

Brevard Public Schools

Devereux Hospital



2021-22 Ungraded Schoolwide Improvement Plan

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Devereux Hospital

8000 DEVEREUX DR, Viera, FL 32940

[no web address on file]

Demographics

Principal: Mary Bland M

Start Date for this Principal: 9/30/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	28%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Unsatisfactory 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Devereux Advanced Behavioral Health changes lives – by unlocking and nurturing human potential for people living with emotional, behavioral or cognitive differences.

Provide the school's vision statement.

The Devereux School vision is to encourage, educate and empower students so that they leave with the skill set to be successful in their next environment.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

We understand education is the cornerstone in empowering youth with emotional, intellectual/developmental disabilities and behavioral challenges and believe that all students have the ability to achieve academic success.

The Devereux School specializes in supporting and educating youth with these disabilities, with the goal of allowing them to return home and successfully continue their education in their home public schools. The Devereux School offers an accredited K-12 school, provided with a vast array of therapeutic services offered at the Viera Campus. Our school is unique among other schools in that it is accredited by AdvancED™ and meets standards for over 60 school districts across the United States. All of our teachers are certified in their respective instructional subject area, as well as Exceptional Student Education (ESE). Each classroom is equipped with SMART Boards and the latest technology to nurture learning.

The Devereux School is designed to advance each student's academic growth while providing a positive school experience. Our individualized curriculum and low teacher-to-student ratio allows our students to succeed academically. Teachers are provided with daily support from the student's therapist, behavior analyst and direct service providers to help the student learn, adapt and overcome his/her challenges in the classroom. Many of our students have achieved academic gains of reading two grade levels ahead of where they started in our program, in just a period of a few months. Furthermore, each student receives the appropriate therapeutic support to address behavioral issues occurring in academic settings.

Viera Campus Program Specialties

Intellectual/Developmental Disabilities Program

The Intellectual and Developmental Disabilities (I/DD) Program provides services for individuals between the ages of 5 to 19. This program provides services for individuals who have the existence of both intellectual/developmental disabilities and mental illness. The efforts of the I/DD Program are aimed at providing the support, training and skills essential in attaining treatment outcomes for individuals who display a wide range of challenging behaviors including aggression, property destruction, severe tantrum behavior, self-injurious behavior, run away problems and difficulty following directions reliably. The individuals admitted to the program display clear deficits in adaptive and social functioning. Treatment focuses on increasing independence in all settings using positive approaches.

Serving Medically Complex Individuals

Devereux Florida Viera Campus residential programs service a myriad of individuals with existing and/or

a history of medically complex issues. Our residential programs are able to accommodate and serve individuals with traumatic brain injury, neurological and seizure disorders, degenerative disorders, and genetic disorders. Each and every referral to the Viera Campus is screened both clinically and medically to determine needed accommodations for this population prior to admission including any needed outpatient and on-site medical supports in order to best serve medically complex individuals who also require behavioral and mental health treatment in a residential setting.

Diabetes Management Program

At Devereux Florida, we believe it is important to assist our clients in gaining knowledge and control of their illness to reduce risks of long term physical and psychological complications. The Devereux Florida Viera Campus has earned national recognition for successful treatment with children and adolescents experiencing severe behavioral problems, in combination with diabetic health concerns.

Devereux Florida teaches children with diabetes how to manage their illness by offering a diabetes program which uses age appropriate education and training in conjunction with the treatment programming to help stabilize the disease. This is accomplished with individual and group teaching concerning diabetes management, as well as assistance with diet and exercise programs.

Substance Abuse Treatment Program

Recognizing that many youth struggle with co-occurring mental health and substance abuse issues, we offer a substance abuse treatment track designed to meet the unique recovery needs of children and adolescents facing the challenges of substance abuse or dependence. Individual and group treatment programs are available to address issues pertaining to exposure, behavior and addiction.

Commercial Sexual Exploitation of Children Program

Devereux Florida's residential programs are designed to provide trauma-informed care for children and adolescents who are victims of sexual abuse, sexual trauma, and more recently sexual exploitation. Devereux Florida's clinical specialty track for sexually exploited youth is based on advanced clinical expertise, evidence based approaches, and proven techniques to help individuals transition from troubled lives to bright futures filled with personal accomplishments and hope. Some of the fundamental keys to successful treatment outcomes are through trauma focused treatment, a protected living environment that offers a sense of security, and treatment strategies that are designed specifically for each individual's needs. Treatment is provided through individual and group therapy where individuals who all share a history of sexual trauma are able to share their life stories in a protected and supportive environment.

