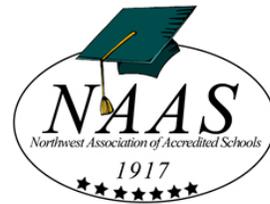


**The Report of the
Accreditation Visiting Team**

**Maple Lake Academy
6155 South 2400 West
Lakeshore, Utah 84660**

June 23, 2008



**Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Maple Lake Academy
6155 South 2400 West
Lakeshore, UT 84660**

June 23, 2008

UTAH STATE OFFICE OF EDUCATION

**Patti Harrington, Ed.D.
State Superintendent of Public Instruction**

**DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, June 23, 2008, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Maple Lake Academy is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Joe Kelly is also commended.

The staff and administration are congratulated for their desire for excellence at Maple Lake Academy, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Maple Lake Academy.

Patti Harrington, Ed.D.
State Superintendent
of Public Instruction

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Executive Officer

Twila B. Affleck

Secretary

*Board of Regents Appointments

** CMAC Representative Appointment

7/25/2007

MAPLE LAKE ACADEMY

OWNERSHIP

Owners of Record Dr. Patti Hollenbeck-Dial, Nicole Holwege, Michele Broadbent

BOARD OF DIRECTORS

Dr. Patti Hollenbeck-Dial Member
Nicole Holwege Member
Michele Broadbent..... Member

MAPLE LAKE ACADEMY
ADMINISTRATION AND STAFF

School Administration

Joe Kelly Principal
Heidi Preece Education Director

Counseling/Therapy

Dr. Karen Nickl Therapist
Denise Larouche CPCI/Therapist
Logan Valentine Therapist
Heather Rowley CPCI/Therapist
Karie Swenson Recreation Therapist
Anna Tidwell Equine Therapist

Support Staff

Michele Broadbent Nursing Director
Nichol Holwege Residential Director
Jill Haggerty MWF Supervisor
Josh Smith MWF Assistant Supervisor

Faculty/Classroom Technicians

Janique Bradley	Heidi Preece	Josh Smith
Rebecca Campbell	Jodi Morris	Elena Smith
Jill Haggerty	Ronnie Squires	Holly Stansbury

MEMBERS OF THE VISITING TEAM

Ted P. Lovato, Accreditation Consultant, Utah State Office of Education,
Northwest Association of Accredited Schools, Chairperson

Judi Jacques, Principal, Island View Residential Treatment Center

INTRODUCTION

Purpose

Maple Lake Academy is seeking continued accreditation by the Northwest Association of Accredited Schools (NAAS). NAAS is one of the premier American education accrediting agencies, and accredits over 1,800 public and private schools throughout the Northwest region of the United States and many other places in the world. The NAAS accreditation process establishes rigorous quality standards and validates the educational quality of schools through on-site reviews conducted by trained volunteer evaluators and consultants, as needed.

This document is the report of the evaluation team. The purpose of the on-site evaluation visit is to (1) validate the completion and accuracy of the school's self-study, (2) verify that the school meets the NAAS standards, (3) facilitate development and implementation of an effective school improvement plan, and (4) provide commendations and recommendations to enhance the school's quality.

Evaluation

The Utah State Office of Education assembled a Visiting Team whose members have had extensive expertise in accreditation, school improvement, international education and American education. The team members have graduate degrees in education and over 90 years of cumulative experience as educators and administrators.

The one-day evaluation was based on NAAS standards and quality indicators. Evaluation activities and methods used included review of the self-study materials, observations, and facilities. There were individual interviews of teachers, students and administrators. School records and documents were reviewed.

This report is prepared for the school to be used for its continuous improvement. Evaluation decisions were made by consensus; thus, ratings and evaluative commendations and recommendations were developed by the team and do not represent just one person's opinion.

An oral report highlighting the commendations and recommendations was presented to the administrator. This written report summarizes findings and offers commendations and recommendations. The school is encouraged to share the report with the school community, an advisory board, and appropriate authorities.

The report provides a specific judgment on whether each indicator of each standard is met. Whereas not all quality indicators under each standard must be fully met at the time of the review visit, the school must identify the needs and be working toward fully meeting each indicator.

This report includes ratings and findings, as well as, commendations and recommendations. Ratings address the degree to which the school meets the standards and quality indicators. Findings are statements of fact that were observed or reported.

