



# Maryland

DEPARTMENT OF  
JUVENILE SERVICES

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

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**Alfred D. Noyes Children’s Center School Audit**

Audit Date(s): July 26, 2023

Location: Alfred D. Noyes Children’s Center  
Current Location: Cheltenham Youth Detention Center  
11003 Frank Tippet Rd  
Cheltenham, MD 20623

School Principal: Prakash Anthony  
Superintendent: Christian Munoz

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

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*Kevin Hoefs*

Kevin Hoefs  
Director of Quality Assurance

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8.17.23

Date



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Superintendent: Antonia Reason

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Chasity Leffall, QA Specialist  
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**ENTRANCE CONFERENCE:**

On July 26, 2023, an Entrance Conference was conducted by Chasity Leffall, QA Specialist. In attendance was, Ms. Robin Wells-Hicks, Special Education Teacher. The QA Audit Team member 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 1, 2023 to June 30, 2023

**EXIT CONFERENCE**

On April 3, 2023 an exit conference was not conducted due to the education team being in a meeting. However, Chasity Leffall communicated with Mr. Prakash Anthony in regards to questions and concerns via email in regards to audit findings

NO.	Standard	Data Source	Findings
<b>Assessment and Records</b>			
AR-1	Students will receive an educational assessment upon admission to the facility within 5 business days	File review	A review of the 9 files of students admitted to the school during the audit period indicated that 4 of 9 (44%) students received an educational assessment upon admission within 5 business days.
AR-2	Students will be reassessed at the 90 day mark to determine gains in reading and mathematics	File review	There were no students during the audited period that reached the 90 day assessment mark.
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 9 files of students admitted to the school during the audit period indicated that 9 of 9 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	<p>A review of the 8 files of students admitted to the school during the audit period indicated that 7 of 9 records (77%) were received from the LEA within 2 days of the request.</p> <p>*Note that 1 student exited the program within one day of arrival.</p>
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"> <li>• File review</li> <li>• Review of Individual Learning Plans</li> </ul>	<p>A review of the 9 files and ILPs of students admitted to the school during the audit period indicated that 1 of 9 records were reviewed with the student within 3 JSEP school days of records being received.</p> <p>*Note that 1 student exited the program within one day of arrival. Seven student's</p>

NO.	Standard	Data Source	Findings
	records being received		ILP's were generated however, the ILP's were incomplete.
<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. During the audited period, the school was scheduled for 52 days and 312 school hours. A review of the facility cameras shows that 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 52 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"> <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 outlining a six hour school day. The facility schedule indicated that school began at 8:15am. The faculty schedule indicated that lunch is at 11:15. The second half of school starts at 12:50pm. The school day ends at 3:50pm.
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> </ul>	Students were late to school for 16 separate dates during the audited period due to residential staff shortage. Students

NO.	Standard	Data Source	Findings
		<ul style="list-style-type: none"> <li>• Attendance records</li> </ul>	remained on the units on four separate occasions due to staff shortages.
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 school was delayed on one occasion due to IT maintenance in education.
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>	A review of facility cameras indicated that school was delayed in the PM on one occasion due to a mandatory teachers meeting. Besides the one occasion, there was a teacher to receive each class that came to the classrooms.
<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 2 students admitted during the audited period that was 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>	<p>During the audit period 2 IEPs were received from LEAs. 1 of 2 (5%) IEPs were current</p> <p>*Note that 1 student was released within one day of arrival.</p>
SE-A-3	The number 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>	<p>During the audit period 2 of 2 IEPs were received from LEAs. 1 of the IEPs were out of compliance.</p> <p>*Note that 1 student was released within one day of arrival</p>
SE-A-4	The number of youth who have had an initial IEP meeting within 20 days	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	<p>During the audited period 1 out of 2 students had initial IEP meetings with 20 days of admission.</p> <p>*Note that 1 student was released within one day of arrival</p>