Applied Behavior Analysis Services

Each treatment unit on the Viera Campus provides a Board Certified Behavior Analyst who provides individualized behavior assessments, programming, and supervision of implemented behavioral interventions targeted at decreasing maladaptive/dangerous/social inappropriate behaviors. Our behavioral analysts also provide interventions targeted at increasing functionally equivalent skills to these maladaptive behaviors across all settings each individual encounters. For example, treatment milieu, campus grounds, on-campus school, off-campus activities and outings. Our direct care professionals are trained in applied behavior analytic principles and monitored on their implementation regularly by our team of on-site behavior analysts who work collaboratively with the milieu team across settings described above.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Kenney, Pamela	Principal	Oversee all aspects of the educational program including supervision of teachers, curriculum, discipline, budget, etc.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Wednesday 9/30/2020, Mary Bland M

Number of teachers with professional teaching certificates?

24

Number of teachers with temporary teaching certificates?

2

Total number of teacher positions allocated to the school.

24

Total number of students enrolled at the school.

59

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	1	2	5	3	4	10	13	16	12	5	0	71
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	2	0	3	7	5	8	8	0	0	33
LEVEL 1 ON 2021 FSA MATH/ALG	0	0	0	0	2	1	3	8	8	0	2	0	0	24

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	2	0	2	7	5	0	2	0	0	18

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					65%	61%		68%	60%
ELA Learning Gains					58%	59%		59%	57%
ELA Lowest 25th Percentile					54%	54%		54%	52%
Math Achievement					67%	62%		67%	61%
Math Learning Gains					62%	59%		61%	58%
Math Lowest 25th Percentile					59%	52%		56%	52%
Science Achievement					62%	56%		63%	57%
Social Studies Achievement					80%	78%		81%	77%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	64%	-64%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	61%	-61%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	60%	-60%	54%	-54%
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	0%	58%	-58%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	63%	-63%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	62%	-62%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	59%	-59%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	61%	-61%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	64%	-64%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	67%	-67%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	43%	-43%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	0%	53%	-53%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	66%	-66%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	74%	-74%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	71%	-71%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	61%	-61%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	60%	-60%	57%	-57%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	26		10				9			
BLK	18										
WHT	18	25		17							

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	50		15							

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	16
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	64
Total Components for the Federal Index	4
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	18
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	20
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Students with disabilities. It's impossible to compare one school year to another as the student population changes and the data is not reflective of the same students.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

N/A

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Students enroll in the Devereux School following significant and traumatic histories. Often, records are incomplete.

What trends emerge across grade levels, subgroups and core content areas?

. It's impossible to compare one school year to another as the student population changes and the data is not reflective of the same students.

What strategies need to be implemented in order to accelerate learning?

Devereux students are not from the local community. Parents are not available to visit the school on a regular basis. Additionally, the relationship between schools and parents have been strained due to the route a student takes to require this level of restrictiveness. Devereux teachers will reach out to parents/guardians a minimum of two times per month for the purpose of sharing "good news" about their child

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Progress monitoring of reading and math
2. Communication with external and internal stakeholders

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

PROGRESS MONITORING READING: Students are assessed three times per year at grade level using curriculum based measurement. Approximately 70% of students are found to be significantly below grade level in the area of reading. Due to the nature of the population served (students with behavioral concerns), many students are non-compliant to bi-weekly progress monitor assessment.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

90% of students identified as significantly below grade level in reading will be progress monitored every other week between benchmark periods.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

PROGRESS MONITORING READING: Students are assessed three times per year at grade level using curriculum based measurement. Approximately 70% of students are found to be significantly below grade level in the area of reading. Due to the nature of the population served (students with behavioral concerns), many students are non-compliant to bi-weekly progress monitor assessment.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Use of aimswebPlus curriculum-based measurement system

