



# Maryland

DEPARTMENT OF  
JUVENILE SERVICES

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

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**Lower Eastern Shore Children’s Center School Audit**

Audit Date(s): November 21, 2024

Location: Lower Eastern Shore Children’s Center  
405 W Naylor Mill Rd  
Salisbury, MD 21801

School Principal: Michael Grossman  
Superintendent: Derrick Witherspoon

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

*Kevin Hoefs*

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Kevin Hoefs  
Director of Quality Assurance

3.25.25

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Date

**ENTRANCE CONFERENCE:**

On February 25, 2025, an Entrance Conference was conducted by Ty Blackwell, Lead QA Specialist. Dr. Grossman was in attendance. The QA Specialist discussed the audit process and addressed any questions.

**REVIEW PROCESS:**

- The school was notified 10 business days before the actual start of the audit. This timeframe allowed the school to gather the student files and collect the requested information
- Audited the records and information for all students enrolled in the school from November 14, 2024 to January 31, 2025.

**EXIT CONFERENCE:**

On February 25, 2025 an Exit Conference was held between Mr. Blackwell and Dr. Grossman. A copy of the preliminary findings were provided to Dr. Grossman on February 26, 2025

**FINDINGS**

NO.	Standard	Data Source	Findings
<b>Assessment and Records</b>			
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 STAR reports in student folders indicated that 35 students received the initial assessment. Thirty-three of the 35 students received the assessments within 5 business days of admission. (Two students had diplomas upon admission)
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 2 students that received a follow up assessment.

<b>NO.</b>	<b>Standard</b>	<b>Data Source</b>	<b>Findings</b>
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 37 files of students admitted to the school during the audit period indicated that that 37 of 37 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 37 files of students admitted to the school during the audit period indicated that 37 of 37 records (%) 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"> <li>• File review</li> <li>• Review of Individual Learning Plans</li> </ul>	A review of the 37 files and ILPs of students admitted to the school during the audit period indicated that 36 of 37 records (100%) were reviewed with the student within 3 JSEP school days of records being received
<b>Schedule of instruction and Attendance</b>			
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"> <li>• Review of School calendar</li> <li>• Review of facility cameras</li> </ul>	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.
SA-2	There is a written calendar that states the specific days and total number of	Review of School calendar	The written calendar indicated that during the audited period there were 47 days scheduled for the second quarter.

NO.	Standard	Data Source	Findings
	days for educational programs.		
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"> <li>• Review of School schedule</li> <li>• Review of the Facility Schedule</li> </ul>	A review of the school schedule indicated that there was a schedule outline 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 because of illness or injury.	<ul style="list-style-type: none"> <li>• Review of facility cameras</li> <li>• Review of logbooks</li> <li>• Interview with the school principal</li> </ul>	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"> <li>• Camera Review</li> <li>• Logbook Review</li> <li>• Attendance records</li> </ul>	A review of cameras indicated that there were 13 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"> <li>• Camera Review</li> <li>• Logbook Review</li> <li>• Attendance records</li> </ul>	A review of cameras indicated that there was 6 incident of units being late to school due to safety and security issues.

NO.	Standard	Data Source	Findings
SA-7	Students attend class on-time without delay due to education staff shortages	<ul style="list-style-type: none"> <li>• Camera Review</li> <li>• Logbook Review</li> <li>• Attendance records</li> </ul>	There no days when school was reported late for teachers being unavailable due to a program.
<b>Special Education Instruction and Related Services</b>			
<b>IEP</b>			
SE-A-1	The number of students identified as needing/receiving IEP services	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	There were 14 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"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	During the audit period 100% of the IEPs received from LEAs were current.
SE-A-3	The percentage of IEPs that are out of compliance upon JSEP school enrollment	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	During the audit period 0% of the IEPs received were out of compliance upon enrollment.
SE-A-4	The percentage of students who have had an initial review meeting within 45 school days	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	During the audited period 100% of students had initial IEP meetings within 45 days of admission.
SE-A-5	The percentage of students who have had an initial review meeting within 45 school days	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	A review of 14 IEPs and student files indicated that the youth were receiving instruction as outlined in their IEPs
<b>IEP Implementation</b>			
SE-B-1	Youth receive related services as outlined by the IEP	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> </ul>	A review of IEPs indicated that 9 students were to receive related services. IEP documentation showed that all students

NO.	Standard	Data Source	Findings
			received related services as outlined in their IEPs.
SE-B-2	Youth are provided supplementary aids as outlined by the IEP	<ul style="list-style-type: none"> <li>MD Online IEP</li> <li>File Review</li> </ul>	A review of IEPs indicated that all students were to receive supplementary aids.
<b>IEP Documentation</b>			
SE-C-1	IEPs are current and are reviewed at least annually while in continuous custody/care	<ul style="list-style-type: none"> <li>MD Online IEP</li> <li>File Review</li> </ul>	A review of IEPs indicated that all IEPs were current.
<b>Evaluations</b>			
SE-D-1	Students are evaluated at least triennially.	<ul style="list-style-type: none"> <li>MD Online IEP</li> <li>File Review</li> </ul>	A review of Special Education files indicated that all evaluations were up to date.
<b>Child Find</b>			
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"> <li>MD Online IEP</li> <li>File Review</li> </ul>	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"> <li>MD Online IEP</li> <li>File Review</li> <li>Interview with staff</li> </ul>	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"> <li>MD Online IEP</li> <li>File Review</li> <li>Interview with staff</li> </ul>	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.

