

**South Carolina Education Oversight Committee  
Annual Standards Assurance Form  
S.C. Budget Proviso 109.15  
2016-2017  
Document A**

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](http://www.eoc.sc.gov).

<b>Independent School Name:</b>	Glenforest School
<b>Independent School Contact Person:</b>	Susan S. Thomas
<b>Independent School Address:</b>	1041 Harbor Drive
<b>City, State, Zip Code:</b>	West Columbia, SC 29169
<b>Independent School Telephone Number:</b>	( 803 ) - 796-7622
<b>Independent School Fax Number:</b>	( 803 ) - 796-1603
<b>Independent School E-mail Address:</b>	stthomas@glenforest.org
<b>Independent School Website Address:</b>	www.glenforest.org

Please review the standards below based on the 2016-17 General Appropriation Act. An "Eligible school" is defined in the Proviso as "an independent school including those religious in nature, other than a public school, at which the compulsory attendance requirement of Section 59-65-10 may be met and that does not discriminate based on the grounds of race, color, religion, 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 the 2016-17 General Appropriation Act.

STANDARDS	YES	NO
<b>1. Offers a general education to primary or secondary school students.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>2. Does not discriminate on the basis of race, color, or national origin.</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>3. Is located in this state.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>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.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>5. Has school facilities that are subject to applicable federal, state, and local laws.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>6. Is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools or the South Carolina Independent Schools Association.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>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. Provide evidence of services or supports.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>8. Did this school receive any grants last fiscal year (July 1, 2015 until June 30, 2016) from any nonprofit scholarship funding organization under the Educational Credit for Exceptional Needs Children Program? If Yes, then Complete Document B.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>9. Will your school provide student test data from school year 2015-16? If Yes, then Complete Document C.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>10. Will your school provide a compilation, review, or compliance audit of the organization's financial statements, conducted by a certified public accounting firm? If Yes, then Complete Document D.</b>	<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 the Proviso, is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10.

Signature: Susan S. Thomas

Date: 6/21/11

Print Name of Signature Above: Susan S. Thomas

Title: Head of School

Email: sthoras@glenforest.org

**Return this form to Melanie Barton**

- Phone: 803.734.6148
- E-mail: [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov)
- Mail: (P.O. Box 11867)  
502 Brown Building  
Columbia, S.C. 29211 (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 40<sup>th</sup> percentile are progress monitored weekly to measure growth and evaluate instruction.
- Post-Secondary Transition Planning
  - Students are assessed informally to determine interest and strengths to plan for college/career
  - 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](http://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.
  - Fall of 2016 the school will have 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.
- 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.
- 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.).
- Staff
  - Fifty percent of the teaching staff hold a Masters Degree in Special Education.
  - Continued professional development in evidence based practices for students with mild disabilities.

## Document B Grants Received

### Educational Credit for Exceptional Needs Children (ECENC) Application 2016-2017

**Independent School Name:** Glenforest School

An independent school applying for or continuing to participate in the Educational Credit for Exceptional Needs Children Program for Fiscal Year 2016-17 is required to submit the following information:

Number and total amount of grants received from each nonprofit scholarship funding organization from July 1, 2015 through June 30, 2016.

Please complete the following chart. If no grants were received from a nonprofit scholarship funding organization indicate with "0" and "\$0."

<b>Nonprofit Scholarship Funding Organizations</b>	<b>Total Number of Grants Received</b>	<b>Total Amount of Grants Received</b>
Advanced Carolina SFO		\$
Donors Enriching Students' Knowledge (DESK)	13	\$ 130,000.00
Palmetto Kids FIRST Scholarship Program, Inc.		\$
St. Thomas Aquinas Scholarship Funding Organization		\$

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 \$10,000.

