TABLE OF CONTENTS

Foreword ii
Utah State Board of Education iii
Provo Canyon School Governing Board and Administration 1
Educational Administration and Staff 2
Members of the Visiting Team 3
Visiting Team Report 5
Chapter 1: Introduction Describing the Purpose of the Visit, the Self-Improvement Plan, Characteristics of the School, and Other Relevant Information About the School 5
Chapter 2: Description of the Response Team's Perspective as to the Work of School Personnel in Addressing Each Aspect of the Self-Study Report 6
The School Profile 6
Beliefs and Mission Statement 7
Desired Results for Student Learning 8
Analysis of Instructional and Organizational Effectiveness 9
Analysis of the Action Plan 9
Chapter 3: The School's Adherence to the NASCU Standards for Accreditation, the State of Utah Core Curriculum, and the Utah Life Skills 10
Chapter 4: General Commendations and Recommendations 10

FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (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 11, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Provo Canyon 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 Educational Director Nicholas Pakidko is commended.

The staff and administration are congratulated for the generally fine program being provided for Provo Canyon School students, 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 adequately meet the needs of the students of Provo Canyon School.

Steven O. Laing, Ed.D.
State Superintendent
of Public Instruction

UTAH STATE BOARD OF EDUCATION
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

District 1
Teresa L. Theurer
66 Canterbury Circle
Logan, UT 84321
Phone: (435) 753-0740
teresatheurer@aol.com

***Di*strict 2**
Greg W. Haws
5841 West 4600 South
Hooper, UT 84315
Phone: (801) 985-7980
gregwhaws@aol.com

District 3
Edward Dalton
1323 Bryan Road
Erda, UT 84074
Phone: (435) 882-4498
edalton@erda.net

District 4
Joyce W. Richards
930 East 5000 South
Ogden, UT 84403
Phone: (801) 479-5370
rjwrchrds@aol.com

District 5
Kim R. Burningham
932 Canyon Crest Drive
Bountiful, UT 84010
Phone: (801) 292-9261
krb84010@aol.com

District 6
Tim Beagley
3084 South 3550 West
West Valley City, UT 84119
Phone: (801) 969-6454
tbeagley@sisna.com

District 7
John C. Pingree
1389 Harvard Avenue
Salt Lake City, UT 84105
Phone: (801) 582-5635
jpingree@skhart.com

District 8
Janet A. Cannon
5256 Holladay Blvd.
Salt Lake City, UT 84117
Phone: (801) 272-3516
jacannon@mstar2.net

District 9
Denis R. Morrill
6024 South 2200 West
Taylorsville, UT 84118
Phone: (801) 969-2334
dmorrill1@attbi.com

District 10
Laurel Brown
5311 South Lucky Clover Ln
Murray, UT 84123
Phone: (801) 261-4221
dbrown@aros.net

District 11
David L. Moss
1964 Hawk Circle
Sandy, UT 84092
Phone: (801) 572-6144
tedamoss@msn.com

District 12
Mike Anderson
455 East 200 North
Lindon, UT 84042
Phone: (801) 785-1212
mike@mbaconstruction.com

District 13
Linnea S. Barney
1965 South Main Street
Orem, UT 84058
Phone: (801) 225-4149
ellessbee@attbi.com

District 14
Dixie Allen
1065 South 500 West
Vernal, UT 84078
Phone: (435) 789-0534
dixie.allen@uintah.net

District 15
Debra G. Roberts
Box 1780
Beaver, UT 84713
Phone: (435) 438-5843
debrar@netutah.com

Pamela J. Atkinson*
1123 South 20th East
Salt Lake City, UT 84108
Phone: (801) 583-2375
pa44@msn.com

Sara V. Sinclair*
1340 North 1500 East
Logan, UT 84341-2851
Phone: (435) 754-0216
saras@sunshineterrace.com

