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**ONE HUNDRED THIRTY-THIRD
ANNUAL REPORT**

OF THE

**South Carolina
School For The Deaf
And The Blind**

SPARTANBURG, SOUTH CAROLINA

1981



PRINTED UNDER THE DIRECTION OF THE
STATE BUDGET AND CONTROL BOARD

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LETTER OF TRANSMITTAL

**SOUTH CAROLINA SCHOOL
FOR THE DEAF AND THE BLIND
SPARTANBURG, SOUTH CAROLINA 29302**

July 14, 1981

*The Honorable Richard W. Riley
Governor of South Carolina
Budget and Control Board
Columbia, South Carolina*

Honored Sir:

I have the honor to transmit, herewith to you and through you, to the people of our State, the One Hundred Thirty-third Report of the South Carolina School for the Deaf and the Blind. This Report covers the period from July 1, 1980, to June 30, 1981.

Respectfully submitted,

MR. DOUGLAS F. DENT
*Chairman
Board of Commissioners*

SOUTH CAROLINA SCHOOL
FOR THE DEAF AND THE BLIND
SPARTANBURG, SOUTH CAROLINA 29302

July 10, 1981

Mr. Douglas F. Dent, *Chairman*
Board of Commissioners
South Carolina School for the Deaf and the Blind
Spartanburg, South Carolina 29302

Dear Mr. Dent:

The One Hundred Thirty-third Annual Report is hereby submitted to the Board of Commissioners of the South Carolina School for the Deaf and the Blind. The information contained in this Report is for the purpose of informing the General Assembly and the people of South Carolina of the activities and the accomplishments of the School for the fiscal year 1981.

Our Board of Commissioners remained the same as the year before as far as its membership, however, of particular significance the General Assembly passed a bill to amend Section 59-47-10 of the Code of Laws of South Carolina to read as follows: "The Board of Commissioners of the South Carolina School for the Deaf and the Blind shall consist of nine members appointed by the Governor for terms of six years and until their successors are appointed and qualify. Each congressional district shall be represented by one board member, who shall be a resident of that district, and three members shall be appointed at large from the State. At least one of the members appointed at large shall be deaf and at least one such member shall be blind. Vacancies shall be filled in the manner of the original appointment for the remainder of the unexpired term. The State Superintendent of Education and the executive officer of the Department of Health and Environmental Control shall be *ex officio* members of the board." This is definitely a step of progress for the School and the Board of Commissioners.

The activities contained in this Report reflect the School's continuing effort to respond to the needs of the sensory impaired and multi-handicapped children of the State. It is also patent that the School has expanded its efforts to provide various support services to the adult handicapped and to function more effectively as a member of the total human service delivery system.

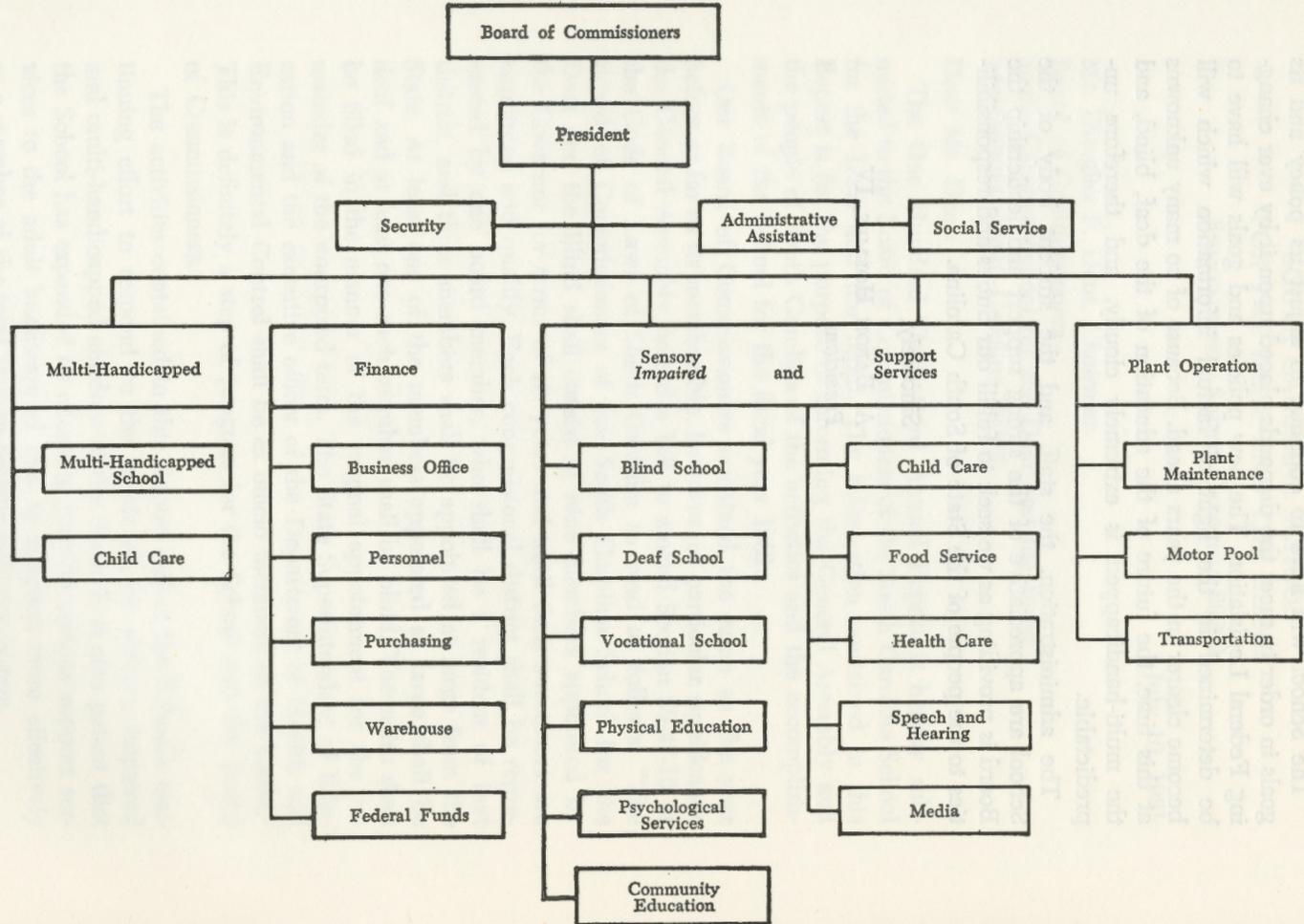
The School will have to continue to adjust its policy and its goals in order to meet the demands placed upon it by ever changing Federal Legislation. The new policies and goals will have to be determined in the light of factual information which will become clearer in the years ahead. Because of so many unknowns at this time, the future of the education of the deaf, blind, and the multi-handicapped is extremely cloudy, and therefore unpredictable.

The administration, the staff, and the student body of the School are appreciative of the strong support and leadership the Board is providing as we seek to fulfill our duties and responsibilities to the people of the State of South Carolina.

Sincerely,

A. BARON HOLMES, IV
President

Organization Chart



BOARD OF COMMISSIONERS

SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

Mr. Douglas F. Dent, *Chairman*—Member-at-large
Bankers Trust Plaza, P. O. Box PP-4, Greenville, S. C. 29601

Mr. B. Edward Hursey, *Vice-Chairman*—Sixth Congressional
District
Rt. 5, 111 Lawson Road, Darlington, S. C. 29532

Dr. S. Thomas Scarborough, *Secretary*—First Congressional
District
2830 Atlantic Street, Sullivan's Island, S. C. 29482

Mrs. Lewis M. Davis—Fourth Congressional District
106 Vandiventer Drive, Greer, S. C. 29651

Mrs. R. Beverley Herbert, Jr.—Second Congressional District
712 Springlake Road, Columbia, S. C. 29206

Dr. Earl F. Mathis, Sr.—Third Congressional District
Cedar Lane, P. O. Box 268, Belton, S. C. 29627

Mrs. W. Burke Watson—Fifth Congressional District
12 Frank Clarke St., Sumter, S. C. 29150

Ex-Officio Members

Dr. Charlie G. Williams, *State Superintendent of Education*, Room
1006, Rutledge Building, 1429 Senate Street, Columbia, S. C.
29202

Dr. Robert S. Jackson, *Commissioner*
State Department of Health and Environmental Control
J. Marion Sims Building and R. J. Aycock Building, 2600 Bull St.,
Columbia, S. C. 29201

INTRODUCTION

The South Carolina School for the Deaf and the Blind has had a long history of providing services to children with severe visual and hearing impairments from across the State. The School for the Deaf and the Blind is supported by the State of South Carolina with direct appropriations each year from the General Assembly, as authorized by the South Carolina Constitution (Article II § 3, and 5. 1962). The Legislature appropriated \$6,272,325.00 for fiscal year 1980-81. In addition to this, federal and other fund receipts amounted to \$608,357.

