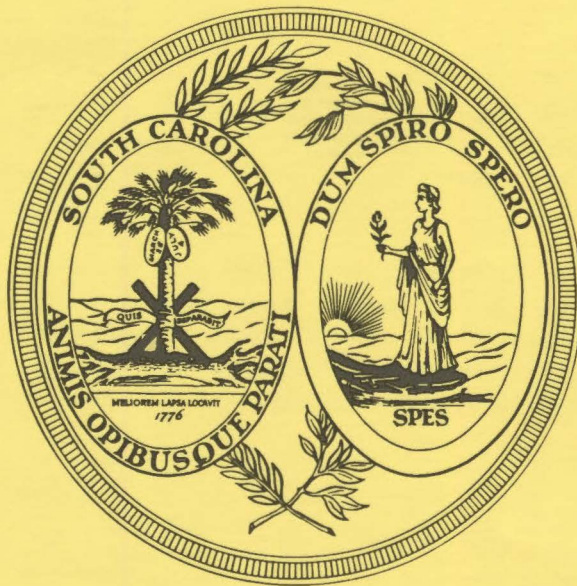


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WIL LOU GRAY OPPORTUNITY SCHOOL



ANNUAL REPORT 1990-1991

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Wil Lou Gray Opportunity School

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



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 1990-91 Annual Report of the Wil Lou Gray Opportunity School. This report covers the period from July 1, 1990 to June 30, 1991.

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 1991-92.

Respectfully submitted,

Louise T. Scott

Louise T. Scott, Ph.D.
Chairman
Board of Trustees

LTS/bgs

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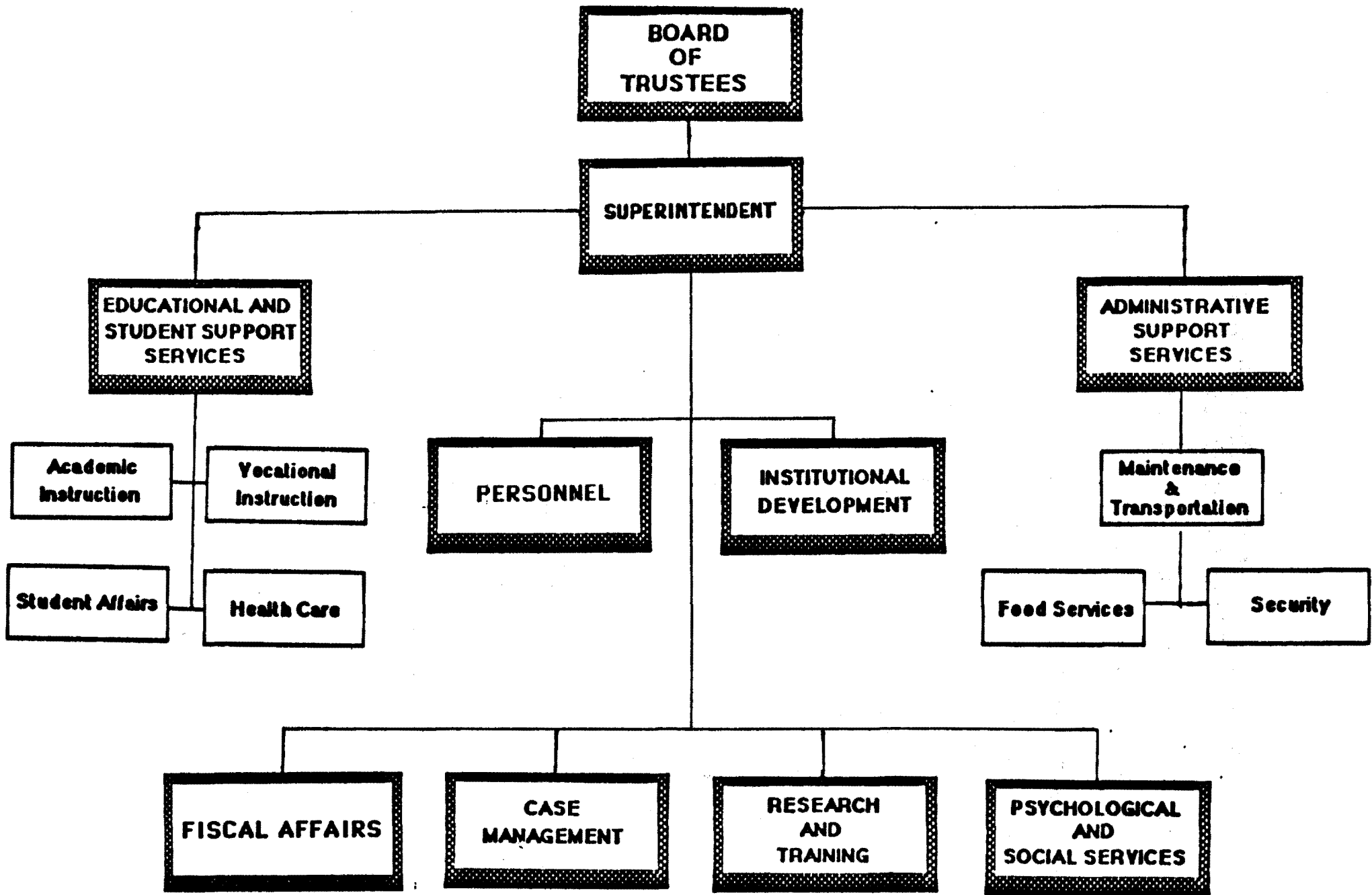


