

**South Carolina Education Oversight Committee (EOC)
Annual Standards Assurance Form**

H.4077 (R.247) as Signed by the Governor on May 18, 2018

2018-19

Document A – Application for Continued Participation in ECENC Program

Please complete the information requested below concerning your independent school. This information will be listed on the South Carolina Education Oversight Committee's website, www.eoc.sc.gov.

Independent School Name:	Glenforest School
Independent School Contact Person:	Heather Miller
Independent School Address:	1041 Harbor Drive
City, State, Zip Code:	West Columbia, SC 29169
Independent School Telephone Number:	(803) - 796-7622
Independent School Fax Number:	(803) - 796-1603
Independent School E-mail Address:	hmiller@glenforest.org
Independent School Website Address:	www.glenforest.org

Please review the standards below based on H.4077 (R.247) as signed by the Governor on May 18, 2018. An "eligible school" is defined as "an independent school including those religious in nature, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met," and does not discriminate based on the grounds of race, color, or national origin. Please indicate whether your school has met each standard to ensure the following academic requirements are being met. The S.C. Education Oversight Committee reserves the right to request additional documentation to show the school is in compliance with state law.

STANDARDS	YES	NO
1. Offers a general education to primary or secondary school students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does not discriminate on the basis of race, color, or national origin.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is located in this state.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Has an educational curriculum that includes courses set forth in the state's diploma requirements, graduation certificate requirements (for special needs children), and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress. Please	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Has school facilities that are subject to applicable federal, state, and local laws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, the South Carolina Independent Schools Association, or the Palmetto Association of Independent Schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Provides a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students or provides onsite educational services or supports to meet the needs of exceptional needs students, or is a school specifically existing to meet the needs of only exceptional needs students with documented disabilities. Please provide a summary of the services provided based on exceptional needs of students served.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Did this school receive any grants last fiscal year (July 1, 2017 until June 30, 2018) from Exceptional SC from the Educational Credit for Exceptional Needs Children Fund? Please complete Document B.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. By December 31, 2018, will your school submit school-level test score results from the prior school year on national achievement tests and individual student test scores for students who received a grant from Exceptional SC in the prior school year? Please complete Document C.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. By December 31, 2018, will your school provide a "compilation, review, or compliance audit of the organization's financial statements as relating to the grants received, conducted by a certified public accounting firm"? Please complete Document D.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I assure that all documents submitted to the SC Education Oversight Committee for the purpose of applying as an eligible school, as defined by state law, is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10 of the South Carolina Code of Laws.

Signature: _____



Date: _____

5-29-18

Print Name of Signature Above: _____

Heather Miller

Title: _____

Head of School

Email: _____

hmiller@glenforest.org**Return this form to Melanie Barton**

- Phone: 803.734.6148
- E-mail: mbarton@eoc.sc.gov
- Mail: P.O. Box 11867
Columbia, S.C. 29211
- Fax: 803.734.6167
- Physical Location:
1205 Pendleton Street
Room 502 Brown Building
Columbia, SC 29201



Supports and Services

Glenforest School is a Tier 3 school serving students with high functioning autism, attention deficit disorder, learning disabilities, and other mood disorders. The following are the supports provided to students:

- **Academic Curricula**

Glenforest offers a college preparatory and general diploma program as defined by the South Carolina Independent School Association (<http://scisa.org/>).

- Class size of 10 students or less
- Accommodations and Modifications
 - All students receive the needed accommodations and modifications which are described in each student's Learning Plan. Students are involved in the development of these plans and lead their planning meetings with parents
 - Teachers and students use the Strategic Instruction Model which involved strategies for teachers in the provision of instruction and students as they are learning material (<http://kucrl.org/sim/>)
- Specialized curricula to meet student needs:
 - SRA direct instruction to address academic skill deficits in the areas of reading, math, and writing. More information can be found at <http://www.nifdi.org/>
 - Lower readability content area materials for students with reading difficulties
 - Use of virtual classes through SC Virtual with in school support for higher functioning students who require less social interaction
 - Functional curricula for students who are not in the college prep tract at the high school level
- Assessment
 - All students are given the Measure of Academic Progress (MAP) twice a year to measure academic growth in the areas of reading, math, and language. Students set goals in their Student Learning Plan to increase achievement. (<https://www.nwea.org/assessments/map/>)
 - Students are also benchmarked in reading and math with AIMSweb (<http://www.aimsweb.com/>). Students who fall below the 40th percentile are progress monitored weekly to measure growth and evaluate instruction

