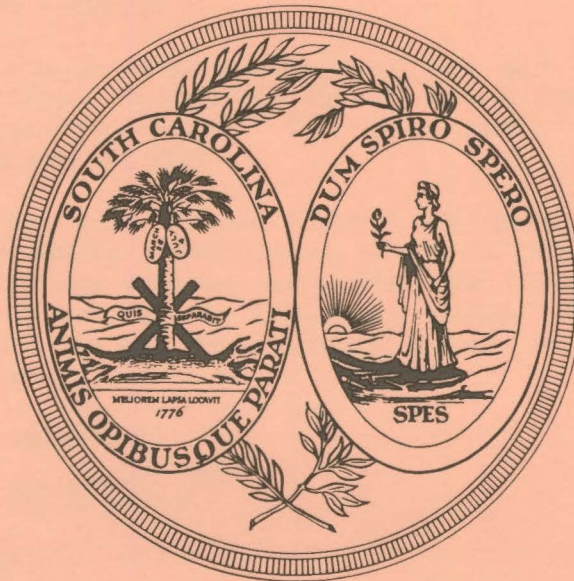


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WIL LOU GRAY OPPORTUNITY SCHOOL



ANNUAL REPORT 1992-1993

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STATE DOCUMENTS

Wil Lou Gray Opportunity School

P.O. Box 280128 • COLUMBIA, SOUTH CAROLINA 29228-0128 • (803) 822-5480
MARY CATHERINE NORWOOD, Ph.D.
Superintendent



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Letter of Transmittal

The Honorable Carroll Campbell
Governor of South Carolina
Budget and Control Board
Columbia, South Carolina

Dear Governor Campbell:

I have the honor to transmit herewith to you, and through you, to the people of South Carolina, the 1992-93 Annual Report of the Wil Lou Gray Opportunity School. This report covers the period from July 1, 1992 to June 30, 1993.

The school has been a cost effective enterprise for the state throughout its history. Every young person we place into the work force returns to our economy many times the investment our state has made in them through the Opportunity School. We look forward to working with you and the legislature toward another productive year in 1993-94.

Respectfully submitted,

Frank M. Hart
Chairman
Board of Trustees

FH/bgs



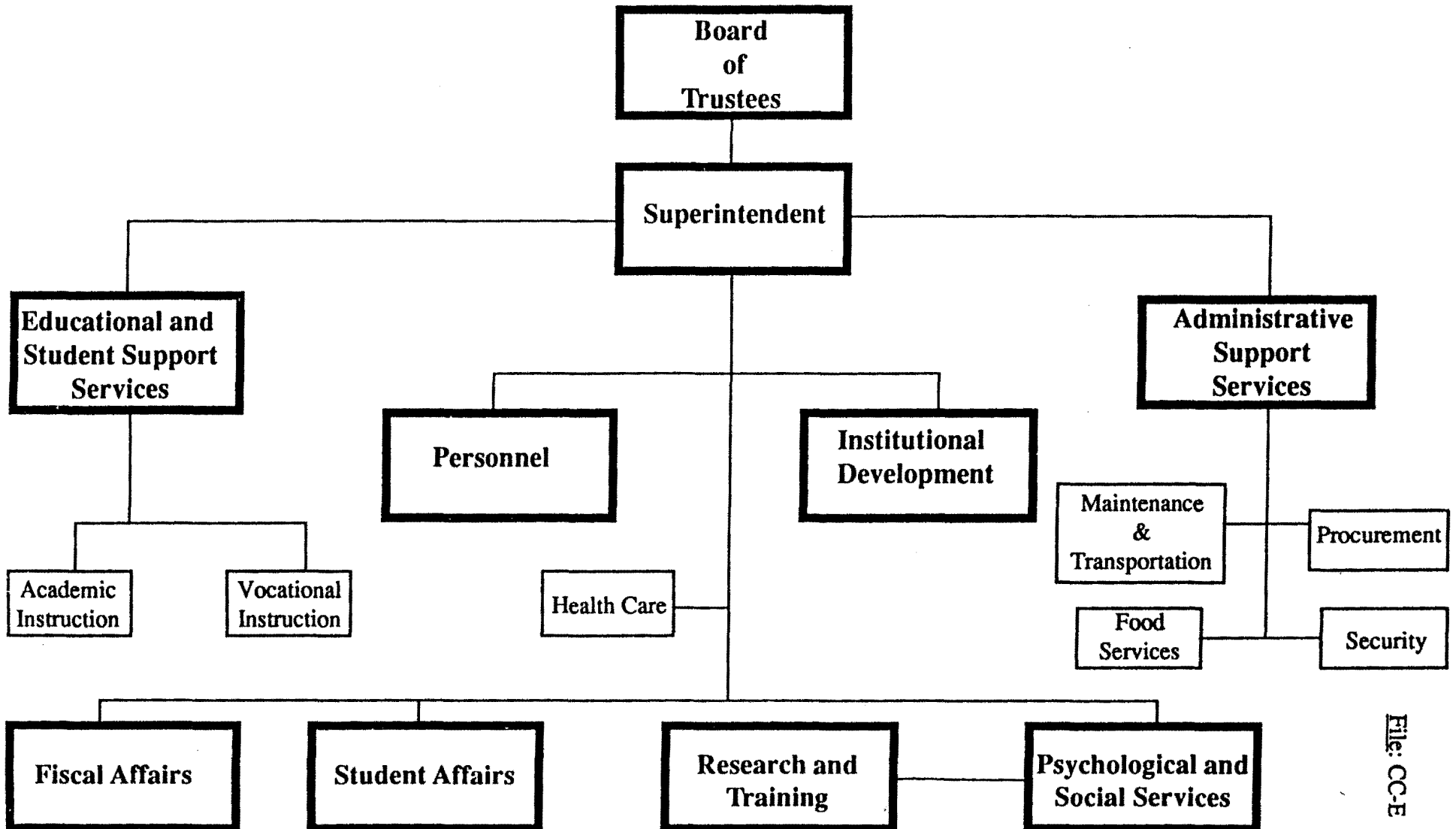
1. First School Of Its Kind
2. Classes That Fit Every Pupil
3. Serving "At Risk" Youth 15 Years Or Older