Supervision and control of the affairs and government of the South Carolina School for the Deaf and the Blind is vested in the seven member Board of Commissioners (listed previously), the members of whom are appointed by the Governor for terms of six years. The Board consists of a representative from each congressional district, a member at large and two ex-officio members (State Superintendent of Education and State Health Officer) but this will change for the coming year because of General Assembly action.

The major purpose of the South Carolina School for the Deaf and the Blind (SCSDB) is to provide comprehensive educational services of sufficient scope and quality to assure the optimum educational, emotional, social and physical development of each deaf, blind and multi-handicapped student enrolled. A related purpose is to increase each student's ability to combine occupational knowledge gained through appropriate training and study with basic academic skills to the extent that each student will eventually actualize his/her full vocational potential.

Since SCSDB is the State residential school and comprehensive education center for sensory impaired and multi-handicapped students in South Carolina, it is in a position to provide services and consultation which will benefit all programs for sensory impaired students and adults throughout the State through serving as a learning resource center, a demonstration school and a center for community/continuing education.

The material contained in this report provides an opportunity to learn how SCSDB utilizes its resources to accomplish its missions and goals.

HISTORY

The South Carolina School for the Deaf and the Blind, established by the Reverend Newton Pickney Walker, had its origin at Cedar Spring in Spartanburg County in a former hotel building. Opening in January of 1849 as a private endeavor, the enterprise was endorsed by the then Governor Seabrook in November of the same year, after his inspection of the facilities: "Although the Institution was not open until the 22 of January last, the remarkable proficiency of its scholars assured us of the capacity, skill and assiduity of the Principal. We accordingly resolved publicly to recommend to the parents and Guardians of mute children Mr. Walker's School, as well entitled to their patronage and confidence."

The School property, as well ample surrounding lands to provide for future expansion, was purchased in 1856 by the State. This was the wish of the founder: "I submit for your consideration, and of citizens of the State generally, that private property, being subject to forego material changes, is always unsafe for public purposes. My great desire is that the Institution, in some form be perpetuated in all time, in such a manner as to reflect honor."

Upon the untimely death of Reverend N. P. Walker in 1861, the Board of Commissioners did not appoint a successor, citing monetary and other reasons: "The Professors and their Assistants are connected by blood or marriage, the utmost harmony prevails, and each appears desirous of advancing the institution and the introduction of a stranger as Superintendent would probably cause dissatisfaction and destroy that harmony which is necessary to success. The only change made in the employees is the appointment of a Steward, who is the son of the late Superintendent."

The institution remained open throughout the Civil War under the guidance of Mrs. Martha L. Walker, the wife of the founder. During Reconstruction years the School operated intermittently, but was reopened in 1876 with N. F. Walker, son of the founder, as Superintendent and has operated continuously since that time. Succeeding Dr. N. F. Walker were William Laurens Walker, William Laurens Walker, Jr., and the President, Newton Farmer Walker, who retired at the end of this fiscal year.

The School has expanded from a single building into a spacious and beautiful campus adorned with twenty-eight major buildings, including the original main building constructed in 1859.

Prior to the establishment of the State School, South Carolina had provided an allotment for deaf and blind children; deaf children attended the Hartford Institution in Connecticut, while blind children attended the School for the Blind in Boston. In 1848 this Act was amended to provide the sum of \$100.00 per student, per annum, to be paid to N. P. Walker in support of his efforts. From a class of five deaf pupils under one instructor, the School has grown to its present capacity of approximately 510. It is operated by a nine member Board of Commissioners, seven of whom are appointed by the Governor and two ex officio members; State Superintendent of Education and Commissioner, State Department of Health and Environmental Control.

CENTRAL ADMINISTRATION

The organizational structure of SCSDB is presented in Figure 1. The immediate Executive Head of SCSDB is the President (Dr. A. Baron Holmes, IV) who is responsible to the Board of Commissioners (listed previously), and is responsible for the day-to-day operation of the School.

In addition to the President, the central administration includes the directors of the four major divisions, the Administrative Assistant (Mrs. Edna A. Brown) and several clerical and other administrative support staff members. The division directors are listed as follows:

- Mr. Robert L. Millard, Division of Educational Programs for the Sensory Impaired
- Dr. Robert Holzberg, Division of Programs for Multi-Handicapped
- Mr. William R. Spencer, Division of Finance and Administration
- Mr. Lee W. Owens, Division of Physical Plant

The above division directors, and the President also comprised an Executive Planning Committee which has overall responsibility for detailed planning. During the previous year, the third revision of a Comprehensive Five Year Plan for SCSDB was completed. The purpose of this task was to delineate both long-range and short-range plans for obtaining optimum resource utilization and the accomplishment of the School's major missions and goals.

The Office of the Administrative Assistant is also a part of the Central Administration. The Administrative Assistant reports di-

rectly to the President and is responsible for a myriad of activities including (1) the provision of information to staff, students, parents and other agencies: (2) the processing of student applications and enrollment and (3) the supervision of the Social Services Program.

Program accomplishments for the Social Services Program were as follows:

- Conducted 79 home visits.
- Visited 40 agencies, departments and other offices.
- Conducted 20 office interviews.
- Traveled 9,564 miles throughout the state.

There were no changes in the staffing of the Central Administration during the fiscal year.

DIVISION OF FINANCE AND ADMINISTRATION

Purpose:

The Division was responsible during the fiscal year for all financial, accounting, purchasing, personnel, federal grants and funds, business, warehousing, inventory, fiscal, budgeting, payroll, student banking, EDP and EEO/Affirmative Action functions of the state agency.

The Division's goal is to maximize the use of state appropriated funds, federal funds and other fiscal funds to best benefit the deaf, blind and multi-handicapped students served at the School. It is responsible to audit and monitor expenditure of these resources and serve as the chief center of all agency budgeting activities.

Operations:

Chief financial officer of the School, the Director of Administration and Finance. Reporting as supervisors to him were the department heads over Purchasing, Federal Funds, Warehouse, Personnel and the Business Office. During the year, the number of staff of Finance remained between 18 and 30.

The Federal Funds office maintains some one half million dollars in federal grants, down from previous highs. Some 30-50 staff remain employed in federal funds, the largest being Title One (PL 89-313).

The Purchasing Dept. covers bids and contracts, leases, contracts, insurance, state inventory management, bulk purchasing, etc. The

office was audited by General Services during the fiscal year and many recommendations for changes were made.

Warehouse is a low-budget office where expansion was curtailed by the agency reorganization. The department during this year picked up USDA free commodity food, made daily purchase trips locally, did equipment deliveries and stocked supplies.

Personnel encompasses a three person office charged with hiring, termination, employee morale, recruiting, affirmative action (EEO) and minority employment functions, payroll updating and this year in particular handled a reduction in force, assisted on a reorganization and handled an increased number of agency grievances.

The Business Office includes accounting, EDP, payables, payroll, employee benefits, students accounts, receptionists, keys and related computer and financial functions. Reorganization resulted in the revamping of the student banking operation.

