagger • 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 20 % 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 	Program information provided by the principal indicated that the school offers the following college options: <ul style="list-style-type: none"> • Vocational Certifications

NO.	Standard	Data Source	Findings
		<ul style="list-style-type: none"> • Interview with the principal 	<ul style="list-style-type: none"> • 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 • Interview with the principal 	An interview with the school principal indicated that no students were enrolled in college credits while in the placement
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

NO.	Standard	Data Source	Findings
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
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