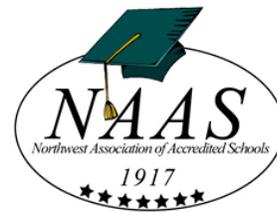


**The Report of the
Accreditation Visiting Team**

**Cinnamon Hills School
770 East St. George Blvd.
St. George, Utah 84770**

May 23, 2009



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

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Cinnamon Hills School
770 East St. George Blvd
St. George, Utah 84770**

May 23, 2009

UTAH STATE OFFICE OF EDUCATION

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

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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, May 23, 2009, 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 Cinnamon Hills 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 Principal Ted Lovato is also commended.

The staff and administration are congratulated for their desire for excellence at Cinnamon Hills School, 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 Cinnamon Hills School.

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

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Twila B. Affleck

Secretary

*Board of Regents Appointments

** CMAC Representative Appointment

12/30/2008

CINNAMON HILLS YOUTH CRISIS CENTER

OWNERSHIP

Owner of Record..... Jack L. Williams
Jack L. Williams Founder and President Board of Directors, Corporate Officer

CINNAMON HILLS SCHOOL

ADMINISTRATION AND STAFF

School Administration

Ted Lovato Education Consultant/Principal
Lisa Sellers Compliance Officer and Administrative Liaison

Counseling

Ted Lovato Counselor
Octavia Moten Vocational Career Counselor

Support Staff

Karen Heins Special Education Coordinator
Dar Faamahiannu Academic Office Administrator

Faculty

Special Education:	Grant Mortensen	Dolly Stoner
Christopher Finnegan	Fred Rogers	Andrea Crofts
Patricia Gardner	Joe Melendez	
Marilyn Goff	Wylder Sam Fong	Part Time Faculty:
	Jan Butler	Jay Christensen
Faculty-Regular:	Anthony Joseph	Matt Kreitzer
Michael Bibb	Shirlene Luke	Tim Grogan
Trent Christensen	Mary Pomeroy	David Shine

MEMBERS OF THE VISITING TEAM

Dr. Ross Poore, Academic Director/Principal, Cottonwood Treatment Center,
Visiting Team Chairperson

Michael Bowen, Teacher, Cottonwood Treatment Center

Michelle Brown, Director of Academics, Benchmark School

INTRODUCTION

Purpose

Cinnamon Hills Youth Crisis Center 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 assembled by the Utah State Office of Education whose members had had extensive expertise in accreditation, and school improvement. The team members had graduate degrees in education and over 90 years of cumulative experience as educators and administrators.

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

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

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

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

This report includes ratings and findings, as well as, commendations and recommendations. Ratings address the degree to which the school meets the standards

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

CINNAMON HILLS SCHOOL

MISSION STATEMENT

To establish an educational and therapeutic community which emphasized the dignity and importance of each individual; impacts positively upon student attitudes towards themselves and the world around them, promotes the value of individual accountability for choices, improves academic, social and life skills; and promotes family reunification.

BELIEF STATEMENTS

- Believe that each youth is a worthwhile human being and has a basic right to be treated with respect and dignity.
- Believe that each youth is a unique individual who has the right to self-determination with the parameters established by law.
- Believe that each you should receive treatment at the least restrictive level of care at which both personal and community safety can be maintained.
- Believe that treatment services should be designed to foster physical, psychological, and spiritual health; individual autonomy; self-actualization; and family reunification.
- Believe that successful treatment can only occur when there is full coordination of treatment planning and collaboration and achievement by all individuals working with the youth.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Effective Academic Skills
 - A. Students develop the ability to plan, organize and prioritize tasks.
 - B. Students develop the ability to communicate effectively through both oral and written language.
 - C. Students improve academic achievement through individual plans.
2. Character and Social Responsibility
 - A. Students use goal-setting to help them “learn” and thus improve their personal integrity, discipline, and respect for self and others.
 - B. Students utilize coping skills as a strategy to deal with conflict and stress.
 - C. Students recognize how individual choices and actions affect self, family and community.

3. Effective Life Skills Transition
 - A. Students develop independent living skills which are necessary for their transition from the structured environment.
 - B. Students obtain social skills needed in society and world of work.
 - C. Students are prepared with and apply academic skills needed for a successful life and for the world of work.