1. First School Of Its Kind
2. Classes That Fit Every Pupil
3. Serving "At Risk" Youth 15 Years Or Older

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

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**WIL LOU GRAY
OPPORTUNITY SCHOOL**

ORGANIZATIONAL CHART

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

Dr. Louise T. Scott (Chairman)	Florence	July 2, 1995
Mr. DeVon Belcher	Easley	July 2, 1992
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Mrs. Elizabeth Thrailkill	Ft. Lawn	July 2, 1993
Mrs. Olive Wilson	Williamston	July 2, 1992

ADMINISTRATIVE STAFF

Mary Catherine Norwood, Ph.D..... Superintendent
Robert James.....Principal
Jane Zenger.....Director of Research and Training
Michael Kelly.....Director of Psychological/Special Services
Pat G. Smith.....Director of Administrative Support Services
Harry McMinn.....Accounting Manager
Deborah Haney.....Dean of Students

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 1990-91 State appropriations comprised 80% of the budget. Federal funds and institutional revenue comprised the difference.

South Carolina now stands in the midst of sweeping 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, will find 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 will provide 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 will focus effort on researching and disseminating programs that work with at risk youth and establish 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 will work 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. Ten of the trustees are appointed by the Legislature with each trustee serving for a term of four years. Two of the trustees are appointed by the Alumni Association upon approval by the legislature and each serves 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 1990-91 follows:

Dr. Mary Catherine Norwood, Superintendent
Mr. Robert James, Principal
Mrs. Jane Zenger, Director of Research and Training
Mr. Michael Kelly, Director of Psychological/Special Services
Mr. Pat G. Smith, Director of Administrative Support Services
Mr. Harry McMinn, Accounting Manager
Ms. Deborah Haney, Dean of Students

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 1991 DEPARTMENTAL REPORTS

Each department has reported information related to its purpose, organization, operation and accomplishments for FY 91.

RESEARCH AND TRAINING CENTER

PURPOSE AND ORGANIZATION

The official opening of the Wil Lou Gray Opportunity School Research and Training Center on July 1, 1987 was the culmination of many plans and efforts put forth by the school's Board of Trustees, Superintendent and administrative personnel.

The purpose of the Center is to address the needs of educators and service providers who work with at risk youth at the Wil Lou Gray Opportunity School and with other districts throughout the state.

The Center supports research and provides information, in-service training, meeting space and encourages networking through inter-agency collaboration.

The goals and objectives of the Center are based on an assessment of needs of the at-risk population and are updated yearly based on information gained through current research and center sponsored activities. The 1990-91 plans included the following:

1. Maintaining an active Advisory Committee operating under guidelines for its operation adopted by the Board of Trustees.

2. Sponsoring statewide forums, workshops and seminars related to at-risk youth.
3. Producing/disseminating a quarterly newsletter, publishing reports of Center sponsored forums, sponsoring current studies within the state and collecting information concerning youth at-risk.
4. 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.
5. Providing in-service/workshops/credit course work for Wil Lou Gray Opportunity School staff and others.
6. Establishing a library of current research and information related to at-risk youth.
7. Arranging practicums/internships and volunteer services to be based at the school.
8. Coordinating a special three year re-structuring project that involves realigning the academic curriculum and afternoon program to meet the current needs of the at-risk population.
9. Other related activities.

At present, the Center staff consists of the Director, a Coordinator of Staff Development and Training and an Executive Support Specialist.

ACCOMPLISHMENTS

The core Advisory Committee met six times during the year and was instrumental in helping with organization, planning and program development throughout the year. There are now fourteen members on the Advisory Committee. The members represent such concerns as the University of South Carolina, the State Department of Education, the Governor's Office, school districts and the National Dropout Prevention Center at Clemson.

The Center sponsored a free workshop on January 31, 1991 for 50 participants across the state. Dr. Stephen O. Jambor, Westchester Technical Alternative High School presented on "The Technical Alternative High School: Comprehensive Vocational, Academic and Counseling Support For At-Risk Students." On February 1, 1991, Dr. Jambor held a teacher in-service for Wil Lou Gray Opportunity School teachers.

The Center organized a steering committee to study the special needs of young women at risk in South Carolina. This steering committee has been involved in a number of working meetings and seminars and have developed a framework for evaluating programs, a directory of services, and will be organizing a statewide conference and training for 1991-92 school year.

