



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

Green Ridge Youth Center School Audit

Audit Date(s): July 25, 2023

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
Director of Quality Assurance

Date



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ENTRANCE CONFERENCE:

On July 25, 2023, an Entrance Conference was conducted by Chasity Leffall, QA Specialist. In attendance was Mr. Jeremy Graham, Principal. 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 1, 2023 to June 30, 2023.

EXIT CONFERENCE

On July 25, 2023 an exit conference was conducted with Mr. Jeremy Graham, Principal. Preliminary findings of the audit were discussed and Mr. Jeremy Graham 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	Initial assessments were completed during the student’s admissions in detention.
AR-2	Students will be reassessed at the 90 day mark to determine gains in reading and mathematics	File review	Six students received educational assessments. Because the students were assessed at detention schools, it is unclear if the assessment were completed at the 90 day 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 18 files of students admitted to the school during the audit period indicated that 18 of 18 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 18 files of students admitted to the school during the audit period indicated that 17 of 18 records (94%) 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	<ul style="list-style-type: none"> • File review • Review of Individual Learning Plans 	A review of the 18 files and ILPs of students admitted to the school during the audit period indicated that 15 of 18 records (100%) were reviewed with the student within 3 JSEP school days of records being received

NO.	Standard	Data Source	Findings
	of records being received		Note: One student exited the program three days after arrival during a weekend. One student had an ILP generated and it stated that the student received his GED prior to arrival.
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 52 days and 312 hours. A review of the facility cameras 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"> • 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. With the school day ending at 3:50m.
SA-4	Unit based instruction is provided at a minimum of 6 hours per week to students who are unable to attend the	<ul style="list-style-type: none"> • Review of facility cameras • Review of logbooks • Interview with the 	Unit based instruction was provided to students unable to attend the school because of illness or injury.

NO.	Standard	Data Source	Findings
	School because of illness or injury.	school principal	
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 	<p>A review of the cameras indicated that students arrived late to classes due to residential issues. Students were late during 5 separate dates:</p> <ul style="list-style-type: none"> *Two of the date's treatment ran over their designated time. * Two of the dates students were taking bathroom breaks * One date the Graduation ceremony was taking place on grounds
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 cameras did not indicated any instances of lateness's due to safety and 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 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 9 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 9 IEPs were received from LEAs. Nine of 9 (100%) IEPs were current
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 9 IEPs were received from LEA. None of the IEPs were out of compliance.
SE-A-4	The number of youth who have had	<ul style="list-style-type: none"> • MD Online IEP 	During the audited period 9 out of 9 students had initial IEP meetings with 20

NO.	Standard	Data Source	Findings
	an initial IEP meeting within 20 days	<ul style="list-style-type: none"> • File Review • Interview with staff 	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 9 IEPs and student files indicated the 9 youth were receiving instruction as outlined in their IEPs
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 	A review of IEPs indicated that 9 students were to receive related services. IEP documentation showed that 9 of the 9 students (100%) received related services as outlined in their IEPs.
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 9 out of 9 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 	A review of IEPs indicated that 9 of 9 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 of Special Education files indicated that 9 of 9 evaluations were updated.
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 identify students who may be in need of special education. During the audited period no student was identified.

NO.	Standard	Data Source	Findings
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 no student was identified.
Teacher Certification			
TC-1	All Education staff have valid certifications	Review information from the Superintendent and DJS HR Certification Manager	<p>A review of certifications indicated that 7 of 8 teachers hold valid certifications.</p> <p>One educator has no certification associated with them. The initial application was submitted on 1/31/23 for a Teacher Conditional Certification</p>
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 	<p>Students were offered core credit classes:</p> <ul style="list-style-type: none"> • Math: Algebra 1, Algebra 2, Geometry and College Prep Math • ELA: English 9-12 • Science: Biology and Chemistry Physics and Chemistry • Social Studies: American Government, US History and World History
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 	<p>Students were offered the follow elective credits classes:</p> <ul style="list-style-type: none"> • Foundations of Computer Science • Entrepreneurship

NO.	Standard	Data Source	Findings
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 	One student obtained their GED and was released from the facility 2 days later.
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 provide 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 	During the audited period one student sat for the GED examination and passed. That student was released from the program two days later.
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. That student was released from the program two days later.
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"> • ServSafe Manager • ServSafe Food Handler • Flagger • OSHA 30 • OSHA 10 • CPR/First Aide • Job Readiness Series • Job Seeking • Job Seeking Series

NO.	Standard	Data Source	Findings
			<ul style="list-style-type: none"> • Conover Work Place Readiness • Code.org
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 	<p>A review of student files information provided by the principal indicated the number of students enrolled in vocational courses during the audited period:</p> <p>Courses Introduction to Construction (Spring)</p> <p>April Construction- 10 Comp Sci- 4 Conecon- 1</p> <p>May Construction- 7 Comp Sci- 4 Conecon- 2 Entrepreneurship- 2</p> <p>June Construction- 7 Comp Sci- 4 Conecon- 3 Entrepreneurship-3</p>
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 	<p>A review of student files provided by the principal indicated the number of youth obtaining certifications versus attempts during the time of the auditing period:</p> <p>Certifications:</p> <p>April</p> <ul style="list-style-type: none"> • Earned= 0 • Attempted= 0 <p>May</p> <ul style="list-style-type: none"> • Earned= 8 • Attempted= 8 <p>June</p> <ul style="list-style-type: none"> • Earned= 22 • Attempted= 26 <p>July</p>

NO.	Standard	Data Source	Findings
			<ul style="list-style-type: none"> ● Earned= 0 ● Attempted= 0
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 	<p>Information for this standard was provided for the entire JSEP system.</p> <p>A review of data indicated that 253 credits were attempted and 253 credits were passed (100%).</p>
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 	<p>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.</p>
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 	<p>An interview with the school principal indicated that two student were enrolled in college credits while in the placement.</p>
**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 	<p>An interview with the school principal indicated that none of the students received college credits while in the placement</p>
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 	<p>Six students were documented as being released from the program during the audited period.</p>

NO.	Standard	Data Source	Findings
		<ul style="list-style-type: none"> • Review of ASSIST • Student file review 	<p>Out of the total of 6 students, 1 student was released without a re-entry date being documented:</p> <ul style="list-style-type: none"> • Five students returned to their ‘home school’ within their LEA. • One student’s information reported that he did not return to school within his LEA. However his alternative education was not documented.
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 5 student’s re-entry meeting was held prior to their release from commitment. One student’s re-entry date was not documented.
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 5 students were eligible to return to their “home school” within their LEA.</p> <p>One student was not eligible.</p>
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 	A review of the Re-entry Committed Youth Log indicated that 1 student was not eligible to return to their “home school” within their LEA. However, their school placement was not documented.
RE-5	The number of students who remained engaged	<ul style="list-style-type: none"> • Review of the Re-entry Committed 	None of the students had been released for a period of 90 days.

NO.	Standard	Data Source	Findings
	with their LEA 90 days post release	or Detention Youth Log <ul style="list-style-type: none"> • Review of ASSIST • Student file review 	
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 	<p>A review of the Re-entry Committed Youth Log indicated that 4 students transferred during the time of the audit. The students transferred a total of 44 credits.</p> <p>Two of the students outside of the total were in middle school.</p>