

**The Report of the
Accreditation Visiting Team**

**Alpine Academy
1280 Whispering Horse Drive
Erda, Utah 84074**

October 30, 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**

**Alpine Academy
1280 Whispering Horse Drive
Erda, UT 84074**

October 30, 2008

UTAH STATE OFFICE OF EDUCATION

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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, October 30, 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 Alpine 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 Academic Director Angie Alvey is also commended.

The staff and administration are congratulated for their desire for excellence Alpine 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 Alpine Academy.

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

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*Board of Regents Appointments

** CMAC Representative Appointment

7/25/2007

ALPINE ACADEMY

OWNERSHIP

Owner of Record.....Utah Youth Village
(Tax-exempt charitable organization)
Chairperson.....Gary L. Crocker

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Lila B. Bjorklund
Founder

ALPINE ACADEMY

ADMINISTRATION AND STAFF

School Administration

Angie Alvey Academic Director
Shauna Draper..... Program Director
Eric W. Bjorklund.....President
Shanne Draper..... Program Director
Rebecca Terry Heal.....Development Director

Counseling/Therapists

Angie Alvey Counselor
Nikki Preece..... Clinical Director, Therapist
Cassandra Burgi Therapist
Colleen Croft..... Therapist
Ashley King Therapist
Jackie Rodat Therapist
Alison Wright..... Therapist

Support Staff

JaeLyn Breinholt..... Office Manager
Jayde Brown.....School Associate
Harold Garcia..... Maintenance/Groundskeeper

Faculty

Erin Bouwhuis
Julie Cardon
Maryann Early

Stephanie Nelson
Amy Porter
Jan Richardson

Daira Talbot
Denise Sagers
Beverly Thompson

MEMBERS OF THE VISITING TEAM

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

Guy Andersen, Education Director, Academy at Solstice RTC

INTRODUCTION

Purpose

Alpine Academy is seeking continued accreditation by the Northwest Association of Accredited Schools (NAAS). NAAS is one of the premier American education accrediting agencies, accrediting 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

A Visiting Team was assembled by the Utah State Office of Education 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 Visiting 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 to next steps for continuous improvement. Therefore, all schools receive recommendations. The number of recommendations in no way reflects the quality of the school.

ALPINE ACADEMY

MISSION STATEMENT

Alpine Academy: Students at the center and progression as the purpose in a celebration of learning.

BELIEF STATEMENTS

- A student's self-concept impacts her learning and is enhanced by positive relationships with staff.
- Each student at Alpine Academy can learn and will learn best when actively engaged in learning and applying knowledge in a meaningful context.
- The responsibility of serving the academic needs of students is shared among the entire Alpine community.
- Teachers believe each student has the potential to become a confident, self-directed, lifelong learner and set expectations accordingly.
- Recognizing and accommodating diversity, specifically various learning styles, is integral to success in the classroom.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLS)

1. To think critically
2. To access and apply knowledge
3. To be personally and socially responsible

Date of Visit:
October 30, 2008

ALPINE ACADEMY

CHAPTER 1: SCHOOL PROFILE

Alpine Academy, founded in 2001, is a nonprofit organization owned by Utah Youth Village, founded in 1969. Alpine Academy is licensed as a residential treatment facility in the state of Utah, and is also certified as a non-public school in California.

Alpine Academy is located in the beautiful rural setting of Erda, Utah. Erda is located 30 minutes west of Salt Lake City. Alpine Academy is located on a well-kept, attractive 35-acre campus. The stunning Oquirrh Mountains to the east add to the overall ranch-type flavor of this setting. There are currently five treatment homes, with 10 girls in each. The five “homes” are large, comfortable and modern, utilizing farm/ranch-style architecture. The campus features a fully-equipped outdoor sports field for basketball, volleyball, softball, and soccer; indoor recreational facilities, including a rock climbing wall, weight training room, and indoor basketball court; an art studio; horses and a riding arena; and a dance studio located in the education center.

The Education Center is a well-designed, brightly lit, highly functional school. The school is new and looks like a horse stable and barn from the exterior, in keeping with the overall theme of Alpine Academy. The school's interior is well appointed, and it seems as if nothing was spared. The school houses five classrooms, a library, a dance/multipurpose room, administrative offices, therapists' offices, conference room, teacher workroom, kitchen and dining area. There is a comfortable outdoor pavilion located close by, where students dine and socialize outdoors when weather permits. In addition, the art classroom and Spanish language classroom are located to the north of the Education Center.

At the time of the site visit, Alpine Academy had 48 girls in attendance in grades seven to 12. The girls arrive at Alpine Academy with a variety of difficulties in the academic realm, including truancy, behavior management problems, school anxiety, and/or performance below potential. The girls are also experiencing a wide array of psychological problems, including adoption and attachment issues, PTSD, abuse issues, out-of control behaviors, general and acute anxiety, ADHD/ADD, bipolar disorder, lack of self-esteem, etc. It is a strong belief of the Alpine staff that as the students heal emotionally, it becomes necessary for the academic team to address each student's individual needs as she regains academic self-esteem. The administrator and teachers of Alpine Academy truly care about their students, as became evident as the Visiting Team interviewed students.

