

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

School Year: 2019-20

**Application to Participate in
Educational Credit for Exceptional Needs Children (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, <https://eoc.sc.gov/>.

Independent School Name:	Cutler Jewish Day School
Independent School Contact Person:	Meir Muller
Independent School Address:	5827A North Trenholm Road
City, State, Zip Code:	Columbia, SC 29206
Independent School Telephone Number:	(803) – 782-1831
Independent School Fax Number:	(803) – 782-5605
Independent School E-mail Address:	meirmuller@sc.rr.com
Independent School Website Address:	www.cjdssc.com

Please review the standards below that are based on Act 247 of 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.” Please indicate whether your school has met or intends to meet each standard to ensure the following academic and reporting requirements are met. The South Carolina Education Oversight Committee reserves the right to **request additional documentation** to show the school is in compliance with state law. Failure to meet these standards or reporting requirements will result in your school being denied or removed from participation in the program.

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.	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.	X	<input type="checkbox"/>

REPORTING REQUIREMENTS	YES	NO
<p>1. If your school received any grants from Exceptional SC in school year 2018-19, then your school will report to the EOC the number and total dollar amount of grants received in the 2018-19 school year from Exceptional SC by September 1, 2019.</p>	X	<input type="checkbox"/>
<p>2. Your school will submit to the EOC by September 1, 2019 a statement of services that documents your school:</p> <p>(a) provides a specially designed program or learning resource to provide needed accommodations based on the needs of exceptional needs students; or</p> <p>(b) provides onsite educational services or supports to meet the needs of exceptional needs students; or</p> <p>(c) exists specifically to meet the needs of only exceptional needs students with documented disabilities.</p>	X	<input type="checkbox"/>
<p>3. Your school will submit to the EOC by November 15, 2019 the <u>school-level</u> assessment results for all grades in the school and for each grade with at least (10) students tested. Results should be provided for English language arts (reading) and mathematics achievement of students in each grade tested in school year 2018-19.</p>	X	<input type="checkbox"/>
<p>4. If your school received grants from Exceptional SC in school year 2018-19, the school will submit by November 15, 2019 <u>individual student test scores</u> on national achievement or state standardized tests for any student in grades one through twelve who received a grant from the program during school year 2018-19. The data will be collected using a secure portal. No personally identifiable information will be published; instead, the information will be aggregated.</p>	X	<input type="checkbox"/>
<p>5. If your school received grants from Exceptional SC in school year 2018-19, the school will submit to the EOC 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 November 15, 2019.</p>	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. Failure to report to the EOC the required data will result in the school being removed from the list of approved schools.

Signature: 

Date: 2/9/19

Print Name of Signature Above: Meir Muller

Title: Head of School

Email: meirmuller@sc.rr.com

**Document A
Grants Received**

**Educational Credit for Exceptional Needs Children (ECENC) Program
2019-20**

Independent School Name: **Cutler Jewish Day School**

An independent school participating in the ECENC Program is required to submit the following information by **September 1**:

How many students in kindergarten through grade 12 were enrolled in your school in the prior school year? 71

What is the total number of grants and total amount of grants received in the prior school year from Exceptional SC? Please complete the following chart and sign below.

If no grants for any qualifying student were received from Exceptional SC in the prior school year, please indicate with "0" grants received and "\$0" in total amount of grants received from Exceptional SC.

Total Number of Grants Received	Total Amount of Grants Received
# <u>7</u>	\$ <u>45,797.50</u> *

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.

Signature: 

Date: JUNE 17, 2019

Print Name of Signature Above: MEIR MULLER

Title: HEAD of SCHOOL

Email: MEIRMULLER@SC.RR.COM

* 695.25 WAS RETURNED AS A CHILD WITHDRAWN FROM THE PROGRAM (SEE NEXT PAGE)

**Document B
Statement of Services**

**Educational Credit for Exceptional Needs Children (ECENC) Program
2019-20**

Independent School Name: Cutler Jewish Day School

An independent school participating in the Educational Credit for Exceptional Needs Children is required to submit a Statement of Services by **September 1** that documents that the school:

- (a) provides a specially designed program or learning resource to provide needed accommodations based on the needs of exceptional needs students; or**
- (b) provides onsite educational services or supports to meet the needs of exceptional needs students; or**
- (c) exists specifically to meet the needs of only exceptional needs students with documented disabilities.**

Please sign below and attach a statement of services.

Signature: _____



Date: June 16, 2019_

Print Name of Signature Above: Meir Muller

Title: Head of School

Email: meirmuller@sc.rr.com



CUTLER JEWISH DAY SCHOOL



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To Whom It May Concern:

The following letter provides support to demonstrate that the Cutler Jewish Day School has an abundance of evidence to show it fully meets and exceeds the requirements found in H. 4077 (R.247).