4. Fully Accredited
5. Individual Development
6. A State Agency

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Wil Lou Gray
Opportunity School
Organizational Chart
May, 1993



WIL LOU GRAY OPPORTUNITY SCHOOL
BOARD OF TRUSTEES

The Honorable Carroll Campbell, Governor, Ex-officio

The Honorable Barbara S. Nielsen, State Superintendent of Education,
Ex-Officio

Mr. Frank M. Hart (Chairman)	Marion	July 2, 1997
Dr. Russell Bedenbaugh	Prosperity	July 2, 1994
Mrs. Clotilda Diggs	Florence	July 2, 1997
Dr. Marvin Efron	West Columbia	July 2, 1996
Mrs. Betty Henderson	Greenwood	July 2, 1995
Ms. Wilhelmina McBride	Columbia	July 2, 1996
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Mr. Vince Rhodes	West Columbia	July 2, 1995
Dr. Louise T. Scott	Florence	July 2, 1995
Mrs. Elizabeth Thrailkill	Ft. Lawn	July 2, 1997
Mrs. Mary Williams	West Columbia	
Mrs. Olive Wilson	Williamston	July 2, 1996

ADMINISTRATIVE STAFF

Mary Catherine Norwood, Ph.D..... Superintendent
Robert James.....Principal
Michael Kelly.....Director of Ancillary Services
Pat G. Smith.....Director of Administrative Support Services
Suzanne Busenlehner.....Accounting Manager
Deborah Haney.....Dean of Students
Gloria Lloyd.....Personnel Specialist
Gloria Rawl.....Head Nurse
George Smith.....Director of Development

INTRODUCTION

For more than 65 years the Opportunity School has served the people of South Carolina. From its founding in 1921 by the late Dr. Wil Lou Gray, to the present day, the school has educated and provided vocational life skills training to thousands of citizens of our State. Throughout that time the school has adapted its mission to meet the critical needs of the day. Its efforts in the beginning were focused on the large population of farm women who missed their chance for an education when they were needed to work the farms. Later it served veterans of the Second World War and the Korean War. In the sixties and seventies the school met the needs of many physically handicapped people. All of these efforts, though focused on different populations, had a common theme and mission - providing educational services for those who were not served fully, at the time, by the public school system. Throughout this time the school operated with scant fiscal resources. After becoming a State agency in 1957, the school received annual appropriations from the State, however, those appropriations averaged only 60% of the annual operating cost of the school. In 1992-93 State appropriations comprised 70% of the budget. Federal funds and institutional revenue comprised the difference.

South Carolina is experiencing constant change in its educational system. This change promises a brighter future for today's young South Carolinians. The public schools are being called upon to provide an even broader range of services than they have been required to provide through the State and Federal mandates of the past several years. Many students, especially those with behavioral impairments, severe academic deficiencies, non-supportive home environments and other factors which place young people at risk of not succeeding in the traditional school setting, are finding it increasingly difficult to succeed in the face of stiffened academic requirements. The number of truancy cases handled each year is evidence of this. Presently, our public school system is strengthening its efforts at keeping these young people in school. The increase in remedial programs certainly provides additional help for those with academic deficiencies. Even so, some students are "falling through the cracks", especially those with home environments which contribute to their lack of success. These are students who often respond positively to a residential school environment and are the students best served by the Opportunity School. Thus, the current focus of the school, that of an alternative setting for young people who are at risk of dropping out of school and, in general, failing to make the transition between school and the work place, is an extremely relevant mission. Additionally, the school is reaching out beyond the walls of its campus through the Research and Training Center to assist school districts and other agencies who are working with at risk youth. This center focuses effort on researching and disseminating programs that work with at risk youth and establishes the Opportunity School as a base for such efforts around the State.

AGENCY MISSION STATEMENT

The Wil Lou Gray Opportunity School exists to serve those citizens of South Carolina at least fifteen years of age who are most at risk of:

1. Being retained in their grade in school.
2. Dropping out of school and not completing their education.
3. Not making the transition from public schools to the work force.
4. Being truant from school, and whose home-school community environment impedes rather than enhances the chance that they will stay in school and become prepared for employment.

The school is a structured, residential environment and provides a second chance for students to complete an educational program and become employable. The school operates programs for students seven days each week around the clock throughout 45 weeks of the year.

In seeking to fulfill its mission, realizing the multiple service needs of these youth, the school provides the following kinds of services:

1. Compensatory Education
2. Intensive Vocational Training
3. Pre-Employment Training
4. Job Placement
5. Group and Individual Counseling
6. Medical/Health Services
7. Extended year program for truant students
8. Transition to work force or more advanced training
9. Transportation
10. Student Work Programs.

The school works with the other systems and agencies to provide resources and facilities which compliment its own facilities and resources, thus avoiding duplication of services.

HISTORY

The Opportunity School was founded in 1921 by Miss Wil Lou Gray, State Supervisor of Adult Education, as an experiment in adult education. The first session, scheduled for "Lay-by-Time" so that farm women and girls could attend, opened August 2, 1921, at Tammassee, the mountain school of the Daughters of the American Revolution. It was the first boarding school for women on an elementary level. Requirements for admission were that a pupil be no younger than fourteen, be unable to attend school and have no higher than a fifth grade education. The curriculum at that time included the tools for learning supplemented by emphasis on health habits, good manners, civics, domestic science, and arts and crafts. The faculty consisted of one paid teacher, three volunteers, and several visiting teachers from Winthrop College and the community. Seventeen girls were registered as boarding students for the day school and nineteen men attended night classes.