Students remain at Alpine Academy for 12 months. Parents are an integral part of the treatment team and timeline, as they are provided with the tools with which to facilitate success once the youth returns home.

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

As Alpine Academy completed and reviewed its self-study, the school recognized

that a proportionally high percentage (approximately 60 percent) of students enrolled in the school were IEP qualified. This has prompted the staff to take several steps to better serve these students. Also, the school recognized that there was no data or assessment tool to collect data in the area of standards-based assessment. The school does not have access to the State of Utah CRTs, and has a somewhat transient population (female, grades seven to 12) that is rarely enrolled for an entire school year from start to finish.

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

Since the population includes such a large percentage of students with IEPs, data tracking the types of IEP qualifications so as to detail the most common qualifications should be a priority of the Alpine Academy staff. This data is useful as a tool to address the bulk of student learning problems, and may be used to develop a special education class designed to address these most common problems.

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

The self-study, to a great extent, accurately reflects the current state of the school. As a school moving into its first full accreditation, Alpine is well aware of its many needs as an institution of learning. The self-study was an honest evaluation of the school.

Suggested Areas for Further Inquiry:

- Members of the Alpine Academy staff utilize the empirically tested program called the Teaching-Family Model, which was developed in the late 1960s. The Alpine staff believes that the model is the only evidence-based treatment approach in use today, and the school is nationally-certified in the use of this effective treatment approach. Ways in which the Teaching-Family Model is integrated into the classroom is a suggested area for further inquiry. Beyond classroom management and a system of praise, how is this model considered in preparing lesson plans, high-order thinking questions, projects and assessment? The school must be more explicit when discussing the impact of the model in the academic environment.
- School personnel must use the IEP data to show the most common types of accommodations being recommended and how the staff is working within those accommodations. Also, they should include data on IEP updating and goal achievement while students are attending Alpine Academy.

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 represent 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.

Partially Met

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

Using valid and reliable data, especially with IEP students, will show the most common types of accommodations being recommended and how the staff is working within those accommodations.

With the DRSL “critical thinking,” the Alpine Academy staff must continue to work with students in gathering information from a variety of credible sources and provide rationales for their use to organize, summarize, and document sources. Students should be able to provide evidence for opinion(s) and refute other points of view.

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 (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, and 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 Met
- 2.21 The school commits sufficient time, financial resources, and personnel to the development, evaluation, and revision of curricula.
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

All teachers at Alpine Academy are required to teach the Core Curriculum as outlined by the Utah State Office of Education. Alpine staff members believe that “the Core Curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built.”

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.)

Substantially Met

- 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.

Substantially Met

- 3.7 Library information services are available to students and faculty and utilized to improve teaching and learning.
Substantially 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.
Substantially Met
- 3.11 The teaching and learning program focuses on and utilizes educationally accepted best practices.
Substantially Met

Comments of the Visiting Team—Instruction Standard

In the self-study (and as observed by the Visiting Team), the faculty states that many instructional strategies are in place in the classroom at Alpine Academy, including direct instruction, small-group instruction, repetition, re-directs, role-playing, guided notes continual reviews, chunking of assignments, students repeating what the teacher says, frequent transitions, maintenance exercises, think/pair/share, flash cards, peer readers, books on tape, modified expectations based on student needs, application exercises, pre and post assessment, strategic seating arrangements, modeling, student demonstration/presentation, cross-curricular examples, frequent and immediate positive reinforcement, nonverbal cues, etc.

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.
Partially 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.)*
Substantially Met
- 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

As a non-public school, Alpine Academy does not have access to the State of Utah CRTs; members of the instructional staff are in the process of developing term-specific standards-based assessment tools for each class that are tied to the Utah State Core Curriculum.

CHAPTER 5: NAAS SCHOOL SUPPORT STANDARDS

5. LEADERSHIP AND ORGANIZATION

Guiding Principle: The way that 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.

Substantially Met

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

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 become familiar with the *Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success* document, and implemented the Life Skills into the curricula they are teaching.

Partially Met

Comments of the Visiting Team – Leadership and Organization Standard

Teachers have reviewed and are familiar with the Life Skills document and have used it to identify three DRSLs and develop assessment rubrics for those DRSLs. School-wide implementation and assessment of DRSL #1, Personally and Socially Responsible, is fully integrated into the everyday curriculum. The other DRSLs are being introduced and slightly utilized while full integration and assessment of the DRSLs is planned.

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.