Surveys were given to both teachers and students regarding the effectiveness of Wil Lou Gray Opportunity School's programs. A sample of students who attended in 1989-90 and students who returned in 1990-91 were given a comprehensive questionnaire addressing discipline, graduate rates and extra-curricula activities. The teacher survey focused on the impact of inservice programs in the areas of cooperative learning, thinking skills and assertive discipline.

The Center's newsletter, The R & T Spotlight now has approximately 950 subscribers. The summer issue documents the August 10, 1990 conference, (Learning Disabilities And The At Risk Student.) The fall/winter issue (Students Learn The "Ropes" At Wil Lou Gray Opportunity School) focused on the new "Ropes" course and other school activities. The spring/summer 1991 issue (The Young Women's Career Club, Wil Lou Gray Opportunity School) focused on establishing a YWCC, the modules, the interviews and activities of the club.

The R & T Spotlight is sent to state legislators and senators, school districts, heads of human services agencies, key personnel in the State Department of Education, the Board of Trustees and other individuals and/or agencies concerned with the at risk population.

Circulation of an in-house newsletter began in the spring of 1989. The informational newsletter, The R & T News Flash, provides information for the faculty and staff on upcoming credit and non-credit courses, workshops, and/or conferences. Newsletters are sent at the beginning of each school term and special supplements provide updates as needed.

A Chapter I grant (\$100,936.00) will begin in September 1991 and will provide additional reading and math labs for remedial students.

The "Arts Across The Curriculum" grant (\$9,982.00) will involve implementing last year's planning grant to expand the arts for at risk students. Five "cluster" teachers will take the leadership role to develop a curriculum guide and a training video for other teachers.

The \$4,907.00 WIZE grant (Wildlife Inquiry Through Zoo Education) is a school innovation grant to work with science teachers and education specialists at Riverbanks Zoo to provide hands-on experiences for students interested in wildlife conservation and the environment.

The South Carolina Department of Education, Drug Abuse Prevention section has accepted the Wil Lou Gray Opportunity School's proposed drug and alcohol plan again this year and has awarded the school \$1,226.00.

The Restructuring grant is in its second year. The grant is helping Wil Lou Gray Opportunity School teachers re-design their program to be more in line with the needs of the special population. The grant provides funding for consultants, in-service programs and special materials and resources.

A VHS video program was produced as a training/in-service pilot to show the cluster concept and arts across the curriculum in action. The tape was shown at the Citadel Reading Conference and the National At Risk Conference in Savannah, Georgia.

Two drug and alcohol counselors have been placed on campus to work directly with students. The prevention specialist is housed in the Training Center and funded by SCCADA and L/RDAAC. Through the Center, the counselor was responsible for writing a mini grant to fund a student club called SMART and produce a 12 minute music video with an anti-drug theme.

The Center director presented programs at the Citadel Reading Conference, and the National At Risk Conference in Savannah, Georgia. Resources, workshops, and in-service programs for a number of school districts were also provided.

Staff development met goals and objectives for the 1990-91 school year by centering on in-service programs which assisted teachers and staff with the implementation of instructional strategies/techniques which were an integral part of the school's restructuring project.

The goals and objectives that were decided on by staff were:

1. To improve student discipline by increasing teacher skills in the area of proven effective classroom management techniques.
2. To improve student academic performance by increasing teacher skills in the area of proven effective instructional practices, strategies and techniques.
3. Provide teacher training in competency based vocational education.

To achieve these goals, in-service and other resources were provided which directly affected student instruction and discipline. Monthly in-service workshops, made feasible by a Target 2000 Restructuring Grant, provided the following consultants who met with teachers individually, in small and whole group sessions.

1. Dr. Terry Alderman - Classroom Management/Assertive Discipline
2. Dr. Kerry Washington - Raising Students Self Esteem
3. Dr. Joan Assey - Building Self Esteem Through Motivation
4. Dr. Curtis Miles - Thinking Skills
5. Dr. Robert Canaday - Cooperative Learning
6. Carmen Pough - Competency Based Education
7. Dr. Stephen Jambor - The Technical Alternative High School
8. Colletta Jefferson - Drug and Alcohol Prevention
9. Susan Smith - Newspaper in Education
10. Dr. J. Wilhide - Learning Styles/Modalities
11. LaRue Bettis - Using the Apticom to Determine Student Interest
12. Elizabeth McClenden - USA Today, Newspapers in the Content Area

Dr. Terry Alderman and Dr. Curtis Miles were involved with teachers on a continuous basis throughout the school year by helping them to implement suggestions for improving instruction and classroom management. They made periodic assessments of program effectiveness and provided feedback to the school's administration for instructional program improvements.

The WLGOS Research and Training Center library has expanded to include over 440 titles, (over twice as many as last year) including books, booklets, pamphlets, newsletters and video tapes. Many of these materials were purchased with funds from the restructuring grant. The materials are currently housed in a Center breakout room. Improvements in the library space include adding a desk and phone, additional shelves and display area. The resource list is updated monthly and distributed to teachers, advisory committee members and individuals requesting information about at-risk resources.