The experimental school proved very successful. The following year, larger quarters were sought, and since the state could pay only for teachers, additional means of financing were required. Cooperating with the State Department of Education, Lander College granted use of its facilities. The Methodist Conference and the Baptist Convention each contributed \$300.00 toward operational expenses, and a wide range of supporters of adult education supplied scholarship aid. The mills were especially cooperative, sending students as well as scholarships. Eighty-nine women and girls, ranging from 14 to 51 and representing 13 counties, attended the 1922 school. There was no school for men.

Erskine College supplied the facilities for the men's sessions beginning with 1923 through 1930. The girls' sessions continued at Lander through 1924. They were located at Anderson College in 1925, 1926, and 1927, and moved to the Women's College at Due West for the sessions of 1928, 1929, and 1930. In 1931, the schools became co-ed at Clemson College.

In 1931, with the support of a \$10,000.00 grant from the Carnegie Foundation, a study was made in "The Learning Ability of Adults" directed by W. D. Dray, Dean of Education, Chicago University, and Dr. J. W. Tilton of Yale University. This study, with use of standardized tests, indicated that adults learn three to nine times faster than children. That year, for the first time, the Opportunity School awarded seventh grade certificates. Fifty-two students received them.

The school was held at Clemson College from 1931 through 1942, at which time it had to be moved because of war conditions. It was held at Lander in 1943 and 1944, and at Columbia College in 1945.

A new era for adult education began in early 1940's. In 1941, two Opportunity School students were awarded high school diplomas by an accredited high school which they had not attended. These diplomas were awarded on the basis other than number of units earned. In 1942, the high school testing service was established by the State Department of Education. Two Opportunity School students were the first to earn high school certificates under this program. This program continued to be a boon to those who, for a variety of reasons, were unable to complete their formal schooling.

These one-month terms of the Opportunity School, held over a period of twenty-five years, had clearly shown the need for a permanent year-round school. This was further emphasized by returning World War II veterans who were unable to take advantage of the education benefits of the G.I. Bill because there was no boarding institution in South Carolina offering general education for adults on the elementary and secondary levels. Recognizing the pressing need, the Legislature in 1946 granted the request of the State Department of Education for an appropriation to operate the Opportunity School on a year-round basis. Through the efforts of many people, 998 acres and some 200 buildings of the deactivated Columbia Army Air Base were acquired by a quit-claim deed through the War Assets Administration for the joint use of the Opportunity School and the Trade School on a ten-year probationary

basis. The school's first session in the present West Columbia location opened January 2, 1947.

Students and staff worked closely together in a pioneer spirit in making the barrack type buildings into an attractive facility. The educational program was developed and expanded to accommodate commuting day and evening students in addition to the boarding students. Special attention was given to the needs of veterans and their families; programs were designed to teach practical arts in everyday living, as well as academics.

Fully satisfied with its utilization, the Federal Government released the property to the South Carolina Budget and Control Board in 1956. In a reallocation of the property several years later, the Budget and Control Board delineated 107 acres as the Opportunity School Campus.

By a legislative act in 1957, the South Carolina Opportunity School was declared a body politic and placed under the management and control of a Board of Trustees.

In 1974, the Legislature renamed the school the Wil Lou Gray Opportunity School to honor its founder.

Modern facilities have replaced temporary Air Base buildings which served over 20 years. Revising and expanding its programs to meet changing needs in a homelike atmosphere, the Opportunity School continues its mission of providing educational opportunities to those who, for a variety of reasons, are not successful in traditional programs. Today, the school's services are greatly expanded to include remedial education, vocational education, job counseling and psychological counseling. Resources provided by the school are targeted toward the needs of young people at risk of dropping out of school and/or failing to make the transition between school and the work place.

LEGAL STATUS

The school is an agency of State Government chartered for the purpose of providing out-of-school youth and adults academic and vocational training. It is managed by a Board of Trustees. Twelve of the trustees are elected by the Legislature with each trustee serving for a term of four years. The Governor of the State and the State Superintendent of Education are ex-officio members of the Board.

CENTRAL ADMINISTRATION

The organizational chart (figure 1) on page 1 presents the organizational structure of the Wil Lou Gray Opportunity School. The Superintendent is the immediate executive head of the Wil Lou Gray Opportunity School. She is responsible for the day-to-day operations of the school and administers under the authority of a 14 member Board of Trustees.

The administrative staff for 1992-93 follows:

Dr. Mary Catherine Norwood, Superintendent
Mr. Robert James, Principal
Mr. Michael Kelly, Director of Ancillary Services
Mr. Pat G. Smith, Director of Administrative Support Services
Mrs. Suzanne Busenlehner, Accounting Manager
Ms. Deborah Haney, Dean of Students
Ms. Gloria Lloyd, Personnel Specialist
Ms. Gloria Rawl, Head Nurse
Mr. George Smith, Director of Development

The central administrative personnel have overall responsibility for long and short-range planning and for accomplishing the major goals and objectives of the Wil Lou Gray Opportunity School.

FY 1992 DEPARTMENTAL REPORTS

Each department has reported information related to its purpose, organization, operation and accomplishments for FY 1992.

RESEARCH AND TRAINING CENTER

PURPOSE

The purpose of the Center is to serve as a resource for Wil Lou Gray Opportunity School faculty and staff in their work with at-risk students. This is accomplished by disseminating research and other information relevant to the education of at-risk students, promoting effective practices through grants administration, and sponsoring training activities. Additionally, Center personnel are available to assist educators in other programs by hosting conferences, publishing a quarterly newsletter, and participating in committee work.