NO.	Standard	Data Source	Findings
<b>Teacher Certification</b>			
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 education staff held valid certifications.
<b>Instruction</b>			
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"> <li>• File review</li> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	A review of grade reports and transcripts the students earned credits and assessments allow 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"> <li>• Powerschool</li> <li>• File review</li> </ul>	During the audited period 50 core credits were attempted. Credit were issued for 42 of the attempted credits.
I-2b	The number of elective credits issued towards graduation requirements versus attempted during the semester	<ul style="list-style-type: none"> <li>• Powerschool</li> <li>• File review</li> </ul>	During the audited period 14 credits were attempted. The school issued all 14 of the attempted credits.
I-3	The number of students who completed their course of study and were issued a MD	<ul style="list-style-type: none"> <li>• Powerschool</li> <li>• File review</li> </ul>	A review of student files indicated that no students received a MD High School Diplomas while enrolled at the school

<b>NO.</b>	<b>Standard</b>	<b>Data Source</b>	<b>Findings</b>
	High School Diploma		
I-4	The number of students who obtained GED waiver	<ul style="list-style-type: none"> <li>• Powerschool</li> <li>• File review</li> </ul>	A review of student files and Powerschool indicated that no students obtained a GED waiver during the audited period
I-5	The program offers students preparation courses for the GED examination	<ul style="list-style-type: none"> <li>• Review of education policy and procedures</li> <li>• Interview with Principal</li> </ul>	A review of the program 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"> <li>• File review</li> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	No students sat for the GED exam during the audited period.
I-7	The number of GEDs obtained	<ul style="list-style-type: none"> <li>• File review</li> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	A review of student files and information provided the principal indicated that there was no GEDs 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"> <li>• OSHA 10</li> <li>• OSHA 30</li> <li>• Flagger</li> <li>• ServSafe</li> </ul>
I-9	The number of youth enrolled in vocational program	<ul style="list-style-type: none"> <li>• File review</li> </ul>	A review of student files and information provided by the principal indicated that



NO.	Standard	Data Source	Findings
		<ul style="list-style-type: none"> <li>Review of Monthly Reports</li> <li>Interview with the principal</li> </ul>	two 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"> <li>File review</li> <li>Review of Monthly Reports</li> <li>Interview with the principal</li> </ul>	A review of student files and information provided by the principal indicated that no students received vocational certifications.
I-11	The percentage of youth passing their courses upon discharge and return to the community	<ul style="list-style-type: none"> <li>File review</li> <li>Review of Monthly Reports</li> <li>Interview with the principal</li> </ul>	A review of the data indicated that 50% of classes attempted during 2 <sup>nd</sup> quarter of the 2024/2025 school year were passed
<b>Post-Secondary Education</b>			
PE-1	The program offers students with diplomas or GED to take college courses	<ul style="list-style-type: none"> <li>Review of Monthly Reports</li> <li>Interview with the principal</li> </ul>	Program information provided by the principal indicated that the school offers virtual classes through: <ul style="list-style-type: none"> <li>Anne Arundel Community College</li> <li>Baltimore City Community College</li> <li>Frederick Community College, and</li> <li>Wor-Wic Community College</li> </ul>
PE-2	Course offerings are a minimum of 2.5 hours per school day	<ul style="list-style-type: none"> <li>Review of Monthly Reports</li> <li>Interview with the principal</li> </ul>	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.

<b>NO.</b>	<b>Standard</b>	<b>Data Source</b>	<b>Findings</b>
PE-3	The number of students enrolled in credit bearing college courses	<ul style="list-style-type: none"> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	There was one student taking credit bearing college courses during the audit period.
PE-4	The number of college credits obtained while in placement versus those attempted	<ul style="list-style-type: none"> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	There were no college credits obtained during the audit period.
<b>Re-Entry</b>			
RE-1	The number of students who had a re-entry/transition meeting (Committed Only)	<ul style="list-style-type: none"> <li>• Review of the Re-entry Committed or Detention Youth Log</li> <li>• Review of ASSIST</li> <li>• Student file review</li> </ul>	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"> <li>• Review of the Re-entry Committed or Detention Youth Log</li> <li>• Review of ASSIST</li> <li>• Student file review</li> </ul>	N/A
RE-3	The number of eligible students who returned to their “home school” within their LEA	<ul style="list-style-type: none"> <li>• Review of the Re-entry Committed or Detention Youth Log</li> <li>• Review of ASSIST</li> </ul>	N/A

NO.	Standard	Data Source	Findings
		<ul style="list-style-type: none"> <li>• Student file review</li> </ul>	
RE-4	The number of students enrolled in an alternative educational placement	<ul style="list-style-type: none"> <li>• Review of the Re-entry Committed or Detention Youth Log</li> <li>• Review of ASSIST</li> <li>• Student file review</li> </ul>	N/A
RE-5	The number of students who remained engaged with their LEA 90 days post release	<ul style="list-style-type: none"> <li>• Review of the Re-entry Committed or Detention Youth Log</li> <li>• Review of ASSIST</li> <li>• Student file review</li> </ul>	N/A
RE-6	The number of credits obtained when transfer occurred mid-quarter or mid-semester	<ul style="list-style-type: none"> <li>• Review of the Re-entry Committed or Detention Youth Log</li> <li>• Review of ASSIST</li> <li>• Student file review</li> </ul>	N/A