The Research and Training Center coordinated several University of South Carolina graduate projects. The Reading Education Department provided approximately thirty practicum students who were assigned to remedial reading and GED classes. In addition, thirteen USC undergraduate students worked in a community volunteer program tutoring students in remedial reading and math.

Graduate students from the University of South Carolina Educational Psychology Department have continued to work with the Research and Training Center director in developing a testing program for Wil Lou Gray Opportunity School students. Tests were given during the 1990/91 school year to be used to help diagnose and categorize the Wil Lou Gray Opportunity School population. A number of areas are being studied including personality types, creativity, depression, drug and alcohol risk factors, learning modalities, and "thrill seeking" behaviors.

Beginning in January 1990, a restructuring process began that would affect the academic, psychological/social services and student affairs areas. Staff in every area are working to rewrite the academic curriculum, the discipline program and the case management program to better reflect the needs of the at-risk student. New guidelines were written this spring and summer involving discipline and case management and will be piloted during the coming year.

School Restructuring: Teachers and other staff persons met bi-weekly as a core committee to plan and develop programs for the school restructuring project. The school restructuring concept centers on changing the educational program so that it better meets the needs of at-risk students served by the Wil Lou Gray Opportunity School. Restructuring focuses on the incorporating current educational strategies/techniques which have been research proven to have positive learning outcomes and experiences with at-risk students. Programs that were piloted last year were:

1. Two team teaching clusters (arts, humanities, social studies, reading and science) where 5 teachers are utilizing instructional strategies/techniques which include cooperative learning, higher order thinking skills, learning styles/modalities in addition to directed teaching and individualized instruction.
2. The case management program has been revised to ensure that all students receive services in regards to setting educational and social goals and objectives as well as assistance in attaining their goals. Five teachers, five dorm counselors, (who serve as co-chairs) and psychological social

services counselors are responsible for achieving this programmatic effort.

A variety of additional activities have contributed to the pursuit of the Center's goals. In response to the need for more inter-agency collaboration, the Center director has been active on a number of committees including a grant writing committee to design federal funding for a group home project. The Center director also worked as a regional facilitator for the "Turning Points" initiative. The "Turning Points" project is part of a needs assessment of community involvement in middle schools.

The Center co-sponsored a Young Women At-Risk Steering Committee to study ways agencies can interact to help address service gaps and training for groups working with at risk youth.

EDUCATIONAL PROGRAMS

EDUCATIONAL PROGRAMS

The Educational Program seeks to provide students attending the Wil Lou Gray Opportunity School with the highest level of academic skills those students can master. The division assesses the academic needs of each student, and provides an individualized instructional program to meet those needs.

The Vocational Division seeks to provide students with occupational development in order to enhance their personal lives, and to help them to become contributing citizens of our state. It encourages students to function in a mature, productive manner, and to achieve independence as soon as possible.

ORGANIZATION AND OPERATION

The Education Department and Medical Services Department operate under the direct supervision of the Principal. Each division operates in modern, air conditioned buildings. The staff consists of the Principal, Director of Cottage Life, Nurse Practitioner, Teachers, Athletic Coach, and two secretaries. Additionally, the Principal serves as Chairman of the Admissions Committee.

The program includes a fully accredited high school diploma program, a GED preparation program, a basic skills preparation program, vocational training in the areas of Building Construction, Auto Mechanics, Office Occupations, Home Economics, Child Development, and Pre-Vocational Education. In addition to these, we offer, in conjunction with the Vocational Rehabilitation Office on our campus, classes designed to prepare students to seek employment, and to maintain that employment in a successful manner. We also work toward offering, through the evening program, some special interest classes in such areas as masonry, horticulture, and other areas in which our students are interested.

The academic program (high school diploma) program consists of courses designed to meet the requirements established by the South Carolina Department of Education as those required for the high school diploma. It includes instruction in language arts, math, science, social studies, and vocational courses approved by the defined minimum program, plus various electives, including art, foreign language and physical education.

The Vocational Department includes instruction which is designed for high school credit, but also provides for the awarding of vocational certificates for those who either do not want, or cannot meet the standards for high school credit.

The program of study leading to a GED Certificate provides prescriptive learning for those persons seeking that certificate. This instruction takes place, for the most part, in laboratory situations, using computer instruction as its base. Students are given a pre-GED examination, which indicates the areas of weakness which must be remedied prior to the examination test date.

The Basic Skills Improvement Program is designed to deal with the students who are not ready to enter either the academic program or the GED program, or for those students who desire only a vocational certificate, and are in need of skills development in reading, math and writing skills. This instruction is offered through specific basic skills remediation classes, laboratory settings, and a newly installed Wicat Basic Skills Remediation Program.

During the 1990-91 school year, Wil Lou Gray Opportunity School served 346 students, for varying periods of time. These students were distributed among the various programs as follows:

High School Diploma:	251
GED Program:	69
Vocational Programs:	26
Transitional Students:	0

In addition to the programs offered during the school year, we were able to serve many other students, some from our program, and some from the surrounding area, through our extended year program. This program runs for 15 additional days after the end of the regular school year, and affords students an opportunity to make up missed days in order to receive credit for courses in which they would otherwise have had excessive absences. Surrounding school districts allowed students to attend here in June, and we transferred records of their attendance back to their home school, enabling them to receive credit there.