Steven O. Laing
Executive Officer

Twila B. Affleck
Secretary

**Board of Regents Appointments*

12/20/2002

PROVO CANYON SCHOOL

GOVERNING BOARD AND ADMINISTRATION

Corporate Officers

Alan B. Miller ..... President/Chief Executive Officer
Debra K. Osteen ..... UHS Vice-President/President of Behavioral Health
Larry Harrod ..... Regional Finance Director
Kathleen M. Rapoport ..... Regional Vice President

School Governing Board

Debra K. Osteen ..... UHS Vice-President/President of Behavioral Health
Kathleen M. Rapoport ..... Regional Vice-President
Barry W. Woodward ..... Provo Canyon School Chief Executive Officer
William J. Parkes ..... Chief Financial Officer
Robert H. Crist ..... Medical Director
Lorraine R. Davis – Ex Officio ..... Nursing Director

Administration

Barry W. Woodward, MHA ..... Chief Executive Officer
William J. Parkes, B.S. ..... Chief Financial Officer
Robert H. Crist, MD ..... Medical Director
Lorraine R. Davis, Psych APRN, MSN ..... Nursing Director
Garold C. Barton, Ph.D. ..... Therapy Director
Nicholas Pakidko, M.A., Med ..... Education Director
Jared G. Weight, B.S. ..... Group Living Director
Suzanne E. Wheaton, M.S. ..... Business Services Director
S. Larry Goodwin, B.S. ..... Human Resources Director
Bradford D. Gerrard, B.S. ..... Business Development Director
Dennis O. Knapp ..... Plant Operations Director
Debbie G. Curtis ..... Executive Assistant

PROVO CANYON SCHOOL

EDUCATIONAL ADMINISTRATION AND STAFF

Administration

Nicholas Pakidko ..... Education Director
Patrick J. Bagley ..... Academic Supervisor
David G. Campbell ..... Academic Supervisor

Support Staff

Larry D. Benson ..... Library Specialist
Mary E. Norton ..... Librarian Assistant
Deanne L. Walker ..... Library Assistant
Angela Anderson ..... Registrar
Sarah J. Karren ..... Registrar
Cheryl L. Stoner ..... Academic Testing

Faculty

Steven K. Barton
Wayne L. Bishop
Beth E. Boldman
Jerold J. Carpenter
Carrie A. Christensen
Marshal D. Christensen
Diana L. Cornaby
Danielle M. Cousin
Rebecca A. Dalley
Kevin A. Dexter
Elizabeth A. Evans
Paul D. Fowkes
Kathleen B. Hagerty
Tyler J. Hammond
Jessica A. Hannan
Amber L. Jenkins
Christian J. Jensen
Cynthia L. Johnston
David A. Jurvelin
Douglas L. Kotter
Heather E. Layman
Stacey Leak
Cheryl M. Lindsey
Kinzo Masuda
Coy A. Nedesky
Nathan A Powell
Kathijo H. Smith

Therapeutic Staff

Medical:
Delbert P. Pearson, MC, PC, Psychiatrist

Nursing:
Jane E. McKenna, RN, Nurse Manager
Kathleen A. Manley, LPN, Assistant Manager

Nurse Practioners:
Catherine R. Black, APRN
Rachelle Davidson, APRN
Laura C. Maw, APRN
Barry R. Stone, BSN, PA

Nurses:
Darlene B. Adams, LPN
Timothy W. Bartell, RN
Brian V. Boyd, LPN

Nancy M. Christensen
Amber Davidson
Dana M. Durrant, LPN
Marie L. Few, RN
Katherine L. Green, LPN
J. Roxann Gull, LPN
Lucille A. Herrera, LPN
Susan C. Jensen, LPN
Sherri L. Johnson, LPN
Georgia E. Moore, RN
JoAnn B. Prue, RN
Isabell L. Reid, LPH
Mary E. Smith, RN
Jessica L. Todd, LPN
Mary A. Visker, RN

Therapy:

David H. Blackwell, M.Ed., Supervisor
Jeanette Brown, MSW
Anthony G. Mosier, M.S.
Alan K. Springer, Ph.D.
Gary A. Starr, MSW
Alan J. Crist, Ph.D., Pyschologist

Therapists:

Earl L. Cardon, M.A.
Moroni R. Alvarez, M.S.
Marc N. Barney, M.S.
Matthew G. Bradley, M.S.
Bradley K. Garvin, M.S.
Samuel W. Hill, M.S.
Kenneth M. Huey, Ph.D.
Michael J. Lind, Ph.D.
Hal L. McDanel, MSW
Michelle L. Murray, M.S.
Diane L. Nelson, M.S.
Ralph B. Olsen, Ph.D.
Adriana C. Ottonelli, MSW
Burton H. Rowley, M.S.
Gregory S. Rush, M.S.
Sherry L. Sheffield, M.S.
Jennifer Morgan Smith, M.S.
Wade M. Taylor, M.S.
David O. Williams, M.S.
Lawrence J. Winn, M.S.

Recreational Therapy:

Eric S. Landon, B.S., Supervisor

Recreation Therapists:

Tracey A. Bjarnson, B.S.
Nancy K. Bowen, M.S.
Christine Longmore, B.S.
Brian K. Malcarne, B.S.
Shanalyn Watts, B.S.

MEMBERS OF THE VISITING TEAM

Ralph P. Vander Heide, Ph.D., Accreditation Consultant, Utah State Office of Education, Visiting Team Chairperson

Georgia M. Loutensock, Accreditation Specialist, Utah State Office of Education

Judith H. Vander Heide, Accreditation Consultant.

PROVO CANYON SCHOOL
REPORT OF THE VISITING TEAM

CHAPTER 1.

INTRODUCTION DESCRIBING THE PURPOSE OF THE VISIT, THE SELF-IMPROVEMENT PLAN, CHARACTERISTICS OF THE SCHOOL, AND OTHER RELEVANT INFORMATION ABOUT THE SCHOOL

A team of three educators visited Provo Canyon School, a special purpose school, on June 11, 2003, to complete a site evaluation as part of the requirements for accreditation by the Northwest Association of Schools and of Colleges and Universities (NASCU) and the State of Utah. Provo Canyon School maintains two campuses—one in the city of Orem for girls aged 15-17 and boys aged 12-14, and the second in the adjacent city of Provo for boys aged 15-17. The campuses are approximately two miles apart.

Provo Canyon has an enrollment of 228 students divided approximately evenly between males and females. There are 304 employees. The school is a residential facility (Residential Treatment Center—RTC) licensed by the State Department of Human Resources to serve up to 242 youngsters. Since August of 2000 Provo Canyon School has been owned and operated by Universal Health Services, Incorporated of King of Prussia, Pennsylvania. However, it was founded in 1971 by Dr. Robert H. Crist, a psychiatrist, and Jack L. Williams, a businessman, for the purpose of "changing boys' lives." Over the years the school has grown, changed campuses, and admitted girls. The emphasis on both education and therapy has remained. Throughout its thirty-two-year history, Provo Canyon has emphasized the belief that a student has the ability to learn, change, progress, and grow.

Provo Canyon School is a school ("residential facility") for adolescents with behavioral or learning difficulties that preclude them from remaining at home. Treatment includes education, individual and group therapy as needed by each individual, recreational therapy, and medical and group living services.

The average stay is nine to ten months, although some stay longer (even more than two years). A few are assigned to participate in the school's "wilderness program," which takes place year round. Assigned students spend about one week living in the mountains, hiking, etc.

In preparing for the evaluation visit the school followed to some extent the guidelines of *School Improvement: Focusing on Student Performance* (published by the National Study of School Evaluation—NSSE) and the State of Utah publication, *Collaborating for Student Achievement*. School personnel have attended workshops on Utah's new "collaborating" process and also served as members of Visiting Teams at other schools.

The school also included in its self-study a great deal of information concerning the therapeutic side of the overall program.

At an informal breakfast meeting held on the Orem Campus, the Visiting Team met with the faculty of both schools and the administrative council and discussed various aspects of the work of the school. Following this meeting the Visiting Team met with the administrative council, and a succinct overview of the purpose and procedures of Provo Canyon School was presented by all eight members of the council. The Visiting Team toured both campuses, visited with a cross-section of students on both campuses, and visited classrooms on both campuses. The Visiting Team also spoke with therapists and various other school personnel.