**Return this form & report to EOC:**

Fax: 803.734.6167  
Phone: 803.734.6148  
Mail: P.O. Box 11867  
Columbia, SC 29211

# Student Growth Summary Report

## Aggregate by School

Term: Spring 2015-2016  
District: Glenforest School

Norms Reference Data: 2015 School  
Growth Comparison Period: Fall 2015 - Spring 2016  
Weeks of Instruction: Start - 4 (Fall 2015)  
End - 32 (Spring 2016)

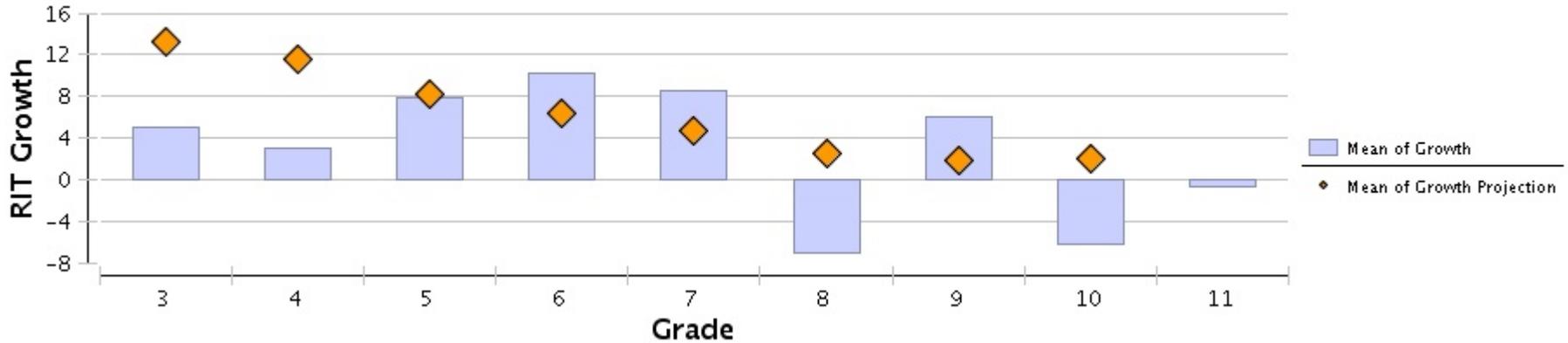
Grouping: None  
Small Group Display: Yes

### Glenforest Sch

#### Mathematics

Grade (Spring 2016)	Growth Count‡	Achievement Status						Growth					Comparative	
		Fall 2015			Spring 2016			Grade Level			Comparative			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
3	1	198.0		90	203.0		48	5.0	0.0	13.3	0	0	-3.80	1
4	1	203.0		57	206.0		14	3.0	0.0	11.6	0	0	-3.90	1
5	6	195.2	13.1	1	203.0	11.3	1	7.8	7.1	8.2	2	33	-0.20	44
6	5	199.6	14.9	1	209.8	12.4	3	10.2	8.7	6.4	4	80	1.70	95
7	4	201.5	10.8	1	210.0	13.4	1	8.5	8.6	4.7	2	50	1.80	97
8	2	196.0	7.1	1	189.0	1.4	1	-7.0	5.1	2.6	0	0	-4.50	1
9	4	212.8	17.1	3	218.8	22.3	7	6.0	14.1	1.9	3	75	1.80	96
10	5	220.6	11.9	17	214.4	17.1	5	-6.2	9.3	2.0	2	40	-3.10	1
11	8	240.8	27.0	77	240.1	26.7	68	-0.7	13.4					

### Mathematics



#### Explanatory Notes

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

# Student Growth Summary Report

## Aggregate by School

Term: Spring 2015-2016  
District: Glenforest School

Norms Reference Data: 2015 School  
Growth Comparison Period: Fall 2015 - Spring 2016  
Weeks of Instruction: Start - 4 (Fall 2015)  
End - 32 (Spring 2016)

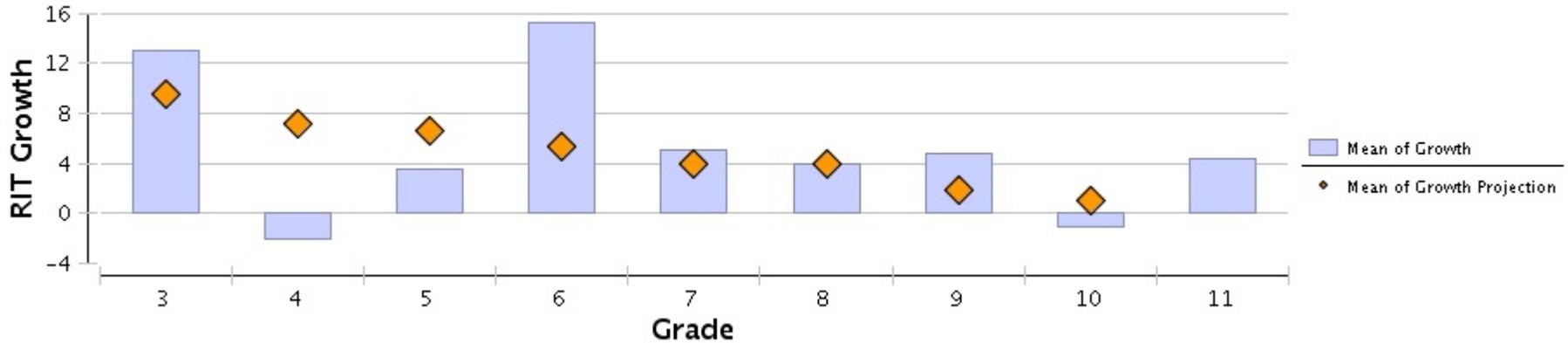
Grouping: None  
Small Group Display: Yes