Program accomplishments during the year:

- Successful completion of 5-Year Plan by Director's Office
- Creation of \$7-plus million state and federal budget for 1981-82 FY
- Creation of Set of Internal Controls in response to cited needs for same
- Attendance by Federal Funds staff at federal funds conference
- Processing by Director of a \$215,000 federal energy grant through the Dept. of Energy (DOE) to revamp and replace steam lines
- Cut Finance staff
- Cut operating budget of Finance division for 4th consecutive year
- Revision of USDA food procedures in Food Service area as result of disclosures in USDA team food audit
- Implemented study on Food Service cost effectiveness leading to severe cost efficiency and effectiveness changes
- Director completed study with Legislative Audit Council on costs of education of deaf, blind, multi-handicapped
- Simultaneous work on 8 actual or proposed capital improvement projects in conjunction with President's Office, Budget & Control Board, architects and engineers and State Engineer's Office

- Set up energy cost-cutting projects with staff, Piedmont Gas, Duke Power and others in effort to plug the tremendous energy losses existent in the School
- Personnel implemented new policies which forbid hiring of relatives and emphasize hiring of handicapped
- Total revamping of Title I budget by Federal Office
- Warehouse picked up approximately \$50,000 in USDA free food (commodities)
- Recommended replacement of the School mini-computer by a state of art EDP machine to tie into new STARS program
- Business Office assisted State offices in experimentation on implementing the new, Statewide Accounting System (S.T.A.R.S.) at the Agency

DIVISION OF EDUCATIONAL PROGRAMS FOR THE SENSORY IMPAIRED AND SUPPORT SERVICES

This Division operates under the direction of a Director whose responsibilities include instructional support programs in the Blind School, Deaf School, Vocational School and Physical Education Department. Educational support services include Child Care, Psychological Services, Speech and Hearing, Media Services, Food Services and Health Services. The Community Education Department is also under the Director. Information describing purpose, operations and program accomplishments of each of these areas is presented below.

BLIND SCHOOL

Purpose: The Department for the Blind is charged with the effective preparation of blind and visually impaired children to attain a level of individual mastery of their physical, social, emotional, academic and spiritual worlds.

Operations: The department is coordinated by a principal, a supervising teacher, 20 classroom teachers, an orientation and mobility instructor, two part-time instrumental and vocal instructors, six teacher assistants and one secretary. During the 1980-81 school term, the staff provided instructional learning and extra-curricular activities to 98 students residing in South Carolina. These activities included: Language Arts, Mathematics, Social Studies, Natural Science, Health and Safety, Orientation and Mobility, Optacon Training, Kurzweil Reading Machine, Fine Arts and field trips. The high teacher-pupil ratio provided for individual attention

wherever it was needed. Supportive service included psychological evaluations, counseling, audiology, speech therapy, behavior management, health and medical care and the South Carolina Commission for the Blind.

Program Accomplishments:

- Four seniors and five juniors took the Scholastic Aptitude Tests and all made creditable scores. Scholastic progress for all students in grades two through twelve was measured with Stanford Achievement Tests and teacher evaluations. Practically all students showed appreciable gains including those in ungraded classes.
- Four students received the State High School Diploma, three students received the G.E.D. Equivalency Diploma and three students received Vocational Certificates at graduation exercises on May 28, 1981.
- Federal funds made it possible to implement a reading laboratory for students reading two grades below grade level. Twenty-four students participated in the program and the gain in reading comprehension scores ranged from .8 to 1.5 grade equivalents.
- The music program included choral work, individual voice, instrumental work, piano and rhythm work. Recitals were presented at Christmas and Spring Concerts and at Graduation Exercises.
- Academic monetary awards were presented to a number of students for exceptional efforts in creative writing.
- Field trips were made by all age groups in the School. These educational experiences enhanced the process of learning and were wide in scope.
- One teacher and two students made a trip to the Nation's Capitol for an intensive one-week study of American government in the "Close Up Program."
- Eight students received optacon training during the school year and all were successful in reading printed materials at different rates of speed.

DEAF SCHOOL

Purpose: The School for the Deaf is responsible for providing a full range of educational programs and instructional services to meet the diverse needs of hearing-impaired students.

Operations: During the 1980-81 school year, 294 students were enrolled on October 1st and 286 students on May 27th, the last day of school. The academic department within the school, not including physical education and vocational education, is administered by four Supervising Teachers and one Principal. These administrators have a combined 121 years of experience of service to deaf students. The School for the Deaf has forty-two teachers, twelve teacher assistants, one curriculum coordinator, one librarian, one communication specialist and one secretary. Support services include Media, Vocational Rehabilitation, Speech Therapy, Audiology, Social Services and Psychology.

Program Accomplishments:

- Thirty-six seniors graduated on May 28, 1981. Eight of these graduates have been accepted, as of June 1, 1981, to institutions of higher learning. It is anticipated the vast majority of the remaining graduates will join the work force in South Carolina and become tax paying contributors to our society. Mr. Nathan Edward Blanton was the class Valedictorian and Miss Deborah René Adams was the class Salutatorian.
- Our school was instrumental in providing a service center for the training of college students majoring in Deaf Education. Converse College, located in Spartanburg, placed their students in our school for observations and Directed Teaching to fulfill requirements for B.A. degrees in Deaf Education.
- A new program was begun this year with Spartanburg Methodist College. Trainees in the Interpreter Training Program were given the opportunity to observe classroom instruction at various academic levels. These young college men and women profited considerably from their experiences at Cedar Spring. Plans are being made to continue and expand the program for next year. Barbara Garrison is the Coordinator for ITP, and Ruth Sanderfer is the Instructor for the ITP.
- The Junior National Association of the Deaf had a very successful year. This group is under the leadership of Joel Silberstein, a teacher in the School for the Deaf. Over 35 students are members of the Jr. NAD. Two excellent beauty and talent shows for males and females were held during the spring.

Parents, students, staff and members of the community joined in these activities. The Jr. NAD is an affiliate of the National Association of the Deaf. Jr. NAD trains young people to accept responsibility and grooms them for leadership roles upon graduation from our school.

- The Deaf School was fortunate to have two Title I Projects funded during 1980-81. Title I money makes it possible to enrich the offerings for our student body.

The Manual Enrichment Program has completed its second full year of operation. Major emphasis has been placed this year on standardizing sign language vocabulary so that students, staff and parents can become consistent in their use of particular signs. Every effort is being made to use what are already the most frequently used signs here on campus. Nearly 300 signs have been standardized to date.

In-service training classes, from beginning skills through advanced, have been available to all staff who will be evaluated on their use of Signed English in the fall of 1982. Fifty percent of this group has participated in the in-service classes this year. Certified teachers have been able to earn re-certification credit through their participation in these classes. The in-service program will be continued next year.

A Sign Language Lab was established for the purpose of reinforcing and supplementing material taught in the classes. Audio and video tapes are available for staff to use at their own convenience.

- The second Title I Project is in the area of reading skills. A certified teacher was employed to work in the area of improving reading skills of high school age students. Students were selected that had average intelligence and were interested in improving their reading skills. Small classes were held with two or three students present. This proved to be very beneficial. Reading scores improved on standardized tests and the students in the classes read more with better understanding. The project will continue for the 1981-82 school year.
- Under the direction of the Curriculum Coordinator, there were two curriculum workshops conducted during the summer of 1980. One group of teachers developed six student workbooks in a variety of math areas. The workbooks were complete with behavioral objectives, pre-post tests and a certificate of recognition upon completion of the work. Currently, we are having these materials published and disseminated through-

out the other programs for the hearing-impaired in the United States.

The other group of teachers involved in the curriculum workshop spent three weeks writing fifty stories on three different language levels. The three language levels represented the written performance of the students in the ninth grade General Track. These stories have been a tremendous success with the students, as they can read and relate to the information.

A new mathematics program began its second year of operation, beginning with an in-service workshop to the teaching staff on using the materials and understanding the scope and sequence of the work. A *Student Tracking Math Profile* was printed. This profile reflects the completed work by the students in the new math series and serves as an individualized educational tool.

This year marked the third year for our *Reading Unlimited Series*. Along with this series, there were special transparencies developed for teaching story vocabulary. The *Student Tracking Reading Profile* has been a valuable tool in plotting progress and helping teachers develop individual pupil plans.

VOCATIONAL SCHOOL

Purpose: The overriding objective of the vocational program is to prepare students to take their place in the world of work and to achieve their fullest potential in such. This objective encompasses not only job-skill training, but also training in the disciplines which make independent living a real possibility for handicapped individuals.

Operations: The Vocational School provided services to 187 deaf, 47 blind and 14 multi-handicapped students during the 1980-81 school year. Of the 41 graduating seniors, 31 received vocational certificates for successfully completing an occupational preparation program.

The Vocational School is administered by one principal. The staff consists of 14 full-time teachers, two part-time teachers, two teacher assistants and one temporary teacher assistant.

