

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

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.	<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.	<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.	<input checked="" type="checkbox"/>	<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>	<input checked="" type="checkbox"/>	<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>	<input checked="" type="checkbox"/>	<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>	<input checked="" type="checkbox"/>	<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>	<input checked="" type="checkbox"/>	<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>	<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. Failure to report to the EOC the required data will result in the school being removed from the list of approved schools.

Signature: Heather Miller

Date: Feb. 4, 2019

Print Name of Signature Above: Heather Miller

Title: Head of School

Email: hmiller@glenforest.org

**Document A
Grants Received**

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

Independent School Name: Glenforest 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? 49

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>42</u>	<u>\$ 158,311.50</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.

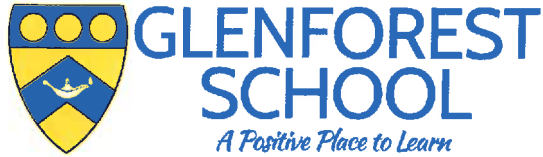
Signature: Heather Miller

Date: Aug 13, 2019

Print Name of Signature Above: Heather Miller

Title: Head of School

Email: hmiller@glenforest.org



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 bi-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 to talk with high school students about careers
 - Formal and informal inventories/testing are offered to 10-12 grade students for military entrance and career readiness fields (ex: ASVAB www.asvabprogram.com)
- 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 and sensory walk for students
 - Student Wide Information System (SWIS) is used to record all behavioral mistakes. This information is used to 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.
 - Essential Living Classroom that teaches students functional life skills
- Support Services
 - Parents may opt for speech services, occupational therapy services, or counseling. These services are offered on-site.
 - Partnership with the ARC of South Carolina for social skills training
 - Partnership with Successful Transitions for career training
 - Partnership with Family Connections with training parents in Triple P
- 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 Club after-school program host site
 - Study Hall and Pride Time offered to students for academic support
- Staff
 - Over Fifty percent of the staff holds a Master's Degree
 - Five employees hold a Master's Degree in Special Education
 - Continued professional development in evidence based practices for students with disabilities
 - Behavioral Interventionist on staff