ORGANIZATION AND OPERATION

The director of the Center for the past four years resigned in September 1992. Center activities are now managed by a director and executive support specialist, both of whom are assigned other duties at the agency. The director also supervises the psychological and special services department while the executive support specialist coordinates a number of activities in the admissions process. A 14 member advisory committee, operating under guidelines established by the agency's Board of Trustees, provides input and technical assistance to the Center's director. Major undertakings by the Center during the 1992-93 school year include:

1. Involvement in statewide forums, workshops and seminars related to at-risk youth.

2. Producing/disseminating a quarterly newsletter, publishing reports of Center sponsored forums, sponsoring current studies within the state and collecting information concerning youth at-risk.
3. Coordinating and disseminating information about research conducted by the Wil Lou Gray Opportunity School personnel and/or other agencies working with students or teachers on campus.
4. Providing in-service/workshops/credit course work for Wil Lou Gray Opportunity School staff and others.
5. Maintaining a library of current research and information related to at-risk youth.
6. Arranging practicums/internships and volunteer services to be based at the school.
7. Completing a special three year restructuring project that involves realigning the academic curriculum and afternoon program to meet the current needs of the at-risk population.

ACCOMPLISHMENTS

The Advisory Committee met five times during the year and provided valuable guidance for the Center. The committee is comprised of 14 members who represent diverse sectors including public education, private enterprise, university administration, the political arena, and private citizens.

The first annual South Carolina Young Women At Risk Teleconference was supported by Center staff. Numerous phone calls and mailings were managed by the executive support specialist in addition to her brochure design and arrangement of pre-conference meetings. The Center's current director served as moderator for the three panels that comprised the first morning presentation. The teleconference was held on September 8-9, 1992, and broadcast to six sites around the state. Additionally, there was a live audience at the ETV studio. Other Wil Lou Gray staff also participated in the televised portion of the program. Over 300 individuals participated in the teleconference which featured 37 presenters and panel members along with 15 facilitators at the viewing sites.

Three issues of the Center's newsletter, The Spotlight were published during the year. The theme of the issues was "programs that work" and featured a number of the innovative projects at the Wil Lou Gray Opportunity School that actively engage students in learning. The Spotlight is mailed to approximately 1,000 professionals, citizens, businesses, and other organizations around the state.

The "Arts Across the Curriculum" grant, a \$9,995.00 award from the State Department of Education, was completed during the year. A new video and an updated curriculum guide incorporating vocational themes within the arts are two products of the project. A number of well-known artists,

working in a variety of media, demonstrated their crafts and worked along side students.

The Chapter I disadvantaged grant, (\$159,405.00) which was originally assigned to the Center for oversight, was transferred to the WLGOS education department in September 1992. The grant provided resources for remedial mathematics and reading instruction.

The South Carolina Commission on Alcohol and Drug Abuse awarded the agency \$28,742.00 during the year to conduct innovative prevention programs for students. The funds were used to further enhance outdoor education programs already in place and to extend this programming to identified at-risk students from other programs across the state.

The Young Women's Career Club, a project made possible by a \$19,728.00 Carl A. Perkin's grant, completed a successful year. Fifteen young women participated in the program which included a wide range of activities designed to increase their life skills and enhance their self-esteem.

The Science and Technology grant (\$4,935.00) a competitive EIA award, was completed during the year. The goal of the project -- to design a multi-disciplinary science curriculum -- was met. Students were able to travel to several sites to observe science in action and captured their experiences on videotape. An edited tape was one product of the project. One of the science teachers received in-depth training in using the state of the art teaching techniques to expose at-risk students to the wonders of science education.

The final year of a three year restructuring effort, made possible by a \$59,636.00 Target 2000 grant was completed this year. The ambitious project has changed the way of doing business at WLGOS by incorporating much of the latest thinking in participative management and site-based administration. A final evaluation was written and submitted to the State Department of Education.

The Center continued to coordinate several University of South Carolina graduate projects during the year. Two graduate level reading courses used the school as a site for practicum. The graduate students were assigned to high school students who have not met standards on the Basic Skills Assessment Program or who are working toward their GED.

The Training Center library has moved to the school's library to provide ready access of materials to the faculty. Management of the materials is now under the supervision of the school librarian.

EDUCATIONAL PROGRAMS

EDUCATIONAL PROGRAMS

The Education Department operates under the direct supervision of the Principal. The program operates in a modern, air conditioned building. The staff consists of a principal, one secretary, one guidance counselor, one media specialist, and nineteen teachers. Additionally, a staff member

operates the day care center which is located on our campus. This program operates collaboratively with the regional Head Start Agency, GLEAMS.

The Educational Program at Wil Lou Gray Opportunity School is designed to provide services to those students in the state who have been unsuccessful in the public schools, and who need additional services if they are to successfully complete their education. Program offerings include courses leading to the State High School diploma, courses leading to the State High School Certificate, courses leading to the GED Certificate, and courses leading to a Vocational Certificate in the areas of Auto Mechanics, Building Construction, Office Occupations, and Child Care Services. In conjunction with the Vocational Rehabilitation Office located on campus, courses are offered which assist students in acquiring the skills needed to find employment, and to remain employed successfully.

In conjunction with the Child Care Services Program, a fully operational Child Care Center is located on campus. This program affords students the opportunity to actually work with children in a child care setting as part of their training in that area.

Many students enroll after several unsuccessful years in the public schools, and are, therefore, behind in their schooling. To deal with this problem, the program contains a remedial component which utilizes small group instruction, individual tutoring, and computer assisted instruction to provide remediation in the areas of reading, writing, and mathematics. This remediation is available to all students, regardless of the program in which they are enrolled.

In addition to the problem of students being behind in their studies, many find themselves in the position of being older than their peers, and are therefore not willing to spend the time it would take to earn a high school diploma. For many of these students, a GED Certificate Program is the answer to their educational goals.

To expand vocational offerings, agreements have been reached with local technical schools and school district adult educational programs which provide vocational programs that are not available at Wil Lou Gray.

The remedial program is also used extensively to improve the math and reading skills of those students choosing to pursue a vocational certificate.