Date of visit: May 23, 2009

VISITING TEAM REPORT

CINNAMON HILLS SCHOOL

CHAPTER 1: SCHOOL PROFILE

Cinnamon Hills Youth Crisis Center is a residential treatment facility located in St. George, Utah. The Center was first accredited in 1999. It is licensed by the Utah Department of Human Services and accredited through the Joint Commission on the Accreditation of Healthcare Organizations (JCAHO). It serves students age 12-18 experiencing a wide range of psychological behavioral and academic needs.

Cinnamon Hills was incorporated in 1994 by Jack Williams, Founder and President of the Board of Directors. Initially, Cinnamon Hills provided services to conduct disordered youth, and over the years it has evolved into a psychiatric residential treatment center. Cinnamon Hills School operates as part of the Cinnamon Hills Youth Crisis Center.

The Cinnamon Hills School offers an educational program that addresses three instructional components: (1) a remediation curriculum to increase academic skills of students who are performing below grade level; (2) accredited academic courses for high school credit; and (3) a General Education Development (GED) program for students to prepare for and take the GED exam. The teachers are state-certified in secondary education and/or special education. On the basis of the students' Individual Education Plan, transcripts, and Wide-Range Achievement Test(s) administered upon admission, a curriculum is developed to meet the needs of each student.

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

The profile revealed that the majority of students were from California, followed by Utah with a few from Colorado, Canada and New Jersey. The data also reveals that the students at Cinnamon Hills represent a population rich in ethnic diversity.

The Visiting Team found that the Cinnamon Hills administration, faculty and staff made significant efforts to analyze data collected through the use of several surveys. Student information in the profile included demographics and academic functioning.

The Visiting Team commends the administration and staff for spending the necessary time to make the self-study relevant and useful to the school's program.

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

The Cinnamon Hills School educational team did an excellent job in preparing the self-study document. The report was very complete and included useful and

informative information from various surveys. Of particular note was the very positive response from students concerning the education program and the strong feeling that the “teachers cared about them.” The Visiting Team encourages Cinnamon Hills to modify its school profile regularly as information changes.

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

The Cinnamon Hills self-study accurately reflects both limitation and strengths. The education program identified and served individual differences, focused on academic achievement and treating all students with respect.

The Visiting Team was able to meet with students to candidly discuss the school’s continued school improvement process. This meeting was extremely helpful. A main theme from the meeting was the feeling by the students that the education department “cares about them” and is committed to their academic and personal improvement.

Suggested Areas for Further Inquiry:

- The administration and staff may want to consider simplifying the mission statement. A shortened mission statement may provide a sharper focus. As an example, the following mission statement may incorporate the dimensions of the current statement:
“To establish an educational and therapeutic community that promotes individual accountability for choices and improves academic, social and life skills.”

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

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

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

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

- 1.1 The school's mission statement and desired results for student learning (DRSLs) are developed by the school and are approved and supported by the professional staff and any other school-wide governing organization.
Substantially Met
- 1.2 The school's mission statement and beliefs represents the school's fundamental values and beliefs about student learning.
Substantially Met
- 1.3 The school defines school-wide academic, civic, and social learning expectations that are measurable and 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 curricula's intended learning outcomes.
Substantially Met
- 1.4 For each academic expectation of the mission, the school has a targeted level of successful achievement identified in an indicator.
Substantially Met
- 1.5 The school uses indicators to assess the school's progress in achieving school-wide civic, where applicable, and social expectations.
Substantially Met
- 1.6 The school's mission statement, beliefs, and DRSLs guide the procedures, policies, and decisions of the school and are evident in the culture of the school.
Substantially Met
- 1.7 The school regularly reviews its mission statement, beliefs, and DRSLs using a variety of data to ensure that they reflect student needs, community expectations, the district/governing body mission, and state and national standards, as applicable.
Substantially Met

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

The mission, beliefs and DRSLs of Cinnamon Hills are consistent with the results of the profile and self-study. The DRSLs in particular are relevant to each student's future and life needs. In simple terms the DRSLs make sense.

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 curriculum.

Substantially Met

2.22 Professional development activities support the development and implementation of the curriculum.

Substantially Met

2.23 The program of studies meets the requirements of the state, ministry, or parent organization, as applicable.

Substantially Met

2.24 The curriculum is adapted to meet the individual student learning needs.

Substantially Met

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

involved.