Commendations are areas that the team identified as strengths or that exceed expectations. It is important for the school to maintain those strong points because they contribute to overall quality. Recommendations refer to either the areas that need change or next steps for continuous improvement. Therefore, all schools receive recommendations. The number of recommendations in no way reflects the quality of the school.

MAPLE LAKE ACADEMY

MISSION STATEMENT

To offer the very best program available to adolescent girls who are faced with challenges of their learning differences. By providing a safe and fun home environment, with a balance of structure, love, and acceptance, students learn to succeed in the areas of self-respect, academics, spirituality, emotional and physical health, and family and social responsibilities.

BELIEF STATEMENTS

- Each student has the right to an excellent education that is designed to meet the needs of her specific learning differences.
- Each student must be given the opportunity to discover her unique talents and gifts.
- Each student has the right to gain an understanding of her particular learning differences and to develop skills and strategies that will help her succeed in her interpersonal relationships with family, academic, and social environments.
- Family support and involvement is an integral part of the overall success for students with learning differences.
- All people involved in the process of growth – the student, the parents, the teachers, the therapists and the staff must be willing to use their creativity and desire for knowledge to help the student embrace life and learning, one success at a time.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Students will gain individualized coping skills to thrive in a classroom environment, social relationships, and the community.

Indicator One: Students will communicate more effectively by improving their reading, writing, and listening skills.

Indicator Two: Students will learn to cope and gain life skills necessary to live in the community.

Date of Visit: June 23, 2008

VISITING TEAM REPORT

MAPLE LAKE ACADEMY

CHAPTER 1: SCHOOL PROFILE

Maple Lake Academy came into being in 2005, after years of planning and development. Because of the combined experience of all involved, it was the founders' desire to create a nurturing and clinically sophisticated program that offered life solutions to girls diagnosed with LD (learning disabilities), NLD (non-verbal learning disabilities), AS (aspergers), and HFA (high-functioning autism).

Most of the students have experienced previous school failure and are behind on graduation credits. The school offers eight courses per semester in which students can earn credit. Each semester is divided into two terms. Students have the opportunity to earn .25 credits per term in each class. Classes are held Monday through Friday. Maple Lake Academy offers English, Math, Science, History, PE, an elective course, Personal Development, and Equestrian each semester. In addition, the students have Study Hall, where 20 minutes of sustained silent reading is required. Average class size at Maple Lake Academy is five to seven students.

Maple Lake Academy is a working ranch/farm located in a beautiful rural setting several miles west of Spanish Fork, Utah. The facilities are new, well-designed, and well-maintained, and the educational space provided for student learning is commendable.

a) *What significant findings were revealed by the school's analysis of its profile?*

- Enrollment remains fairly consistent, but the number of students in various grade levels will change periodically.
- Maple Lake serves primarily Caucasian females, but also has some ethnic and national diversity.
- Students at Maple Lake fall into two clusters of academic achievement; the school program at Maple Lake needs to continually work on meeting the needs of girls in both achievement clusters.
- Student perceptions of the school are not in line with parent or staff perceptions.
- DRSL goals need help to address areas of concern identified in the NSSE survey.
- Most students go to a traditional boarding school after leaving Maple Lake. The school program needs to help students develop skills that will

help them be successful in future educational placements.

- b) *What modifications to the school profile should the school consider for the future?*

More information is needed on the academic credentials of the people delivering the educational product to students.

- c) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The school's self-study, on the whole, is well done and is fairly accurate regarding the school's strengths and limitations.

Suggested Areas for Further Inquiry:

The SUCCESS program at Maple Lake Academy, which consists of competencies in seven areas that every student is asked to complete, is commendable and well accepted by students, but needs to be measured for overall effectiveness and value to students. As part of the school's DRSL and in close association with the Life Skills curriculum, a measurement of the SUCCESS program will surely provide Maple Lake Academy valuable information in continuing to straighten the program.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

The following represents the Visiting Team's renderings on the Core Standards for Accreditation and whether, in their collective judgment, each respective indicator is being substantially met.

1. MISSION, BELIEFS, AND DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

Guiding Principle: The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The desired results for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school must focus on enabling all students to achieve the school's desired results for student learning.

- 1.1 The school's mission statement and desired results for student learning (DRSLs) are developed by the school and are approved and supported by the professional staff and any other school-wide governing organization.

Substantially Met

- 1.2 The school's mission statement and beliefs represents the school's fundamental values and beliefs about student learning.