FUTURE PLANS

While we have been successful in expanding our program in the areas of Home Economics and Child Care, we still look toward more expansion in the area of Ornamental Horticulture/Green House Operations. We, also, plan to expand our after school offerings in several special interest areas for students.

We have done extensive staff development during the 1990-91 school year in the areas of Cooperative Education, Higher Order Thinking Skills, Competency Based Vocational Education, and Basic Skills Remediation, and have put in place programs to deal in these areas. Additionally, we have utilized some block scheduling which will combine the talents of more than one teacher, as well as bring about learning which cuts across departmental and discipline lines. We have high hopes for this type of instruction because of its appeal to students, and its propensity for teaching much more in terms of relationships and thinking skills.

We plan to expand our program in the area of using the arts, in all phases of our curriculum, to stimulate and educate students. We also plan to continue the use of cooperative education techniques, higher order thinking skills instruction, and block scheduling, with applications in our vocational program. The area of remedial education will be enhanced by the development of Chapter I programs in reading and math. It is hoped that by employing the remediation techniques available to us in this type of program, we will enhance our students chances of doing well on the exit examination, and of receiving a high school diploma.

ADMISSIONS

Admissions is a function of the Education Department. The Principal serves as chairman of the Admissions Committee. Other members are the Dean of Students, a representative of the dorm counselor staff, the Director of Psychological and Social Services, and the Director of Vocational Rehabilitation office on our campus. The Superintendent serves as an ex-officio member as well, and acts as the appeal person for all decisions.

The Admissions Department provides information, conducts tours for prospective students, travels to other areas of the state to present our program and recruit students, and handles applications. It is the goal of admissions to serve as many students as is possible.

GUIDANCE SERVICES

Guidance services are an integral part of any educational program, but are particularly important for students at risk. With this in mind, we have a guidance and counseling program at our school which uses an inter-disciplinary approach to provide the needed services for our students.

The Psychological and Special Services Department is made up of highly trained and experienced counselors, a certified school psychologist, a person trained in family counseling and social work, and a secretary. This department provides counseling in group settings, individual counseling, and workshops. They coordinate the services of other agencies who may be involved with our students, providing support, arranging for transportation, and providing other services as needed.

Additionally, the Psychological and Special Services Department, working in conjunction with the Lexington/Richland Alcohol and Drug Abuse Council, provide services to students needing such help through a full time

intervention specialist and a part time prevention specialist, employed by LRADAC, and stationed on our campus. This enables us to provide a much higher level of service in this area than could otherwise be provided.

Scheduling and academic placement is provided by a fully certified guidance counselor working in the dual roll of teacher/counselor in the Education Department. Also working in the Education Department is a qualified employment counselor who works with students on the attainment of job skills, establishes working relationships with area businesses for placement purposes, organizes and conducts assembly programs, field trips, special events, and other such activities for the purpose of providing exposure to students who will be entering the job market soon.

Elements from all departments come together to form a case management team for each student. The team consists of a counselor from psychological and special services, a teacher, the students primary dorm counselor, a representative of vocational rehabilitation, if appropriate, and any other staff member who may be needed in specific situations.

The purpose of this case management team is to help students determine and set goals for their education, and for their lives, and to monitor the progress which is made towards these goals. They are also charged with the responsibility of providing such intervention services as are necessary, securing assistance from outside agencies when needed, and involving the students parents or guardians in the educational process. Members of this team monitor the students activities daily, and provide whatever assistance is needed to insure that the students' educational experience is a successful one.

MEDICAL SERVICES

The Medical Services Department is presently staffed by one person, a Nurse Practitioner. We plan to expand that staff with the addition of two part time nurses to serve our students in the evenings and on week-ends. The nurse practitioner provides for the medical needs of our students, and recommends transportation to outside agencies when necessary. Additionally, this person handles all medication, supervising the administration of medicine to students.

Emergency medical treatment is handled by the Nurse Practitioner whenever possible. She serves on campus during the day, and is on call at all other times, and will come to the campus when necessary.

The Nurse Practitioner also works with the teaching staff and dorm counselor staff to provide instruction in general health education, disease prevention, and pregnancy prevention.

Complete medical records are maintained with updated information on all students. These records include the maintenance of physical examinations, immunization records, medications, and any other pertinent information. During the 1989-90 school year, the following students were seen in the Medical Office:

1. Total number of students seen in the clinic: 3,792
2. Total number referred to outside agencies: 276
3. Total number referred to dentists: 31
4. Number of students admitted to infirmary: 205
5. Number of students receiving immunizations: 74
6. Number of tuberculin tests administered: 24
7. Number of students admitted to hospitals: 4
8. Students referred for psychological services: 51
9. Students receiving mental health services: 20
10. Pregnancy tests done: 42
11. Students receiving pre-natal care in conjunction with local agencies.
12. Physical exams were provided for foster grandparents, basketball players, softball players, and baseball players.
13. Dorm counselors are instructed in basic first aid, and aid kits are prepared by the Nurse Practitioner to be placed in the dorms.
14. Nutrition and diet counseling are available for all students.
15. The Nurse Practitioner serves on the WLGOS wellness committee.
16. The Nurse Practitioner attends workshops, seminars, in the field.
17. The Nurse Practitioner serves as an integral part of Comprehensive Health Education Team, providing guidance and instruction in the areas of pregnancy prevention, disease control, aids education, and any other medical information which may be needed. She also provides counseling and education to individual students as needed during 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 WLGOS.