CHAPTER 2.

DESCRIPTION OF THE RESPONSE TEAM'S PERSPECTIVE AS TO THE WORK OF SCHOOL PERSONNEL IN ADDRESSING EACH ASPECT OF THE SELF-STUDY REPORT

The School Profile:

The profile of Provo Canyon School adequately portrays the school population, environment, curriculum, and other relevant information about the school, with emphasis on its mission, philosophy, and educational direction. A systematic process of collecting and managing data is in place. It is noted that much of the data concerns the therapeutic aspects of the treatment program. Some of this detailed information is required by the Joint Commission of Accreditation of Healthcare Organizations (JCAHO), which accredits the school. The Visiting Team recognizes the high standards required by JCAHO and commends the school for its accreditation by JCAHO.

The ongoing profiling of the school accomplishes the following:

- Provides a comprehensive description of the school.
- Includes the identification of the school's strengths and limitations as well as emerging issues.
- Provides a description of the "big picture" about the performance of the school.

Profiling information included the following:

- Student demographic data
- Student performance data
- School perception data
- Teacher demographic data

Each of the above was further broken down to provide specific detail such as student enrollment, student ethnicity, class size, test achievement, teacher gender, student assessment, etc.

Beliefs and Mission Statement:

Mission Statement

The mission statements are concise and powerful.

Provo Canyon School has a healthcare mission (Universal Health Services) as well as an "academic department mission statement."

The academic mission statement is as follows:

'To integrate a structured educational program in a therapeutic residential setting by:

1. Providing on-going education to adolescents experiencing emotional or learning difficulties.
2. Recognizing the teacher is a key figure in assisting a student's program of studies."

A third mission statement is the "Provo Canyon School Mission Statement," which states:

"We dedicate ourselves to affecting change in the lives of youth who experience difficulty in normalizing their position in society. This change process is administered through the highest form of professional service."

The Visiting Team recognizes all the mission statements as being meaningful and providing worthwhile, realistic objectives for school personnel. However, it is recommended that in future reports there be a single mission statement (in accordance with NSSE guidelines) that describes a compelling purpose and direction for the academic division of the school. The mission should be clear, concise, and precise, and reflect student learning as a top priority of the academic division. It should motivate, inspire, and reflect a collective vision that focuses on the role the school must assume in shaping the future. Such a mission statement is based upon and aligned with the school beliefs.

Beliefs

The school beliefs were not listed as such in one section of the self-study report. However, they were included in various sections throughout the report. These include "Education Service" and "Statement of Principles."

Beliefs include the following:

- Believe in the basic value and worth of each individual.
- Remain committed and dedicated to making our specialty of residential care "the best" in the industry.
- To promote courtesy and service above self at all times with out students, families and staff.
- Lay a foundation with out students so they may continue to build and maximize their potential in life.

In addition to the above, the school lists seven "statements of principles":

- Service excellence
- Measurable and continuous improvement
- Employee development
- Ethical and fair treatment of all
- Teamwork
- Compassion
- Innovative service delivery

The Visiting Team recommends that in future self-study reports, belief statements be listed and addressed in one section of the report as outlined by the NSSE publication, *Focusing on Student Performance.*

It appears that the school beliefs, philosophy, and principles are an outgrowth of many years of profiling, learning, changing, and positive growth.

The beliefs are free of jargon and may be understood by the general public and all stakeholders. They seem to express exactly what the school wants expressed. School personnel are willing to make a commitment to the direction indicated by the beliefs, philosophy, and principles.

Desired Results for Student Learning:

Provo Canyon School has identified the following eight desired results for student learning (DRSLs):

- Self-directed
- Communication
- Behavior
- Learning
- Problem Solving
- Relationships
- Citizenship

- Transition

Each of the above is broken down into specific desired outcomes such as "to attend, cooperate and be prepared for school" and "to initiate a positive attitude, interest and increased pursuit of education." Each DRSL has four such desired outcomes.