Substantially Met

- 1.3 The school defines school-wide academic, civic, and social learning expectations that are measurable, reflect the school’s mission and beliefs, and are consistent with and reinforce the Utah’s *Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success* and each Core Curriculum’s intended learning outcomes.

Substantially Met

- 1.4 For each academic expectation of the mission, the school has a targeted level of successful achievement identified in an indicator.

Substantially Met

- 1.5 The school uses indicators to assess the school’s progress in achieving school-wide civic (where applicable) and social expectations.

Substantially Met

- 1.6 The school’s mission statement, beliefs, and DRSLs guide the procedures, policies, and decisions of the school and are evident in the culture of the school.

Substantially Met

- 1.7 The school regularly reviews its mission statement, beliefs, and DRSLs using a variety of data to ensure that they reflect student needs, community expectations, the district/governing body mission, and state and national standards, as applicable.

Substantially Met

Comments of the Visiting Team—Mission, Beliefs, and DRSLs Standard

Maple Lake Academy has developed a set of mission, beliefs, and DRSLs that are significantly applicable to the very unique student population served. These items are the key component that drives academic decisions.

2. CURRICULUM

Guiding Principle: The curriculum including coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission and desired results for student learning. The curriculum links the school's beliefs, its desired results for student learning, and its instructional practices. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

- 2.1 Each curriculum area identifies those school-wide academic expectations for which it is responsible.

Substantially Met

- 2.2 The curriculum is aligned with the school-wide academic expectations and ensures that all students have sufficient opportunity to achieve each of those expectations.

Substantially Met

- 2.3 The written curriculum:
- a. Prescribes content that aligns with the Utah State Core Curriculum.
Substantially Met
 - b. Integrates relevant school-wide learning expectations reflecting the Utah *Life Skills: A guide to Knowledge, Skills, and Dispositions for Success*.
Substantially Met
 - c. Identifies course-specific intended learning outcomes.
Substantially Met
 - d. Suggests instructional strategies.
Substantially Met
 - e. Suggests assessment techniques including the use of school-wide expectations for student learning.
Substantially Met
- 2.4 The curriculum engages all students in inquiry, problem-solving, and higher-order thinking, as well as providing opportunities for the authentic application of knowledge and skills.
Substantially Met
- 2.5 The curriculum is appropriately integrated and emphasizes depth of understanding over breadth of coverage.
Substantially Met
- 2.6 The school provides opportunities for all students to extend learning beyond the normal course offerings and the school campus.
Substantially Met
- 2.7 There is effective curricular coordination and articulation between and among all academic areas within the school and the student's home school/district.
Substantially Met
- 2.8 A record that documents the results of all students' performance is maintained.
Substantially Met
- 2.9 The school has a written policy statement concerning the selection of educational materials.
Substantially Met
- 2.10 The instructional materials are selected to support the specific objectives of the individual courses as well as the school's overall mission and goals.
Substantially Met
- 2.11 The materials provided to the students are adequate to meet the course objectives.
Substantially Met
- 2.12 The reading level of the materials is appropriate to the reading-level competence

- of the students.
Substantially Met
- 2.13 The materials are up to date.
Substantially Met
- 2.14 Adequate provisions are made for the prompt delivery and return of instructional materials, lessons, and examinations to and from the students.
Substantially Met
- 2.15 Lessons and examinations are graded promptly and the results communicated to the students and their parents/guardians.
Substantially Met
- 2.16 Student (and parent/guardian) inquiries are answered promptly and satisfactorily.
Substantially Met
- 2.17 The procedures for granting credit and/or for determining progress toward graduation are consistent with the school's stated purposes.
Substantially Met
- 2.18 The procedures for granting credit are in writing and are available to enrolled students.
Substantially Met
- 2.19 Instructional materials, technology, equipment, supplies, facilities, staffing levels, and the resources of the library/media center are sufficient to allow for the effective implementation of the curriculum.
Substantially Met
- 2.20 The professional staff is actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals.
Substantially Me
- 2.21 The school commits sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.
Substantially Met
- 2.22 Professional development activities support the development and implementation of the curriculum.
Substantially Met
- 2.23 The program of studies meets the requirements of the state, ministry, or parent organization, as applicable.
Substantially Met
- 2.24 The curriculum is adapted to meet the individual student learning needs.

Substantially Met

- 2.25 The students are aware of the curriculum being taught and are appropriately involved.

Substantially Met

Utah-Specific Indicators—Curriculum Standard

- 2.26 The curriculum meets the Utah graduation and credit requirements, and all courses align to, meet or exceed Utah State Core Curricula in accordance with Board Rule R277-705.

