

2021-2022
School Accountability Report Card
COOK Education Center
A school of The Institute for Effective Education

I. General Information

Contact Information:

School Name: COOK Education Center

School Director: Jen Swope, M.S.

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School Description

COOK Education Center, operated by The Institute for Effective Education (TIEE), is Fully Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC), is certified by the California Department of Education, and is approved to serve foreign students by the U.S. Government. COOK Education Center is a non-public school providing special education services, and is comprised of two programs -- the Secondary Program and the Workshop at COOK Program. The Secondary Program serves students in grades 7-12; and the Workshop at COOK Program serves students in grades 7-12 until the age of 22.

COOK Education Center occupies two floors of a three story, 32,000 square foot building in the Mission Valley area of San Diego. There are multiple classrooms, which allows for flexible instructional groups ranging from 1:1 to large group activities. In addition to ample classroom space, there is a fully functioning student kitchen and laundry (to teach life skills), a music studio (supplied with keyboards, drums, guitars, etc.), a karate dojo, workout rooms with standard gym equipment, an art room, a leisure area, and bathrooms. The school is situated on a 2.2 acre lot, which provides a large outdoor landscaped area for sports and recreational activities. Numerous computers and tablets are available for student use for academic work as well as recreational use. On the 3rd floor of this building are the administrative offices of TIEE and a staff break room available to school and administrative staff. TIEE provides the school with vehicles for transportation for off-campus outings and vocational training opportunities.

Mission Statement

The Institute for Effective Education (TIEE) is dedicated to education that is unparalleled in scope of curriculum, effectiveness of instruction, and pervasiveness of positive ambience. To achieve this goal, TIEE is committed to using the principles, methods, and facts established by behavioral science

research of the highest standard in order to educate individuals, whose talents span the full spectrum of ability.

Health, Safety, and Welfare

Health, safety, and welfare of TIEE's students, staff, and visitors is of paramount concern. TIEE provides a janitorial/custodial staff to maintain cleanliness and good repair of its facilities, and budgets funds adequate to provide for the day-to-day maintenance and the repair or replacement of worn out or broken equipment.

TIEE has a comprehensive program of Health, Welfare, and Safety practices that involve written policies and procedures that are updated based on actual TIEE incidents, on insurance carrier requirements, and on information concerning safe practices in schools.

TIEE and School Administrators provide staff members with initial and ongoing training; information dissemination to students, parents, and staff members; site visitations by loss-control experts; a pro-active Safety Committee that meets monthly to review safety practices, to identify hazards, and to perform site evaluations; hazard reporting procedures; follow-up of incidents involving harm or potential harm to students and/or staff members; and budgeted funds for the repair or replacement of facilities or equipment that is deemed hazardous. The principal items for which safe practices have been identified in TIEE's Health, Welfare, and Safety policies and procedures are the following: Floors, walkways, play surfaces and their coverings; Stairs and ladders; Tools and equipment; Electrical power, power cords, and outlets; Kitchen appliances and equipment; Broken or malfunctioning tools and equipment; Heavy objects; Chemicals and chemical spills; Hazardous particulates; Cleaning and maintenance; Infestations, infections, and illnesses; Visitors and intruders; Miscellaneous student activities; Miscellaneous personnel activities; Immunizations; Medication administration as school; Severe problem behavior; "Safe response" as emergency intervention for severe problem behavior; Child abuse reporting; Release of students; Off-campus travel; Operating vehicles; Fire safety; Earthquake safety; Sexual harassment; Blood-borne pathogens; and Emergency medical care.

Opportunities for Parent Involvement

Opportunities for parent involvement in the school are numerous, including any or all of the following: Parent-Teacher Group, Coffee with the Director, IEP process, Open House, classroom observations and/or video views, participation in seasonal and special events, annual teacher-parent meetings, student performances, telephone contact, volunteer opportunities, website, newsletters, and financial support for certain extra-curricular functions.

II. Student Demographic Information

COOK Education Center serves students in grades 7-12 with a range of

moderate to severe disabilities, including, but not limited to Autism, Emotional & Behavioral Disorders, Intellectual Disability, Multiple Disabilities, and complex medical conditions. School is in session for 210 days each year (180 traditional school days, 30 extended school year (ESY) days).

Student Enrollment

	Oct. 1, 2019	Oct. 1, 2020	Oct. 1, 2021
Total # enrolled	53	53	49

Ethnicity or nationality

	Oct. 1, 2019	Oct. 1, 2020	Oct. 1, 2021
Asian	9%	9%	8%
Black/African American	17%	15%	14%
Hispanic/Latino	23%	28%	16%
White, not of Hispanic Origin	51%	47%	62%

Gender

	Oct. 1, 2019	Oct. 1, 2020	Oct. 1, 2021
Female	26%	25%	22%
Male	74%	75%	78%

Age/Grade Distribution

	Oct. 1, 2019	Oct. 1, 2020	Oct. 1, 2021
10-12 years old	2%	0%	0%
13-15 years old	47%	42%	31%
16-18 years old	47%	45%	53%
19-21 years old	4%	13%	16%