Program Accomplishments:

- The therapeutic massage program was expanded to offer opportunities for female students.
- Programming plans for the anticipated vocational expansion were finalized. This was done in consultation with the State Department of Education, the local Area Vocational Centers'

directors and groups representing deaf alumni, blind alumni and parents.

- Funding for the proposed vocational complex was included in this year's State Bond Bill.
- A Career Education Committee was formed to participate in the National Project on Career Education. This Committee is chaired by the Vocational Principal. The introductory in-service for teachers was held late in the school year, and plans are underway for next year's program.
- The Cooperative Adjustment Services Center was expanded to provide services to 14 multi-handicapped students. This is a joint venture of the School and the Vocational Rehabilitation Facility.
- Graphic Arts equipment was updated through a \$20,000.00 grant from the Office of Vocational Education of the State Department of Education.

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

Purpose: The Physical Education program has a developmentally oriented motor skills curriculum. The program is designed to provide the learners with a broad-based experimental background in a wide variety of movement activities. These activities include basic perceptual and motor skills, fundamental motor and body management skills, physical fitness, social skills, individual and team sports and life-time leisure skills. The Department has been conscientiously striving to implement philosophically and practically the legislative mandates of Title IX and P. L. 94-142.

The Physical Education Department serves the Deaf School, Blind School and Multi-Handicapped School.

Operations: The Department consists of a staff of one principal, 12 full-time teachers, one teacher assistant and one secretary. The total number of students being served was 523. This figure includes blind, deaf and multi-handicapped children. The physical facilities include one football field, three gymnasiums, two multi-purpose rooms, a swimming pool, a weight training room and two bowling alleys.

The Athletic Department is designed to provide interscholastic competition to those individuals who have demonstrated superior athletic abilities. The School is a member of the South Carolina High School League and participates in the I-A Conference in football, basketball, volleyball and track and field. In addition, the School is a member of the Mason-Dixon Basketball Association.

The Athletic Program sponsors both a wide variety of sports and a number of teams in the sports. The Department also supports the Special Olympic Programs.

This year a full-time physical therapist has also been added to the staff. Physical therapy is now provided for all multi-handicapped students where there is a need and also to a limited number of students in the sensory impaired departments. Expanded services will be offered the deaf students and blind students during the upcoming 1981-82 school year.

Program Accomplishments:

- The girls' track team under the direction of Sybil Ayers and Jack Todd won the National Deaf Prep Track Championship for the second consecutive year.
- The boys' cross country team placed second in the Class A-AA state meet.
- Jack Todd and Chuck White accompanied Wanda Watts to the Sixth National Blind Championships where she placed second in the women's category in the 10,000 meter run.
- The Department hosted the Peachtree Conference Basketball Tournament for the third consecutive year. The conference is made up of county middle schools.
- Robert Milton, Donald Scott, Waylon Moon, all former students, and Mary Etta Green and Della Stephens, current students, were selected to participate in the XIV Deaf Olympics conducted in Cologne, West Germany this summer. Bill Ramborger was selected as one of the United States' track coaches.
- The Department designed an innovative curriculum which integrated deaf, blind and multi-handicapped students in the same class. The students in the high school program were offered between three and six electives each four weeks. The electives included backpacking, hiking, weight training, bowling, aquatics, archery, racket sports, self-defense, modern dance and CPR.
- We hosted, with Charles Lea Center, an all-sports day for physically handicapped students.
- A junior high football team has been added to our program. It will participate in the Foothills Conference.

PSYCHOLOGICAL SERVICES

Purpose: The Psychological Services Department has been active during the 1980-81 school year in realizing its two basic missions: (1) to provide quality psychological services to students in the Deaf, Blind and Multi-Handicapped Schools, and (2) to provide quality in-service to professional staff at the South Carolina School for the Deaf and the Blind regarding vital educational and supervisory issues.

Operations: The Department consists of the director, one secretary, two school psychologists, two psychological counsellors and two behavior management specialists. A great effort was put forth by all of the staff to make Psychological Services relevant to the practical needs and activities of students, programs and personnel at the South Carolina School for the Deaf and the Blind, significant accomplishments were made, with promise of further accomplishments in the upcoming school year.

Psychological Services serves the Deaf, Blind and Multi-Handicapped Schools, including both academic and residential domains. The two primary functions of the Department are *Assessment and Prescriptive Services* and *Counseling/Behavior Management Services*.

Program Accomplishments:

- The *Assessment and Prescriptive Service* is primarily the responsibility of the two school psychologists. To carry out this service, a model of psycho-educational assessment has been developed which is conceived in the spirit of appropriate individualization of educational services set forth by P. L. 94-142. The critical feature of this model is a procedure which places psycho-educational assessment within the applied context of instructional dynamics among teachers and students. The components of this procedure include: (1) pre-assessment conference with referring person(s) to gather educationally relevant information concerning the referred student, (2) a pre-assessment observation of the referred student in a natural learning setting, (3) a psycho-educational assessment of the student, the nature of which is guided by the background information gathered in steps (1) and (2) and not just by State requirements, (4) a post-assessment conference with the referring person(s) to generate specific and detailed instructional, curricular and management implications out of assessment findings. The assessment procedure is time-consuming, but it generates

the kind of information which can help educators "make a difference". For the school year 1980-81, 316 psycho-educational assessments were completed. The following is a breakdown of this total:

<i>Deaf School</i>	<i>Blind School</i>
Applicants 23	Applicants 6
School Referrals 137	School Referrals 47
Total 160	Total 53
 <i>Multi-Handicapped School</i>	 <i>Outside Evaluations</i>
Applicants 36	
School Referrals 63	
Total 99	Total 4

Differences among school totals reflect the proportionate differences in each school's total student population. The referral process is based primarily on the commitment to re-assess each student not less than once every three years; a commitment consistent with State and Federal guidelines.

- *Counseling/Behavior Management Service* is primarily the responsibility of the two psychological counsellors and two behavior management teachers. This service focuses on personal and interpersonal problems of students, as well as on cases of maladaptive student behavior referred by the South Carolina School for the Deaf and the Blind staff. In the latter case, the psychological counsellor and behavior management teacher team together to accomplish simultaneously two critical objectives: (1) the reduction of maladaptive student behavior, and (2) the provision of effective in-service for classroom and dormitory staff regarding the implementation and maintenance of behavior management and counseling techniques.

Referrals to the Counseling/Behavior Management Service were responded to either with counseling or behavior management intervention, or with joint counseling/behavior management services. The breakdown which follows notes the number of students served by each of these intervention alternatives during the 1980-81 school year. (143 students received services altogether):

<i>Counseling Intervention</i>	<i>Behavior Management Intervention</i>	<i>Joint Intervention</i>
81	40	22

Services to these 143 students were based on a total of 159 direct referrals. A breakdown of where these 159 referrals originated from is provided below:

<i>Multi-Handicapped School</i>		<i>Blind School</i>	
Classroom	12	Classroom	4
Dorm	18	Dorm	4
	—		—
	30	Total	8
<i>Deaf School</i>		<i>Other (Self, Home, Support Services, etc.)</i>	
Classroom	47		
Dorm	20		
	—		
Total	67	Total	54

- In addition to the two primary functions of *Assessment and Prescriptive Services* and *Counseling/Behavior Management Services*, staff members in the Psychological Services Department orchestrated and carried on a host of other activities. In the area of *curriculum development and implementation*, the Affective Education curriculum involved teachers and students in the Deaf School. The Human Growth and Development curriculum involved, either in terms of full-fledged courses or limited mini-courses, instructional staff and students in the Deaf School. In the area of in-service, programs and activities covering *Preventive Intervention Techniques, Protection and Advocacy, Human Sexuality and Exceptional Children* were conducted. Staff members participated in numerous consultancies with public schools, other state and local agencies, colleges and parents. Members of the Department also were busy sharing their work with fellow professionals in the field.

FOOD SERVICE DEPARTMENT

Purpose: The major function of the Food Service Department is to provide a wholesome, nutritious dietary program for students and to assist the educational staff in developing dietary instruction and improvement of programs for the students.

Operations: Food is prepared in a Central Kitchen and distributed to five cafeterias throughout the campus. Three of our dining rooms serve cafeteria style. Two, the Multi-Handicapped Unit and the younger Blind Unit, serve family style.