Substantially Met

- 2.27 Rules and policy that require parent or guardian notification are followed.

Substantially Met

- 2.28 The curriculum includes patriotic education as outlined in Board Rule R277-475-3.*

Not applicable

* Does not necessarily apply to non-public schools.

Comments of the Visiting Team—Curriculum Standard

The Visiting Team was impressed by the efforts to extend learning beyond the traditional classroom setting. The small staff makes extensive efforts to maximize the resources and opportunities that are available in the community, which greatly enhances the educational program.

One of Maple Lake Academy's greatest strengths is the school's expertise in dealing with the population of students it serves. Furthermore, the staff at Maple Lake Academy makes efforts to educate the students based on their differences and needs in order to prepare them well to transition to subsequent educational settings. Indicator two of the DRSL and Utah Life Skills curriculum supports this effort.

3. INSTRUCTION

Guiding Principle: The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of desired results for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission, beliefs, and desired results for student learning, supported by research in best practices, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

- 3.1 Instructional strategies and practices are consistent with the school's stated mission, beliefs and DRSLs.

Substantially Met

- 3.2 Teachers use a variety of instructional strategies to:
- a. Personalize instruction by providing concrete examples.
Substantially Met
 - b. Make connections across disciplines by linking examples to other subjects.
Substantially Met
 - c. Engage students as learners by using a variety of strategies.
Substantially Met
 - d. Engage students as self-directed learners by providing opportunities for problem-solving.
Substantially Met
 - e. Involve students in higher-order thinking.
Substantially Met
 - f. Provide opportunities for students to apply knowledge or skills.
Substantially Met
 - g. Promote student self-assessment and self-reflection of what has been taught.
Substantially Met
 - h. Recognize diversity, multiculturalism, individual differences, and other prevalent unique characteristics of the student population.
Substantially Met

- 3.3 Teachers use feedback from a variety of sources, including other teachers, students, supervisors and parents, as a means of improving instruction.
Substantially Met

- 3.4 Teachers are proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices. (See 6.5 for reporting licensing and endorsements.)
Partially Met

The teaching staff at Maple Lake Academy consists of one licensed special education teacher and other “classroom techs” who provide instruction and curriculum to the students on a daily basis. These classroom techs are providing instruction in a variety of subject areas and are not licensed teachers. An effort should be made to include more licensed teachers to provide instruction and curriculum to the students. Perhaps a restructuring of the academic day would make more licensed educators available to be employed part-time at Maple Lake Academy.

- 3.5 Analysis of instructional strategies is a significant part of the professional culture of the school.
Substantially Met

- 3.6 Technology is integrated into and supportive of teaching and learning.
Partially Met

Maple Lake Academy is working on securing a computer lab to better integrate technology into teaching and learning.

- 3.7 Library information services are available to students and faculty and utilized to improve teaching and learning.

Partially Met

- 3.8 The school's professional development program is guided by identified instructional needs and provides opportunities for teachers to develop and improve their instructional strategies.

Substantially Met

- 3.9 Teacher supervision and evaluation processes are used to improve instruction in order to meet the needs of all students.

Substantially Met

Utah-Specific Indicator—Instruction Standard

- 3.10 Instructional time is allocated and protected to support student learning.

Partially Met

Instructional hours should be better aligned with the Carnegie Units of Credit. Currently, a Maple Lake student receives approximately 21 hrs. of instruction per .25 credit. This is supplemented by homework assignments and some structured study hall time as well. However, the study hall time is not monitored directly by a licensed educator, which brings into question the validity of the credit tie-in with study hall time and the classroom. Ways to increase instructional time should be investigated and implemented.

- 3.11 The teaching and learning program focuses on and utilizes educationally accepted best practices.

Substantially Met

Comments of the Visiting Team—Instruction Standard

Overall, the quality of instruction received by the students at Maple Lake Academy is solid. The Visiting Team has been impressed by the staff's efforts to help students develop a thorough awareness and understanding of their individual needs through the integration of academics and therapeutic services. The SUCCESS program, with its relationship to USOE's Life Skills curriculum, is an integral part of this process.

See also comments above for specific indicators.

4. ASSESSMENT

Guiding Principle: Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the parents the progress of students in achieving the school's

expectations for student learning as well as course-specific learning goals. Assessment results must be continually analyzed to improve curriculum and instruction.

