



Maryland

DEPARTMENT OF
JUVENILE SERVICES

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

Victor Cullen Center School

Audit Date(s): May 1, 2024

Location: Victor Cullen Center School
6000 Cullen Drive
Sabillasville, MD 21780

School Principal: Todd Rasher
Superintendent: Victor Maldonado

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 May 1, 2024, an Entrance Conference was conducted by Landon Saunders, QA Specialist. In attendance was Mr. Todd Rasher, Principal and Ms. Ashley Morris, Office Specialist. The QA Specialist discussed the audit process and addressed any concerns and 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 February 5, 2024 until April 10, 2024.

EXIT CONFERENCE:

On May 1, 2024 an Exit Conference was held between Landon Saunders, QA Specialist and Mr. Todd Rasher, Principal. At the meeting preliminary findings were discussed.

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 STAR reports in student folders indicated that 16 students received the assessment. 16 students received the assessment within 5 business
AR-2	Students will be reassessed at the 90 day mark to determine gains in reading and mathematics	File review	There was one student during the audited period that reached the 90 day assessment mark. The student refused testing.
AR-3	Students will be reassessed in 90 day increments to measure reading and math gains	File review	There was one student during the audited period that reached the 90 day assessment mark. The student refused testing.
AR-4	Student records are requested upon facility admission from the LEA within 1 JSEP school day	File review	A review of the 18 records during the audit period indicated that 18 of 18 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 18 records of students admitted to the school during the audit period indicated that 18 of 18 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 of	<ul style="list-style-type: none"> • File review • Review of Individual Learning Plans 	A review of the 18 files and ILPs of students admitted to the school during the audit period indicated that 16 of 16 records (100%) were reviewed with the student within 3 JSEP school days of records being received. *Two students were graduates

NO.	Standard	Data Source	Findings
	records being received		
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 for the second 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 46 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"> • Review of School schedule • Review of the Facility Schedule 	A review of the school schedule indicated that there was a schedule outline for a six hour school 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	<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
	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 	A review of facility cameras indicated that there were 2 incidents of units being late to school 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 indicated that there were 20 incidents of units being late to school 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"> • Camera Review • Logbook Review • Attendance records 	A review of attendance records indicated students were delayed to class on 0 occasions due to education staff shortages.

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 	There were 8 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"> • MD Online IEP • File Review • Interview with staff 	During the audit period 8 IEPs were received from the LEA. Eight of 8 (100%) 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 8 IEPs were received from the LEA. None of the IEPs were out of compliance.
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 	During the audited period 8 out of 8 students had initial IEP meetings within 20 days of admission.

NO.	Standard	Data Source	Findings
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 8 IEPs and student files indicated that 8 youth were receiving instruction as outlined in their IEPs
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 IEPs indicated that 5 students 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 aides as outlined by the IEP	<ul style="list-style-type: none"> • MD Online IEP • File Review 	A review of IEPs indicated that 8 students were to receive supplementary aids.
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 	A review of IEPs indicated that 8 of 8 IEPs were current.
Evaluations			
SE-D-1	Students are evaluated at least triennially.	<ul style="list-style-type: none"> • MD Online IEP • File Review 	A review of Special Education files indicated that 8 of 8 evaluations were updated.
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 identifying students who may be in need of special education. During the audited period no students were identified.

NO.	Standard	Data Source	Findings
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 certification information submitted indicated that all educators hold current valid certifications.
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 indicated the students earned credits and assessments that allow the students to progress toward graduation.
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 	During the semester student's attempted 3 core credits. All 3 credits (100%) were issued.
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 	During the semester student's attempted 10 elective credits. All 10 credits (100%) were issued.
I-3	The number of students who completed their	<ul style="list-style-type: none"> • Powerschool • File review 	A review of student files and Audit book indicated that there was one student issued a

NO.	Standard	Data Source	Findings
	course of study and were issued a MD High School Diploma		High School Diploma while enrolled at the school.
I-4	The number of students who obtained a GED waiver	<ul style="list-style-type: none"> • Powerschool • File review 	A review of student files and school Principal information provided indicated that 0 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 indicated 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 	During the auditing period students attempted to pass 8 GED sections. Three GED sections were passed by the students.
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 by the school Principal indicated that one student obtained their GED.
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"> • Flagger Certification • Serve Safe • OSHA-10, OSHA-30 • CPR/First Aid • Frederick Community College courses • Anne Arundel Community College courses • Noncredit bearing courses • Service Learning project opportunities • YOLO graduate work program (partnered with DNR)

NO.	Standard	Data Source	Findings
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 and information provided by the school Principal indicated that one student was enrolled in a vocational program 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 files and information provided by the school principal indicated that 0 students obtained 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 	Per information provided by JSEP, 1 of 1 (100%) of the students passed their courses upon discharge and returning 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"> • Online College courses through Frederick Community College or other Maryland Community Colleges • Online College courses through Anne Arundel Community College
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 there were 0 students in credit bearing courses 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 0 students obtained college credits while in the placement.
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 	Ten students were released from the program during the audited period.
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 	A review of the Re-entry Committed Youth Log indicated that 5 students had re-entry meetings prior to their release from commitment.
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 	A review of the Re-entry Committed Youth Log indicated that 0 students returned to their ‘home school’ within their LEA.
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 	A review of the Re-entry Committed Youth Log indicated that 0 students enrolled in an alternative education placement.

NO.	Standard	Data Source	Findings
		<ul style="list-style-type: none"> • Student file review 	
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 	A review of the Re-entry Committed Youth Log indicated there was 1 student who reached the 90 day post release mark. However, no information was provided of being engaged with their LEA.
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 	A review of the Re-entry Committed Youth Log indicated that 2 students transferred mid-quarter or mid semester. In total, 15 credits were obtained.