Student Statistics:

Enrollment:

Total number of students served during 1992-93: 326

Breakdown:

<u>Sex</u>		<u>Race/Ethnic Group</u>		<u>Payment Status:</u>
Male:	238	Black:	164	Pay Own Way103
Female:	88	White:	157	Fin.Aid 89
		Other:	5	Voc.Rehab. 134

Returning successfully to Public School:	34
Students Completing the Year Successfully:	186

Graduates:

High School Diplomas:	9
GED Completions:	10
Vocational Completers:	11

Age Range of Students

15 years:	90
16 years:	88
17 years:	83
18 years:	45
19 years:	14
20 years:	3
21 years:	2
30 years:	1

County Representation

Aiken	11	Jasper	2
Anderson	2	Kershaw	8
Bamberg	1	Lancaster	4
Beaufort	7	Laurens	5
Berkeley	18	Lee	2
Calhoun	2	Lexington	39
Charleston	64	Marion	1
Chester	3	Marlboro	4
Chesterfield	6	Newberry	3
Clarendon	6	Orangeburg	10
Colleton	11	Pickens	1
Darlington	4	Richland	43
Dillon	8	Saluda	4
Dorchester	8	Spartanburg	8
Fairfield	2	Sumter	5
Florence	7	Union	1
Georgetown	3	Williamsburg	1
Greenville	6		
Hampton	5		
Horry	11		

MEDICAL SERVICES

The Medical Services Department is presently staffed by one person, a Registered Nurse. The nurse assesses each situation and provides the necessary treatment. If outside attention is necessary, transportation is obtained and provided. The nurse handled all medications and supervised the administration of medication.

Emergency medical treatment is handled by the nurse, whenever possible. She is available on campus during the day, and is "on call" for emergency situations. The dorm staff is trained in general first-aid measures.

The nurse works with teachers and dorm staff to provide instruction in general health education, disease prevention, and pregnancy prevention. She works with the students on an individual basis, as needed, to provide counseling and education.

Complete medical records are maintained on each student. They are updated, as needed, prior to the beginning of each new school year. These records include physical examinations, immunization records, medical releases, medication and other pertinent information. Due to the resignation of the previous nurse and use of temporary staff, accurate statistics for the 1992-93 school year are unavailable. The following information has been obtained for a quarterly report, March through June.

1. Total number of students seen in the clinic:	676
2. Total number referred to outside agencies:	60
3. Number of students admitted to hospital:	1
4. Students receiving pre-natal care in conjunction with local agencies:	2
5. Health Screenings provided for Foster Grandparents and Greenthumb:	3
6. First-aid kits for the dormitories are prepared by the nurse.	5
7. Nutrition and diet counseling is available for all students.	
8. Blood pressure checks are available to staff per request.	
9. The nurse attends workshops, seminars in the field to keep skills updated.	

The nurse serves as an integral part of the Comprehensive Health Education Team, provides guidance in disease control, Aids and Hepatitis education, pregnancy prevention, prenatal care, and other medical concerns throughout the school year.

The goals of the Medical Department remain the same, to provide the highest level of medical care possible to the students of Wil Lou Gray Opportunity School.

STUDENT AFFAIRS

The Student Affairs Department's purpose is to provide the highest level of social and day to day living skills. Programs are designed to coordinate programs through reviewing applicants, registration, goal setting, tracking and updating goals, and providing programs that assist students in communication, team building, self esteem and adjustment into the Wil Lou Gray program. Work programs, transportation, emergency medical attention, crisis prevention/intervention, recreation/special events are coordinated by the department. Assisting in writing, evaluating and implementing various grants which support student affairs programs are also a part of the department goals.

Personnel: The department is supervised by the Dean of Students. One Director of Cottage Life II assists the Dean and coordinates discipline and parent contacts. One Director of Cottage Life I coordinates the Case Management program, all staff inservice, student special events and serves on the Admissions Committee. One Clinical Counselor coordinates the Pioneer Outdoor Education Program and serves on the Appeals Committee. One Youth Counselor coordinates the Dorm Management Program while four Youth Counselors act as Lead Counselors to coordinate the four shifts responsible for student program and behavior. All other Youth Counselors are responsible for care of five dormitories and student behavior/activity during the afternoon/evening hours and twenty four hours a day on weekends.

Training: Professional Development is a priority for the department. Staff have attended training in CPR/first aid, outdoor education, juvenile justice, case management, medical counseling, general working with at-risk youth.

Staff have also been involved in training adult and youth groups from off campus. Areas of training have included leadership, communication, self esteem, goal setting, case management, etc.

Case Management: The Director of Cottage Life I coordinates all facets of the Case Management Program including inservices, communication meetings, assigning students to a team, scheduling students and team meetings, assisting with filing documentation, monthly audits, and maintaining the Case Management file room. Each Case Management Team includes a teacher, youth counselor, guidance counselor and vocational rehabilitation specialist. Every student in the school is assigned to one of the five Case Management Teams.

A Dorm

45 students assigned in 1992-93
191 meetings scheduled
23 students completed school year (51%)

B Dorm

41 students assigned in 1992-93
191 meetings scheduled
28 students completed school year (68%)

C Dorm

123 students assigned in 1992-93
227 meetings scheduled
61 students completed school year (49%)

D Dorm

57 students assigned in 1992-93
194 meetings scheduled
28 students completed school year (49%)

E Dorm

58 students assigned in 1992-93
201 meetings scheduled
25 students completed school year (43%)

Each female student assigned was seen by Case Management Teams at least once per month. A small number were seen more than once a month.

Due to the large numbers, male students were seen by their Case Management teams every six weeks.

Pioneer Outdoor Education:

Ropes Course: This program was offered to 366 students, teams of teachers, youth, adults, community, corporate, business and professionals from South Carolina this school year. Teams learned to work together and improve their personal communication, self image and problem solving skills. Low and high elements were included with four certified instructors.

Challenge By Choice: This program was offered to 358 students, teachers, youth, adult, community, cooperate, business and professionals from South Carolina. Initiatives and challenge activities are offered to groups to enhance team building, communication and problem solving skills. Four certified instructors teach on our campus and travel to locations that are convenient to the contracting school/agency. This year a new instructors' class (teaching the teacher) was added and enables individuals to take skills away from the workshop and actually facilitate Challenge Classes.

