



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

BARBOURSVILLE SCHOOL

JUVENILE INSTITUTIONAL EDUCATION PROGRAM

OFFICE OF INSTITUTIONAL EDUCATION PROGRAMS

NOVEMBER 2010

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced (five days in advance) Education Performance Audit of the Barboursville School, a Juvenile Institutional Education Program under the governance of the West Virginia Board of Education and the State Superintendent of Schools, located in Cabell County was conducted October 5, 2010. The purpose of the review was to verify compliance with Policy 2325, *High Quality Standards for Institutional Juvenile Education Programs*, and to make recommendations to the West Virginia Board of Education and the State Superintendent of Schools on such measures of the procedures manual and current Policy 2325 to effectively assess juvenile institutional education programs.

The Education Performance Audit Team reviewed the Five-Year Strategic Improvement Plan, interviewed school personnel and host agency staff as available, observed classrooms, and examined school records.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

West Virginia Department of Education – Robert Buckland, Principal, Burlington Beckley Center

West Virginia Department of Education – Jared Hughes, Coordinator, Office of Institutional Education Programs

JUVENILE INSTITUTIONAL EDUCATION PROGRAM

BARBOURSVILLE SCHOOL

William DesRochers, Principal

OVERVIEW

The Barbourville School is a psychiatric treatment program for adolescents with serious emotional disturbance. The Barbourville School works with River Park Hospital, the host agency. Barbourville School placement requirement includes male and female students between the ages of 12 and 18 and the students must have a Diagnostic Services Manual (4th Addition) (DSM-IV) primary diagnosis and be deemed a danger to themselves or others.

The students of the Barbourville School participate in assessments including: Nursing, educational achievement levels, psychiatric, and recreational services/physical assessment. Students are provided individual treatment planning and medical care and receive both individual and group therapy from licensed therapists. The educational program is provided by the Office of Institutional Education Programs.

The students are admitted through a Chapter 27 (Mental Hygiene) Final Commitment, have a DSM-IV diagnosis, and have been determined to be a danger to themselves or those around them to the point that they need to be in a more secure setting. Typical behaviors exhibited by the students include suicidal or homicidal ideation, physical aggression, and/or psychotic behavior. Students admitted to the Barbourville School suffer from mood related issues and/or behavioral issues that require a secure setting. The average stay for a student at the school over the last nine months has been 5.37 months. The length of stay is not shorter than two months but has lasted for 18 months.

In order to exit the program, the student will have met the individual criteria developed by his/her treatment team. This includes, but is not limited to, psychiatric stability, participation in therapy, participation in the educational program, and behavioral expectations set forth by the treatment team. Students discharged will either go home or go to a step-down facility depending upon the individual student's circumstances.

EDUCATION PERFORMANCE AUDIT

COMMENDATIONS

- 3.2.2. High Expectations.** It was evident that all staff were nurturing and compassionate and pushed each student to excel. The staff was aware of students' extremely difficult situations and took measures to help students overcome their issues. Teachers provided high quality instruction in a caring manner that provided safety and security for all students.
- 3.8. Leadership.** The principal was organized and knowledgeable of the school's focus and the educational needs of the students.

Identification of Resource Needs

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in the schools and how those impact program and student performance.

3.4.1. Facilities are safe, free of hazards and adequate to meet the needs of students and provide an environment conducive to learning.

Section 3.4. Regulatory Agency Reviews of West Virginia Board of Education Policy 2325 governing accountability for juvenile institutional education programs for public school age students establishes standards for safe and adequate facilities for learning.

A host agency provides and maintains all facilities for the 10 juvenile institutional education programs in West Virginia. The West Virginia Board of Education through the State Superintendent of Schools and the West Virginia Department of Education, Office of Institutional Education Programs provides the education programs in these facilities. Such provision of adequate services compels interagency collaboration and cooperation regarding adequate facilities for juvenile institutional education programs.

The Office of Education Performance Audits Team found that the Barboursville School was well equipped to provide 21st Century instruction for all students. The staff and administration had an excellent working relationship with the host agency and the two bodies communicated well to provide a seamless educational and living experience.

Education Performance Audit Summary

The Team presented two commendations.