Substantially Met

Utah specific indicators – Curriculum Standard

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

Substantially Met

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

Substantially Met

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

Does Not Apply

* Do not necessarily apply to non-public schools

Comments of the Visiting Team – Curriculum Standard

Cinnamon Hills has a wide variety of curriculum which they offer to their students. This includes the Utah State Core Curriculum and a variety of elective courses. The school also offers both direct instruction, and independent study. Student credits are tracked and students are offered a program of study that will satisfy the credits they need for graduation.

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 practice, 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

Cinnamon Hills Treatment Center is a well run, highly efficient and well organized facility that

meets the special needs of youth who do not fit into a traditional school model. The Visiting Team was especially impressed with the quality of education and care that was being provided to students. Observations included the cleanliness and organization of classrooms. Every classroom that was visited had a place for textbooks and materials. There was nothing out of place in any room that was visited. Students were intent in their studies and were making a concentrated effort to focus on learning. In viewing course content all examples align with the Utah State Core Curriculum.

One of the unique processes that was apparently beneficial was the use of student tutors. These are students who had done well on the WRAT test and had the instructor's approval to work as a tutor in the classroom. Student tutors work one on one with other students who were struggling in a subject area. The list of student tutors was posted in each classroom so that students who needed extra help would know who to turn to for additional assistance. Instructors were well prepared and used a variety of teaching methodologies, textbooks and equipment to deliver the lesson materials. Instructors were actively involved in working with students and were going from desk to desk checking on student progress. It appeared that the instructors seldom sat at their own desks because these were being occupied by Mental Health workers who were also alert and cognizant of what was transpiring in the classroom and were also willing and available to assist students who needed help. There are two very well run libraries available to students where they can check out books as well as an up to date computer lab where students can develop keyboarding and Microsoft Office business skills.

Students the Visiting Team talked with had a high level of satisfaction and commented that they felt both faculty and staff really cared about them personally and about their progress in school and the treatment process. When asked about what students would do after leaving Cinnamon Hills most students expressed an interest in furthering their education and felt that because of their experience at Cinnamon Hills they would be prepared to continue to develop their skills and abilities.

While education offerings were very good a few teachers were teaching outside of their field of expertise. The Visiting Team recommends that the current staff obtain State certification in those areas or that highly qualified staff be employed when the opportunity presents itself.

4. ASSESSMENT

Guiding Principle: Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the parents the progress of students in achieving the school's *expectations for student learning* as well as course-specific learning goals. Assessment results must be continually analyzed to improve curriculum and instruction.

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

Substantially Met

4.2 The school's professional staff uses data (climate survey, empirical, etc.) to assess the

school success in achieving its civic and social expectations.

Substantially Met

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

Substantially Met

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

Substantially Met

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

Substantially Met

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

Substantially Met

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

Substantially Met

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

Substantially Met

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

Substantially Met

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

Substantially Met

Utah specific indicators – Assessment Standard

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

Not Applicable

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

Substantially Met

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

Not Applicable

* Do not necessarily apply to non-public schools

Comments of the Visiting Team –Assessment Standard

Initial assessment of students is performed by using the WRAT 4 test which measures students skills in spelling, word reading, comprehension and math computation. Curriculum is provided to meet the individual student abilities and needs. As students progress through a curriculum they must achieve at least a test score of 70 percent to progress to the next section. If after testing a student has not achieved this test score a student tutor is assigned to work with the student and then must complete the section of study again. Every effort is made to make sure that the student is successful and that they understand and are competent in the subject areas being taught. The school's effectiveness can be measured by the evaluations that are completed yearly by students, teachers, and parents. All three of these evaluations are high ratings and have an average satisfaction for all three groups in the 90th percentile.

All of the teachers share a common office room where they can effectively communicate regarding student progress during non-teaching hours.

CHAPTER 3: 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 licensure,

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 insure compliance in accordance with Board Rule R277-112-3-C.

Substantially Met

5.21 The school has a written policy explaining the process and standards for acceptance and reciprocity of credits earned by students in accordance with Board Rule R277-705-3.

Substantially Met

5.22 Teachers have reviewed and are familiar with the *Life Skills; A Guide to Knowledge, Skills, and Dispositions for Success* document and implemented them into the curricula they are teaching.

