



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

Green Ridge Youth Center School Audit

Audit Date(s): July 16, 2024

Location: Green Ridge Youth Center
10700 Fifteen Mile Creek Road
Flintstone, MD 21530

School Principal: Jeremy Graham
Superintendent: John Hare

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

8.1.24

Date



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ENTRANCE CONFERENCE:

On July 16, 2024, an Entrance Conference was conducted by Chasity Leffall, QA Specialist. In attendance was Jeremy Graham, Principal and Ms. Jennifer Heavener, Office Secretary. The QA Specialist 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 15, 2024 to June 20, 2024.

EXIT CONFERENCE

On July 16, 2024 an exit conference was conducted with Jeremy Graham, Principal and Ms. Jennifer Heavener, Office Secretary. Preliminary findings of the audit were discussed and Ms. Jennifer Heavener was provided with areas of non-compliance identified by the audit team.

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	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	Thirteen students that were admitted during the audited period were reassessed, 7 out of the 13 were reassessed at the 90 day mark. Note: <ul style="list-style-type: none">• 4 students were not scheduled to have a reassessment during this audit.• One student received an assessment. However, the previous assessment was not received to determine the date.
AR-3	Students will be reassessed in 90 day increments to measure reading and math gains	File review	There were 7 students during the audited period that were reassessed at 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 13 files of students admitted to the school during the audit period indicated that 13 of 13 records (100%) were requested from the LEA within the first JSEP school day.
AR-5	Student records are received from the	File review	A review of the 13 files of students admitted to the school during the audit

NO.	Standard	Data Source	Findings
	LEA within 2 school days of request		period indicated that 12 of 13 records (92%) 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 	A review of the 13 files and ILPs of students admitted to the school during the audit period indicated that 13 of 13 records (100%) were reviewed with the student within 3 JSEP school days of 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 47 days during the third quarter. 282 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 47 days for the fourth quarter.
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	<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 school schedule indicated that school began at 8:15 AM and ended for lunch and a break at 11:15 AM for every class. The second half of the school starting at 12:50 PM. With the school day ending at 3:50 PM.

NO.	Standard	Data Source	Findings
	instruction are implemented.		
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 note late to school 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 	<p>A review of facility cameras indicated that school was delayed due to safety/security issues on two days.</p> <p>Note: On one occasion the cameras were down because the camera system was being updated. On a second occasion students were late due to a facility brief lockdown.</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 	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 • Interview with staff 	There were 7 students admitted during the audited period that were identified as needing/receiving IEP services during the audited period.

NO.	Standard	Data Source	Findings
			Note: There were 9 students who were released during the audited period who were admitted prior to the 4 th marking 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 	<p>During the audit period 7 IEPs were received from LEAs. Seven of 7 (100%) IEPs were current.</p> <p>Note: There were 9 students who were released during the audited period admitted prior to the 4th marking period. The 9 students IEP's were current.</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 	During the audit period 7 IEPs were received from 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 7 out of 7 students had initial IEP meetings with 20 days of admission.
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 	<p>A review of 7 IEPs and student files indicated that 7 youth were receiving instruction as outlined in their IEPs.</p> <p>Note: There were 9 students who were released during the audited period who were admitted prior to the 4th marking period. The 9 students were receiving instruction as outlined in their IEP's.</p>
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 	<p>A review of IEPs indicated that 7 students were to receive related services. IEP documentation showed that 7 of the 7 students (100%) received related services as outlined in their IEPs.</p> <p>Note: There were 9 students who were released during the audited period who were admitted prior to the 4th marking period. The 9 students were receiving</p>

NO.	Standard	Data Source	Findings
			related services as outlined in their IEP's.
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 7 out of 7 students received supplementary aid.
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 7 of 7 IEPs were current.</p> <p>Note: There were 9 students who were released during the audited period who were admitted prior to the 4th marking period. The 9 students were receiving related services as outlined in their IEP's</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 7 of 7 evaluations were updated.</p> <p>Note: There were 9 students who were released during the audited period who were admitted prior to the 4th marking period. The 9 student's evaluations were updated.</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. During the audited period no students were identified.
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	<ul style="list-style-type: none"> MD Online IEP 	A review of Child Find procedures outline a process to identify previously

NO.	Standard	Data Source	Findings
	who qualify for special education services not previously identified	<ul style="list-style-type: none"> File Review Interview with staff 	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 at the time of the audit all of the teachers held current certificates.
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 shows 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 	During the audited period 524 were attempted and 105 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 	During the audited period 198 elective credits were attempted and 34 credits were issues towards graduation
I-3	The number of students who completed their course of study and	<ul style="list-style-type: none"> Powerschool File review 	One student obtained their GED during this auditing period.

NO.	Standard	Data Source	Findings
	were issued a MD High School Diploma		
I-4	The number of students who obtained GED waiver	<ul style="list-style-type: none"> • Powerschool • File review 	A review of student files, Powerschool and documentation provided by the Principal indicated that one student obtained a GED waiver during the auditing 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 shows 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 • Interview with the principal 	The number of GED sections passed per student versus the number attempted during the audited period was 5 out of 7 (72%)
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 principal indicated that one student obtained their GED 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"> • Career Research & Development I • Career Development, Preparation, & Transition II • Foundations of Computer Sciences • Foundations of Technology & Engineering • Introduction to Construction • Foundation Topics in the Construction Trades • Cabling Technology

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 information provided by the principal indicated that forty students were enrolled in vocational courses during the audited
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 provided by the principal indicated that no youth obtained certifications during the time of the auditing 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 80 % 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 	<p>Program information provided by the principal indicated that the school offers the following college options:</p> <ul style="list-style-type: none"> • Garrett Community College • Frederick Community College • Accuplacer Preparation and Testing
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 School Performance Manager 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 no student 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 none of the students received 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 	<p>Seven students were documented as being released from the program during the audited period.</p> <p>All students were released with re-entry date being documented.</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"> 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 seven student's re-entry meeting was held 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 	<p>A review of the Re-Entry Committed Youth Log indicated that four students were eligible to return to their "home school" within their LEA.</p> <p>Note:</p> <ul style="list-style-type: none"> Two students did not have aftercare education documented One student received his GED
RE-4	The number of students enrolled in	<ul style="list-style-type: none"> Review of the Re-entry 	A review of the Re-entry Committed Youth Log indicated that no student was

NO.	Standard	Data Source	Findings
	an alternative educational placement	Committed or Detention Youth Log <ul style="list-style-type: none"> • Review of ASSIST • Student file review 	not eligible to return to their “home school within their LEA. Note: Two students did not have an aftercare education plan documented.
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 	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"> • 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 seven students transferred during the time of the audit. One student received his GED. The students transferred a total of 5 credits. Credits were not documented for five students.