### Glenforest Sch

#### Reading

Grade (Spring 2016)	Growth Count‡	Achievement Status						Growth					Comparative	
		Fall 2015			Spring 2016			Grade Level			Comparative			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
3	1	203.0		99	216.0		99	13.0	0.0	9.5	1	100	1.70	96
4	1	215.0		99	213.0		86	-2.0	0.0	7.2	0	0	-5.50	1
5	6	190.0	17.4	1	193.5	19.4	1	3.5	10.6	6.6	2	33	-1.80	4
6	5	189.8	18.9	1	205.0	16.3	5	15.2	11.2	5.3	2	40	5.20	99
7	4	200.3	6.3	2	205.3	4.9	3	5.0	4.0	4.0	3	75	0.50	71
8	2	192.0	26.9	1	196.0	15.6	1	4.0	22.0	3.9	1	50	0.00	51
9	4	205.5	38.5	2	210.3	39.7	6	4.8	27.7	1.8	4	100	1.30	90
10	6	212.3	18.8	16	211.2	12.0	12	-1.1	9.1	1.0	2	33	-0.80	22
11	8	230.0	20.3	83	234.3	18.1	93	4.3	9.6					

#### Reading



#### Explanatory Notes

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

# Student Growth Summary Report

## Aggregate by School

Term: Spring 2015-2016  
District: Glenforest School

Norms Reference Data: 2015 School  
Growth Comparison Period: Fall 2015 - Spring 2016  
Weeks of Instruction: Start - 4 (Fall 2015)  
End - 32 (Spring 2016)

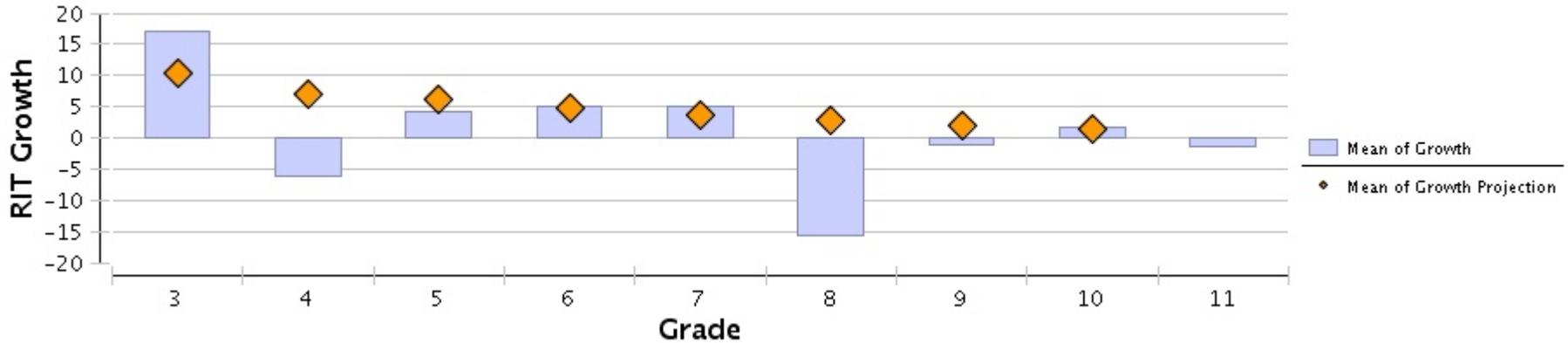
Grouping: None  
Small Group Display: Yes