Substantially Met

Comments of the Visiting Team – Leadership and Organization Standard

The Visiting Team commends Cinnamon Hills for the quality of leadership at the school. There is a very professional and collegial atmosphere. The Visiting Team Recommends that Cinnamon Hills engage the on-site services of a highly qualified and licensed school administrator for a minimum of 3 days per month; this would be a minimum amount of time.

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.

Substantially 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

- 6.21 The school has a current health service plan providing resources to meet the needs of all the students.
Substantially Met
- 6.22 The school has a crisis response plan that is tested and updated annually as outlined in Board Rule R277-400.
Substantially Met

Library Information Services

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

- a. Library staff in schools of **fewer than 250 students** need not be certified, but are under the direction of a qualified library media specialist.
- b. Schools with an **enrollment between 250 and 500 students** have a full-time qualified library media specialist.
- c. Schools with more than **500 students** have a full-time library media specialist and have additional library media personnel.
- d. Personnel are under the direction of a qualified library media specialist.
Substantially Met

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

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

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

Utah specific indicator – Library information services

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

Special Education Services

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

Family and Community Services

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

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

Comments of the Visiting Team – Student Support Services Standard

School services at Cinnamon Hills were exceptional. The school has a full time vocational career counselor, a licensed school counselor, 24 hour nursing, two complete libraries and three full time special education teachers. There were 147 students enrolled at the time of the visit, 122 had formal, current IEPs. Given the nature of a residential treatment center opportunity for parent and family engagement in the program was abundant.

The Visiting Team commends Cinnamon Hills for the programs and opportunities available to students.

7. FACILITIES AND FINANCE

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 towards 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.

Not Applicable

- 7.16 The administration has the authority to administer its discretionary budget, where applicable.

Not Applicable

Comments of the Visiting Team – Facilities and Finance Standard

The facility and grounds were spotless and spoke of excellence and commitment. The owner just opened a new, second gymnasium for student use. There are recreational facilities, exercise facilities, a swimming pool and an art classroom that is state of the art. An up to date computers lab is available as well as a music room with piano keyboard availability for all students.

The Visiting Team commends Cinnamon Hills for the abundant opportunities provided students in the facility.

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

Cinnamon Hills exemplifies a culture of continuous improvement through their reflective practice, professional development, and commitment to performance improvement. The results of this effort are reflected in the quality of academic programming and educational opportunities provided for students. This culture is also epitomized through the student's positive attitudes regarding their education while at Cinnamon Hills.

CHAPTER 5: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

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

Commendations

- The Visiting Team commends Cinnamon Hills for the two level program where students enter in the Behavior Management level and progress to the Life Skills

program. This provides a motivation for students to grow academically and therapeutically.

- The Visiting Team commends Cinnamon Hills for the richness of the academic program, with a significant emphasis on fine arts, and cooperative vocational programming, as evidenced in the cosmetology program and the opportunity to work and be paid at a hotel operated by the center.
- The Visiting Team commends Cinnamon Hills for the climate and atmosphere of the total program that exhibits a sense of structure, high expectations and caring. Students freely commented that “teachers and staff care about you.”
- The Visiting Team commends Cinnamon Hills for the academic tracking and assessment of each student which leads to individual, measureable learning goals for each student in all content areas.
- The Visiting Team commends Cinnamon Hills for the quality of the direct instruction in concert with the individualized program that is available and in place for all students.
- The Visiting Team commends Cinnamon Hills for the quality and level of IEP development. A vast majority of the students have active IEPs.
- The Visiting Team commends Cinnamon Hills for its investment in quality facilities as evidenced by its recently completed second gymnasium.

Recommendations

- The Visiting Team recommends that Cinnamon Hills continue to work on having every teacher is fully qualified to teach in their respective subject area(s).
- The Visiting Team recommends that Cinnamon Hills hire a highly qualified, full time science teacher.
- The Visiting Team recommends that Cinnamon Hills engage the on-site services of a highly qualified and licensed school administrator for at least 3 days per month. This would be a minimum amount of time.
- The Visiting Team recommends that Cinnamon Hills reinstitute a form of the Foundations Program in reading which provides a focus on more quality direct instruction from the excellent faculty.