Student Statistics:

Enrollment:

Total number of students served during 1990-91: 346

Breakdown:

<u>Sex</u>		<u>Race/Ethnic Group</u>		<u>Payment Status:</u>	
Male:	247	Black:	169	POW	27
Female:	99	White:	174	Fin.Aid	106
Other:	3			Voc.Rehab.	162
				Truancy	51

Graduates:

High School Diplomas:	20
GED Completions:	21
Vocational Completers:	11

Age Range of Students

15 years:	77
16 years:	112
17 years:	64
18 years:	50
19 years:	25
20 years:	8
22 years:	2

County Representation

Allendale	1	Hampton	8
Aiken	4	Horry	11
Anderson	4	Jasper	2
Bamberg	2	Kershaw	5
Barnwell	5	Lancaster	3
Beaufort	14	Laurens	5
Berkely	12	Lee	1
Charleston	58	Lexington	49
Chesterfield	3	Marion	1
Clarendon	2	Marlboro	1
Colleton	11	McCormick	1
Darlington	1	Newberry	2
Dillon	1	Oconee	1
Dorchester	22	Orangeburg	15
Edgefield	2	Pickens	2
Fairfield	3	Richland	41
Florence	6	Saluda	2
Georgetown	7	Spartanburg	7
Greenville	9	Sumter	7
		Williamsburg	1
		York	2

STUDENT AFFAIRS

The Student Affairs Department is the division charged with the responsibility of caring for the needs of our students from 3:15 p.m. until 8:00 a.m. during the week, and during all weekend hours. This department is made up of Youth Counselors who serve as dorm counselors, a Recreation Specialist, who develops and runs programs for students activities, a Director of Cottage Life, who supervises weekend activities, and a Dean of Students, whose job is to supervise all facets of the program. In addition to these full time employees, the Student Affairs department also utilizes several part time employees, and a staff of volunteer Foster Grandparents in caring for our students.

The Student Affairs staff has been involved in many activities designed to upgrade their abilities during the 1990-91 school year. These activities include seminars, workshops, regional meetings, and other training programs. It should be noted that all of these are in addition to regularly scheduled staff development programs. These programs have increased the counselors' ability to deal with student problems in the areas of education, drug use, self-esteem, personal hygiene, and overall behavior management.

The Student Affairs Department assigned a Case Management Coordinator to oversee the extensive operations of the case management system. The coordinator directs the flow of paperwork, schedules meetings and conferences and generally ensures the smooth delivery of services to the students.

In addition, the Student Affairs Department received a \$10,000 grant in coordination with the S. C. Telephone Pioneers to expand an outdoor education course. A Challenge By Choice program serves faculty, staff and students in building teamwork and problem solution skills.

Other activities of the Student Affairs Department include fielding a softball team in the Lexington County Recreation League, Parents' Day, a Black History Festival, the Mr. and Miss Wil Lou Gray Pageant, Explorers Program, International Day, Hands Around the State House, a Hope for Peace rally during the Persian Gulf Conflict and an Adopt-A-Highway program. Student Affairs also carry out a Positive Reinforcement Program to reward students for attaining Phase II and III status, involved students off campus in NA/AA meetings, provided transportation to and from appointments off campus and also coordinated student involvement in the making of the anti-drug video entitled "YO! Drugs, Don't Do Em".

After such an active school year, the Student Affairs Department has set ambitious plans for 1991-92. They include assisting with coordination of the Student Work Program, expanding the Ropes Course to include an Outdoor Education Program establishing a campus-wide student clean-up program, continuing to expand staff training opportunities, and working in other endeavors to enhance the interaction of the school and students with the community at large.

PSYCHOLOGICAL AND SPECIAL SERVICES

PURPOSE

The purpose of the department is to provide clinical and educational support services to students who are enrolled in programs at Wil Lou Gray. Students' families and others working with students are also served through department activities. Case management, counseling, consultation, in-service training, psychoeducational evaluation, special education coordination, and substance abuse prevention and intervention were the major endeavors of department personnel during the year.

ORGANIZATION AND OPERATION

The department is supervised 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 full-time to the department. An administrative specialist is shared between the department and another unit on campus. The coordinator and counselors provide services during the school day, as well as selected evening and weekend hours on a regular basis.

