



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

Western Maryland Children’s Center

Audit Date(s): February 27, 2025

Location: Western Maryland Children’s Center
18420 Roxbury Road
Hagerstown, MD 21740

School Principal: Clarise Brooks
Superintendent: Tyreis Brown-Bond

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 February 27, 2025, an Entrance Conference was conducted by Landon Saunders, QA Specialist. In attendance was Clarise Brooks, Principal Lakisha Young, Special Educator, and Monique Johnson, OS III. The QA Specialist discussed the audit process and addressed all concerns and questions.

EXIT CONFERENCE:

On February 27, 2025, an Exit Conference was held between Landon Saunders, QA Specialist, Clarise Brooks, Principal, Lakisha Young, Special Educator, and Monique Johnson, OS III. The QA Specialist discussed the preliminary findings of the education audit.

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 student's files and collect requested information.
- Audited the records and information for all students enrolled in the school from November 14, 2024 until January 30, 2025

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 Star reports in student folders indicated that 6 students received the assessment. All students received the assessment within 5 business days.
AR-2	Students will be reassessed 90 school days after the initial educational assessment to determine gains in reading and mathematics	File review	There was 1 student reassessed at the 90 day auditing 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 0 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 23 records during the audit period indicated that 23 of 23 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 23 files of students admitted to the school during the audit period indicated that 22 of 22 records (100%) were received from the LEA within 2 days of the request. *One student was released prior to records due
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 23 files and ILPs of students admitted to the school during the audit period indicated that 14 of 14 records (100%) were reviewed with the student within 3 JSEP school days of records being received. *Nine students exited before review due.
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. There were 47 days scheduled for the second quarter. There was 282 hours scheduled for the second quarter. A review of the facility cameras indicated the

NO.	Standard	Data Source	Findings
			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 during the audited period there were 47 days scheduled for the second quarter. 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 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 	A review of facility cameras indicated that there were 0 incidents of units being delayed to school due to residential staffing.
SA-6	Students attend class on-time	<ul style="list-style-type: none"> • Camera Review 	A review of facility cameras indicated that there were 22 incidents of units being

NO.	Standard	Data Source	Findings
	without delay due to safety/security issues	<ul style="list-style-type: none"> Logbook Review Attendance records 	delayed 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 3 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 3 IEPs were received from the LEA. There were 3 of 3 (100%) 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 audit period 3 IEPs were received from the LEA. There was (0%) of IEPs out of compliance.
SE-A-4	The percentage of students who have had an initial review meeting within 45 school days	<ul style="list-style-type: none"> MD Online IEP File Review Interview with staff 	During the audited period 3 out of 3 (100%) students had an initial IEP meeting within 45 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 	A review of 3 IEPs and student's files indicated the students were receiving instruction as outlined in their IEP.
IEP Implementation			

NO.	Standard	Data Source	Findings
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 the student's IEPs indicated 1 student was to receive related services. IEP documentation showed the student received related services as outlined in the IEP.
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 the student's IEPs indicated 3 students were to receive 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 	A review of the student's IEPs indicated all 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 the of Special Education files indicated all evaluations were evaluated triennially.
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 0 students were identified.
SE-E-3	The number of students identified who qualify for special education services not	<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 0 students were identified

NO.	Standard	Data Source	Findings
	previously 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 currently hold 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 auditing period student's attempted 43 core credits. Of those credits 27 (62%) credits 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 auditing period student's attempted 9 elective credits. Of those credits 4 (44%) credits were issued.
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 and Audit book indicated 0 students were issued a High School Diploma while enrolled at the school.

NO.	Standard	Data Source	Findings
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 school Principal information provided indicated that 1 student 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"> • Review of education policy and procedures • Interview with Principal 	A review of the program indicated the school does provide GED preparation courses. No students were enrolled in GED prep courses during the audited period.
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 second quarter students attempted to pass 6 GED sections. Two 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 Principal indicated that 0 students obtained a GED.
I-8	The program offers vocational education programs	Review of school schedule and class offerings	A review of program materials and information provide by school staff indicated the school does not offer vocational educational programs.
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 	The program does not offer vocational programming.
I-10	The number of youth obtaining certification versus attempt	<ul style="list-style-type: none"> • File review 	A review of student files and information provided by the school principal indicated that 0 students obtained certification during the audited period.

NO.	Standard	Data Source	Findings
		<ul style="list-style-type: none"> Review of Monthly Reports Interview with the principal 	
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, There were (32%) of the students who passed their courses during the first quarter 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 	<p>Program information provided by the Principal indicated that the school offers the following college options:</p> <ul style="list-style-type: none"> Anne Arundel Community College Baltimore City Community College Frederick Community College Garrett Community College Accuplacer Preparation Non-Credit vocational programs from the colleges of the schools listed
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 Principal indicated there were 0 students enrolled in a credit bearing courses while in the placement.

NO.	Standard	Data Source	Findings
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 	Per information provided by JSEP indicated there were 0 students to obtain college credits while in 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 	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
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 	N/A

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 	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