4.1 The school has a process to assess both school-wide and individual student progress in achieving the academic expectations of the mission.

Substantially Met

4.2 The school's professional staff uses data (climate survey, empirical, etc.) to assess the school success in achieving its civic and social expectations.

Substantially Met

4.3 Teachers clarify for students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.

Substantially Met

4.4 Teachers base classroom assessment of student learning on school-wide and course-specific indicators for intended learning outcomes.

Substantially Met

4.5 Teachers use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.

Substantially Met

4.6 Teachers meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.

Substantially Met

4.7 The school's professional development program provides opportunities for teachers to collaborate in developing a broad range of assessment strategies.

Substantially Met

4.8 The school's professional staff communicates individual student progress in achieving school-wide academic expectations to students and their families.

Substantially Met

4.9 Results and analysis of academic assessment are used to drive curriculum and instruction.

Substantially Met

4.10 A record that documents the results of all student performance is maintained.

Substantially Met

Utah-Specific Indicators—Assessment Standard

4.11 Teachers receive and use the results of standardized assessments in a timely manner to facilitate and improve instruction. (For public school this would include the CRT, Iowa Test and UBSCT results.)*

Not Applicable

- 4.12 Proficiency criteria are explicitly described in course descriptions per Board Rule R277-700-3.

Substantially Met

- 4.13 The school assesses English acquisition using annual measurable achievement objectives.*

Not Applicable

* Do not necessarily apply to non-public schools.

Comments of the Visiting Team—Assessment Standard

Collaboration is a key component of the program and greatly enhances the students' success at the program both within the academic realm and outside of it. This collaboration allows the students to be assessed in a variety of informal ways in order to best meet the needs of individual students.

CHAPTER 3: NAAS SCHOOL SUPPORT STANDARDS

4. LEADERSHIP AND ORGANIZATION

Guiding Principle: The way in which a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices that supports student learning and well-being.

- 5.1 The academic administrator has sufficient autonomy and decision-making authority to lead the school in achieving the mission, beliefs, and DRSLs.

Substantially Met

- 5.2 The academic administrator provides leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.

Substantially Met

- 5.3 The student-to-academic administrator ratio does not exceed 450 students to each qualified administrator or prorated fraction thereof.

Substantially Met

- 5.4 Staff members, as well as administrators (other than the academic administrator), provide leadership essential to the improvement of the school.

Substantially Met

- 5.5 Excessive staff turnover does not impact school effectiveness. The school evaluates staff turnover and addresses any concerns about staff retention.

Substantially Met

- 5.6 The organization of the school and its educational programs promotes the achievement of the school's mission, beliefs, and DRSLs.

Partially Met

The Maple Lake Academy leadership should investigate ways to restructure the school day that would provide highly qualified and licensed instructional staff members from local communities to teach on a part-time basis.

- 5.7 Student grouping patterns reflect the ethnic diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission, beliefs, and DRSLs.

Substantially Met

- 5.8 The schedule is driven by the school's mission, beliefs, and DRSLs and supports the effective implementation of the curriculum, instruction, and assessment.

Partially Met

*More instructional seat time is needed. It can be augmented by the current structured study hall **IF** supervised by a highly qualified, licensed educator.*

- 5.9 Meaningful roles in the decision-making process are accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.

Substantially Met

- 5.10 There is a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning.

Substantially Met

- 5.11 The professional staff members collaborate within and across departments or grade levels in support of learning for all students.

Substantially Met

- 5.12 All school staff is involved in promoting the well-being and learning of students.

Substantially Met

- 5.13 Student success is regularly acknowledged, celebrated, and displayed.

Substantially Met

- 5.14 The climate of the school is safe, positive, respectful, and supportive, resulting in a sense of pride and ownership.

Substantially Met

- 5.15 The school has a written code of student conduct.
Substantially Met
- 5.16 Teacher supervision and evaluation processes are used to improve instruction.
Substantially Met
- 5.17 The academic administrator is significantly involved in the selection, assignment, and retention of instructional personnel.
Substantially Met
- 5.18 The school employs adequate staff, both professional and non-certified, to support student enrollment and to realize its stated purposes.
Partially Met

There is a need for all personnel delivering instruction as teachers to be highly qualified and licensed.

- 5.19 The school meets all applicable state requirements and regulations for licensure, organization, academic administrators, and control, unless state authorities have granted official exemption.
Partially Met

See 5.18 above.