- All students in grades 10-11 are given the opportunity to take the PSAT in the fall.
 - Post-Secondary Transition Planning
 - Students are assessed informally to determine interest and strengths to plan for college/career
 - Students in grades 10-12 are given the opportunity to take the ASVAB (www.asvabprogram.com) for military entrance and/or career readiness fields.
 - Career exploration is embedded in every class
 - Guest speakers come in monthly to talk with high school students about careers
- **Executive Functioning**
 - Use of Positive Behavior Interventions and Supports for all students. (www.pbis.org)
 - Schoolwide expectations are taught and reinforced
 - Social skills instruction for all students
 - Self-advocacy skills are taught at the high school level.
 - The school has a sensory room for students
 - Student Wide Information System (SWIS) is used to record all behavioral mistakes. This information is used to conduct functional behavioral assessments and plan intervention for students whether it be additional instruction or behavioral contracts. (<https://www.pbisapps.org/Applications/Pages/SWIS-Suite.aspx>)
 - Organizational Skills: Students all have the same routine and are taught skills to organize notebooks, be responsible for personal belongings, etc.
 - Fall of 2017 the school will have a Functional Life Skills Classroom with an apartment set up including a kitchen.
- Support Services
 - Parents may opt for speech services, occupational therapy services, or counseling. These services are offered on-site and service providers consult with teachers.
 - Partnership with ARC of South Carolina for Social Skills training for students and implementation of Essential Living curriculum.
 - Partnership with Successful Transitions for students age 14 and above for independent living skills, self-advocacy training, and career readiness training.
- Extra-Curricular
 - Inclusive sports program with all students participating.
 - Afterschool club program for students in high interest areas (history club, game club, art, drama, etc.).
 - Boys and Girls After-School Program hosted at Glenforest Fall of 2018.
- Staff
 - Fifty percent of the teaching staff hold a Master's Degree in Special Education.
 - Continued professional development in evidence based practices for students with mild disabilities.
 - Certified Behavioral Interventionist on staff.

Document B Grants Received

Application for Continued Participation Educational Credit for Exceptional Needs Children (ECENC) Program 2018-2019

Independent School Name: Glenforest School

An independent school continuing to participate in the Educational Credit for Exceptional Needs Children for Fiscal Year 2018-19 is required to submit the following information:

Total number of grants and total amount of grants received in the preceding fiscal year, from July 1, 2017 through June 30, 2018.

Please complete the following chart. If no grants for any qualifying student were received from Exceptional SC in Fiscal Year 2017-18, please indicate with "0" grants received and "\$0" in total amount of grants received.

Total Number of Grants Received	Total Amount of Grants Received
27	\$ 114,675.40

Total number of grants is the number of individual children/students who received a grant even if the school received more than one grant for a specific child/student. The total amount of grants per child/student should not have exceeded \$11,000.

Document C
Student Assessment Data

Application for Continued Participation
Educational Credit for Exceptional Needs Children (ECENC) Program
2018-2019

Independent School Name: Glenforest School

An independent school applying for continued participation in the Educational Credit for Exceptional Needs Children Program for Fiscal Year 2018-19 is required to submit the following information by December 31, 2018:

Student test scores, by category, on national achievement or state standardized tests, or both, for all grades tested and administered by the school receiving or entitled to receive scholarship grants pursuant to this section in the previous school year. The school shall also provide individual student test scores on national achievement or state standardized tests, or both, for any student in grades one through twelve who received a grant from the program during the prior school year. The information must be used to provide program level reports to determine whether students participating in the program have experienced measurable improvement. Students with disabilities for whom standardized testing is not appropriate are exempt from this requirement.

Section 12-6-3790(E)(1)(b)

The information will be used to issue an annual report.

Annually, the Education Oversight Committee shall issue a report to the General Assembly documenting the impact of the Educational Credit for Exceptional Needs Children Program on student achievement. In addition, the report must include information on individual schools if at least fifty-one percent of the total enrolled students in the private school participated in the Educational Credit for Exceptional Needs Children Program in the prior school year. The report must be according to each participating private school, and for participating students, in which there are at least thirty participating students who have scores for tests administered. If the Education Oversight Committee determines that the thirty participating-student cell size may be reduced without disclosing personally identifiable information of a participating student, the Education Oversight Committee may reduce the participating-student cell size, but the cell size may not be reduced to less than ten participating students.

Section 12-6-3790(E)(6)

Schools applying for continued participation in the ECENC Program must provide the following:

- 1. School-level assessment results** for school year 2017-18 on national achievement tests for all grades tested in the school and for each grade with at least 10 students tested. Information should be provided for English language arts (reading) and mathematics achievement of students in the grade. Examples include: *TerraNova, Stanford 10, Iowa Test of Basic Skills, etc.* For grades 9-12, the school may provide average PSAT, SAT, ACT, or other scores as appropriate.

For schools that specifically exist to meet the needs of only exceptional needs students with documented disabilities, the EOC will work with the schools to provide information (including formative assessments, portfolios, etc.) that document the students' academic and social development.

How many students were enrolled in your school in 2017-18? 41

The following is a **template** that you may use for reporting purposes. For questions, contact the EOC office.

**2017-18 School Year Results for (NAME OF ASSESSMENT)
National Percentiles, Mean (Average) Scale Scores, Grade Equivalents, etc.**

Grade	English language arts (Reading)	Mathematics
1		
2		
3		
4		
5		
6		

- 2. Individual student test scores** on national achievement tests for any child who received a grant from the program during the 2017-18 school year. No personally identifiable information will be published; instead, the information will be aggregated at the school or state level as stipulated in law.

