



Maryland

DEPARTMENT OF
JUVENILE SERVICES

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

Victor Cullen Center School

Audit Date(s): February 13, 2024

Location: Victor Cullen Center School
6000 Cullen Drive
Sabillasville, MD 21780

School Principal: Todd Rasher
Superintendent: Victor Maldonado

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

Kevin Hoefs

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Director of Quality Assurance

3.12.24

Date



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ENTRANCE CONFERENCE:

On February 13, 2024, an Entrance Conference was conducted by Landon Saunders QA Specialist. In attendance was Mr. Todd Rasher, Principal and Ms. Ashley Morris, Office Specialist. The QA Specialist discussed the audit process and addressed any concerns and 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 November 15, 2023 to January 30, 2024

EXIT CONFERENCE:

On February 13, 2024 an Exit Conference was held between Landon Saunders, QA Specialist Mr. Todd Rasher, Principal. At the meeting preliminary findings and Star reporting was discussed.

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	A review of STAR reports in student folders indicated that 20 students received the assessment. Sixteen students received the assessment within 5 business days Two students were graduates. One student refused the assessment
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 reassessed at 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 20 records during the audit period indicated that 20 of 20 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 20 files of students admitted to the school during the audit period indicated that 20 of 20 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 of	<ul style="list-style-type: none"> • File review • Review of Individual Learning Plans 	A review of the 20 files and ILPs of students admitted to the school during the audit period indicated that 20 of 20 records (100%) were reviewed with the student within 3 JSEP school days of records being received

NO.	Standard	Data Source	Findings
	records being received		
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 46 days for the second quarter, with a total of 276 school hours. A review of the facility cameras indicated 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 46 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 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.

NO.	Standard	Data Source	Findings
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 cameras indicated that there were 0 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"> • Camera Review • Logbook Review • Attendance records 	A review of cameras indicated that there were 12 incidents of units being late 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 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"> • MD Online IEP • File Review • Interview with staff 	During the audit period 7 IEPs were received from LEA. Seven of 7 (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 7 IEPs were received from LEA. None of the IEPs were out of compliance.
SE-A-4	The number of youth who have had an initial IEP meeting within 20 days	<ul style="list-style-type: none"> • MD Online IEP • File Review • Interview with staff 	During the audited period 6 out of 7 students had initial IEP meetings within 20 days of admission.

NO.	Standard	Data Source	Findings
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 7 IEPs and student files indicated the 7 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 6 students were to receive related services. IEP documentation showed that all students 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 7 students were to receive supplementary aids.
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 7 of 7 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 7 of 7 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 identifying 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	<ul style="list-style-type: none"> • MD Online IEP 	A review of Child Find procedures outline a process to identify previously unidentified

NO.	Standard	Data Source	Findings
	who qualify for special education services not previously identified	<ul style="list-style-type: none"> • File Review • Interview with staff 	students who may qualify for special education services. During the audited period no students were identified.
Teacher Certification			
TC-1	All Education staff have valid certifications	Review information from the Superintendent and DJS HR Certification Manager	A review of certifications indicated that 7 of 7 education staff members hold current 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 semester student's attempted 93 core credits, 85.5 (91.9%) 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 semester student's attempted 32.5 elective credits, 31 (95.4%) credits were issued.
I-3	The number of students who completed their course of study and were issued a MD	<ul style="list-style-type: none"> • Powerschool • File review 	A review of student files and Audit book indicated that there was one student issued a High School Diploma while enrolled at the school

NO.	Standard	Data Source	Findings
	High School Diploma		A review of student files and Audit book indicated that four students received a High School Diploma.
I-4	The number of students who obtained a GED waiver	<ul style="list-style-type: none"> • Powerschool • File review 	A review of student files and Powerschool indicated that 0 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"> • Review of education policy and procedures • Interview with Principal 	A review of the program 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 	No students attempted and passed all four sections of the GED exam.
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 no students obtained their GED.
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"> • Flagger Certification • Serve Safe • OSHA-10, OSHA-30 • CPR/First Aid
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 	A review of student files and information provided by the principal indicated that 5 students were enrolled in vocational programs during the audited period

NO.	Standard	Data Source	Findings
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 	A review of student files and information provided by the principal indicated that 5 students were enrolled in vocational programs during the audited period
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, 86% of youths passed their courses 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"> • Online College courses through Frederick Community College or other Maryland Community Colleges • Online College courses through Anne Arundel Community College
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 school Principal indicated there were 0 students in credit bearing courses while in the placement.
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 	An interview with the school Principal indicated that no students obtained college credits while in the placement
Re-Entry			

NO.	Standard	Data Source	Findings
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 	<p>Eleven students were released from the program during the audited period. Of those students, 2 had Diplomas/GEDs and were not returning to a school program.</p> <p>A review of the Re-entry Committed Youth Log indicated that 6 of the remaining 9 students had re-entry/transition meetings.</p>
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 4 students had re-entry meetings prior to their release from commitment
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 	A review of the Re-entry Committed Youth Log indicated that 3 students were returned to their ‘home school’ within their LEA.
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 	<p>A review of the Re-entry Committed Youth Log indicated that one student was enrolled in an alternative education placement.</p> <p>There were 5 students listed without any information being provided about their education placement.</p>
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 	A review of the Re-entry Committed Youth Log indicated there were 4 students who reached the 90 day post release mark. However, no information provided about being engaged with their LEA.

NO.	Standard	Data Source	Findings
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 	A review of the Re-entry Committed Youth Log indicated that 3 students transferred mid-quarter or mid semester. In total, 47.75 credits were obtained.