Utah-Specific Indicators—Leadership and Organization Standard

- 5.20 The school has a written policy prohibiting discrimination and regular training is provided to ensure compliance in accordance with Board Rule R277-112-3-C.
Substantially Met
- 5.21 The school has a written policy explaining the process and standards for acceptance and reciprocity of credits earned by students in accordance with Board Rule R277-705-3.
Substantially Met
- 5.22 Teachers have reviewed and are familiar with the *Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success* document, and have implemented them into the curricula they are teaching.
Substantially Met

Comments of the Visiting Team—Leadership and Organization Standard

Attention needs to be given to certification of teaching personnel. All educational staff members should be properly licensed and endorsed for their assignments. Paraeducators must be under the direct supervision of a licensed teacher.

See also comments under individual indicators.

6. SCHOOL SERVICES

Guiding Principle: Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

Student Support Services

- 6.1 The school's student support services are consistent with the school's mission, beliefs, and DRSLs.

Substantially Met

- 6.2 The school allocates resources, programs, and services so that all students have a reasonable opportunity to achieve the school's expectations for student learning.

Partially Met

More technology is needed for student use.

- 6.3 Student support personnel enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.

Substantially Met

- 6.4 All student support services are regularly evaluated and revised as needed to support improved student learning.

Substantially Met

- 6.5 All professional personnel are in compliance with the Utah Educator Licensing requirements and are appropriately endorsed for all assignments in accordance with Board Rule R277-501.

Not Presently Met

All personnel delivering instruction must be highly qualified and licensed.

- 6.6 The total number of students instructed by any one teacher does not exceed 160.

Substantially Met

- 6.7 There is a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.

Substantially Met

- 6.8 Student records, including health and immunization records, are maintained in a confidential and secure manner consistent with federal (FERPA) law.

Substantially Met

- 6.9 All teachers are given appropriate orientation training.
Substantially Met
- 6.10 Teachers are carefully supervised by the academic administrative staff.
Substantially Met
- 6.11 The non-professional clerical and paraprofessional staff members are carefully selected and have appropriate training and background for their position.
Substantially Met
- 6.12 Policies for the selection and assignment of personnel are non-discriminatory in reference to race, ethnic origin, and sex.
Substantially Met

Utah-Specific Indicators—Student Support Services

- 6.13 All school employees have been instructed regarding their responsibilities and follow required procedures in cases of suspected child neglect and physical or sexual abuse in accordance with Board Rule R277-401-3.
Substantially Met
- 6.14 The school communicates to parents/guardians all assessment practices used by teachers in the preferred language of the parents and facilitates direct involvement in their children’s education (i.e., English as a second language programs, English literacy programs, homework programs and home assessment tools).
Substantially Met

Guidance Services

- 6.15 The school provides a full range of comprehensive guidance services, including:
 - a. Individual and group meetings with guidance personnel.
Partially Met
 - b. Personal, career, and college counseling.
Partially Met
 - c. Student course selection assistance.
Substantially Met
 - d. Appropriate support in the delivery of special education services for students, as applicable.
Substantially Met

The consulting principal is certified as a school counselor but is not available on a daily basis.

- 6.16 The ratio of students to those who provide guidance and counseling services does not exceed 400 students to one of those respective individuals.
Substantially Met
- 6.17 The guidance service facilities are large enough to house program personnel,

equipment and material. (Counseling spaces should be easily accessible to all students, equipped with offices for each professional school counselor, installed telephones, computer connections, etc.)

Substantially Met

Utah-Specific Indicators—Guidance Services

6.18 The Comprehensive Guidance Program (Board Rule R277-462) reflects the school’s mission, beliefs and DRSLs.*

Not Applicable

6.19 School counselors can provide evidence that the Comprehensive Guidance Program is contributing to student achievement.*

Not Applicable

* Do not necessarily apply to non-public schools.

Health Services

6.21 The school has a current health service plan providing resources to meet the needs of all the students.

Substantially Met

6.22 The school has a crisis response plan that is tested and updated annually as outlined in Board Rule R277-400.

Substantially Met

Library Information Services

6.23 The library media program is directed by a certified library media specialist.

a. Library staff in schools of fewer than 250 students need not be certified, but are under the direction of a qualified library media specialist.

b. Schools with an enrollment between 250 and 500 students have a full-time qualified library media specialist.

c. Schools with more than 500 students have a full-time library media specialist and have additional library media personnel.

d. Personnel are under the direction of a qualified library media specialist.