Each school will have access to a secure data portal to upload individual student assessment results, which will include personally identifiable information. The portal will capture, at a minimum, the following information:

- Name of the student who received a grant from Exceptional SC in the prior school year along with data including date of birth, sex, grade level, etc. to ensure that the assessment results can be matched to the individual student who received a grant;
- For each student who received a grant, the results of a national assessment or assessments in 2017-18 and if possible, in 2016-17 as well to document academic growth. The name of the assessment as well as scale scores for students or national percentile ranks must be included; and
- If a student received a grant but due to the student's exceptional needs was not able to be assessed with a national assessment, the school must provide an explanation by student of the reason why a national assessment was not administered and how the school is measuring academic and personal growth for each student not assessed.

Please identify one staff person from your school who will provide the individual student test scores from this school:

Name:

Sharon Shackelford

Title:

Director of Upper School

Telephone Number:

803-796-7622

Email Address:

sshackelford@glenforest.org



May 29, 2018

To ExceptionalSC and SC Education Oversight Committee,

Glenforest School had an enrollment of 41 students for the 2017-2018 school year. In our K-12 program, we had no grade level with more than 10 students. Glenforest School provides MAP Testing and Aimsweb Progress Monitoring to measure student growth.

Heather Miller
Head of School
Glenforest School

**Document D
Compilation, Review or Compliance Audit**

Application for Continued Participation
Educational Credit for Exceptional Needs Children (ECENC)
2018-2019

Independent School Name: Glenforest School

An independent school applying for or continuing to participate in the Educational Credit for Exceptional Needs Children Program is required to submit the following information:

"a copy of a compilation, review, or compliance audit of the organization's financial statements as relating to the grants received, conducted by a certified public accounting firm."

By law the compilation, review or compliance audit will be posted online at www.eoc.sc.gov.

Please answer the following questions:

	YES	NO
Did your school receive from Exceptional SC any grants in the prior fiscal year, between July 1, 2017 and June 30, 2018?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If Yes, will your school submit to the EOC a compilation, review, or compliance audit of the school's financial statements as relating to the grants received during the prior fiscal year and conducted by a certified public accounting firm by December 30, 2018 ? Failure to provide the compilation, review or compliance audit will result in your school's removal as an eligible school under the ECENC program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If No, will your school submit to the EOC a compilation, review, or compliance audit of the school's financial statements as relating to the grants received and conducted by a certified public accounting firm by June 30, 2019 to the EOC if you receive grants from Exceptional SC this fiscal year between July 1, 2018 and June 30, 2019? Failure to provide the compilation, review or compliance audit will result in your school's removal as an eligible school under the ECENC program.	<input type="checkbox"/>	<input type="checkbox"/>

BURKETT
BURKETT & BURKETT
Certified Public Accountants, P.A.

INDEPENDENT ACCOUNTANT'S REPORT
ON APPLYING AGREED-UPON PROCEDURES

To the Board of Directors and Management of
Glenforest School
1041 Harbor Drive
West Columbia, South Carolina 29169

We have performed the procedures enumerated below, which were agreed to by Board of Directors and management of Glenforest School (the specified parties), on its compliance with certain requirements of the SC Education Oversight Committee in its determination of Glenforest School's eligibility to participate in the Educational Credit for Exceptional Needs Children Program for the year ended June 30, 2018, in the areas addressed. Glenforest School's management is responsible for compliance with the requirements of the Educational Credit for Exceptional Needs Children Program. The sufficiency of these procedures is solely the responsibility of those parties specified in the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The procedures and associated findings are as follows:

- 1) We verified that all grants received under the Educational Credit for Exceptional Needs Children Program were for eligible children enrolled in the school by vouching the list of students who received grants for the fiscal year ended June 30, 2018 to the School's attendance records.

No findings noted.

- 2) We inspected copies of checks from the Scholarship Funding Organization to determine the total amount of the grant per student from every Scholarship Funding Organization.

No findings noted.

- 3) We inspected the copies of checks from the Scholarship Funding Organization to determine that no grant exceeded \$11,000 per student during the fiscal year ended June 30, 2018.

No findings noted.

(Continued)

- 4) We inspected the School's documentation that it returned a prorated amount of the grant to the Scholarship Funding Organization when any student withdrew during the school year.

No findings noted.

- 5) We verified that the total amount of the grant was used for tuition, which is defined as the "total amount of money charged for the cost of a qualifying student to attend an independent school including, but not limited to, fees for attending the school and school-related transportation," by inspecting the students' tuition records both before and after application of the grant during the fiscal year ended June 30, 2018.

No findings noted.

This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. We were not engaged to and did not conduct an examination or review, the objective of which would be the expression of an opinion or conclusion, respectively, on Glenforest School's compliance with the requirements of the Educational Credit for Exceptional Needs Children Program. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of Glenforest School, the South Carolina Department of Revenue and the SC Education Oversight Committee and is not intended to be and should not be used by anyone other than those specified parties.

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BURKETT BURKETT & BURKETT
Certified Public Accountants, P.A.
West Columbia, South Carolina
December 4, 2018