### Glenforest Sch

#### Language Usage

Grade (Spring 2016)	Growth Count‡	Achievement Status						Growth					Comparative	
		Fall 2015			Spring 2016			Grade Level			Comparative			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
3	1	193.0		72	210.0		95	17.0	0.0	10.3	1	100	3.00	99
4	1	214.0		99	208.0		59	-6.0	0.0	6.9	0	0	-7.40	1
5	6	195.2	14.7	3	199.3	14.7	2	4.1	8.5	6.3	3	50	-1.30	10
6	5	199.4	14.2	3	204.4	11.9	3	5.0	8.3	4.9	3	60	0.10	53
7	4	203.0	12.8	3	208.0	10.6	6	5.0	8.3	3.8	3	75	0.60	74
8	2	207.5	24.7	9	192.0	9.9	1	-15.5	18.8	2.8	1	50	-9.60	1
9	4	216.5	12.8	39	215.5	15.5	24	-1.0	10.1	2.0	1	25	-1.40	8
10	5	206.6	10.0	5	208.2	9.8	6	1.6	6.3	1.5	3	60	0.00	51
11	8	229.4	15.9	88	228.1	18.0	80	-1.3	8.5					

#### Language Usage



#### Explanatory Notes

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

## Document D

### Educational Credit for Exceptional Needs Children (ECENC) Application 2016-2017

**Independent School Name:** Glenforest School

An independent school applying for or continuing to participate in the Educational Credit for Exceptional Needs Children Program for Fiscal Year 2016-17 is required to submit the following information:

A copy of a compilation, review, or compliance audit of the organization's financial statements, conducted by a certified public accounting firm. By law, the compilation, review or compliance audit will be posted online at [www.eoc.sc.gov](http://www.eoc.sc.gov).

Please answer the following questions:

	YES	NO
Did your school receive any grants last fiscal year, between July 1, 2015 and June 30, 2016, under the ECENC program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If <b>Yes</b>, are you attaching a compilation, review or compliance audit conducted by a certified public accounting firm to this Document and submitting it to the EOC by <b>December 30, 2016</b>. —</p> <p>Does the audit: <span style="background-color: yellow;">Audit will be completed and sent by July 8, 2016.</span></p> <ul style="list-style-type: none"> <li>Document and verify that all grants received under the Educational Credit for Exceptional Needs Children Program in 2015-16 were for eligible children enrolled in the school?</li> <li>Document the total amount of each grant per child from every scholarship funding organization (SFO)?</li> <li>Document that no grant exceeded \$10,000 during school year 2015-16?</li> <li>Document that the independent school returned a prorated amount of the grant to the SFO if any student withdrew during the school year?</li> </ul> <p>Also, document that the total amount of each 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."</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <span style="background-color: yellow;">See Note</span>
If <b>No</b> , will your school submit a compilation, review or compliance audit conducted by a certified public accounting firm by <b>June 30, 2017</b> to the EOC if you receive tuition grants this fiscal year, between July 1, 2016 and June 30, 2017?	<input type="checkbox"/>	<input type="checkbox"/>

**Return this form & report to EOC:**

Fax: 803.734.6167  
 Phone: 803.734.6148  
 Mail: P.O. Box 11867  
 Columbia, SC 29211



**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 the board of directors and management of Glenforest School ("the School"), solely to assist you with respect to certain requirements of the SC Education Oversight Committee in its determination of the School's eligibility to participate in the Educational Credit for Exceptional Needs Children Program for the fiscal year ended June 30, 2016, in the areas addressed. Glenforest School's management is responsible for compliance with the requirements of the Educational Credit for Exceptional Needs Children Program. This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. 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.

Our procedures and 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, 2016 to the School's attendance records.

No findings noted.

- 2) We inspected the copies of checks from the Scholarship Funding Organization to determine the total amount of the grant per child 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 \$10,000 during the fiscal year ended June 30, 2016.

No findings noted.

- 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 students 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, 2016.

No findings noted.

We were not engaged to, and did not, conduct an audit, the objective of which would be the expression of an opinion on the School’s compliance with the requirements of the Educational Credit for Exceptional Needs Children Program. Accordingly, we do not express such an opinion. 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 and the SC Education Oversight Committee and is not intended to be and should not be used by anyone other than those specified parties.

*Burkett Burkett & Burkett*

---

BURKETT BURKETT & BURKETT  
Certified Public Accountants, P.A.  
West Columbia, South Carolina  
June 30, 2016