DEPARTMENT ACTIVITIES

Personnel

During the 1990-91 school year there were several personnel changes. Mr. Michael Kelly replaced Dr. Mary Lee Platz as the department coordinator in late summer, 1990. Mr. Kelly finalized arrangements developed by others at Wil Lou Gray, the South Carolina Commission on Alcohol and Drug Abuse (SCCADA), and L/RADAC to assign a full-time clinical counselor to the agency. Mr. John Marston was hired by L/RADAC in December, 1990 and began working at the School in January. Secretarial support was gradually increased from half-time to three fourths time during the 1990-91 school year.

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 275 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

Counseling services are a major function of the department. During the 1990-91 school year the department averaged over 170 individual counseling contacts per month. Additionally, an average of 150 student contacts were made in group counseling each month. Nearly every student enrolled at the school was seen by a counselor at least twice a month. Records indicate that between one-third to one-half of the student body was seen within a counseling context weekly.

Counseling took a variety of forms and focused on a range of topics during the year. Structured groups explored topics related to social skills development, substance abuse, facts about HIV/AIDS, peer counseling

spiritual development, self-image and music, self-discovery in the outdoors, and test anxiety, among others. Individual counseling took place in the counselor's private office, on outdoor walks, and in the dormitories. Our students concerns run the gamut -- from boyfriend or girlfriend "spats" to fear of HIV infection, pregnancy and sexual abuse. Families met with counselors periodically. Generally these sessions involved a crisis situation and the meetings stopped when the problem was resolved. Transportation and scheduling problems appear to be the major obstacles to consistent face-to-face sessions with families.

Consultation

Providing assistance to teachers and other staff at the school, as well as a collaborating with agencies and community-based organizations to serve students is another major function of the department. Statistics were not kept on the number of consultations provided by the department this year. However, given the importance and frequency of this activity, data will be collected for the 1991-92 year. It is known that our staff have contact with every major agency serving high risk youth in the state. Departmental personnel are frequently asked to sit on ad hoc committees addressing issues relevant to our student body.

In-Service Training

Professional development is a priority for the department in terms of providing training to others and enhancing our own skills. During the school year eight presentations were made by departmental staff to groups outside the agency. Additionally, the staff participated in workshops on the average of twice a month. The majority of training involved minimal expense ranging from \$0.00 to \$50.00. Each department member also paid for some training from their own funds. The total training and travel expenses for the department during the year was less than \$1,000.00.

Psychoeducational Evaluations

Psychoeducational evaluations are conducted by two personnel in the department with the appropriate certification. This year ten evaluations were conducted. Reevaluations 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 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 handicaps, or mild mental retardation. Four certified teachers, who report to the school principal, provided special education classes during 1990-91. Thirty students were reported on the October 1,

1990 Chapter One count; forty-eight special education students were served throughout the school year. The school received notification in spring, 1991 from the Office of Programs for the Handicapped (OPH), State Department of Education, that it has met all compliance requirements required by federal law and state guidelines. OPH began the monitoring process in 1989-90; program adjustment were made that year and last year resulting in the compliance rating.

Substance Abuse Prevention and Intervention

Student records, interviews, and discipline reports indicate that over two-thirds of the student body at the school have engaged in substance abuse during their teens. Substances in this context include alcohol, prescription drugs and illegal drugs such as marijuana, cocaine and others. To cope with this alarming trend, the school has received assistance from the Lexington/Richland Alcohol and Drug Abuse Commission in the form of a part-time prevention specialist and a full-time clinical counselor. The S. C. Commission on Alcohol and Drug Abuse has participated in funding the clinical counselor position. Both specialists have provided a variety of interventions through group activities and individual counseling. Students who are coping with an addiction problem are able to attend meetings sponsored by Narcotics Anonymous on a regular basis. The two specialist have made some gains with students and the current arrangement is an excellent example of inter-agency cooperation.

The Psychological and Special Services department plays a unique role in a unique agency. Serving adolescents who are at high risk for school failure, in a seven day a week program, is exciting and demanding. The department will renew its commitment in 1991-92 to find increasingly effective and efficient ways to support the mission of the agency.

PERSONNEL DEPARTMENT

The Personnel Department is constantly busy with recruitment and selection. During the year, seventeen (17) individuals were employed; fourteen (14) resigned and two (2) entered retirement.

The Employee of the Quarter nominees were Ms. Tamara Gordon, Clinical Counselor and Mrs. Dorothy C. Turner, Business Education teacher. Plaques have been awarded to them at the Board of Trustees meetings.

A monthly newsletter "News and Reviews" is distributed to employees. Employee Handbooks have been revised and ready for distribution.

Monthly birthdays are recognized with employees enjoying lunch together in the dining hall.

Various workshops and seminars have been attended.

INSTITUTIONAL DEVELOPMENT

PURPOSE

The purpose of the Office of Institutional Development is to communicate and disseminate accurate information to parents, professionals and students seeking admissions to the Wil Lou Gray Opportunity School or making a referral. Assistance is given to families and agencies with help 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. An Alumni Association is cultivated and developed.

