

**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:	Heathwood Hall Episcopal School
Independent School Contact Person:	Tripp Garick
Independent School Address:	3000 South Beltline Blvd
City, State, Zip Code:	Columbia, SC 29201
Independent School Telephone Number:	8037652309
Independent School Fax Number:	8037484755
Independent School E-mail Address:	tgarick@heathwood.org
Independent School Website Address:	www.heathwood.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.	X	<input type="checkbox"/>
2. Does not discriminate on the basis of race, color, or national origin.	X	<input type="checkbox"/>
3. Is located in this state.	X	<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	X	<input type="checkbox"/>
5. Has school facilities that are subject to applicable federal, state, and local laws.	X	<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.	X	<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.	X	<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.	X	<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.	X	<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.	X	<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: Tripp Garick

Date: May 31, 2018

Print Name of Signature Above: Tripp Garick

Title: Director-Academic Achievement Center

Email: tgarick@heathwood.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

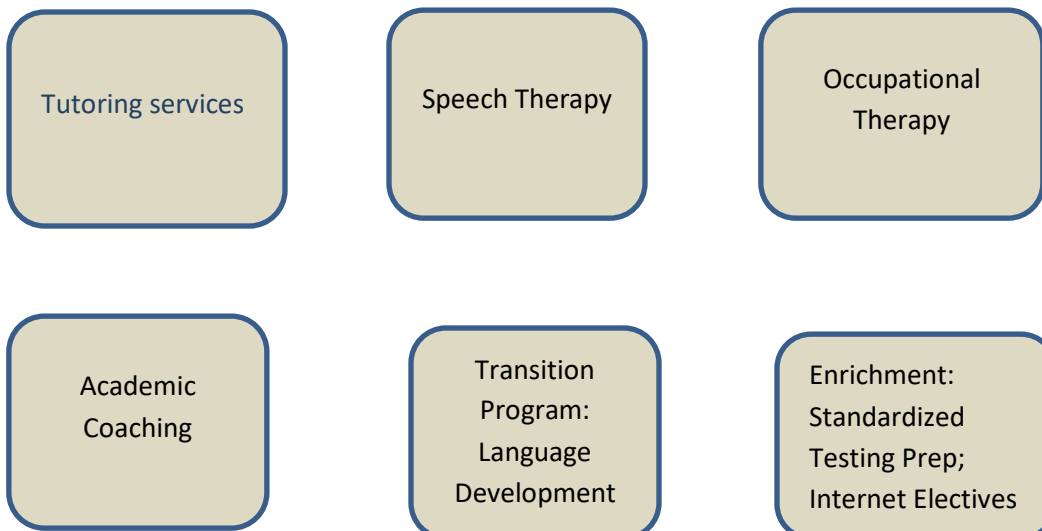
ACADEMIC ACHIEVEMENT CENTER OVERVIEW

For over thirty years, the Academic Achievement Center has been an integral part of the Heathwood Hall, devoted to support the school's superior academic environment. The mission of the AAC is to enhance learning, academic success and personal growth through a network of multidisciplinary services, focused on empowering students as learners. Every learner brings different gifts alongside different challenges. And every learner benefits from careful attention, and a close connection with trusted mentors, who bring new insights to the learning experience.

The AAC offers a variety of support services from individualized tutoring, academic coaching, speech therapy, language development, occupational therapy, and standardized test preparation. Among the many ways that the learning specialists support students and families across divisions include brainstorming strategies, diagnostic-prescriptive testing, classroom inclusion, parent and teacher workshops and consultation, and creating individualized learning profiles with recommended metacognitive learning strategies.

The AAC is committed to the belief that all children have the potential for excellence in a learning environment that promotes positive self-esteem, self-awareness and management, independence, and self-advocacy in an educational setting dedicated to meeting the unique needs of students. The AAC offers a student-centered atmosphere which integrates differentiated learning strategies designed to foster growth and to challenge individual learners to become independent, life-long learners. Learning specialists in each division are specially trained professionals who work closely with teachers, parents and students to support the learner from Preschool through Upper School grades.

SUPPORT SERVICES FOR ALL STUDENTS



Tutoring Services:

Individualized tutoring in specific content areas is offered to HHES students who require additional academic support to master subjects and study skills. Examples include English, algebra, science or history. Individual sessions in the AAC are typically 45–60 minutes in length between the hours of 7:30 A.M. and 4:00 P.M. Monday–Friday. Students may schedule tutoring during free periods, study halls, or before and after school.

Speech Therapy:

Our nationally board certified speech and language pathologists play an important role in the prevention of literacy problems, providing opportunities for success in spoken and written language. Areas which are assessed and treated include articulation, fluency, voice, auditory processing, written language, and receptive-expressive delays. Speech and language therapy is offered daily for 30 minute sessions during the regular school day.