The Cutler Jewish Day School provides “a specially designed program **and** learning resource center to provide needed accommodations based on the needs of exceptional needs students **and** provides onsite educational services **and** supports to meet the needs of exceptional needs students.” Please note that the school offers not only one of these requirements but meets them all. As you will read below the school does this through three main supports; a unique curriculum, a resource center space to work with the children and two consultants, Mr. Brent Petersen and Ms. Kelly Stanton, who are educational resource specialist for children with exceptional needs.

The following are details of each requirement:

- **The Cutler Jewish Day School provides a specially designed program.**
 - Over its twenty-seven year history the Cutler Jewish Day School has always served children with exceptional needs. The school meets the needs of the children by using a constructivist, child-centered based curriculum.
 - Constructivism is a theory of learning that values questioning, considering, and analyzing information to develop an understanding of ideas. While information is considered important, the school believes that, receiving it, getting it, and hearing it does not necessarily equal learning. A constructivist view of learning suggests an approach to teaching that gives learners the opportunity for concrete, contextually meaningful experiences through which they can search for patterns; raise questions; and model, interpret, and defend their ideas. Hence, the emphasis of learning is not on memorization or the transmission of knowledge but on students using their unique skills to construct their own meaning.
 - The education model is also child centered. The Cutler Jewish Day School philosophy includes that all children have a right to an education that helps them grow and develop to their fullest; this basic premise is at the heart of the understanding of child-centered education. Therefore, daily interactions with children should be based on the fundamental question, Am I teaching and supporting all children in their growth and development across all domains—social, emotional, culturally, physical, linguistic, and intellectual?

Principal
Rabbi Meir Muller, Ph.D.

Asst. Principal
Kelly Etu Stanton, Med

Office Manger
Beth Clelland



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- The above two components (constructivist and child centered) are the foundation through which we make every decision regarding our curriculum, assessments, room set up, and multiple other practices. This curriculum model has historically been successful, as we have implemented it to provide education for children with exceptional needs for the past twenty-four years. UNICEF in their 2011 report *The Right of Children with Disabilities to Education* wrote, 'a child-centered pedagogy (is) capable of successfully educating all children, including those who have serious disadvantages and disabilities. The merit of such schools is not only that they are capable of providing quality education to all children; their establishment is a crucial step in helping to change discriminatory attitudes, in creating welcoming communities and in developing an inclusive society.' The Cutler Jewish Day School's specifically designed program meets this goal.
- **The Cutler Jewish Day School provides a learning resource center to provide needed accommodations based on the needs of exceptional needs students.**
 - The school has a room used as a resource center. The following is a partial list of materials that are used to significantly impact children with specific fine and gross motor needs center:
 - Thera Putty
 - pinchers
 - squeeze balls
 - magnets
 - Finger clips
 - Peg boards
 - Lacing boards
 - maze books
 - motor planning sheets
 - balance balls
 - Bosu
 - Body Socks
 - Stilts
 - Foam rollers
 - Scooter boards

On request the school can supply a more exhaustive list of materials in the multiple areas that are used to service the students who receive funding through the Exceptional SC and other students in our school with neurodevelopmental disorder; a substantial sensory or physical impairment (such as deaf, blind, or orthopedic disability); or some other disability or acute or chronic condition that effects their learning.

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- **The Cutler Jewish Day School provides onsite educational services.**

- Mr. Brent Peterson and Ms. Kelly Stanton are educational resource specialist for children with exceptional needs. The following biography of Mr. Petersen and Ms. Stanton supports the multiple reasons why they are capable of providing onsite educational services.
- Brent Petersen received his Bachelor's degree in Psychology and his Master's degree in Elementary Education from the University of South Carolina. Brent has 10 years of classroom experience and over 23 years' experience working with children with exceptional needs. He has led teacher, family, and leadership workshops as well as trained early childcare providers on working with children with exceptional needs. Mr. Brent has stepped down as principal of CJDS in the summer of 2019 but remains a resource to help our new principal serve children with exceptional needs.
Using his knowledge of the mind and the body, Brent has co-developed the Core Institute with the goal of helping individuals meet their full potential cognitively and physically. Brent developed Core Possibilities with a Board-Certified OT and spent over 7 years training side by side, learning various strategies of therapeutic intervention taught to teachers and families. Brent has attended workshops and trainings on brain-based teaching strategies, sensory integration, brushing, ADHD, and Autism. Brent is a Certified Interactive metronome provider and is trained in Lindamood-Bell sensory cognitive teaching programs, Handwriting without Tears, Therapeutic Listening and has created and implemented sensory motor programs both at the Core Institute and at local schools. Brent has worked with over 1000 students of all ages at Core Possibilities in Sumter and at the Cutler Jewish Day school in Columbia in the areas of fitness, math, reading, writing, ADHD, sensory motor needs, auditory processing weakness, behavioral modification, dyslexia, dysgraphia, autism, LD, and oculomotor weakness.
- Kelly Stanton is a veteran educator with 27 years of experience. She has her Bachelor's degree in Early Childhood Education from the University of South Carolina and her Master's degree in Divergent Learners from Columbia College. Kelly served with the school for 22 years and most recently as our preschool director. She is now in a roll of consultant working with the school to help our children with special needs. Kelly helps us liaise with school districts, therapists, and other educational specialists. She also writes our individual educational type plans for each student. Kelly also meets with families to offer support and guidance.