Primary educational disability category

	Oct. 1, 2019	Oct. 1, 2020	Oct. 1, 2021
Intellectual Disability	15%	17%	18%
Autism	75%	77%	80%
Other Health Impaired	8%	4%	0%
Emotional Disturbance	2%	0%	0%
Multiple Disability	0%	0%	2%
Specific Learning Disability	0%	2%	0%

III. Instructional Staff and Professional Development

Staff members

The direct-service teaching staff at COOK Education Center is made up of credentialed teachers, licensed related-service providers, and paraprofessional teaching staff members. Teachers must hold a preliminary or clear California Education Specialist Mild/Moderate and/or Moderate/Severe teaching credential. Intern teachers are required to hold an intern credential, and must be currently enrolled in a teacher preparation/credential program. Pre-interns are required to hold a substitute teaching credential, and must be enrolled in a teacher preparation/credential program. Paraprofessional teachers must have a minimum of a high-school diploma. In addition to the teaching staff, COOK Education Center has two Program Coordinators, credentialed teachers who supervise the teaching staff and monitor student programming and progress. The Program Coordinators report to the School Director through regular supervision meetings as well as during regular leadership team meetings.

Professional Development

Continuous staff training and development is a priority at COOK Education Center. Many professional development opportunities are provided to staff members each year. Training and development opportunities include online trainings and webinars; on-site training and coaching; and attendance at professional conferences and workshops, including APF (Autism Partnership Foundation), ABAI (Association for Behavior Analysis International), and CUE (Computer Using Educators).

In addition to workshops, trainings, and conferences, staff members are constantly coached and given feedback on their daily performance. Coaching sessions are done during class time as well as via video. Staff members' performance is evaluated regularly through the use of instructional observations and performance appraisals.

All teaching staff members are evaluated on standards of performance (e.g., attendance, dress code, timeliness), fundamentals of instruction, organization and materials management, team meeting participation, response to supervision, behavior management strategies, and data collection. Professional staff members are also evaluated on IEP program development and Behavior Intervention Plans as well as coaching and supervision skills. Short-term (month to month) and long-term goals are developed for each staff member. Staff members are expected to utilize effective instructional strategies with all students. Examples of such strategies include antecedent management (e.g., small group instruction, task-presentation at an appropriate instructional level for each learner), consequence management (e.g., extinction procedures, high rates of praise and payoffs for desirable behavior), and teaching appropriate skills (e.g., school-wide procedures).

IV. Behavior Management and Intervention

Positive Behavior Intervention and Supports

Upon enrollment, the staff members utilize effective instructional strategies with all students. Examples of such strategies include antecedent management (e.g., small group instruction, task-presentation at an appropriate instructional level for each learner), consequence management (e.g., extinction procedures, high rates of praise and pay-offs for desirable behavior), and teaching appropriate skills (e.g., school-wide procedures). These strategies often have a positive effect on student behavior with minimal additional programming.

Students who present with significant maladaptive behaviors, including behaviors that pose a threat to the safety and wellbeing of themselves or others, require the development of more intensive individualized behavior plans. Problem behavior function is identified through the use of Functional Assessment and/or Functional Analysis. Once the function is identified, a Behavior Intervention Plan (BIP) is developed, and includes a plan for teaching functionally-equivalent replacement behaviors. An Escalation Cycle Management Plan (ECMP) outlines de-escalation strategies for staff members to implement with students who engage in severe problem behavior, and may be used as a Behavior Support Plan or as a component of a Behavior Intervention Plan.

Suspensions and Expulsions

There were 2 suspensions at COOK Education Center in the 2021-2022 school year. No students were expelled.

V. Academics and Curricular Focus

COOK Education Center provides a range of courses appropriate to the grade and present levels of our students. Classes include traditional high school coursework, functional and applied academics, fine and practical arts, social skills instruction, daily living skills, health sciences and self-care, and leisure and recreation. All coursework is aligned with Common Core State Standards, and meets the rigorous standards set forth by each student's district of residence. For students pursuing a high-school diploma, COOK Education Center offers high school level coursework that meets the University of California a-g requirements. In the 2021-2022 school year, all of the students were earning credits towards a certificate of completion from their district of residence.

Regardless of program focus, students are exited from the Secondary Program after the completion of their twelfth-grade year. Throughout their twelfth-grade year, the student's IEP team explores options for an appropriate transition program to continue services as necessary through age 22 or until a high school diploma is obtained. The Workshop at COOK Program offers transition program services to its students through age 22. All transition-age students (e.g., 16 years and older) participate in vocational education training and have an Individualized Transition Plan (ITP) as part of their Individualized Education Plan (IEP). Post-secondary transition preparation activities at COOK Education Center include on-site vocational training classes, off-site vocational apprenticeships, mobility training, and community-based instruction. These activities are done in conjunction with the rest of the student's IEP goals.

Related Services: Many students at COOK Education Center require additional supports and services in order to achieve educational benefit and access curriculum. Speech and language pathologists, occupational therapists, and school counselors provide these related services in collaboration with teachers in individual and group therapy sessions, as well as during push-in and co-teaching opportunities in the classroom. These specialists also provide training and coaching to the direct-service teaching staff so the strategies can be implemented across activities, allowing for generalization and maintenance of skills.