Members of the Visiting Team concur that the DRSLs are consistent with the school's beliefs, philosophy, and mission statements. The DRSLs reflect meaningful, realistic, yet challenging overall goals for the students. The thirty-two sub-goals provide clear, concise, and measurable goals. The Visiting Team reminds the school that the entire self-study should be built around the DRSLs, which form the very heart of the self-study procedure.

Analysis of Instructional and Organizational Effectiveness:

A holistic approach was evident which indicated integrated values and lifelong learning skills, cross-curricular instruction, a variety of teaching methods such as the use of manipulatives, student involvement, and some implementation of computers in instruction.

An analysis of the school's instructional and organizational effectiveness was conducted based on research-based principles of quality systems of teaching and learning. Each member of the faculty and administration was involved in the review and analysis of the school's instructional and organizational effectiveness. Both strengths and limitations were identified. Each department was analyzed in accordance with the recommended procedure outlined in the Utah accreditation manual, *Collaborating for Student Achievement.*

Analysis of the Action Plan:

The report lists 2001-02 goals that have already been achieved, ongoing 2002-03 goals, and 2002-04 goals. Some of these goals are directly aligned with the school's DRSLs; others are not. The Visiting Team reminds the school that although all goals for improvement are commendable; the NASCU/State of Utah accreditation evaluation is primarily concerned with those goals that will achieve the objectives of the DRSLs.

The Visiting Team notes that there are four goals in the 2003-04 School Improvement Plan (SIP). Each has a justification statement and each is broken down into specific "actions." The following are provided for each action: evaluation, stakeholder communication, timeline, and responsibility.

CHAPTER 3.

THE SCHOOL'S ADHERENCE TO THE NASCU STANDARDS FOR ACCREDITATION, THE STATE OF UTAH CORE CURRICULUM, AND THE UTAH LIFE SKILLS

Provo Canyon School, with minor deviations, meets the ten standards of the Northwest Association of Schools and of Colleges and Universities (NASCU). One deviation occurs in Standard II, regarding student personnel services (see below). The school meets the requirements of the State Core Curriculum. However, the Utah Life Skills, while being taught in various departments and in varying degrees of thoroughness, are not clearly articulated in the curriculum. All teachers should integrate the seven life skills into the curriculum.

To meet the NASCU Standard II – Student Personnel Services, Provo Canyon School needs to have the services of a properly licensed (certified) guidance counselor.

The Visiting Team recognizes that Provo Canyon School has a highly qualified staff of therapists, psychologists, nurses, psychiatrists, and other mental health care professionals, but no guidance counselor is on staff. A guidance counselor could assist with proper and timely administration of college entrance tests, career guidance, and other components of Utah's Comprehensive Guidance requirements. At present, Standard II is not met.

The school is also reminded to be ever mindful of Standard VII—Preparation of Personnel. All teachers and school administrators must be properly licensed or properly exempted by the State of Utah.

CHAPTER 4.

GENERAL COMMENDATIONS AND RECOMMENDATIONS

Commendations include but are not limited to the following:

- All school personnel were most frank and willing to improve.
- The Visiting Team thanks school personnel for being cordial and helpful.
- A nurturing, caring, goal-directed atmosphere is evident.
- This special purpose school meets the requirements of the State Core Curriculum.
- The emphasis is on direct teaching—not "packet learning."
- The facilities and physical plant are excellent.
- The facilities are very well maintained.
- The JCAHO accreditation is commendable.
- Detailed surveys were administered to constituents.
- The Visiting Team noted that students appreciated the extra help teachers give.

- Emphasis is given to individual attention for each student.
- The school is commended for its excellent organizational/supervisory structure.

Recommendations:

- The Visiting Team recommends the hiring of a properly certified guidance counselor (see NASCU standards in Section C).
- The Visiting Team recommends that the school consider adding to its profile a precise definition of the "average student" at Provo Canyon School (age, male/female, income level, etc.).
- As noted elsewhere, the Visiting Team recommends that future self-study reports more closely follow the format presented in the NSSE handbook.