The Food Service Director is assisted by two supervisors, sixteen food service aides, two vehicle operators and six cooks.

Program Accomplishments:

- Special diets for diabetics and reducing diets were prepared in the Central Kitchen.
- All food requisitions for athletic events, boy scouts and other special occasions were prepared by the dietary staff. Bag lunches were provided on Fridays for all students.
- One meal per day was provided for day students and some staff. Three meals were provided for residential students.
- Special dinners were prepared for various students activities, for service clubs and other clubs who work for the School on various projects and also for alumni events.
- The Food Service Division worked with staff and with a student advisory group in attempting to provide high quality, nutritious meals for all.

HEALTH CENTER

Purpose: The major function of the Health Care staff is to provide routine and preventive health care to all students.

Operations: Service is provided on a 24 hour basis through a 22 bed infirmary and a satellite unit at the multi-handicapped facility staffed with nursing personnel.

The addition of a Pediatric Neurologist and Pediatric Nurse Practitioner to our staff of three Registered Nurses and five Licensed Practical Nurses has enabled us to give more comprehensive care to the special medical problems possessed by some of our students.

Program Accomplishments:

- Four hundred and fifty students were admitted for nursing care in the Health Center.
- Flu vaccine was given to appropriate students with parental permission.
- Three hundred athletic physicals were completed.
- There were 8,500 outpatient visits for routine medical problems.
- Four hundred and fifty students were examined by the school dentist.
- Fluoride treatment was provided to students.

DEPARTMENT OF SPEECH AND HEARING SERVICES

Purpose: The Department of Speech and Hearing Services serves students in the Deaf, Blind and Multi-Handicapped Schools who exhibit speech and/or language deficiencies and provides audiological assessment for all students. Comprehensive speech and language evaluations are available, and based on diagnostic testing and teacher priorities, students are seen for speech and/or language therapy on an individual or small group basis for two half hour sessions per week. Major emphasis in therapy is given to development of language concepts and skills in conjunction with the acquisition, development and improvement of speech sounds. Students are seen routinely every three years for a hearing retest. However, students who have a history of middle ear infections, a suspected progressive hearing loss, inaccurate audiological test data, or are referred by teachers, parents, or other agencies are seen as often as necessary. Hearing aid evaluations are performed as needed, and recommendations as to appropriate amplification are made to supporting agencies or parents. Hearing aid repair services are provided and batteries dispensed as necessary. The entire speech and hearing staff is available for consultation with parents, administrators and teachers to offer suggestions for program planning for individual students. Teachers are also provided with in-service training, and diagnostic services are available for applicants to the school.

Operations: The Department of Speech and Hearing Services is comprised of three speech pathologists, one audiologist, and one audiologist's assistant. Duties include the following:

- Speech and language screening for all students, with comprehensive follow-up evaluations as necessary.
- Speech and/or language therapy for students on an individual or small group basis.
- Hearing assessments for all students.
- Hearing aid evaluations for those students who are felt to be candidates for hearing aids.
- Hearing aid fittings.
- Hearing aid repair services.
- Hearing aid battery dispensation.
- Hearing assessments for all applicants to the school and speech/language evaluations as required.
- In-service training for teachers and other staff members.
- Consultation with parents and teachers in the formulation of IEP goals.

Program Accomplishments:

- One hundred and eighty-six students were seen for speech and language screening and/or comprehensive evaluation.
- One hundred and seventy-eight students were seen for speech and/or language therapy.
- Forty-eight IEP conferences were attended; IEP statements were prepared on 178 students.
- Two hundred and eight students were seen for hearing retests.
- Forty-six students were seen for hearing aid evaluations.
- Forty-four new hearing aids were fitted.
- Thirty-three applicants to the school received complete audiological evaluations.
- Four in-service meetings with teachers were held.
- Hearing aid repair services were provided and batteries were dispensed as necessary.

MEDIA DEPARTMENT

Purpose: The Media Center is responsible for the implementation of both traditional and innovative mediated services for the Schools for the Deaf, the Blind and the Multi-Handicapped.

Operations: The Media Center under the direction of the Media Director is responsible for:

- Video tape recording and decoding—transmitted and on site.
- Minor repairs.
- Production and design.
- Teacher/student production.
- Photography.
- Storytelling and Thackston Hall Library.
- Libraries for the Deaf School and the Blind School.
- Captioned Films Depository.

Program Accomplishments:

- During the 1980-81 school year, the Media Center purchased a Tele-Caption unit enhancing the existing video taping services. Instructional programs as well as entertainment specials were taped and used extensively by faculty, staff and students. Various school activities were taped using color and black and white cameras. The video equipment was used in testing and in reinforcement.
- Filmshare, a computerized booking system for captioned films, was utilized more frequently due to the addition of a Model

43 Teleprinter and coupling system provided for the school's use by SMP (Special Materials Project). This on-going project provides captioned films to schools in South Carolina holding accounts and throughout the Southeastern region. The South Carolina School for the Deaf and the Blind is the depository for the film library which houses approximately 1,000 films.

- In the area of photography, two sound/slide productions were completed. These, in addition to existing productions, are circulated to present the school and various programs at meetings and workshops on campus, in the community and throughout the State.
- Many areas of the campus displayed the art and production work such as bulletin boards, posters, games, flyers and other teacher/student made materials. The Media Center produces and/or assists teachers, staff and students in design and production of these materials. An extensive "idea" and activity file is maintained for this purpose.
- During the 1980-81 school year, operations in the library for the deaf and in the area of storytelling were limited due to staffing difficulties. The library for the blind continued instructional radio taping services in addition to serving the Multi-Handicapped School. The Spartanburg County Library Bookmobile also provided bound materials for students.
- An inventory of equipment was taken in May showing three hundred and seventy-one available pieces of hardware.

COMMUNITY EDUCATION

Purpose: The Community Education Department provides services to all sensory impaired adults in the immediate Spartanburg area. In addition, the Department assists public school adult education and community education programs to assess the needs and locate resources to meet these needs on a State-wide basis. The Department also consults with and assists the State Department of Education in expanding regular adult and community education programs to include sensory impaired citizens throughout the State of South Carolina.

Operations: The Office of Community Education has been in existence since August 24, 1977. State-wide services are provided on a limited basis through the aid of a part-time coordinator in Charleston and a full-time coordinator in Columbia. The staff at Cedar Spring consists of a director, a coordinator and a secretary.

Program Accomplishments:

A. Spartanburg Office of Community Education

- Developed and conducted five awareness workshops for Community Educators in the Mid-Atlantic region with funds provided by a C. S. Mott Foundation Grant.
- Developed and coordinated a regional Parent Education Workshop in cooperation with the Special School of the Future Project, Gallaudet College. Eighty-seven parents and professionals attended, with nineteen being hearing impaired.
- Served as an interpreter referral center assisting University of South Carolina, Clemson University, the police department, the courts, the South Carolina School for the Deaf and the Blind, Highway Department, Social Security Office, Job Service, Governor's Office, Lt. Governor's Office, public schools, hospitals, day care centers, doctors, industries, animal shelter, Council on Aging and Spartanburg Technical College in securing the services of an interpreter.
- Cooperated with the South Carolina Association for the Deaf and Gallaudet College in providing a Deaf Folklore Workshop for S.C.A.D. Mini-Convention in Columbia, presented by Simon Carmel, an expert on the subject.
- Conducted 38 classes with a total enrollment of 527.
- Conducted 12 one session workshops with an enrollment of 224 and sponsored four trips—(three ski and one camping) with 76 participants.
- Served a total of 827 persons through classes, workshops and trips, 214 of this number were handicapped.
- Made approximately 60 awareness presentations for local civic clubs and agencies.
- Director and coordinator served on Mayor's Committee on the Employment of the Handicapped. Director served on Awards Sub-Committee and Coordinator served on Environmental Barrier Sub-Committee.
- Coordinator participated in the National Association of the Deaf regional 504 training session in Atlanta.
- Responsible for the Spartanburg General Hospital making preparation to install a TTY in its communication center and loaned portable TTYs to the General Hospital for use by hospitalized deaf patients.