Retreats: 53 "highly at risk" students attended retreats this school year in an effort to review goals, set new goals, bond with assigned staff (on a three student to one staff ratio), build team work, communication and improve self image. Of the 53 students attending 51 completed the school year. Staff and students continue their new relationships when returning to campus and staff were charged with tracking their assigned students the remainder of the school year.

Pioneer Science and Nature Center: A \$9,000.00 grant was obtained from the South Carolina Southern Bell Telephone Pioneers for the establishment of a Nature Center in the Student Affairs area. A comprehensive program of animal awareness, care and education was launched in October, 1992. The center is supervised by a naturalist who also coordinates an Ambassador program. This group consists of students who are trained to handle animals and impart their knowledge of them in presentations to school children and the community at large. From January, 1993 to June, 1993 approximately 1700 individuals were exposed to this program.

Positive Reinforcement Programs: Students are awarded Phase II, III and Honor Club status by obtaining and maintaining points through special projects and following program guidelines. During the 1992-93 school year 80% of students making Phase III and Honor Club maintained that

status through the school year. Phase students are given privileges such as extra leisure time, posters and radio/television privileges in dorm rooms, off campus trips and participation in athletic leagues. This school year the Honor Club consisting of students who have no discipline infractions were awarded a four day educational adventure to the nation's capital.

Dean's Monthly Meetings: Once a month informative meetings were held with the entire student body and a Dean's Inspection took place at the end of the evening. Some of the programs students were exposed to were: Lexington County Sheriff's Drug Prevention Program, John Tudor, Magician and Motivational speaker, Columbia Awareness Team on Teen Pregnancy, Sickle Cell Foundation sponsored Vince Ford on "Staying in School".

Male Minority Program: This group was established to address the needs and concerns of young black males on campus, approximately 34% of the school's student body. The program's concept was designed to address such needs as parenting workshops for males, teen fathers, drug abuse prevention/intervention, cultural/social programs and self esteem workshops. Support services also provide mentorships for males, career counseling, vocational and educational options.

Special Programs: Student Affairs provided many creative programs and activities this school year, including: Mr. and Miss Wil Lou Gray Pageant, 1993 Prom, Senior Day, Black History Festival, International Day, Christmas Program, Explorers (Boy Scouts of America), Team Leaders, Dorm Representative Program, Adopt-A-Highway, Field Day, After School Tutoring, NA/AA meetings off campus and coordinated students for YO and SMART Clubs, Arts Across the Curriculum, Young Womens' Career Club and special group counseling sessions.

Grants: \$9,000.00 was obtained from the South Carolina Southern Bell Telephone Pioneers to assist in establishing a Science/Nature Center on the campus. The department assisted with the Carl Perkins Grant which was designated for the Young Womens' Career Club.

Donations were obtained from businesses and individuals to assist with off and on campus student programs including the Honor Club/Washington trip.

PSYCHOLOGICAL AND SPECIAL SERVICES

PURPOSE

The purpose of the department is to provide a comprehensive guidance program, targeted to meet the developmental needs of students at-risk for school failure. Additionally, the coordination of special education services is housed within the department. These two major functions encompass an array of activities designed to address the personal, social, occupational, and academic domains in all enrolled students' lives.

ORGANIZATION AND OPERATION

The department has maintained continuity in terms of positions and the personnel in them for the past three years. Supervision is provided by a coordinator who is certified as a School Psychologist II by the State Department of Education. There are three certified guidance counselors, one of whom is also a licensed social worker, and another who holds a level one certificate as a school psychologist. A clinical counselor employed by the Lexington/Richland Alcohol and Drug Abuse Commission (L/RADAC) is assigned to the department. A full-time executive support specialist is also part of the team. The coordinator and counselors provide services during the school day as well as selected evening hours. A designated staff member is on call at all times that students are on campus.

DEPARTMENT ACTIVITIES

Mission

Department personnel continue to be guided by the mission statement they developed together over a year ago:

The department is committed to providing quality educational support services to Wil Lou Gray Opportunity School students so they may achieve their full potential; and to collaborating with families, school staff and others concerned with the students' development.

The staff used this statement to shape their guidance plan which led to accomplishments in the following areas:

Case Management

The three guidance counselors represent the department on four of the five case management teams in operation. The fifth team is represented by a vocational counselor assigned to the academic department. Each case management team also includes a teacher, a dorm counselor and a vocational rehabilitation specialist. Every student at the school is assigned to one of the five case management teams.

The counselors and other case management team members interviewed over 340 students in meetings during the year. The counselors frequently drew group and individual counseling referrals from these meetings and also arranged for family conferences. The case management concept is at the heart of the school's approach to dealing with the whole student and his or her needs.

Counseling

Individual and group counseling are major activities undertaken within the department. Counseling may be conducted in structured group meetings, within a private office, or through off-campus retreats, among other strategies. Throughout the school year approximately 110 students were seen monthly by the counseling staff in individual sessions and nearly 160 students were involved in group activities each month. These figures represent a net monthly decrease from the previous school year. The decrease is attributed to the assignment of other duties to the counselors.

Issues brought to counseling sessions include common themes such as relationship problems; difficulties with school work; arguments with authorities (at home and in school); depression; uncertainty about future plans; and difficulty adjusting to a group living situation. Students also sought help regarding pregnancy; aggression (their's and other's); employment; additional education; and instability in their home life.

Consultation

Assistance was provided to teachers, other staff and to parents on referral basis. Consultation with community agencies also took place to provide additional services to students. Networking is seen as an important function of the department in meeting students' needs. Staff from the department sit on several advisory committees for other agencies including the S. C. Continuum of Care for Emotionally Disturbed Children, the Lexington/Richland Alcohol and Drug Abuse Commission; the Young Women At-Risk Coalition; and the Lexington Fighting Back -- a community-based anti-drug coalition.