Finally, CJDS has hired a new principal Ms. Kristin Ziegler. Kristin has founded and headed the School of Zoological and Botanical Studies known as ZooBot in Richland School District Two. Kristin is also a Magnet Schools of America Teacher of the Year Representative for Richland School District Two 2018/2019, Richland County Soil and Water Conservation District State Teacher of the Year 2017, and Teacher of the Year, Longleaf Middle School 2015-2016. Kristin also has expertise in Project Based Learning which aligns well with our school's educational approach.

Principal
Rabbi Meir Muller, Ph.D.

Asst. Principal
Kelly Etu Stanton, Med

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Kristin has 14 years of educational experience including serving as a classroom teacher and for the past nine years as an administrator. She holds a bachelor's degree in science, master's degree in education, and an advanced educational specialist certification in principalship. She is also Nationally Board Certified and has a Gifted and Talented Endorsement. We are sure that Kristin, supported by Brent and Kelly, will continue to offer the high level of service to each child with an exceptional need.

- **The Cutler Jewish Day School has support to meet the needs of exceptional needs students.**

- The goal of the above is to provide information on how the Cutler Jewish Day School supports students with exceptional needs. In addition to the already stated facts the following should be considered:
 - Working alongside the above named administrators is head of school Rabbi Dr. Meir Muller.
 - Rabbi Meir Muller, Head of School, has both a PhD in education and rabbinical ordination. He has recently co-authored an article focused on special education; Alexander, S., Brody, D., **Muller, M.** . . Miller, L. (2016). Voices of American and Israeli Early Childhood Educators on Inclusion. *International Journal of Early Childhood Special Education*, 8(1), 19-42. Rabbi Muller founded the school and works to make the school an environment where all students' needs are met.
 - Also serving the school is Ms. Debbie Lowsky. Debbie is an MS, CCC-SLP and co-founder of ARK Therapeutic Services (<http://www.arktherapeutic.com/about-us/>). Free of charge to families, Ms. Lowsky has provided hearing and speech screenings for all children. If a child is diagnosed as having need for speech or oral motor therapy Debbie has been available (often at no charge) to provide these services. While not a paid staff member, Debbie has served children in the school for over a dozen years and is always on call when needed.

It is our hope that the above points have demonstrated that the Cutler Jewish Day School has an abundance of evidence to show that it fully meets and exceeds the requirements.

Sincerely,

Rabbi Meir Muller, PhD

Principal
Rabbi Meir Muller, Ph.D.

Asst. Principal
Kelly Etu Stanton, Med

Office Manger
Beth Clelland

Document C
Student Assessment Data

**Application for NEW Schools to Participate in
Educational Credit for Exceptional Needs Children (ECENC) Program
2018-2019**

Independent School Name: Cutler Jewish Day School

By state law, schools participating in the Educational Credit for Exceptional Needs Children Program are required to submit the following:

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)

Therefore, schools applying for participation in the ECENC Program for the first time in 2018-19 must provide the following to the EOC by **December 31, 2018**:

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. Since your school did not participate in the ECENC program in the prior school year, 2017-18, you are **not** required to submit **individual student test scores** on national achievement tests.

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 2018-19? 68

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

2018-19 School Year Results for Stanford
National Percentiles, Mean (Average) Scale Scores, Grade Equivalents, etc.

Grade	English language arts (Reading)	Mathematics
1	Grade level not tested	Grade level not tested
2	Grade level not tested	Grade level not tested
3	Mean Individual PR-S 33	Mean Individual PR-S 30
4	Mean Individual PR-S 89	Mean Individual PR-S 84
5	Mean Individual PR-S 73	Mean Individual PR-S 63
6		

M. WADE MILES, PC

Certified Public Accountant

Member

American Institute of Certified Public Accountants

South Carolina Association of Certified Public Accountants

November 8, 2019

SC Education Oversight Committee
P O Box 11867
227 Blatt Building
Columbia, SC 29211

Re: Cutler Jewish Day School
FEIN: 57-1072008

I am providing this letter to confirm that for the school year 2018-2019 Cutler Jewish Day School complies with the requirements of the Educational Credit for Exceptional Needs Children Program as noted below.

All grants received for the school year were for eligible children enrolled in the school.

The school can document the total amount of each grant received per child from every funding organization.

The school can document that no grant exceeded \$10,000.00 per child during the school year 2018-2019.

The school refunded the appropriate pro-rated amount for a withdrawing grant recipient.

All grant funds received during the 2018-2019 school year were used to pay the tuition for qualifying students.

Sincerely,



M Wade Miles, PC
By M Wade Miles, CPA