- Completed the goals and objectives of the Appalachian Regional Council grant, wrote the progress report and was evaluated. Completed the goals and objectives of the C. S. Mott Foundation Grant.
- Planned a parent meeting for the Spring to be held in Columbia, developed the agenda, designed the brochure and mailed it to each parent of a student at our school and to all special education teachers in the State. The meeting was cancelled due to lack of pre-registrations.
- Coordinator planned and coordinated all activities for Deaf Awareness Week, May 3-9.
- Interpreted for a variety of meetings on and off campus.
- The director served on a panel at a regional meeting of the Association of Educators of the Visually Handicapped in Raleigh, N. C., and spoke on the topic of parent involvement and P. L. 94-142.
- Cooperated with the officers of the Spartanburg Chapter of SCAD in selecting and scheduling captioned movies to be shown monthly at the Spartanburg County Library.

B. Columbia Office of Community Education

- Through personal contacts with key agencies and personnel, became a valuable link in assisting the sensory impaired population in receiving services provided by the agencies.
- Developed a manual communication curriculum for beginning to advanced sign language courses to be offered through Community Education.
- Sponsored workshops for the adult deaf with the most successful being More to Life—Continuing Education for Deaf Adults (45 participants), Rape Awareness (29) and Self-Improvement Classes (7).
- Provided awareness seminars for Community Educators, state agencies, federal agencies, school districts, private organizations, etc. (8 workshops and 4 demonstrations with 162 participants).
- Sponsored sign language classes to 533 people in various locations throughout the Columbia area.
- Designed, typed, had printed and mailed two seasonal brochures to over 100 sensory impaired individuals, advertising the Community Education programs.

- Made referrals for:

Job Training	10
Interpreters	6
School Placement	3
Personal/Recreation	7
Consumer Awareness/Protection	5
Miscellaneous	approximately 5 per month
- Established a materials bank to be used for public awareness.
- Responsible for integrating four deaf Adults into Basic Education classes; 2 blind adults into GED classes and arranged for these same two blind adults to take the GED examination.
- Number of hearing impaired persons provided service .. 210

Visually Impaired	8
Deaf/Blind	1
Non-handicapped	793
Total	1012

CHILD CARE DEPARTMENT

Purpose: The Child Care Department is responsible for the total care of all residential students from 3:15 p. m. to 8:00 a. m. This includes planning and implementation of a comprehensive after-school program.

Operations: The Child Care Department experienced several major changes in 1980-81 with the resignation of the Dean of Students, the Student Affairs Division Director and the cut in Federal Funds eliminating the Director of Daily Living Skills. This reduction in force caused the Child Care Department to begin the year under numerous uncertainties regarding the after school programming. The Assistant Dean was promoted to the Dean's position with immediate supervision of the Child Care Department for the deaf and the blind students and the Daily Living Skills Program.

The Child Care staff consists of the Dean of Students, a Secretary, five Dorm Directors, 22 Youth Counselors and 12 Cottage Parents.

Program Accomplishments:

- The Child Care Department conducted a pre-school workshop. The four day workshop addressed itself to closer supervision of our students with youth counselors taking a more active role in leisure programming.

- The Department stressed the need to upgrade sign language skills for dorm directors and youth counselors which is essential in maintaining a well rounded, all inclusive after school program. Several of the youth counselors, cottage parents and dorm directors have taken advantage of the sign language courses offered by the School and have greatly improved their communication skills.
- A tremendous amount of time and research has been devoted to dorm renovation and beautification, steered by a newly formed parent advisory council comprised of parents and consulting staff members. Hughston Hall and Spring Hall were selected as the two dorms most in need of renovation. The Board of Commissioners approved the use of \$50,000.00 earmarked for this purpose. This \$50,000.00 will modernize the bathrooms and shower areas in these two dorms.

DAILY LIVING SKILLS PROGRAM

Purpose: The major functions of the Daily Living Skills Department are as follows:

To significantly enhance each resident student's competencies in the basic self-help skills area.

To increase each resident student's ability to use leisure time wisely, both now and in the future, through providing them with a conceptual understanding of various recreational activities and the skills requisite for successful functioning in these areas.

To increase each resident student's understanding of the arts and crafts activities offered and the necessity of using appropriate procedures and techniques in executing these activities.

To provide activities which are complimentary to the formal education program offered through the Education Department.

To increase each resident student's understanding of safety and first aid practices and procedures and the necessity of using these procedures appropriately.

Operation: Due to the loss of the DLS Director, the program was not operable until mid-school term.

Arts and crafts were taught by one teacher and three teacher assistants. The Arts and Crafts program focused its attention on those students who are not active in our organized athletic program along with elementary students.

The Recreation Program was supervised by one teacher and three teacher assistants. This program focuses on swimming, track and field, softball, volleyball and educational games.

Program Accomplishments:

- The Arts and Crafts students exhibited their work here on campus. This was viewed by parents, faculty, students and the Honorable Richard Riley.
- A student center was established to accommodate the need of our students for leisure time. This was supervised by the DLS staff.

MULTI-HANDICAP SCHOOL

The Multi-Handicap School has continued to grow both in numbers and programmatically during the 1980-81 school year. Several new programs have been established which have provided enriched educational experiences for the students. Organizational changes made during the past school year have also benefited the programming possibilities for students by encouraging a more effective coordination of dormitories and educational units.

Multi-Handicap Education Department

Purpose: The education department of the Multi-Handicap School is responsible for providing educational experiences and training with the primary goal of helping each student to achieve the maximum degree of independence and self-sufficiency of which he is capable.

Operations:

- The school year ended with an enrollment of 137 students.
- Sixty-one educational staff members served the multi-handicapped population.
- Services made available to students included academic, education, training in activities of daily living, pre-vocational training, speech therapy, music therapy, adaptive physical education, physical therapy, and language development through a language resource room.
- Six volunteers were used on a regular basis to supplement activities provided by staff members.

Accomplishments:

- Evaluation of 25 students for admission to the Multi-Handicap School.
- Four regional Partners in Progress meetings were held.

- One student graduated from the Multi-Handicap School and participated in graduation exercises.
- A pilot "home-living program" was established and put into operation serving 40 students by teaching skills needed to live independently, i.e., cooking, cleaning, lawn care, shopping, leisure-time activities, etc.
- One hundred and twenty students were served through the music therapy program.
- The Melody Makers (school glee club) performed four (4) school community concerts and one off-campus concert.
- Music therapist attended, by invitation, the Music Education Symposium in Montpellier, France.
- Forty-four (44) students were served through the pre-vocational program with significant work skills progress noted with 95% of those served.
- Crafts, made by students in the pre-vocational program, were displayed and sold at Westgate Mall on December 9, 1980 in order to provide money to restock expendable workshop items.
- A music therapy intern was placed at Herbert Center for five months.
- A pilot program has begun utilizing a language resource room and formally serving 32 students in addition to evaluations, consultations, and resource materials suggested to classroom teachers on 44 other students.
- Pre-test and post-test scores showed a minimum improvement of 9 months and an average improvement of 2 years in receptive language skills for those served by the language resource room during the academic year.
- Discussions are under way with the Spartanburg Council on Aging regarding a "Foster Grandparent" program to assist in serving student needs during the 1981-82 school year.
- A cooperative "field day" was held for students of the Multi-Handicap School and students from Charles Lea Center in Spartanburg.

MULTI-HANDICAP CHILD CARE DEPARTMENT

Purpose: The Multi-Handicap Child Care Department is responsible for providing a home-like atmosphere five days a week to students of the Multi-Handicap School while assuring carryover of educational programs and supplying opportunities for recreational activities and experiences in daily living skills.

Operations: Forty-three staff members served the students of the Multi-Handicap School in the residential program.

Accomplishments:

- In-service programs were offered during the year which included a workshop on Preventive Intervention Techniques.
- Supervisory personnel participated in a workshop on Employee-Employer Relations.
- Many field trips to area malls, restaurants, parks, and theaters were taken to enrich student experiences.
- A number of parties, dances, and other social events were provided during the evening hours for residential students.
- Through a cooperative program with Sherman College of Spartanburg, ten college students assisted with dormitory programs.

REPORT ON THE VOLUNTEER PROGRAMS

The Volunteer Program produced many hours of service for the School for the Deaf and the Blind during the 1980-81 school year. The Director of the Volunteer Program addressed several service organizations in the Spartanburg area during the year concerning the Volunteer Program and the need for service on campus. These presentations not only stressed children's needs, but also the satisfaction which one receives through community service.

