

**The Report of the
Accreditation Visiting Team**

**McKay-Dee Hospital
Summit Family-Centered
Day Treatment School
5030 Harrison Boulevard
Ogden, Utah 84403-4311**

March 14, 2012



**Utah State Office of Education
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Summit Family-Centered
Day Treatment School
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FOREWORD

The purpose of the accreditation process is to stimulate school growth and improvement so as to increase the quality of instruction and 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 in a three-step 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, March 14, 2012, 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 Summit Family-Centered Day Treatment School 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 Education Coordinator Pam Scott is also commended.

The staff and administration are congratulated for their desire for excellence at Summit Family-Centered Day Treatment School and for their professional attitude which made it possible for them to see weaknesses and strengths and to suggest procedures for 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 most 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 Summit Family-Centered Day Treatment School.

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MCKAY-DEE BEHAVIORAL HEALTH INSTITUTE
SUMMIT FAMILY-CENTERED DAY TREATMENT SCHOOL

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SUMMIT FAMILY-CENTERED DAY TREATMENT SCHOOL

MISSION STATEMENT

The mission of Summit School, in collaboration with parents and the community, is to provide innovative and practical education that sparks a desire to learn, enhances communication skills, and encourages students to take responsibility for their education and performance in the community school setting.

BELIEF STATEMENTS

- We believe all people have the right and responsibility to be educated.
- We believe every student can learn.
- We believe that excellence requires constant innovation and renewal.
- We believe in trying new ideas and using what works.
- We believe every student deserves respect, acceptance, and encouragement.
- We believe people work best in an atmosphere of trust.
- We believe families must be involved in the support of student learning.
- We believe an education program must be flexible to meet each student's individual and changing needs.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Personal and Social Responsibility
2. Interpersonal Skills
3. Lifelong Learning

Date of visit: March 14, 2012

MEMBERS OF THE VISITING TEAM

Robert Stillwell, Northwest Accreditation Commission and USOE Accreditation
Consultant, Visiting Team Chairperson

Pat Murdoch, Director, Oakgrove School

VISITING TEAM REPORT

SUMMIT FAMILY-CENTERED DAY TREATMENT SCHOOL

CHAPTER 1: SCHOOL PROFILE

The Summit Family-Centered Day Treatment Program exists to support the mission of McKay-Dee Behavioral Health, McKay-Dee Hospital Center, and Intermountain Healthcare. Within a safe, structured setting, the Summit Family-Centered Day Treatment program provides personalized mental health and dual diagnosis services to adolescents, using a collaborative, family-centered approach.

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

Reviewing the data shows an increase in academic performance and attendance at school. The daily tracker is an effective measure of DRSL progress. The self-study identified a need for more thorough transition plans.

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

The Visiting Team has recommended that the school conduct a longitudinal study to show the correlation between successful completion of program and participation in transition activities and success when returning to neighborhood schools.

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

The self-study was very well organized, complete and tells a compelling story for the need for the program.

Suggested Areas for Further Inquiry:

- See the recommendations section below.

CHAPTER 2: NORTHWEST ACCREDITATION COMMISSION (NORTHWEST) TEACHING AND LEARNING STANDARDS

Mission, Beliefs and Desired Results for Student Learning (DRSLs):

- a) *To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?*

The Summit Family-Centered Day Treatment works as a multi-disciplinary team with the students' families, therapists, community agencies and home schools to make sure the student receives the educational services while in the program. The hospital staff works together with the Education Coordinator very closely on the program and mission of the program. The entire staff is concerned about the progress of each child and the care he/she receives. The communication is open, and the beliefs are shared by everyone on the team. The home school(s) is involved in the progress of the student, and reentry and transition are handled efficiently with the assistance of the education director.

- b) *To what extent do the school's mission and beliefs align to support the school's DRSLs?*

The DRSLs are based on three areas: Personal and Social Responsibility, Interpersonal Skills and Lifelong Learning. These tie in directly to the mission to provide excellent care and serve all persons with respect, gratitude, compassion and caring. The belief statements reiterate the collaboration with parents, community and staff to enhance the learning and life skills of the students.

- c) *Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.*

The school addresses the DRSLs daily, individually and as a group. The students use a Tracking Sheet that lists all the DRSLs with indicators of "High Met," "Met" or "Low Met" determining how well they met the indicators. The students' peer group and staff reviews the sheets and give constructive feedback. The students meet each morning to review the DRSLs and the specific behaviors they want to focus on that day. Families review the sheet and report back to the school daily. The staff keeps a daily summary and confirms homework assignments.

- d) *To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?*

The entire staff is well-versed in the mission and beliefs of the school. The tracking sheet reflects the DRSLs in a visual format to everyone on a daily basis. Communication is open and shared between all parties involved.

Curriculum:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?*

The school utilizes a Northwest-approved individual packet system. Due to the short stay of the students, this is the best educational program for them. A low student-to-staff ratio is maintained, and written guidelines are provided for the learning objectives and grading system.

- b) *To what extent does the curriculum engage all students in inquiry, problem-solving, and higher-order thinking skills?*

A one-on-one or small group setting is provided for the students. The guidelines are in written form for student assessments, and objectives and given to students and staff. Help in remediation is provided while working in core subjects.

- c) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?*

The DRSLs are written in the daily tracking sheet that is given to the students, then taken home and checked off by the staff for correctness. The individual needs of the students are the first priority of the educational program.

- d) *How does the staff use assessments to drive curriculum to ensure that all students can reach the intended learning outcomes?*

The WRAT test is given upon entrance, and additional assessments are given if needed. Since the students' stay is short, the staff works with the home school(s) teachers and counselors to assist in designing the education program and classroom behavior management. Transition back to the home school is an integral part of the program.