<b>NO.</b>	<b>Standard</b>	<b>Data Source</b>	<b>Findings</b>
SE-A-5	Youth receive instruction as outlined by the IEP	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	<p>A review of 1 IEP and student file indicated that 1 student received instruction as outlined in their IEPs.</p> <p>One student was unknown due to being discharged within the next day of arrival.</p>
<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>	<p>A review of IEPs indicated that 1 students were to receive related services.</p> <p>One student was unknown due to being discharged within the next day of arrival.</p>
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>	<p>A review of IEPs indicated that 1 students were receiving supplementary aid. One student was unknown because she was discharged.</p>
<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>	<p>A review of IEPs indicated that 1 of 2 IEPs were current.</p> <p>*Note that one student was discharged the next day after arrival.</p>
<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>	<p>A review of Special Education files indicated that 1 of 2 evaluations were up to date.</p> <p>*Note that one student was discharged the next day after arrival.</p>
<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>	<p>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.</p>
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>	<p>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.</p>

<b>NO.</b>	<b>Standard</b>	<b>Data Source</b>	<b>Findings</b>
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.
<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 4 of 4 educators hold 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 show that 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"> <li>• Powerschool</li> <li>• File review</li> </ul>	<p>During the audit period students were provided core and elective classes:</p> <p>Thirty-four of 34 core credits were issued towards graduation requirements</p> <p>10 of 10 elective credits were issued towards graduation requirements</p>
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>	<p>Students were offered the follow elective credits classes:</p> <ul style="list-style-type: none"> <li>• Foundations of Computer Science</li> <li>• Entrepreneurship</li> </ul>
I-3	The number of students who completed their course of study and	<ul style="list-style-type: none"> <li>• Powerschool</li> <li>• File review</li> </ul>	A review of student files indicated that no students were issued Maryland High School diplomas during the audited 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"> <li>• Powerschool</li> <li>• File review</li> </ul>	A review of student files and Powerschool indicated that one youth 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 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"> <li>• File review</li> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	During the audited period no students attempted the GED.
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 by the principal indicated that no GED were 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>• ServSafe Manager</li> <li>• ServSafe Food Handler</li> <li>• OSHA 10</li> <li>• OSHA 30</li> <li>• Flagger</li> </ul>
I-9	The number of youth enrolled in vocational program	<ul style="list-style-type: none"> <li>• File review</li> <li>• Review of Monthly Reports</li> </ul>	A review of student files information provided by the principal indicated that no students were enrolled in vocational programs during the audited period.

NO.	Standard	Data Source	Findings
		<ul style="list-style-type: none"> <li>• Interview with the principal</li> </ul>	
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 records databases indicated that no students obtained a vocational certification during the auditing period between April 1 and June 30.
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>	<p>Information for this standard was provided for the entire JSEP system.</p> <p>A review of the data indicated that 105 credits were passed and 105 credits were attempted (100%)</p>
<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>	<p>Program information provided by the principal indicated that the school offers the following college options:</p> <ul style="list-style-type: none"> <li>• Vocational Certifications</li> <li>• Credit and non-credit courses through Frederick Community College</li> <li>• Accuplacer Training</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.
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>	An interview with the school principal indicated that no students attempted or received college credits while in the detention.
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> </ul>	An interview with the school principal indicated that the no student attempted college credits while in placement.

NO.	Standard	Data Source	Findings
		<ul style="list-style-type: none"> <li>• Interview with the principal</li> </ul>	
<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> <li>• Student file review</li> </ul>	N/A
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	<ul style="list-style-type: none"> <li>• Review of the Re-entry Committed</li> </ul>	N/A

<b>NO.</b>	<b>Standard</b>	<b>Data Source</b>	<b>Findings</b>
	with their LEA 90 days post release	or Detention Youth Log <ul style="list-style-type: none"> <li>• Review of ASSIST</li> <li>• Student file review</li> </ul>	
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