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 is the admission requirements that 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 informative 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. Personal contacts throughout the state then provide applications for admission and agency brochures to prospective students when individuals request information about the Wil Lou Gray Opportunity School. Once relationships are built, families are recommended to the agency through these established contacts. This network of personal relationships builds a strong foundation which the agency depends upon for student referrals. Prospective students either ask for a home visit or campus tour and the request is accommodated quickly. Assistance is given to applicants and their families to ensure proper items requested on the application for admission are completed thus preventing any delay in the admission process.

Other means by which agency information is disseminated is through exhibits at various state educational and social service meetings and conferences.

Solicitation for the Wil Lou Gray Foundation is made when business leaders are contacted to ask for contributions.

Press releases are mailed to newspapers to recognize staff or student honors. Radio and television interviews are given to help disseminate information for public awareness.

An Alumni Association meets regularly each year and elects officers.

ACCOMPLISHMENTS

A new publication on alumni met with great enthusiasm at the State House and across South Carolina. The brochure was the first printed brochure on alumni that demonstrated the accomplishments of our former students. Many letters of approval and praise were sent by elected representatives. Too often our finished product, the students, are never given enough publicity to establish the creditability of the agency. Alumni featured in the booklet were asked, "Why I chose the Opportunity School?", and "How the Opportunity School helped me". The booklet is used to promote the work of the agency and to encourage students to apply.

The Wil Lou Gray Foundation changed banks to place donations in an interest earning account.

Many statewide conferences were attended where an exhibit was displayed and brochures and/or applications for admission were given out.

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, and Procurement.

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.

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.

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.

ACCOMPLISHMENTS

An Inventory Control and Supply Specialist was employed to manage the fixed assets inventory and to implement a warehouse and supply operation.

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.

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: Alumni Banquet, Thanksgiving and Christmas Dinners, International Day and Commencement Luncheon. A salad and hot bar was introduced to provide an alternative to the regular menu. The food service supervisor attended the USDA training conference in August to familiarize herself with the new changes in USDA regulations. The food service staff completed the year by preparing and serving a reception at the State Capitol for members of the General Assembly on March 27.

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 well over 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.

An old, pre-World II barracks was removed from campus through the joint efforts of the Fire Academy several local fire departments and the Opportunity School. A live training exercise was conducted on the building resulting in approximately 85% of the building being consumed during the exercise. Remaining debris was cleared from the site.

An inmate worksite project was established to supplement the Maintenance Department productivity. Two inmates are assigned to grounds

maintenance while three others assist with the janitorial effort. Negotiations for additional male inmates and for a female inmate worksite project are nearing approval.

FISCAL AFFAIRS

The office of fiscal affairs encompasses all facets of agency 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.

This year was marked by severe budget reductions. The \$20,355 reduction in the spending budget was accompanied by a deletion of a planned merit increase allocation of \$95,137.00.

WIL LOU GRAY OPPORTUNITY SCHOOL
SUMMARY OF INCOME AND EXPENDITURES
FISCAL YEAR 1990-91

	STATE	FEDERAL	OTHER	TOTAL*	
BEGINNING CASH BALANCE		-480	190,581	190,101*	
INCOME & REVENUE					
State appropriations	2,802,378			2,802,378	
Adjustment to Appropriations	-20,355			-20,355	
Earmarked Funds					
Special Deposits			413,894	413,894	
Capital Projects			116,245	116,245	
Capital Improvements			100,000	100,000	
Restricted Funds *					
Palmetto Patriots- Investment Earnings			927	927	
Education Improvement Act			360,913	360,913	
Federal Funds					
Federal - Block Grant		-86		-86	
Vocational Education- Disadvantaged		42,872		42,872	
Programs for the Handicapped		24,523		24,523	
National School Lunch Program		70,068		70,068	
Indirect Cost for General Fund		4,940		4,940	
Total Income and Revenue	2,782,023	142,317	991,979	3,916,319	
Total Available to Spend	2,782,023	141,837	1,182,560	4,106,420	
EXPENDITURES					
	PERSONAL SERVICE	OPERATING EXPENSES	EMPLOYEE BENEFITS	NON-RECURRING EXPENDITURES	TOTAL
Administration	164,674	70,261			234,935
Educational Programs					
Academic Program	713,892	27,888			741,780
Vocational Education	172,917	74,235			247,152
Library	35,416	1,868			37,284
Student Services	671,116	47,492			718,608
Support Services	540,503	596,440			1,136,943
Employee Contributions			523,250		523,250
Non-Recurring Expenditures				79,440	79,440
Capital Projects				283,365	283,365
Indirect Cost to General Fund		4,940			4,940
Total Expenditures	2,298,518	823,124	523,250	362,805	4,007,697

* \$136,354.00 of this balance is capital improvement projects.

Total Number of Documents Printed	<u>255</u>
Cost Per Unit	\$ <u>1.12</u>
Printing Cost - S.C. State Budget & Control Board (up to 255 copies)	\$ <u>284.63</u>
Printing Cost - Individual Agency (requesting over 255 copies)	\$ _____
Total Printing Cost	\$ <u>284.63</u>