Instruction:

- a) *To what extent do teachers use a variety of instructional strategies to enhance student learning?*

Upon admission, the students are tested, behavioral strategies are addressed, and special needs are assessed and provided to the team. The small student-to-teacher ratio helps individual student needs.

- b) *To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?*

The DRSLs are written on each student's daily tracker plan and graded with a point system by the staff. The DRSLs are in direct correlation with the mission statement and goals of the program.

- c) *To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?*

The multi-disciplinary team coordinates all facets of the education and therapeutic program. The Education Director assists the staff members working with the students on the curriculum courses. Again, due to the short stay, classroom instruction is not utilized, but one-on-one instruction is provided.

- d) *To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?*

The multi-disciplinary team coordinates all facets of the education and therapeutic program. The Education Director assists the staff members working with the students on the curriculum courses. Again, due to the short stay, classroom instruction is not utilized, but one-on-one instruction is provided.

- e) *To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction, and assessments?*

Due to the short stay and type of problems of the students, education technology programs are not warranted at this time. The students do have access to the Internet when needed, with a staff member in the room.

Assessment:

- a) *To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?*

The students are given the WRAT test upon admission to assess their skill levels and evaluate any further testing needs. The approved packets have clear instructions and grading guidelines. Each course has a corresponding test at the end of the term, and students must pass with 75 percent accuracy to receive credit. Information from the student's home school is obtained to assist in developing the educational component for each student.

- b) *To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?*

The courses have clear grading guidelines and a corresponding test at the end of the term which students must pass with 75 percent accuracy.

- c) *To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?*

The school profile lists student characteristics by SPED needs, grade breakdown, ethnicity and gender distribution as part of identifying students that meet Summit's student description. By knowing their students' needs, academic programs can be aligned to their needs. Since the stay is short, grading of the courses is the best assessment of the success of the students.

- d) *To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?*

The Educational Director has identified the testing strategies utilized in the program. The multi-disciplinary team collaborates on all types of educational and psychological testing given to all students, and its recommendations are instituted in the individual student plans.

- e) *To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?*

The organization absolutely agrees on the use of the scoring tool in assessing the DRSLs. The DRSLs are in written form on the daily tracking form carried by the students, taken home and then scored by a point system by staff members.

CHAPTER 3: NORTHWEST SUPPORT STANDARDS

Leadership and Organization:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?*

For being such a small school, the selection of curriculum is fairly broad. The school leadership tries to balance students' continuance in courses in which they were enrolled when they entered program with independent study packets for other courses needed for graduation.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?*

The school has exemplary methods of tracking student progress, and collaboration among staff is at a high level.

- c) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?*

The school is run with high efficiency and care. Broadening the curriculum by including accredited independent learning packets is a means of stretching resources and allows the school to offer many more courses.

- d) *To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?*

In order to fulfill its mission, families are an integral part of the program. This is supported by high levels of team work among the treatment and school staff.

- e) *To what extent has the school established 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?*

Each student receives individual and group counseling and has a weekly review of his/her treatment plan. All students are well known by the staff, and each student has advocates from whom they can ask for help.

School Services:

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding student support services, guidance services, health services, library information services, special education services, and family and community services.

Facilities and Finances:

This standard is addressed in the school's annual report to Northwest, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NORTHWEST SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

- a) *To what extent has the school 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?

The school has developed a complete self-study and school improvement plan using the USOE and Northwest Accreditation Commission Standards. The school is constantly looking at data to see how it can improve its delivery of services to its students.

- b) *To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?*

The school has a professional plan that will keep the staff abreast of best practices.

- c) *To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?*

The school has produced three action plans to move forward. The Visiting Team recommended that the action plans be expanded to include measured progress on DRSL implementation.

- d) *To what extent does the school create conditions that support productive change and continuous improvement?*

The atmosphere and environment of the school promote healing. There is much adaptation going on to ensure that the best possible care is given to the students.

CHAPTER 5: COMMUNITY BUILDING

- a) *To what extent does the school foster community building and working relationships within the school?*

The school has a team approach to meeting student needs throughout the program. Great cooperation and support were found in every aspect of the program.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The school director works directly with each sending school. The transition activities also involve returning students to their appropriate school placements upon completion of the Summit program.

- c) *To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?*

The self-study was complete and brought together multiple sources of information. Teamwork among staff was a hallmark of the visit.

- d) *How are results of school improvement identified, documented, used, and communicated to all stakeholders?*

Results are shared with staff members, parents and the management of the Center, as well as up the line to the Board.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Summit Family-Centered Day Treatment School for organizing the intake of new students to assess student needs and accommodating their needs.
- The Visiting Team commends Summit Family-Centered Day Treatment School for developing individual plans for tracking student graduation requirements and for transitioning students back into their neighborhood schools.
- The Visiting Team commends Summit Family-Centered Day Treatment School for the high degree of teamwork evident among the staff, and for the effective communication between the school program and the psycho-social treatment program.
- The Visiting Team commends Summit Family-Centered Day Treatment School for developing and implementing the daily tracking sheets, which show clear evidence of student progress on achieving the desired results for student learning.

Recommendations:

- The Visiting Team recommends that Summit Family-Centered Day Treatment School develop and implement a longitudinal study that shows evidence that completing the program and commitment to transition activities has a positive correlation to improved school attendance and increased graduation rates.
- The Visiting Team recommends Summit Family-Centered Day Treatment School develop an action plan for each DRSL to ensure progress is measured and reported each year.