



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): March 4, 2025

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

School Principal: Aaron Hippolyte
Superintendent: Marco Thomas

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

Kevin Hoefs

Kevin Hoefs
Director of Quality Assurance

3.25.25

Date

ENTRANCE CONFERENCE:

On March 4, 2025 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 November 14, 2024 until January 31, 2025.

EXIT CONFERENCE

On March 4, 2024 an exit conference was conducted with Mr. Aaron Hippolyte. Preliminary findings of the audit were discussed with Mr. Hippolyte.

NO.	Standard	Data Source	Findings
Assessment and Records			
AR-1	Students will receive an educational assessment upon admission to school within 5 school days of being physically present in the school building	File review	A review of the 67 files of students admitted to the school during the second quarter audit period indicated that 34 of 67 (51%) students received an educational assessment upon admission to the school within 5 school days of being physically present in the school building. Note: Eight student exited early. Ten students refused, two students received their GED/graduated
AR-2	Students will be reassessed 90 school days after the initial educational assessment to determine gains in reading and mathematics	File review	There were no students during the audited period that reached the 90 day assessment mark.

NO.	Standard	Data Source	Findings
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 67 files of students admitted to the school during the second quarter audit period indicated that 65 of 67 records (97%) 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 67 files of students admitted to the school during the second quarter audit period indicated that 50 of 67 records (75%) 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 67 files and ILPs of the students admitted to the school during the second quarter audit period indicated that 54 of 67 records were reviewed with the student within 3 JSEP schools days of records being received</p> <p>Note: One student refused their assessment, one student was a graduate, seven students were released soon after admission and one students date was NA.</p>
Schedule of instruction and Attendance			
SA-1	The education program operates at least 220 school days and a minimum of 1,320 school	<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.

NO.	Standard	Data Source	Findings
	hours during a 12-month period.		During the audited period, the school was scheduled for 48 days during the second quarter 280 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 2nd 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 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 school schedule indicated that school began at 8:00 AM and ended for lunch and a break at 11:35 AM for every class. The second half of the school starting at 1:10 PM. With the school day ending at 3:35 PM.
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.
		<ul style="list-style-type: none"> 	
SA-5	Students attend class on-time without	<ul style="list-style-type: none"> Camera Review Logbook Review 	Students were late to school for thirty-seven separate dates during the second quarter audited period due to residential staffing.

NO.	Standard	Data Source	Findings
	delay due to residential staffing	<ul style="list-style-type: none"> Attendance records 	
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 on one occasion 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 Interview with staff 	There were 12 students admitted during the audited period that were identified as needing/receiving IEP services during the audited period during the second quarter.
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 second quarter audit period 12 IEPs were received from LEAs. 100% of the IEPs were current.
SE-A-3	The percentage 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 second quarter audit period no students IEP's were out of compliance.
SE-A-4	The percentage of students who have	<ul style="list-style-type: none"> MD Online IEP File Review 	During the second quarter audited period 75% of students had initial IEP meetings within 45 school days.

NO.	Standard	Data Source	Findings
	had an initial review meeting within 45 school days	<ul style="list-style-type: none"> • Interview with staff 	Note: Two students were released early and one students meeting was not due during the time of our audit.
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 12 IEPs and student files indicated that 10 youth were receiving instruction as outlined in their IEPs during the second quarter audit.</p> <p>Note: Two students were released early.</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 12 IEPs and student files indicated that 7 youth were receiving related services as outlined in their IEPs during the second quarter.</p> <p>Note: Two students were released early.</p>
SE-B-2	Youth are provided supplementary aids as outlined by the IEP	<ul style="list-style-type: none"> • MD Online IEP • File Review 	<p>A review of 12 IEPs and student files indicated that 10 youth were receiving supplementary aids as outlined in their IEPs during the second quarter.</p> <p>Note: Two students were released early.</p>
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 10 of 12 IEPs were current for the second quarter.</p> <p>Note: Two students were released early for the first quarter.</p>
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 10 of 12 evaluations were up to date for the second semester

NO.	Standard	Data Source	Findings
			Note: Two students were released early for the second quarter.
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 one student found to be in need to 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 one students was 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 one student was 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	<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.

NO.	Standard	Data Source	Findings
	standards for graduation from a public high school in Maryland		
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 79 core credits attempted, 62 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 18 elective credits attempted, 14.5 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 no students obtained GED waivers during the second quarter 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	<ul style="list-style-type: none"> • File review 	The number of GED sections passed per student versus the number attempted

NO.	Standard	Data Source	Findings
	student versus The number attempted	<ul style="list-style-type: none"> Review of Monthly Reports Interview with the principal 	<p>during the second quarter audited period was :</p> <p>MATH-N/A RLA-N/A SCIENCE-N/A SS-0/1</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 no GEDs were obtained during the audited period
I-8	The program offers vocational education programs	Review of school schedule and class offerings	A review of documentation provided by the principal indicated that vocational programs were not offered to students during the audited period
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 16 out of 16 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 38 % of credits were being passed upon discharge and return to the community for the second quarter.
Post-Secondary Education			

NO.	Standard	Data Source	Findings
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"> Credit and Non-Credit classes through Anne Arundel Community College Coursera
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 three 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	<ul style="list-style-type: none"> Review of the Re-entry Committed or 	N/A

NO.	Standard	Data Source	Findings
	held prior to release from commitment. (Committed Only)	Detention Youth Log <ul style="list-style-type: none"> • Review of ASSIST • Student file review 	
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 	N/A

NO.	Standard	Data Source	Findings
		<ul style="list-style-type: none"> • Review of ASSIST • Student file review 	