



# Maryland

DEPARTMENT OF  
JUVENILE SERVICES

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

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### Western Maryland Children’s Center

Audit Date(s): July 11, 2023

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

School Principal: Tanya Montgomery  
Superintendent: Stacy Rauer

QA Education Audit Team: Landon Saunders, QA Specialist

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*Kevin Hoefs*

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Kevin Hoefs  
Director of Quality Assurance

8.17.23

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Date



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**ENTRANCE CONFERENCE:**

On July 11, 2023, an Entrance Conference was conducted by Landon Saunders, QA Specialist. In attendance was Ms. Tanya Montgomery, 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 11, 2023 an Exit Conference was held between Landon Saunders, QA Specialist and Tonya Montgomery, Principal. At the meeting preliminary findings and Star assessment reporting was discussed. A list of non-compliant findings and dates was provided to Ms. Montgomery.

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	Two students received an educational assessment upon admission to the facility 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 17 files of students admitted to the school during the audit period indicated that 17 of 17 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 17 files of students admitted to the school during the audit period indicated that 17 of 17 records (100%) 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"> <li>• File review</li> <li>• Review of Individual Learning Plans</li> </ul>	A review of student files indicated that records reviews and credit audits were completed and reviewed with students with 3 JSEP school days in 17 out of 17 instances (100%)

NO.	Standard	Data Source	Findings
	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. During the audited period, the school was scheduled for 52 days and 312 school 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"> <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. The facility and school schedule indicated that school began at 8:15 AM.
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.

<b>NO.</b>	<b>Standard</b>	<b>Data Source</b>	<b>Findings</b>
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>	During this audit period there were 0 days of students attending class late 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 attendance records indicate students attended class late on 10 occasions 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"> <li>• Camera Review</li> <li>• Logbook Review</li> <li>• Attendance records</li> </ul>	A review of attendance records indicated students were delayed to class on 0 occasions due to education staff shortages.
<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 7 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 7 IEPs were received from LEA. Six of 7 (85%) 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"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	During the audit period 7 IEPs were received from LEA. Six of the IEP's were in compliance
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>	During the audited period 6 out of 7 students had initial IEP meetings within 20 days of admission.

<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>	A review of 7 IEPs and student files indicated the 6 youth were receiving instruction as outlined in their IEP's
<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 7 IEP's indicated that 6 were to receive related services. IEP documentation showed that 6 of the 6 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"> <li>• MD Online IEP</li> <li>• File Review</li> </ul>	A review of IEPs indicated that 6 were to receive supplementary aid.
<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 6 of 7 IEP's 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 6 of 7 evaluations were updated.
<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	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> </ul>	A review of Child Find procedures outline a process to identify previously unidentified students who may qualify for special

NO.	Standard	Data Source	Findings
	special education services not previously identified	<ul style="list-style-type: none"> <li>• Interview with staff</li> </ul>	education services. During the audited period no students were identified
<b>Teacher Certification</b>			
<b>TC-1</b>	<b>All Education staff have valid certifications</b>	<b>Review information from the Superintendent and DJS HR Certification Manager</b>	A review of certifications indicated that 3 of 3 teachers hold valid certifications
<b>Instruction</b>			
<b>I-1</b>	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 indicated the students earned credits and assessments allow the students to progress toward graduations.
<b>I-2a</b>	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>	Students were offered core credit classes: <ul style="list-style-type: none"> <li>• Math: Algebra 1, Algebra 2, Geometry and College Prep Math</li> <li>• ELA: English 9-12</li> <li>• Science: Biology and Chemistry</li> <li>• Social Studies: American Government, US History and World History</li> </ul>
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>	Students were offered the follow elective credits classes: <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 were issued a MD	<ul style="list-style-type: none"> <li>• Powerschool</li> <li>• File review</li> </ul>	A review of student files and information provided by the Principal indicated that one student obtained a High School Diploma.

NO.	Standard	Data Source	Findings
	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 GED waivers 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>	An interview with the school Principal indicated does not 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>	A review of student files information provided by the Principal indicated that one student obtained a High School Diploma. There is no additional information provided of any students passing sections of the GED exam.
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 information provided by the principal indicated that one student obtained a High School Diploma.
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>• Flagger Certification</li> <li>• Serve Safe Food Handler Certification</li> <li>• OSHA-10, OSHA-30</li> <li>• CPR/First Aid Certification</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> <li>• Interview with the principal</li> </ul>	A review of student files information provided by the principal indicated that 0 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> </ul>	A review of student records and the Certificate databases indicated 0 students in the audited period obtained vocational certification during the audited period.

<b>NO.</b>	<b>Standard</b>	<b>Data Source</b>	<b>Findings</b>
		<ul style="list-style-type: none"> <li>• Interview with the principal</li> </ul>	
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 of 87 classes attempted 62 classes were passed (71%).
<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 the following college options: <ul style="list-style-type: none"> <li>• Frederick Community College</li> <li>• Anne Arundel 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.
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 two students are attempting or receiving 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"> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	An interview with the Principal indicated two students attempting to obtain college credits. Credits attainment was not available at the writing of this report
<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

<b>NO.</b>	<b>Standard</b>	<b>Data Source</b>	<b>Findings</b>
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 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