Volunteers worked mainly in the Multi-Handicapped Division where they functioned in both classroom and dormitory areas.

The State of South Carolina, realizing the importance of volunteerism provided to the state, set up a State Commission on Volunteerism to work up and coordinate programs on a statewide basis. A staff member from the School for the Deaf and the Blind will be working with this Commission in the coming year and it is hoped that volunteer programs can be continued and expanded.

DIVISION OF PHYSICAL PLANT

Purpose: The purpose of the Division of Physical Plant is to serve as a resource for achieving the objectives and goals sought through the educational programs by maintaining a physical environment which is conducive to learning, both in the classroom and in the dormitories; by assisting the School to obtain a high degree of utilization of the physical plant, thus helping maximize returns on the physical plant investment; by assisting in the de-

velopment of energy conservation plans, and by assisting in the development of long-term capital improvement plans.

Operations: Headed by the Physical Plant Director, there are a total of 44 positions authorized specifically in the maintenance area. These are divided into various individual specialized areas of maintenance and transportation. The sub-departmental areas are as follows: Maintenance, Groundskeeping, Paint Shop, Motor Maintenance, Transportation and Laundry.

The Physical Plant Maintenance Manager reports directly to the Director and is in charge of the skilled laborers and tradesmen. Included in his responsibilities are the heating and air conditioning facilities, renovation and repair by the Tradesmen, operation of the Service Station (including automotive maintenance), painting, and groundskeeping.

The Plant Maintenance Supervisor has under his supervision 6 employees, the air conditioning/refrigeration mechanic, the Laundry Supervisor and 5 Laundry Workers.

This area provides the expertise to operate the complex boiler house, which provides steam heat throughout the majority of the campus. The Laundry processes an average of 3000 pounds of clothing a week.

General Maintenance is provided by 6 skilled workers covering the areas of carpentry, electrical service, plumbing/pipe fitting, masonry work, air condition/refrigeration mechanic, and other related areas. The Department also has a Service Station Supervisor and 2 automotive mechanics who make repairs, overhauls, and maintains the entire fleet of vehicles, including approximately 25 School buses. In the Transportation Department, there is 1 supervisor and 15 vehicle operators who transport students to and from School. Students living within a 30 mile radius are serviced by 5 daily routes. Residential students are transported throughout the State weekends by 11 additional routes.

In the decorative areas, there is 1 paint supervisor and 4 painters, painting the interior and exterior of all buildings throughout campus. The Groundskeeping area, under the leadership of 1 supervisor consists of 3 vehicle operators and 4 groundskeepers. These people are primarily responsible for the upkeep and maintenance of all the grounds, including the horticulture requirements.

The Physical Plant services also include the administrating of all contractual services, such as trash pick-up, janitorial services, and pest and termite control. In addition, the Physical Plant is also responsible for all capital improvement construction projects.

Program Accomplishments:

Maintenance:

- Obtaining of 3 bids for roof repair.
- Plans and specifications were drawn for the renovation of 1 bathroom in Hughston Hall.
- The Janitorial Contract was renewed in March, 1981.
- Pest Control Contract was rebid in July, 1981.
- Waste/Trash Pick-Up Contract was rebid in November, 1980.
- Preliminary plans are being drawn up for the New Vocational School.
- Playground equipment at Herbert Center has been completely installed.
- The Paint Crew has completely painted the interiors of 6 buildings, and the exteriors of 3.
- During the 1980-81 School year, the Maintenance Crew has completed 4,585 Work Orders.

Motor Pool:

- 3 used pick-up trucks were purchased in lieu of 3 beyond repair.
- 1 new car was purchased in lieu of the old patrol vehicle, considered beyond repair.
- 5 complete new engines were installed in 5 buses.
- Discussions were made periodically to determine the feasibility of changing out our current regular gasoline driven bus fleet in lieu of diesel fuel.
- With the end of the 1980-81 School year, a successful record of student transportation is reported. (No personal injury or property damage accidents have been reported.)

CEDAR SPRING FACILITY SOUTH CAROLINA COMMISSION FOR THE BLIND

Purpose: The Cedar Spring Facility of the Commission for the Blind is responsible for the provision of applicable vocational rehabilitation services to blind and visually impaired students, who are fourteen years old and above, who are enrolled at the South Carolina School for the Deaf and the Blind. These services are designed to increase the student's readiness for future gainful employment. With the development of the Multi-Handicapped School, which is also located at the School for the Deaf and the

Blind, the Commission for the Blind is also involved with serving the Multi-Handicapped students, who are legally blind and also have some other physical or mental disability.

Operations: During the 1980-81 academic year, the Cedar Spring Facility provided applicable vocational rehabilitation services to approximately 85 students, who are residents of the state of South Carolina. The facility staff consists of (a) Project Supervisor, (b) Orientation and Mobility Specialist, and (c) Caseworker Assistant. The services available and provided by this staff includes:

- receiving referral information from the staff of the School for the Blind.
- conducting the initial interview with the student.
- contacting the parents of each student, regarding the agency purpose and other related information.
- processing application for applicable services.
- providing and/or coordinating necessary diagnostic services, including a general medical examination, an initial ophthalmological examination, a low vision examination, a psychological examination, an occupational inventory, and other prescribed examinations, that may be applicable to the individual's needs.
- determining the rehabilitation potential of each student and his or her eligibility for applicable vocational rehabilitation services.
- developing the Individualized Written Rehabilitation Program, which is designed to meet the specific needs of the student to increase his or her readiness for future gainful employment.
- providing and/or coordinating the provision of (a) vocational and personal adjustment counseling and guidance, (b) physical restoration services, including surgery, glasses, prostheses, hearing aids, etc., (c) and training programs, which includes personal adjustment training (residential, campus, business—Orientation and Mobility Training), and on the job training at appropriate locations, which are on the campus of the School for the Deaf and the Blind and also in the local industrial community, depending upon the interests and needs of the students.
- referring each student to the appropriate vocational rehabilitation counselor, who serves the respective home county, where the student resides, when the student graduates or discontinues his or her enrollment at the School for the Blind.

- providing the above applicable services with the knowledge and cooperation of the appropriate staff of the South Carolina School for the Deaf and the Blind.

PROGRAM ACCOMPLISHMENTS:

- One (1) partially sighted, male student was involved in an OJT program as a church pianist.
- One (1) partially sighted, female student was involved in an OJT program as a switchboard operator at the SCADB.
- One (1) partially sighted, male student was involved in an on the job training program at a restaurant in Spartanburg (Flour Barrel).
- One (1) partially sighted, male student was involved in an OJT as a radio dispatcher.
- One (1) student received prosthesis for cosmetic purposes from Le Grand Associates of Philadelphia, Pennsylvania.
- Four (4) students received initial low vision evaluations at the clinic, which is located in the Commission for the Blind facility; eight (8) students received follow-up examinations.
- Six (6) students, two (2) totally blind males, two (2) partially sighted males and two (2) partially sighted females, were referred to the College Program at the University of South Carolina in Columbia, for the 1981 Fall Semester.
- Twenty (20) students received vocational evaluation services, which include Personality, Career Maturity, Dexterity, Social, and Occupational Testing.
- Eight (8) students participated in a Personal Adjustment Training Program, during the summer, at the Ellen Beach Mack Rehabilitation Center in Columbia, S. C.
- Sixteen (16) students received orientation and mobility training at the Cedar Spring Facility.
- Fifteen (15) students received Functional Vision Evaluations to determine their orientation and mobility capabilities and needs.

VOCATIONAL REHABILITATION FACILITY

Purpose: The Vocational Rehabilitation Facility located on the campus of the South Carolina School for the Deaf and the Blind provides medical, social, psychological, and vocational evaluations to the deaf students and the multi-handicapped students. This facility also provides on-the-job training in cooperation with businesses and industries in the community as well as continued counseling and guidance, social, personal, and work adjustment training, job placement, and follow-up.

Operations: During the twelve month year under report, this facility provided services for two hundred two (202) students. These students are from various locales in South Carolina. When a student graduates or leaves the South Carolina School for the Deaf and Blind, the case is transferred to the appropriate Vocational Rehabilitation Counselor in the students' home area in order that services be continued by the agency. In most instances are served by a specialty counselor.