Substantially Met

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.
Partially Met
- 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.
Substantially Met
 - b. Personal, career, and college counseling.
Substantially Met
 - c. Student course selection assistance.
Substantially Met
 - d. Appropriate support in the delivery of special education services for students, as applicable.
Substantially Met
- 6.16 The ratio of students to those who provide guidance and counseling services does not exceed 400 students to 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

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

- 6.22 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.
Not Presently Met

6.23 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.
Substantially Met

6.24 The library/information services program fosters independent inquiry by enabling students and faculty members to use various school and community information resources and technologies.
Substantially Met

6.25 The school has a written policy concerning the selection and removal of information resources and the use of technologies and the Internet.
Not Presently Met

Utah-Specific Indicator—Library Information Services

6.26 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.
Substantially Met

Special Education Services

6.27 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

6.28 The school engages parents and families as partners in each student's education as appropriate to the school's program.
Substantially Met

6.29 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

It is a high priority of the Alpine leadership to see that all teachers are licensed and that the services of a fully licensed librarian be retained on a part-time basis. The school has a commendable library, as well as the services of the Tooele City Library. Alpine Academy continues to fine-tune a written policy concerning the selection and removal of information resources and the use of the Internet.

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.
Substantially 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 student.
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 shall be 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 educational facility of Alpine Academy is a newer building that was well designed for the explicit purposes of the school. It is a warm and friendly environment that has high aesthetic value. The entire physical campus of Alpine Academy is of the highest quality, and the leaders responsible should be commended.

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.

Substantially Met

8.5 The school improvement process provides an orderly process for:

a. Selecting the most appropriate areas upon which to focus improvement efforts.

Substantially Met

b. Developing strategies that are designed to improve student performance.

Substantially Met

c. Implementing those strategies.

Substantially Met

d. Monitoring the process.

Substantially Met

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

Substantially Met

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 their school improvement plan.

Substantially Met

Comments of the Visiting Team—Continuous Improvement Standard

The school is of recent origin, but the Visiting Team was nevertheless impressed with the amount of admirable, collaborative effort the staff has made on behalf of students.

The faculty members feel that they have identified and prioritized their three most important fundamental needs, as follows: (a) Develop an assessment method to adequately measure students' learning of the core standards and benchmarks, as outlined in the Utah State Core Curriculum; (b) increase teachers' abilities to address the needs of the largest population of students—those with IEPs; and (c) integrate higher-order thinking skills into daily lesson plans. As a result of the three goal statements, the Alpine Academy staff feels the intention will serve as a measurable target while supporting the mission statement, placing student achievement as the ultimate goal.

CHAPTER 5: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

As result of the onsite visit, the Visiting Team determined 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 recommendations 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 Alpine Academy for its highly qualified, motivated, caring and respected faculty, whose members are greatly appreciated by the students of the school.
- The Visiting Team commends the Academic Director, Program Director and Chief Operations Officer of Alpine Academy for providing a strong, comprehensive academic vision within a safe and nurturing environment for the students and teachers of the school.
- The Visiting Team commends the Utah Youth Village Board of Trustees for the efforts made in providing the students and staff of Alpine Academy with a high quality physical environment that lends itself to the support of the educational, therapeutic, and residential missions.
- The Visiting Team commends the staff members of Alpine Academy for their integration and united effort in applying the Teaching-Family Model to all facets of the program; the results of this application include improved input, belief and trust within the academic community.
- The Visiting Team commends the staff members of Alpine Academy for their diligence in data collection and its use as a tool to author a quality self-study and begin formulation of the school improvement plan.
- The Visiting Team commends the leadership and teaching staff of Alpine Academy for their foresight and efforts to endorse all faculty members in special education to better meet the needs of the student population.
- The Visiting Team commends the staff and leadership of Alpine Academy for using educational best practices in the academic community, including the integration of technology both inside and outside the classrooms, small class sizes, the full integration of the TIPS DRSL and its tracking system, and up-to-date reference and teaching materials.
- The Visiting Team commends the staff and leadership of Alpine Academy for the end-of-the-week (Friday) schedule that incorporates extracurricular clubs and an academic tutoring session to enhance the educational experience of the students.

Recommendations:

- The Visiting Team recommends that Alpine Academy continue the development of standards-based assessment tools for each subject that adheres to the Utah State Core Curriculum.

- The Visiting Team recommends that Alpine Academy continue to develop the library/media center resources and pursue the input of a licensed librarian (if only as a part-time consultant), to improve the learning opportunities of its students.
- The Visiting Team recommends that Alpine Academy retain the services of a qualified guidance counselor to assist students with the myriad of decisions associated with graduation and post-secondary education, including college and university exploration, test preparation, testing, applications and mandates and career inclinations and choices. The Academic Director is also listed as the counselor, and the Visiting Team believes this is too much of a load for one individual.
- The Visiting Team recommends that all Alpine Academy personnel working with students in an instructional setting be properly licensed and endorsed for all subject(s) they are teaching.
- The Visiting Team recommends that Alpine Academy further utilize its developed DRSLs and data collection system so as to institutionalize the desired results for student learning. This includes collaborative dialogue among the different content areas and between the various stakeholder groups within the school community.