Partially Met

Maple Lake Academy does not currently employ a certified media specialist, but does have library access in the local communities.

6.24 Students, faculty, and support staff have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.

Partially Met

See 6.23 above.

- 6.25 The library/information services program fosters independent inquiry by enabling students and faculty to use various school and community information resources and technologies.

Partially Met

The school lacks sufficient library/information services and is weak in offering technology services to students.

- 6.26 The school has a written policy concerning the selection and removal of information resources and the use of technologies and the Internet.

Partially Met

Very little technology is afforded the Maple Lake Academy student; thus, a written policy is not evident.

Utah-Specific Indicator—Library Information Services

- 6.27 The library collection and information resources are relevant, up-to-date and of sufficient size (10 volumes per student) to meet the program of curricular and literacy needs of the students and faculty.

Partially Met

See 6.25 above.

Special Education Services

- 6.28 The school provides special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws, as applicable.

Substantially Met

Family and Community Services

- 6.29 The school engages parents and families as partners in each student's education as appropriate to the school's program.

Substantially Met

- 6.30 The school fosters productive business/community/higher education partnerships that support student learning appropriate to the school's program.

Substantially Met

Comments of the Visiting Team—Student Support Services Standard

See comments above under specific indicators.

7. FACILITIES AND FINANCES

Guiding Principle: The school plant (consisting of site, buildings, equipment, and services) is an important factor in the functioning of the educational program. The school plant serves as a vehicle for the implementation of the school mission. The school plant should provide for a variety of instructional activities and programs and for the health and safety of **ALL** persons. The school plant should incorporate aesthetic features that contribute to a positive educational atmosphere while providing for needed flexibility. In addition to an appropriate facility, sufficient fiscal resources must be available, accounted for and effectively used in order for any school to accomplish its mission and expectations for student learning.

- 7.1 The school site and plant support and enhance all aspects of the educational program and the support services for student learning.
Substantially Met
- 7.2 The physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
Substantially Met
- 7.3 Equipment is adequate, properly maintained, catalogued, and replaced when appropriate.
Partially Met
- 7.4 A planned and adequately funded program of building and site management ensures the appropriate maintenance, repair, and cleanliness of the school plant.
Substantially Met
- 7.5 There is ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.
Substantially Met
- 7.6 Faculty and building administrators have active involvement in the budgetary process, including its development and implementation, where applicable.
Substantially Met
- 7.7 The school has sustainable financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the students.
Substantially Met
- 7.8 Proper budgetary procedures and generally accepted accounting principles are followed for all school funds.
Substantially Met
- 7.9 The school's accounts are independently audited annually.
Substantially Met

- 7.10 The total cost for a course of instruction, including all textbooks, materials, and instructional services, is made known to parents at the time of their application and/or registration, where applicable.
Substantially Met
- 7.11 Terms of tuition and/or fees payment are clearly defined in the application, where applicable.
Substantially Met
- 7.12 Any advertising and promotional literature is completely truthful and ethical.
Substantially Met
- 7.13 Any advertising and promotional literature clearly states the purpose of the school's program of instruction.
Substantially Met
- 7.14 None of the school's advertising and promotional literature is offensive or negative toward other schools or educational agencies.
Substantially Met
- 7.15 Tuition collection procedures are in keeping with sound and ethical business practices and protect the financial interest of the school, where applicable.
Substantially Met
- 7.16 The administration has the authority to administer its discretionary budget, where applicable.
Substantially Met

Comments of the Visiting Team—Facilities and Finance Standard

The owners of Maple Lake Academy are to be applauded for their efforts made with regard to the new educational space provided for students.

The living quarters are commendable, and food service is outstanding and prepared by a professional chef.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

8. CULTURE OF CONTINUAL IMPROVEMENT

Guiding Principle: A quality school develops and maintains an externally validated process and plan for school improvement. Goals resulting from the evaluation process should include targeted levels of achievement and be measurable.

- 8.1 The school has developed and implemented a comprehensive school improvement plan using *Collaborating for Student Achievement*, the Utah accreditation school improvement process that is reviewed and revised on an ongoing basis.

Substantially Met

- 8.2 Results of school improvement are identified, documented, used, and communicated to all stakeholders.

Substantially Met

- 8.3 The school improvement effort is externally validated on a periodic basis by an onsite accreditation visiting team.

Substantially Met

- 8.4 The school improvement plan is consistent with external accountability requirements, such as those of the state in which the school is located. These could also be ministry or federal accountability requirements.