The Facility is administered by (a) Project Supervisor (b) a Vocational Counselor (c) a Vocational Evaluator (d) a Rehabilitation Associate (e) a Casework Assistant.

Program Accomplishments:

- Diagnostic medical evaluation was provided to students throughout the year. Forty-one (41) students received general medical examinations. Forty-six (46) students received otological examinations and one hundred (100) students received ophthalmological examinations. One (1) student received an internist examination, one (1) student received a neurological examination, one student (1) received a dermatological examination, and one student (1) received an orthopaedic examination.
- Vocational evaluation was provided to forty-five (45) students. These evaluation results assist the Facility staff in planning future services and also assist the school staff in their planning for the students. Evaluation results are staffed jointly with the Facility staff and the school staff in attendance.
- On-the-job training was provided in industries and businesses in the community to students in the senior class. The on-the-job training program provided training in the following areas:

Textiles	2 students
Clerical	5 students
Keypunch	1 student

Food Services	7 students
Teachers Aide	2 students
Electrical Assistant	2 students
Shipping/Receiving	1 student
Laundry	3 students
Mortician Assistant	1 student
Custodial Care	5 students
Machine/Welding	1 student
Super Market Stock Clerk	1 student
Painters Helper	2 students

- Sixteen (16) students were employed at Converse College in the food service area on a part-time basis. These students were employed for the entire school year. Additional students were used in the program as substitutes.
- Work adjustment training classes were provided by the facility staff to sixty-two students (62) from the junior and senior classes. This adjustment training is designed to prepare the students for future gainful employment and indoctrinate them to the World of Work. Classes met for one hour on a once a month basis.
- The work adjustment program where students were involved in piece work on contracts obtained from various industries and businesses in the community had forty-four (44) students involved. Some of the students involved during the year were ninth graders and participated for a nine week period as part of the schools' pre-vocational program.

FINANCIAL STATEMENT

Fiscal Year July 1, 1980 - June 30, 1981

STATE FUNDS

Appropriation	\$ 6,272,325.00
Carry-Over	13,476.17
Base Pay Increase	387,883.00
Misc. Income	1,500.63
Total State Funds Available	<u>\$ 6,675,184.80</u>

Disbursed

Administration:

Personal Serv.	\$ 281,943.16	
Contractual Serv.	36,915.59	
Supplies	5,121.37	
Fixed Charges	3,807.35	
Travel	5,175.46	
Personnel Staff Study	3,601.41	
Total Administration	\$ 336,564.34	

Education:

Personal Serv.	1,758,835.97	
Contractual Serv.	8,507.83	
Supplies	31,296.68	
Fixed Charges	1,376.88	
Travel	3,013.94	
Scholarship	2,360.00	
Blind Placement Bureau ..	5,000.00	
Vocational Rehabilitation ..	36,590.23	
Total Education	1,846,981.53	

Multi-Handicapped:

Personal Serv.	1,000,503.27	
Contractual Serv.	3,438.20	
Supplies	20,882.07	
Fixed Charges	94.12	
Travel	1,369.40	
Case Serv.	5,784.00	
Total Multi-Handicap	1,032,071.06	

Community Education:

Personal Serv.	51,260.71	
Contractual Serv.	2,568.19	
Supplies	1,285.24	
Fixed Charges	40.00	
Travel	1,636.48	
Total Community Ed.	56,790.62	

Student Affairs:

Personal Serv.	622,881.96	
Contractual Serv.	2,037.97	
Supplies	5,729.19	
Travel	33,596.00	
Case Serv.	24,160.00	
Total Student Affairs	688,405.12	

Education Support Serv.:	
Personal Serv.	217,752.05
Contractual Serv.	1,085.93
Supplies	1,191.88
Travel	1,250.55
Case Serv.	16,909.76
Total Edu. Supp. Serv.	238,190.17
Physical Support Serv.:	
Personal Serv.	699,699.83
Contractual Serv.	569,572.21
Supplies	327,962.50
Fixed Charges	27,896.93
Travel	1,296.69
Total Physical Supp. Serv.	1,626,428.16
Equipment	46,085.59
Total Equipment	46,085.59
Employer Benefits	772,183.93
Total Employer Benefits	772,183.93
Total Disbursed	\$ 6,643,700.52
Lapsed—Personal Serv.	16,153.05
Lapsed—Emp. Benefits	15,051.07
Lapsed—Operating	280.16
	<u>\$ 6,675,184.80</u>

CAPITOL IMPROVEMENT & OTHER ACCOUNTS

Capitol Improvement Bond (Voc. Educ. Facility) ...	\$ 90,000.00
Expended	13,494.45
Balance	\$ 76,505.55
U.S.D.A. Milk Reimb. '81	
Received	127,137.58
Expended	127,137.58
Balance	-0-
Patients Fees Balance	175,035.64
Chapel Fund Balance	150,093.02
Thackston Memorial Fund Balance	425.74
Received from Cafeteria	20,166.70
Expended for Food Supplies	20,166.70
Balance	-0-

SPECIAL DEPOSITS

Balance Brought Forward 7-1-80	\$ 35,122.34
Receipts	52,503.02
Total Funds Available	\$ 87,625.36
<i>Disbursements:</i>	
Student Accounts	920.05
Pilot Club	839.83
Special Needy	1,584.31
Converse Fund	371.50
Mott Foundation	5,367.00
Media Fund	1,361.43
Outreach, Inc.	434.61
Adult Education	11,352.00
Post Office	144.87
Annual Pictures	2,523.65
Lasso	320.00
Music Accounts	1,557.12
Vocation Rehabilitation	1,705.02
Multi Handicap Homeliving Fd.	1,517.27
Colonial Pipeline	5,556.62
Canteen Fund	26,343.61
Total Disbursements	61,898.89
Balance Carried Forward f/y 81-82	25,726.47
	\$ 87,625.36

FEDERAL FUNDS

Balance Fd. 7-1-80	\$ 10,699.16
Receipts	363,184.71
Total	\$373,883.87
Less Disbursements	346,813.07
Balance 7-1-81	27,070.80

STATEMENT OF FEDERAL EXPENDITURES

T-I '81	\$201,704.12
A.R.C.	6,969.85
Voc. Ed.	55,320.14
T-VIC Deaf/Blind	54,225.04
T-I '80	25,960.43
T-IV -B	1,704.56
G.L.P.	360.36
Gallaudet	568.57
Total Federal Expenditures	\$346,813.07

ENROLLMENT

School for the Multi-Handicapped

Girls	57
Boys	85
	<hr/>
Total	142

School for the Blind

Girls	37
Boys	61
	<hr/>
Total	98

School for the Deaf

Girls	148
Boys	156
	<hr/>
Total	304

GRAND TOTAL 544

Number of Graduates

Blind	10
Deaf	36
Multi-Handicapped	1
	<hr/>
Total	47

Number of Graduates Attending College

Blind	1
Deaf	9
	<hr/>
Total	10

NUMBER OF STUDENTS BY COUNTIES

<i>County</i>	<i>No. Students</i>	<i>County</i>	<i>No. Students</i>
Abbeville	3	Greenwood	16
Aiken	23	Hampton	4
Allendale	2	Horry	11
Anderson	16	Jasper	4
Bamberg	4	Kershaw	13
Barnwell	3	Lancaster	5
Beaufort	3	Laurens	17
Berkeley	8	Lee	1
Calhoun	2	Lexington	10
Charleston	35	Marion	6
Cherokee	10	Marlboro	8
Chester	15	McCormick	0
Chesterfield	11	Newberry	11
Clarendon	7	Oconee	3
Colleton	7	Orangeburg	12
Darlington	17	Pickens	8
Dillon	4	Richland	37
Dorchester	5	Saluda	2
Edgefield	3	Spartanburg	68
Fairfield	4	Sumter	11
Florence	21	Union	8
Georgetown	14	Williamsburg	5
Greenville	39	York	28

Millard, Robert L. (Director—Educational Support Services) made presentations at the Governors' Conference on Special Education, Delaware; State Community Education Conference, Williamsburg, Virginia; Mott Foundation Eastern Renewal Institute, Martha's Vineyard, Massachusetts.

McDougal, Yancy (Behavior Management Specialist) made a presentation at the National Public Law 89-313 Provider's Conference regarding the behavior management program model at the South Carolina School for the Deaf and the Blind.