Psychoeducational Evaluations

Psychoeducational evaluations are conducted by two personnel in the department with the appropriate certification. This year ten evaluations were conducted. Re-evaluations for special education students are required every three years; frequently students will depart the school before their evaluation is due for renewal. Some evaluations are undertaken on a referral basis while the student is enrolled. However, a careful analysis of the referral question is made prior to testing since it is a time-consuming process and testing has frequently been done several times already in other settings.

Special Education Coordination

The department coordinator is responsible for the identification and placement of students within special education classes at the school. Additionally, all matters relating to the due process for students with disabilities, paperwork associated with Chapter One Handicapped, and the management of Individual Education Plan (IEP) meetings are the responsibility of the coordinator. The school uses the resource model of special education classes and serves students who have learning disabilities, emotional disabilities, or mild mental disabilities. Four certified teachers, who report to the school principal, provided special education classes during 1992-93. Thirteen students were reported on the December 1, 1992 Chapter One count, twenty-six special education students were served throughout the school year.

Substance Abuse Prevention and Intervention

The agency concluded a second year of services to students through a clinical counselor position funded by the Department of Alcohol and Other Drug Abuse Services (formerly SCCADA). The majority of students enrolled are considered to be at-risk for substance abuse given a constellation of identified risk factors which apply to them. A range of services are provided by the clinical counselor including an on-going drug-free group, individual counseling, and access to 12-step recovery programs. During 1992-93 school year over 150 students were referred for substance abuse

services. Nearly 200 students participated in an assortment of activities sponsored by the clinical counselor.

PERSONNEL DEPARTMENT

The Personnel Department provides recruitment, selection, payroll changes, benefits and other personnel procedures. Training is coordinated for supervisory personnel in carrying out Employee Personnel Management System procedures.

During the year, fifteen (15) full-time and seven (7) temporary employees were employed and thirteen (13) resigned/terminated.

Several workshops were attended: Grievance Roundtable Discussion, Workers' Compensation; Defending Claims and Containing Cost, International Personnel Management Association (IPMA) Southern Regional Conference, Benefits at Work Conference and Family and Medical Leave Act Training.

Your Rights under the Family and Medical Leave Act of 1993 has been distributed.

The following campaigns have been coordinated: Friends of the State Museum, S. C. State Museum Foundation; Annual Good Health Appeal; Savings Bonds; United Way Campaign and Annual Enrollment.

The Employee of the Quarter nominees were Mrs. Sharon Davis, Mrs. Libby Key and Mrs. Minnie C. Hughes from the Fiscal Affairs Department, Mrs. Lynda Owen, Teacher and Miss Marjorie Sanders, Guidance Counselor. Plaques have been awarded to them at the Board of Trustees meetings.

The monthly internal newsletter "News and Reviews" is prepared and distributed to employees.

INSTITUTIONAL DEVELOPMENT

PURPOSE

The purpose of the Office of Institutional Development is to communicate and disseminate accurate information to parents, professionals and students seeking admission to the Wil Lou Gray Opportunity School or to someone making a referral. Assistance is given to families and agencies in understanding admission procedures and available scholarships. A yearly plan is designed to secure additional fiscal resources from the private sector. Electronic and print media are utilized to help disseminate agency information about staff and student honors.

ORGANIZATION AND OPERATION

The Office of Institutional Development is managed by one employee whose responsibility is to disseminate the agency's information statewide.

This information includes details human service agencies, school districts and families need when a prospective student seeks admission. Included in this information are applications for admission, academic and vocational curricula, cost, available scholarships, brochures and other pertinent information necessary to help students register for classes. Much information is transferred to guidance personnel, principals, school district employees, Vocational Rehabilitation counselors and Department of Social Service workers throughout South Carolina. Agency brochures are provided to prospective students when individuals request information about the Wil Lou Gray Opportunity School. A new 15 minute video tape about the school was completed for use in exhibits and with prospective students.

The Wil Lou Gray Foundation solicits support from business and community leaders to fund student scholarships, medical needs, the food bank and other needs for the students. The Dick Horne Foundation is called upon for their support to provide student scholarships for those individuals from the Orangeburg County area.

ACCOMPLISHMENTS

During the 1992-93 school year the Wil Lou Gray Foundation raised more than \$38,000 for the Opportunity School. NationsBank donated \$15,000 with the help of the McNair and Sanford Law Firm. Laidlaw Environmental donated \$1500. A very successful oyster/quail roast with benefit auction was enjoyed by approximately 160 people. This event brought much publicity to the agency in the Columbia area. Corporations and businesses both locally and from across South Carolina donated items for auction to help the students served at the Opportunity School. The event raised more than \$6,000 the first year.

More than 100 column inches of news about the school were published in newspapers from across South Carolina. Exhibits about the school and its services were prepared and staffed at five statewide conferences. Twenty-eight presentations were made to various groups statewide. Television coverage occurred during graduation and during preparation of the Carolina Carillon float by students.

FACILITIES AND SUPPORT SERVICES

PURPOSE

The purpose of the Division of Facilities and Support Services is to provide support services to all phases of the total school program as necessary. The division consists of the following departments: Food Services, Maintenance, Procurement, Public Safety and Transportation.

Food Service: To establish a nutritious and well-balanced food services program which will provide variety and encourage participation.

Plant Maintenance: To maintain a progressive preventative maintenance program designed to maintain all equipment, buildings and grounds at optimum efficiency.

Procurement: To establish a responsive, cost effective procurement function to ensure that all supply and material needs are met.

Public Safety: To ensure a safe and secure campus environment.

Transportation: To provide adequate transportation service in support of all departments.

ORGANIZATION AND OPERATION

Food Service: Food Service was provided by a staff of seven people under the direction of a food service supervisor. The food service personnel include the following: one food service supervisor, four cooks and two food service aides.