Occupational Therapy:

Occupational Therapy is available to children who demonstrate delays with gross motor skills, fine motor skills, visual-motor skills, as well as decreased coordination skills, poor handwriting, and sensory processing difficulties. Students are evaluated by our board certified occupational therapist. Families and teachers are then provided with recommendations and goals. Individual treatment sessions occur during the regular school day, focusing on improving the child's development.

Academic Coaching

Sometimes students struggle with organization, study skills, and time management. An academic coach helps students identify goals and stay on track for achieving these goals. The academic coach helps students target learning styles, study habits, and difficulties with organization. In addition, coaches also address goal setting, prioritizing, task completion, and motivation. Students are engaged in the following activities: monitoring weekly grades, reviewing past tests or quizzes to determine common mistakes or difficult areas, and looking ahead at weekly calendars and schedules to help plan for papers, homework time, and tests. Furthermore, academic coaches help students strengthen such skills as reading comprehension, written communication, and note taking. Individual sessions are typically 45–60 minutes in length in the AAC

between the hours of 7:30 A.M. and 4:00 P.M. Monday–Friday. Students may schedule tutoring during free periods, study halls, and before and after school.

Transition Program: Language Development

Heathwood Hall has established a language development program for young students (grades 1 – 4) who present with language based learning differences. Learning interventionists provide intensive daily support to individual and small groups, using special reading instruction to include *Wilson Reading System* and *Read Naturally*. Intervention sessions are designed to meet the needs of students based on their educational testing and learning profiles. Instruction in decoding, fluency, comprehension, and/or written expression is offered, along with multisensory instruction. The program centers on the remediation of language skill deficits in order to help the student progress in the classroom. There are currently 14 lower school students attending the Transition Program in addition to the students attending the AAC.

Enrichment

Any student at HHES may also enroll in one-and-one SAT or ACT tutoring through the AAC. Individual sessions are available to upper school students each semester. Students may use study hall, free periods, or after school hours.

Mentoring of online enrichment classes will be offered in the future to students for standardized testing preparation and a range of academic topics. Highly motivated and independent students will have the opportunity to explore areas of interest including foreign languages. These “learn on your own” courses will be designed to develop advanced critical thinking skills through inquiry based learning and interdisciplinary thinking. (TBA)

Frequently Asked Questions

1. *Why choose the Academic Achievement Center?*

Our Academic Achievement Center is perhaps the purest expression of our teaching and learning philosophy. It grew directly out of our school's mission and our Episcopal ethos to respect the dignity of every student. The AAC serves students who wish to identify their strengths and to receive support where needed. This is accomplished by working with an academic professional to develop strategies for success.

A wide range of learners attend Heathwood Hall, and the AAC helps the natural-born scholar as well as the student who might be struggling with learning challenges. Each learner possesses aptitude as well as challenges. And each learner can benefit from careful attention and a close connection with a trusted mentor who bring new insights to the learning experience. The AAC is located in the center of the campus and is available to students before, during, and after the school day.

2. *Who can refer students to the AAC?*

Anyone, including parents, teachers, administrators, or students themselves, may refer a student for support services offered through the AAC.

3. *Are there costs for services offered through the Academic Achievement Center?*

Yes. Fees are charged for each type of service. Contact the director for a current list of services and rates available to individual students.

4. *Do you accept insurance or provide scholarship assistance?*

Unfortunately, we do not accept insurance or have any scholarship assistance for AAC services. However, we are happy to assist with any paperwork accepted by an individual's insurance company.

5. *What is a language-based learning difference?*

Language-based learning differences include difficulty in processing language in its various forms. This may include problems with receptive and expressive oral language, with reading, with writing, and with spelling.

6. *What is a psycho-educational evaluation?*

A psycho-educational evaluation is a comprehensive assessment of a student's functioning in three primary areas that impact learning and academic functioning: learning aptitude, basic academic skill development, and personality/adjustment factors. It also yields recommendations relevant for educational planning. Sources of assessment data include background information, educational history, records and data from tests of intelligence and educational achievement, and ratings tests of attention, behavior and emotions, and adaptive behavior.

The evaluation provides the parents and the school with a diagnostic-prescriptive profile of a student's unique learning strengths and/or weakness and can offer suggested interventions and accommodations for parents and teachers. Psycho-educational evaluations must be completed by a certified/licensed school psychologist or clinical psychologist and must be consistent with the College Boards standards. All testing must be provided and interpreted by Heathwood's school psychologist for eligibility for accommodations and must be updated every three years as mandated by national standards. The student must meet criteria for and be given a diagnosis of a DSM-IV learning or attention disorder in order to be eligible for formal accommodations. Learning profiles are developed for all students with diagnosed learning differences.