Partially Met

Maple Lake Academy must continue to investigate strategies to cover all aspects of the Utah Core Curriculum.

- 8.5 The school improvement process provides an orderly process for:
- Selecting the most appropriate areas upon which to focus improvement efforts.

Substantially Met

- Developing strategies that are designed to improve student performance.

Partially Met

- Implementing those strategies.

Substantially Met

- Monitoring the process.

Substantially Met

- Evaluating the process to ensure that success has been attained.

Partially Met

Maple Lake Academy should continue to make a concentrated effort for the full implementation of the school's DRSLs on a school-wide basis.

- 8.6 The school improvement process is the result of a school self-evaluation that addresses the major recommendations for improvement as identified in the self-study.

Substantially Met

- 8.7 Goal statements for the school improvement process are properly aligned with the implementation plan and clearly identify measures of success.

Substantially Met

- 8.8 A reasonable, specific timeline for the implementation of each area within the

school improvement process is identified.

Substantially Met

- 8.9 The school improvement process involves a site-based council or advisory committee.

Substantially Met

Utah-Specific Indicator—Culture of Continuous Improvement Standard

- 8.10 The school incorporates the recommendations from the external evaluation (Report of the Visiting Team) into its school improvement plan.

Not Presently Met

The external evaluation by the Visiting Team has yet to be completed.

Comments of the Visiting Team – Continuous Improvement Standard

As this was Maple Lake’s first full-team, visit the school has not yet received the recommendations of the Visiting Team. Maple Lake Academy has made excellent progress during its provisional accreditation, and has laid a good foundation for future school improvement.

See also comments above for specific indicators.

CHAPTER 5: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

As result of the onsite visit, the Visiting Team determined that there were commendations regarding the school and program, and as well some recommendations for the school staff and administration to consider during the next years of accreditation. These follow and represent both general impressions and some that are specifically related to the Core Standards for Accreditation. The school should make every effort to review each commendation and recommendation and put into place plans for celebration and/or prioritization for school improvement. The school is expected, as part of its annual report, to account for its progress toward achieving those recommendations as prioritized in the school’s improvement plan.

Commendations:

- The Visiting Team commends Maple Lake Academy for its caring, competent, and dedicated staff members, who work diligently and collaboratively in meeting the special needs of this unique, at-risk student population.

- The Visiting Team commends Maple Lake Academy staff for offering a wide range of specialized services and activities to students, including equine therapy, rec. therapy, career interest assessment, SAT/ACT prep, internships, etc.
- The Visiting Team commends Maple Lake Academy for a well done self-study document that was well organized, contained meaningful data, and provides a valid tool for future positive growth.
- The Visiting Team commends Maple Lake Academy for their efforts to individualize students' educational programs and for seeking ways to reach each student and adjust instructional strategies accordingly.
- The Visiting Team commends Maple Lake Academy for the weekly and monthly staff collaboration that engages staff members in ongoing professional development for the purpose of improving student performance.
- The Visiting Team commends Maple Lake Academy for the use of pre and post testing that assesses student academic progress and assists members of the teaching staff in making necessary adjustments to their planning and instructional strategies.
- The Visiting Team commends Maple Lake Academy for its SUCCESS program, which includes a strong academic component and requires students to complete competencies in seven vital areas. The SUCCESS program is one way Maple Lake Academy staff has found to make USOE's Life Skills program part of the daily lives of students.

Recommendations:

- The Visiting Team recommends that the Maple Lake Academy ownership and principal seek ways to have subject-specific-endorsed teachers included in curriculum development and classroom instruction, especially in all subject areas in which graduation credit is awarded. Perhaps investigating a restructured academic day would make available and provide highly qualified instructional staff from local communities to teach on a part-time basis at Maple Lake Academy.
- The Visiting Team recommends that seat time/instructional time be brought into compliance with the Carnegie Unit of credit (.25 = 32-36 hours), and that the school seek opportunities to add time to the length of the current school day.
- The Visiting Team recommends that Maple Lake Academy make a concentrated effort toward the full implementation of the DRSLs on a school-wide basis, especially indicator number one.

- The Visiting Team recommends that Maple Lake Academy investigate and implement strategies to cover all aspects of the Utah Core Curriculum.
- The Visiting Team recommends that Maple Lake Academy owners and staff seek additional resources to improve the overall use of technology to enhance its educational program, including adding to the current website so parents can receive more immediate feedback regarding student progress.