The staff of seven food service personnel provided three meals daily to students, seven days a week. Additionally, the staff was frequently called upon to help with special campus events including student cookouts and banquets. An emphasis was placed on creating a warm and cordial atmosphere for the students.

Plant Maintenance: The maintenance service for 174,000 square feet of building space and approximately 100 acres of campus was provided by a staff of twelve people under the direction of a maintenance supervisor. The staff includes the following personnel: One maintenance supervisor, one carpenter, one painter, two mechanics, three trade helpers and two janitors. Additionally, grounds maintenance is under the care of two grounds workers. The maintenance effort is supplemented by a corrections department inmate labor force of eleven inmates who are utilized in support of various support service assignments.

Procurement: The procurement office processed approximately 1,000 purchase orders for a wide variety of requests. Acquisition from food supplies to medical supplies to maintenance supplies to educational supplies was accomplished through all methods of source selection. The Materials Management Office handled all requests over the certification limit of the Wil Lou Gray Opportunity School.

Public Safety: Overall campus safety and security is provided by two Public Safety Officers who are certified as law enforcement officers by the S. C. Criminal Justice Academy. Public Safety is provided seven days a week to ensure a safe campus environment for our students and adequate security for 30 campus buildings.

Transportation: Transportation requirements are met by the transportation courier for a variety of needs. Students are transported to medical appointments, counseling sessions and to worksites for students participating in a student work program. Administrative needs and supply handling are also coordinated.

ACCOMPLISHMENTS

Food Service: The food service staff was called upon frequently this year to lend support for the accomplishment of many special functions. Some of these events were: Thanksgiving and Christmas Dinners, International Day and Commencement Luncheon. The food service supervisor attended the USDA training conference in August to familiarize herself with the new changes in USDA regulations. The Wil Lou Gray Opportunity School hosted the USDA regional training conference.

Plant Maintenance: The maintenance staff maintained the cleanliness and upkeep on a total of twenty-three campus buildings and 95 acres. The staff responded to more than 500 work orders for all types of maintenance requests.

A Technology Plan was submitted to the Division of Information Resource Management, projecting the needs of the agency for technological services for the coming fiscal year.

The final phase of the mechanical system renovation consisting of system replacement in the gym/canteen, campus housing, classroom building and maintenance shop is under construction and will be completed during the year.

Renovation in the five dormitory shower rooms and bathroom facilities in the classroom building and canteen is under construction and will be completed during the coming year. Shower room renovation will result in substantial cost avoidance in repetitive maintenance costs associated with inadequate ventilation. Considerable cost and maintenance effort has been required on annual basis resulting from moisture accumulation.

During 1992-93 the centralized energy management system installed as a part of the mechanical system renovation, allowed for computerized temperature control management. Temperature control management will enable settings to be adjusted and monitored by way of a small computer from the maintenance office. Adjusting temperatures downward during off-peak hours provides for an opportunity for energy cost containment.

A five year Permanent Improvement Plan was developed and submitted to the Joint Bond Review Committee and the Budget and Control Board. Our approved plan included a request for additional covered walkways to connect all buildings. In anticipation of our sustained, increased enrollment, we have requested a male dormitory and three classrooms to support our enrollment growth.

FISCAL AFFAIRS

The office of fiscal affairs encompasses all facets of fiscal operations. They are: accounting, budgeting, payroll administration and financial reporting. The office of fiscal affairs is staffed by four employees under supervision of an accounting manager.

During the year, all procedures were evaluated and revised. Improved technology was installed and new staff employed and trained.

WIL LOU GRAY OPPORTUNITY SCHOOL
SUMMARY OF INCOME AND EXPENDITURES
FISCAL YEAR 1992 - 1993

	STATE	FEDERAL	OTHER	TOTAL
BEGINNING CASH BALANCE		11,760	115,947	127,708
INCOME & REVENUE:				
STATE APPROPRIATION:	2,718,629			2,718,629
Adjustments to appropriation	(88,308)			(88,308)
EARMARKED FUNDS:				
Special Deposits			304,514	304,514
Capital Projects			10,171	10,171
Capital Improvements				
RESTRICTED FUNDS:				
Palmeto Patriots-				
Investment Earnings			119	119
Education Improvement Act (EIA)			476,241	476,241
FEDERAL FUNDS:				
Block Grant - Library		1,305		1,305
Program for the Handicapped		11,077		11,077
Reading & Math '92 Grant		5,140		5,140
Reading & Math '93 Grant		129,851		129,851
Young Womens Career Grant		14,986		14,986
Vocational Disadvantaged Grant		13,288		13,288
USDA-Breakfast & Lunch Program		52,427		52,427
SCCADA '92 Grant		21,505		21,505
Indirect Cost For General Fund		2,674		2,674
TOTAL INCOME AND REVENUE	2,630,321	264,014	906,993	3,801,327

	PERSONAL SERVICE	OPERATING EXPENSES	EMPLOYEE BENEFITS	NON-RECURRING EXPENDITURES	TOTAL
EXPENDITURES:					
Administration	352,481	38,589			391,070
Educational Programs:					
Academic Program	627,399	71,985			699,384
Vocational Education Program	120,924	95,229			216,153
Library Program	33,488	1,540			35,028
Student Services	648,732	131,439			780,171
Support Services	367,194	496,369			863,563
Employee Contributions			540,990		540,990
Non-Recurring Expenditures					
Capital Projects				57,853	57,853
Indirect Cost to General Fund		2,674			2,674
TOTAL EXPENDITURES	2,150,218	837,825	540,990	57,853	3,586,886

Total Number of Documents Printed	<u>255</u>
Cost Per Unit	\$ <u>1.24</u>
Printing Cost - S.C. State Budget & Control Board (up to 255 copies)	\$ <u>317.18</u>
Printing Cost - Individual Agency (requesting over 255 copies and/or halftones)	\$ <u>-</u>
Total Printing Cost	\$ <u>317.18</u>