The AAC works closely with families in the referral process for psycho-educational testing. The director of the AAC will meet with families to answer questions and guide them through the process of an evaluation. The director of the AAC is the primary contact person for consulting psychologists during the evaluation process to insure that documentation requirements are met and confidentiality is maintained. Consulting psychologists are welcome to come on campus to meet directly with teachers, tutors, therapists, and administrators.

7. *What is a learning profile?*

After a student has been given the diagnosis of a learning disorder, he or she will have a learning profile specifically written to address the unique learning needs of the student. The learning profile will include identified strengths, as well as weaknesses, of the student, along with affinities and suggested accommodations and intervention strategies. A conference will be scheduled with the parents, teachers, administrators, and director of the AAC to develop a plan to address the student's learning needs. The plan will be reviewed periodically and is expected to change as the student develops stronger skills and as his or her academic and behavioral needs change over time. Teachers are kept informed of new psycho-educational testing results and work closely with learning specialists to identify strategies to assist the student in the regular classroom.

8. *What is the difference between accommodations and modifications? What are examples of accommodations offered to students at Heathwood Hall?*

Accommodations are adjustments made in how a student with a disability is taught or tested. Accommodations do not alter the content of assignments, give students an unfair advantage or change what a test measures. They do make it possible for students with learning differences to show what they know without being impeded by their learning difference. Once a

student has been formally identified with learning difference (based on psycho-educational testing), the student or parent may request accommodations. Common examples of accommodations are: audio books, large print materials, parallel note-taker, guided lecture notes, extended testing time, or preferential seating. (see question #9 regarding modifications).

9. Does Heathwood Hall allow for modifications in a student's academic curriculum?

Heathwood Hall does NOT provide modifications for students with disabilities. All students are required to complete the same requirements for graduation and modifications are not made in the curriculum. Modifications change the level of instruction provided or tested. Modifications create a different standard for the student receiving them. Heathwood Hall maintains high standards for all students at all grade levels in the academic curriculum.

10. What is a learning specialist?

The faculty of the AAC consist of a diverse group of specialists devoted to supporting the superior academic environment of HHES while meeting the individual needs of students. Learning specialists in each division are specially trained professionals who work closely with teachers, parents, and students to support the learner. The role of the learning specialist is to discuss ways that teachers and families can support children by using strategies and accommodations specific to their learning needs. The work at Heathwood Hall's learning specialists is multi-faceted, across all grade levels, and provides continuity from year to year for students, parents, and faculty. The expertise and skill they provide have a positive impact at all levels in the community: students, faculty, parents, and even alumni.

Learning specialists must complete a full application process, including a background check and interview with the director of the AAC. All learning specialists work under the auspices of the AAC.

11. What type of workshops and resources do you offer parents and families?

During the school year, the AAC is proud to sponsor workshops for parents, teachers, and the community of the midlands in Columbia. Previous workshops have included topics ranging from Understanding Attention Deficit-Hyperactivity Disorder, Medications and ADHD, Early Intervention Strategies for Struggling Learners, and Differentiated Instruction. One of the highlights from past years included nationally renowned educational consultant on learning disabilities, Dr. Rick Lavoie, who presented a two-day workshop based on his newest book and PBS DVD on student motivation *"The Motivation Breakthrough: 6 Secrets to Turning on the Tuned-Out Child."*

The AAC has a small library of educational books, pamphlets, and videos to share with parents on a variety of topics ranging from Dyslexia to ADHD. Video series include *All Kinds of Minds, Fat City, and Understanding Learning Disabilities: How Difficult Can This Be?* Related web-links can also be found on this webpage for further information.

12. What types of assistive technology are available to students?

Different types of assistive technology are available for students including Inspiration Software or Dragon Naturally Speaking. These software programs, along with other learning apps, can be downloaded to student IPADS or laptop computers. Additionally, Heathwood has a membership to Bookshare and Learning Ally, online libraries of copyrighted content for people with qualifying print disabilities. Students with diagnosed reading disabilities may access audiobooks from either organization. In addition, families can utilize the services of the Assistive Technology Program at the University of South Carolina for resources. Further information can be found by contacting the director, Dr. Carol Page: Carol.Page@uscmcd.edu.

**Document B
Grants Received**

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

Independent School Name: **Heathwood Hall**

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
15	\$59,769.28

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: **Heathwood Hall Episcopal 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? 743

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: Tripp Garick

Title: Director, Academic
Achievement Center

Telephone Number: 803-231-7762

EmailAddress: tgarick@heathwood.org