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

AimswebPlus is an online assessment, data management, and reporting system that provides national and local performance and growth norms for the screening and progress monitoring of math and reading skills for all students in Pre-K through 12. AimswebPlus uses two types of measures: curriculum-based measures and standards-based assessments. By combining these two types of measures, aimswebPlus provides the data that schools need for program planning and evaluation and for tiered assessment (multi-tiered system of supports [MTSS], also known as response to intervention [RTI]). Furthermore, aimswebPlus data provides teachers with the information needed to differentiate instruction and determine who will benefit from intensive intervention. Reports can be generated at the individual, classroom, school, and district levels in the aimswebPlus online system. aimswebPlus is used for benchmarking, universal screening, diagnosing strengths and weaknesses in Reading and Math, and for progress monitoring.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Implement benchmark assessments three times per year (Fall, Winter, Spring)
2. Develop schedule for progress monitoring
3. Implement PBIS program to support students participating in the progress monitoring

Person Responsible Pamela Kenney (pkenney@devereaux.org)

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Devereux Advanced Behavioral Health changes lives – by unlocking and nurturing human potential for people living with emotional, behavioral or cognitive differences.

Our Core Values

Compassion: We have a deep and abiding understanding of, and respect for, our individuals and their families.

Knowledge: We rely on data and evidence to inform our care. Our work requires a marriage of science and art.

Collaboration: We require an integrated team approach based on respect, shared goals and altruism.

Dedication: We maintain relentless optimism and perseverance to support the lifelong journey of those we serve.

Learning: We pursue continuous personal improvement, professional development and expanding impact.

Progress: We are Always en Route, continually incorporating new innovations to advance our services, our industry and the lives of those we serve.

Our commitment to serving others

In 2018, Devereux launched a transformative, organization-wide culture movement called “Servant Leadership.” Coined by Robert K. Greenleaf in the 1960s, Servant Leadership is a philosophy – and a set of values and practices – that enrich the lives of individuals, builds better organizations and creates a more just and caring world.

According to the Robert K. Greenleaf Center for Servant Leadership, a servant leader:

Focuses primarily on the growth and well-being of people and the communities to which they belong;
Shares power by putting the needs of others first; and
Helps people develop and perform as highly as possible.

Devereux has embraced this philosophy to create an enhanced work environment where employees feel empowered to voice ideas that will benefit the individuals and families we serve, along with staff, external partners and our overall organization. As part of this long-term initiative, Devereux will continually work together to strengthen various behaviors within its organizational framework. These behaviors include:

Being an active communicator

Following-up on commitments

Collaborating with others to find the best solutions

Anticipating others’ needs

Showing patience and a can-do attitude

Being respectful, caring and willing to help

Ultimately, Devereux’s goal is to better support its employees and, as a result, improve organizational excellence and outcomes for the individuals and families its serves every day.

“As our organization continues to evolve, we must always explore thoughtful and meaningful ways to spark innovation and collaboration. Through Servant Leadership, every single one of our employees can make an impact – and make Devereux an even better behavioral health organization,” explained Devereux Senior Vice President and Chief Operating Officer and Servant Leadership Executive Sponsor Rhea Fernandes, Psy.D. “Most importantly, part of being a Servant Leadership organization includes becoming an even more valued collaborator with our families, partners and communities. Just a few ways we will do this, individually, is by ensuring that we put people first by listening, treating others with respect, being patient and trustworthy, providing encouragement and support, and showing appreciation.”

Learn more about Servant Leadership, and learn how Devereux’s servant leaders are empowering all those around them to be their best selves.

Our commitment to Diversity, Equity and Inclusion

At Devereux, we believe diversity, equity and inclusion (DEI) is fundamental to providing the highest quality of services. We will continuously engage in anti-racist work across our organization and strive to dismantle systemic and structural racism, starting with ourselves. We are deeply committed to racial justice and equity as an employer and as a healthcare provider. We denounce racism in all forms.

Devereux has committed to a multi-year, organizational transformation related to the issues of DEI. We consider this a critical component to the fulfillment of our mission, as well as the promise of our Family Standard.

Our DEI effort is led by a Steering Committee comprised of members of the Devereux senior leadership team, as well as a diverse group of team members from across the country to ensure both forward momentum and regional relevancy.

In September 2020, Devereux partnered with Lion’s Story, which prepares individuals and organizations to navigate and resolve racially charged situations using research-based strategies. Lion’s Story was founded

by Dr. Howard C. Stevenson, a nationally recognized clinical psychologist and researcher on negotiating racial conflicts using racial literacy.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our DEI effort is led by a Steering Committee comprised of members of the Devereux senior leadership team, as well as a diverse group of team members from across the country to ensure both forward momentum and regional relevancy.